

**Vernon- School Continuous Improvement Plan (SCIP)  
Portland Public Schools**

| School Name | Principal/Administrator Name | School Year |
|-------------|------------------------------|-------------|
| Vernon      | Ben Keefer                   | 2019-20     |

**School Direction for Setting Goals and Strategies**

|         |   |
|---------|---|
| Vision  | <p>IBelieve. IBelong. IBecome. <i>Come grow with us.</i></p> <p>Vernon staff, students, and community will work together to create a learning environment that provides opportunities for each student to be challenged academically, enhance positive self esteem, develop respect and concern for others, and become responsible, independent, global thinkers.</p>   |
| Mission | <p>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p> <p>To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.</p> <p>Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p> |

**Comprehensive Needs Assessment Summary**

|   |  |
|---|--|
| What data did our team examine?   | Our team examined the following academic data- MAP Growth Data in reading and math for grades 3-8, DIBELS data for grades K-2 for reading. OSAS Reading and Math in grades 3-8. Lexia data for grades K-3. Attendance data for grades K-8. FIT assessment data. Successful Schools survey data. Discipline data in the form of exclusionary data as well as referral data.     |
| How did the team examine the different needs of all learner groups?               | Our team looked at both overall data and aggregated data in order to see how different student groups were performing in relation to one another. This helped to frame both our goals, as well as to look at areas of growth and areas still needing additional focus and support.   |
| How were inequities in student outcomes examined and brought forward in planning? | We highlighted differences in performance between groups, thus highlighting the inequities. This allowed for some goals that were focused on these inequities in performance to flow from our planning work, as it was clear that our Black and Hispanic students need the most work to get up to the levels of performance of our highest performing groups .                 |
| What needs did our data review elevate?   | Our data review really enabled our group to see the gap in performance that currently exists between our black and Hispanic students and our white and multi-racial students. It also highlighted that while our parents have very positive feelings about Vernon overall, we have work to do in order to get our students and staff feeling as positively as our families do. |
| How were stakeholders involved in the needs assessment process?                   | We engaged with a variety of staff, as well as used student survey data and parent survey data in our examination of our data and performance. We are also continuing to work with staff, parent groups, and students to get more feedback about the most effective ways to empower students to learn to their fullest potential.  |

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| <p>Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.</p> | <p style="text-align: center;">Our priority areas are as follows:</p> <p>Increasing the percentage of Black and Hispanic students performing at or above grade level in reading.</p> <p>Increasing the percentage of Black and Hispanic students performing at or above grade level in math.</p> <p>Decreasing chronic behaviors that impact student learning.</p> |
|--|--|

### SMART Goals

All school goals need to reflect PPS's school-specific focus on reading, math, and climate; and, connect to one or more areas of district focus: Guaranteed and Viable Curriculum (GVC), Multi-Tiered Systems of Support (MTSS), and Leadership Development.

Use SMART Goal format:

- **S**pecific = Which specific, comparable data sets will you use?
- **M**easurable = How will you measure whether you met your goals?
- **A**chievable = Is the goal Aspirational = Set your goals high enough to be a stretch but also do-able.
- **R**elevant = How will you target your areas with the greatest need for growth, especially for Historically Underserved students?
- **T**ime-bound = In what period of time will you expect to reach the goals? When will you reassess?
  
- **Example:** The percentage of third graders at ABC School who meet or exceed their growth goal in math will increase from 25% in September 2019 to 35% in January 2020 to 50% in May 2020, as measured by MAP.
- **Example:** The percentage of ninth-graders who are on-track to graduate on-time will increase from 57% in Spring 2019 to 75% in Spring 2020, with the criterion of earning passing grades in at least 5 of their 6 classes.

