

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

Make a copy for your school

School Name	Principal/Administrator Name	School Year
West Sylvan Middle School	Jill Hunt	2022-23

School Direction for Setting Goals and Strategies

Vision	<i>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.</i>
Mission	West Sylvan Middle School fosters a climate of respect where culture and diversity are valued. The staff provides relevant and rigorous instruction with real world application that promotes life-long learning. Students learn to embrace challenges through critical thinking and collaboration to become compassionate global citizens.

Comprehensive Needs Assessment Summary

What data did our team examine?	<ul style="list-style-type: none"> • Successful Schools Survey 2020-21 vs. 21-22 Data • Mid-Year Student Survey Data 21-22 • Student surveys through advisory after SSS: Crum , Kuhn, Wierth • Student surveys from counseling department • What's Up WolfPack Survey 20-21 Part 1 Data and Part 2 Data • DMSI Data and Inquiry and WSMS DMSI Portfolio • MAP Fall data 2021 • MAP comparison chart 21-22 • Attendance data and Educator baseline data • State Report Card Profile 2021 • Dashboard reports 2019-20: All Student Data; Black Student Data • Dashboard reports 2020-21: All Student Data; Black Student Data
How did the team examine the different needs of all learner groups?	<ul style="list-style-type: none"> • We were particularly interested in the experience of our newest members to the community, our Historically Underserved students, and our students with IEPs.

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How were inequities in student outcomes examined and brought forward in planning?	<ul style="list-style-type: none"> We disaggregated data by race and special populations in various available data sets (i.e. SSS, any MAPs data)
What needs did our data review elevate?	<ul style="list-style-type: none"> We were particularly interested in how we increase a sense of belonging and engagement for all students. We were also interested in how the implementation of the MYP framework, coupled with AVID strategies and SEL curriculum through increased dedicated Advisory time would affect instructional practices and student learning.
How were stakeholders involved in the needs assessment process?	<ul style="list-style-type: none"> The West Sylvan SCIP in 21-22 was drafted by the administrative team in silo without stakeholder committee input. For the 22-23 updates, we sought feedback from educators, SIT members, school site council and students.
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.	<ul style="list-style-type: none"> Improve school climate and sense of belonging by addressing the needs of students and families as they transition into WSMS and then again as they transition to the high school level. Improve school collaboration to increase collective efficacy, focusing on evidence-based AVID instructional practices, inquiry, and the MYP framework. Improve stakeholder input during tiered interventions, structured PLC meetings and the SIT process.

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.

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<ul style="list-style-type: none"> 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. 			
Goal 1> Climate	By June 2023, West Sylvan Middle School students' reports of favorable responses for the Sense of Belonging SSS questions for our students will increase to 50% or higher as measured by the 2022-23 Successful Schools Survey. (38% favorable 21-22)		
Metrics	By (Nov/ 2022)	By (February, 2023)	By (June, 2023)
	Students surveyed through advisory in 2022 classes, 5% increase in reporting feeling a sense of belonging from previous SSS data points.	Students surveyed through advisory classes, 7% increase in reporting feeling a sense of belonging from previous SSS data points.	Students surveyed through the Successful Schools Survey, 10% increase in reporting feeling a sense of belonging from previous SSS data points..
Goal 2> Math	By June 2023, The average mean score on the MAPs test will increase from 224 to 240 for 6th grade, from 234 to 254 for 7th grade, and 258 to 270 for 8th grade. 80% of the Black, LatinX, and the Multiple Race students will improve on MAP, scoring Average or above Average, by June, 2023.		
Metrics	By (Nov/2022)	By (January/2023)	By June 2023
	Quarter 1 Grades, and MAPs	Semester 1 Grade data MAPs testing from fall	Final grades winter MAPs compared to Fall
Goal 3> Literacy	By June of 2023, 100% of WSMS teachers will be trained in the adopted curriculum and will implement the adopted PPS core ELA texts grades 6-8 to streamline and measure growth toward literacy goals for historically underserved, LatinX, and SPED students, so that 80% of all students are meeting grade-level proficiency standards, as measured by use of District-provided formative assessments within the adopted curriculum.		
3.1	The use of the MYP framework will increase the relevance of literacy skills in shared units and increase the inclusion of multiple perspectives and culturally relevant instruction through literacy. Due to those changes, by June 2023, The percentage of Black, LatinX, and the Multiple Race students with a passing grade of C or better in their Language Arts class will increase to 95% for Black, LatinX and Multiple Race students.		

Initiative Alignment to Support School Goals

Initiative/Program	How will this initiative/program support your school to meet goals?
MYP	We continue to work towards authorization for the MYP program – this will increase the relevance of content taught and increase engagement and access, align curriculum with the MYP work at Lincoln High School, and prepare students for the IB Diploma Program at LHS.
SEL instruction	We are working to systematically provide tier 1 SEL instruction through Advisory and through classrooms during the school year by dedicating monthly lessons on SEL topics for grades 6-8.
Advisory	Advisory curriculum will be differentiated by day to focus on tier one academic interventions and supports, schoolwide learning of AVID strategies, MYP individual and group projects, expansion of clubs on campus and SEL supports.