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| Goal 1> | By June of 2022 Black(Currently at 16%) and Hispanic students (Currently at 24%) will be performing at or above grade level in OSAS Math in grades 3-8 at similar levels to white students (Currently at 62%).    |   |   |
| Metrics | By (month/year)   | By (month/year)   | By (month/year)   |
|         | 6/2020 32% of Black students in grades 3-8 will meet or exceed OSAS Math.<br>6/2020 37% of Hispanic students in grades 3-8 will meet or exceed OSAS Math.   | 6/2021 47% of Black students in grades 3-8 will meet or exceed OSAS Math.<br>6/2020 50% of Hispanic students in grades 3-8 will meet or exceed OSAS Math. | 6/2022 62% of Black students in grades 3-8 will meet or exceed OSAS Math.<br>6/2020 62% of Hispanic students in grades 3-8 will meet or exceed OSAS Math. |
| Goal 2> | By June of 2022 Black(Currently at 16%) and Hispanic students (Currently at 36%) will be performing at or above grade level in OSAS Reading in grades 3-8 at similar levels to white students (Currently at 69%). |   |   |
| Metrics | By (month/year)   | By (month/year)   | By (month/year)   |

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|         | 6/2020 34% of Black students in grades 3-8 will meet or exceed OSAS Reading.<br><br>6/2020 47% of Hispanic students in grades 3-8 will meet or exceed OSAS Reading.                   | 6/2021 52% of Black students in grades 3-8 will meet or exceed OSAS Reading.<br><br>6/2020 58% of Hispanic students in grades 3-8 will meet or exceed OSAS Reading. | 6/2022 69% of Black students in grades 3-8 will meet or exceed OSAS Reading.<br><br>6/2020 69% of Hispanic students in grades 3-8 will meet or exceed OSAS Reading. |
| Goal 3> | Increase staff (46% favorable) and student (44% favorable) ratings of school climate to levels families (78% favorable) currently feel as measured by successful schools survey data. |   |   |
| Metrics | By (month/year)   | By (month/year)   | By (month/year)   |
|         | 6/2020 57% of staff will give favorable ratings on school climate.<br><br>6/2020 56% of students will give favorable ratings on school climate.                                       | 6/2020 67% of staff will give favorable ratings on school climate.<br><br>6/2020 67% of students will give favorable ratings on school climate.                     | 6/2020 78% of staff will give favorable ratings on school climate.<br><br>6/2020 78% of students will give favorable ratings on school climate.                     |

**Initiative Alignment to Support School Goals**

Examples: Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, etc.

| Initiative/Program            | How will this initiative/program support your school to meet goals?   |
|-------------------------------|---|
| <b>PBIS/MTSS Climate work</b> | <b>This will help us to continue to work on improving our systems and supports for students, thus helping us to improve school climate.</b>   |
| <b>MTSS Academic work</b>     | <b>This will help us to continue to work on improving our systems and supports for students, thus helping us to improve academic achievement of students.</b>   |
| <b>IB</b>                     | <b>Rigorous curriculum design and high levels of student engagement is at the heart of the IB Program. Continued efforts to implement IB effectively will help continue to raise student test scores, as well as increase student engagement.</b> |
| <b>PLC's</b>                  | <b>Use of the DuFour model and focus on what students are showing in their work will help improve the efficacy of teacher instruction through collaboration and shared planning.</b>  |
| <b>SUN School</b>             | <b>Our SUN programming helps to support academic and enrichment needs of students, particularly our target groups for our Reading and Math goals.</b>   |

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

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| <b>Goal 1 &gt;</b>                           | By 6/2020 32% of Black students in grades 3-8 will meet or exceed OSAS Math.<br>By 6/2020 37% of Hispanic students in grades 3-8 will meet or exceed OSAS Math. |  |  |   |
| <i>What are we going to do?</i>              | <b>Strategy # 1.1</b><br>Written as a Theory of Action and reflects evidence-based practices  | If we... (do this action)  | use learning targets aligned with standards                        |   |
|  |   | Then... (this will happen)   | students will more readily access grade level curriculum           |   |
|  |   | And... (this will be the benefit)  | students will make additional gains towards proficiency.           |   |
| <i>How will we know the plan is working?</i> | Measures of Evidence for Adult Actions (connect to your "then" statement)   | Fall<br>MAP data will be used for a fall baseline.   | Winter<br>MAP data will show if students are on target for growth. | Spring<br>MAP data will show if students met growth targets for the year. |
|  | Measures of Evidence for Students (connect to your "and" statement)   | Fall<br>MAP data from fall as baseline to determine areas of growth for students.  | Winter<br>MAP data to document progress for students.              | Spring<br>MAP data to at how growth has manifested over the year.         |
| <i>How we will get the work done?</i>        | Person or Team Responsible  | Change Ideas To be completed this year   |  | Due Date  |
|  | Admin   | 1. Master schedule that allows for weekly PLC meetings.  |  | 08/2019   |
|  | ILT & PLC   | 2. Examine SIT process and give time and space for grade level PLC's to engage in tier 2 problem solving monthly.  |  | Monthly starting 1/2020   |
|  | PLC's   | 3. Examine process for interventions and give time and space for grade level PLC's to share vertically and horizontally strategies used for supporting struggling students. reflect on this after MAP winter test window to share success. |  | 2/2020  |
|  | Admin   | 4. Create resource list for staff in order to share resources for intervention.  |  | 1/2020  |

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|   | ILT                                   | 5. Help examine promising practices for sharing with staff.   | Ongoing throughout the year. |
| <b>Which PPS-specific domain(s) does this strategy support? In what ways?</b> | Administrative Leadership             | Leadership will support staff in implementation of change ideas by helping with systems and structures to allow staff the ability to use PLC structures and share tools and resources. Helping staff reflect on how implementation is going and communicating areas of strength and growth. |                              |
|   | Multi-Tiered System of Support        | This strategy is rooted in MTSS, and is essentially trying to use the application of tier one MTSS as a tool for change at Vernon.  |                              |
|   | Integrated Educational Framework      | Use of learning targets helps all students to participate successfully in grade level curriculum in the classroom.  |                              |
|   | Family & Community Engagement         | Consistent use of learning targets, IB, and Units of study will help keep parents informed about what is happening in the classrooms by fostering student ability to share their learning.  |                              |
|   | Inclusive Policy Structure & Practice | Focus on eliminating the gap for our Black and Hispanic students is helping us to put our efforts into action in putting equity at the center of what we are doing by using school level data for improvement.  |                              |

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| <b>Goal 2 &gt;</b>                           | By June of 2022 Black (Currently at 16%) and Hispanic students (Currently at 36%) will be performing at or above grade level in OSAS Reading in grades 3-8 at similar levels to white students (Currently at 69%). |  |   |
| <b>What are we going to do?</b>              | <b>Strategy # 2.1</b><br>Written as a Theory of Action and reflects evidence-based practices   | If we... (do this action)                          | use MAP/Dibels Data to help inform instruction  |
|  |  | Then... (this will happen)                         | teachers will be able to help students make increased gains   |
|  |  | And... (this will be the benefit)                  | students will make additional growth towards proficiency.   |
| <b>How will we know the plan is working?</b> | Measures of Evidence for Adult Actions (connect to   | Fall<br>MAP data will be used for a fall baseline. | Winter<br>MAP data will show if students are on target for growth.<br><br>Spring<br>MAP data will show if students met growth targets for the year. |

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|   | your “then” statement)  |   |   |  |
|   | Measures of Evidence for Students (connect to your “and” statement) | Fall<br>MAP data from fall as baseline to determine areas of growth for students.   | Winter<br>MAP data to document progress for students. | Spring<br>MAP data to look at how growth has manifested over the year. |
| <b>How we will get the work done?</b>   | Person or Team Responsible  | Change ideas to be completed this year  |   | Due Date   |
|   | Admin   | 1. Master schedule that allows for weekly PLC meetings.   |   | 08/2019  |
|   | ILT & PLC   | 2. Examine SIT process and give time and space for grade level PLC’s to engage in tier 2 problem solving monthly.   |   | Monthly starting 1/2020  |
|   | PLC’s   | 3. Examine process for interventions and give time and space for grade level PLC’s to share vertically and horizontally strategies used for supporting struggling students. reflect on this after MAP winter test window to share success.  |   | 2/2020   |
|   | Admin   | 4. Create resource list for staff in order to share resources for intervention.   |   | 1/2020   |
|   | ILT   | 5. Help examine promising practices for sharing with staff.   |   | Ongoing throughout the year.   |
| <b>Which PPS-specific domain(s) does this strategy support? In what ways?</b> | Administrative Leadership   | Principal working with ILT will look at systems and structures to help allow this work. Schedule, PLC’s and staff PD will be examined to support this work in order to improve systems and structures of support.   |   |  |
|   | Multi-Tiered System of Support                                      | Leadership will support staff in implementation of change ideas by helping with systems and structures to allow staff the ability to use PLC structures and share tools and resources. Helping staff reflect on how implementation is going and communicating areas of strength and growth. |   |  |
|   | Integrated Educational Framework                                    | Use of EA’s and Paraeducators to support students needs, as well as SPED, ESL, and Gen ed staff. Strategy promotes staff collaboration amongst staff to help increase learning gains.   |   |  |
|   | Family & Community Engagement                                       | School works with PTA, Affinity groups, and gets input from community as a whole on what is needed to meet students need. Use of MAP data to share and communicate with families.   |   |  |

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|  | Inclusive Policy Structure & Practice | Uses school level data for improvement.   |
|  |                                       | Focus on eliminating the gap for our Black and Hispanic students is helping us to put our efforts into action in putting equity at the center of what we are doing. |

|  |   |   |   |  |
|--|---|---|---|--|
| <b>Goal 3 &gt;</b>                           | Increase staff (46% favorable) and student (44% favorable) ratings of school climate to levels families (78% favorable) currently feel as measured by successful schools survey data. |   |   |  |
| <b>What are we going to do?</b>              | <b>Strategy # 3.1</b><br>Written as a Theory of Action and reflects evidence-based practices  | If we...<br>(do this action)  | If we continue to reinforce and refine our Tier 1 Universal supports and Tier 2 intervention process,   |  |
|  |   | Then...<br>(this will happen)   | Then we will be able to provide students with an environment more likely to make students successful academically and behaviorally.                 |  |
|  |   | And...<br>(this will be the benefit)  | And students will increase their pro-social behaviors and decrease disruptive behaviors, thus increasing staff favorable ratings of school climate. |  |
| <b>How will we know the plan is working?</b> | Measures of Evidence for Adult Actions (connect to your "then" statement)   | Fall<br>Staff feedback, Classroom discipline referrals  | Winter<br>Staff feedback, Classroom discipline referrals  | Spring<br>Staff feedback, classroom discipline referrals                                   |
|  | Measures of Evidence for Students (connect to your "and" statement)   | Fall<br>Rates and types of discipline referrals, as well as Successful schools feedback for baseline. | Winter<br>Rates and types of discipline referrals..   | Spring<br>Successful schools feedback from staff, as well as rates and types of referrals. |
| <b>How will we get the work done?</b>        | Person or Team Responsible  | Action Steps To be completed this year  |   | Due Date   |

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|  | All staff                             | 1. Review common area expectations to reinforce tier 1 expectations.  | 08/30, 01/08,03/31           |
|  | ILT                                   | 2. Use IS process to select strategies to try to positively improve staff feelings around school climate.                             | 11/19                        |
|  | SIT                                   | 3. Use SIT process to provide tier 2 supports to students struggling with prosocial behaviors.  | ongoing beginning 09/19      |
|  | All staff                             | 4. Use discipline referrals to document behaviors of concern.   | ongoing beginning 08/19      |
|  | Counseling team                       | 5. Have counselors work with grade levels with high levels of discipline referrals to help with guidance lessons and student support. | After data review quarterly. |
| <b><i>Which PPS-specific domain(s) does this strategy support? In what ways?</i></b> | Administrative Leadership             | Use of systems and structures to support climate work, including schedule and systems to do the work.                                 |                              |
|  | Multi-Tiered System of Support        | SIT, PLC's, and Climate team work all a part of the MTSS framework and central to this strategy.                                      |                              |
|  | Integrated Educational Framework      | All personnel support climate work to help ensure that students experience positive culture.  |                              |
|  | Family & Community Engagement         | School collaborates with a variety of partners and parent organizations to obtain feedback.   |                              |
|  | Inclusive Policy Structure & Practice | School level data used to inform plan. Climate team uses FIT/FIA to inform work. Regular review of data a part of plan.               |                              |