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

Goal 1 >	By June 2023, West Sylvan Middle School students’ reports of favorable responses for the Sense of Belonging SSS questions for our students will increase to 50% or higher as measured by the 2022-23 Successful Schools Survey. (38% favorable 21-22)			
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 establish an advisory class within the school day bell schedule for five days a week with a scope and sequence that focuses on understanding our own identity and the power or community, and provide faculty with opportunities to learn about the importance of teacher-student relationships	
		Then... (this will happen)	A larger percentage of our Black, LatinX and Native students will report a sense of belonging with the West Sylvan Community as measured by the Successful Schools Survey.	
		And... (this will be the benefit)	This will lead to an increase in student engagement, interest and achievement as well as a decrease in social isolation and the social-emotional issues that result from that isolation.	
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your “then” statement)	Summer/Fall	Winter	Spring
		<ul style="list-style-type: none"> AVID, MYP, Advisory and MTSS/Climate Committees lesson plan for expanded advisory model (5 days/week) School-wide advisory classes (5X/week) built into the master schedule. Educators can opt into PD time with site leaders and committees for PLCs 	<ul style="list-style-type: none"> Committees continue to plan and collect initial data. Build school clubs within Advisory structure, and measure participation and student feedback Ongoing PD on Tuesdays, expanded time to meet before/after school in 	<ul style="list-style-type: none"> Committees continue to plan and collect data Students and Educators surveyed through advisory Family feedback on Advisory Student feedback through survey and focus groups

School Continuous Improvement Plan (SCIP)
Portland Public Schools

School Name	Principal/Administrator Name	School Year
West Sylvan Middle School	Jill Hunt	2022-23

		<ul style="list-style-type: none"> Differentiate the themes for Advisory by grade level so that each grade has specific supports. MYP unit plans shared over summer to all educators 	horizontal and vertical PLCs. <ul style="list-style-type: none"> Students surveyed through advisory Student Affinity Group data (disaggregated) MYP visit for authorization 	<ul style="list-style-type: none"> Student Affinity Group data (disaggregated) Instructional rounds to assess fidelity of Advisory time MYP unit plans shared and delivered
	Measures of Evidence for Students (connect to your “and” statement)	<ul style="list-style-type: none"> Attendance in advisory classes. Answers to survey questions from students and educators Club membership percentages 	<ul style="list-style-type: none"> Answers to survey questions Attendance in school day Club membership and student group projects 	<ul style="list-style-type: none"> Attendance data SSS Survey data Community and/or Individual projects through MYP Number of students needed a suicide screener (decrease) Decline of disciplinary incidents from fall 2022 to spring 2023
<i>How we will get the work done?</i>	Person or Team Responsible	Committees for MTSS/Climate, Admin, SIT, Advisory, PLCs, Climate Specialist		August 2022-June 2023
	Advisory and Climate Team	1. Continue building scope and sequence of Advisory for 22-23 school year.		Aug-Dec 2022
	Advisory and Climate Team	2. Create shared calendar to provide modules for each week’s advisory lessons		Aug. - June 2023
	Advisory and Climate Team	3. Create survey for students to take in Advisory (includes questions measuring sense of belonging)		September 2022

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	Advisory and Climate Team	4. Survey students (including questions measuring sense of belonging), and gather qualitative data about student's response to advisory and requests/needs in the future program.	March 2023
	Advisory and Climate team	5. Meet to reflect on the year of advisory – set goals for year 3, and build master schedule to include Advisory for 23-24 school year	April- May 2023
Which PPS-specific domain(s) does this strategy support? In what ways?	Administrative Leadership	Through this process, the administrative team and school leadership support and promote a school-wide focus on transforming our systems and climate to better support early adolescent learners. Through the implementation of an advisory program, we are establishing ways to collect data, monitor progress and make changes needed in a timely manner.	
	Multi-Tiered System of Support	The work in this goal is strengthening the Tier 1 SEL teachings in the building. It allows us to proactively ensure that every student has instruction, and support, around organizational skills, thinking skills, self-knowledge and self-advocacy skills.	
	Integrated Educational Framework	This work increases the ability of school personnel to promote collaborative instruction among all peers with our specific focus on connecting our SEL work with our AVID strategies and our MYP units.	
	Family & Community Engagement	Families will receive regular updates on progress and data related to growth in our targeted areas. Families will also be invited to engage in dialogue about our plans and improvements to our plans throughout the year.	
	Inclusive Policy Structure & Practice	This program is utilizing research-based interventions that allow school personnel to utilize positive behavior interventions and supports – while identifying instructional strategies and tools that are used throughout the building.	
Summative Review			

Goal 2 > Math	By June 2023, The average mean score on the MAPs test will increase from 224 to 240 for 6th grade, from 234 to 254 for 7th grade, and 258 to 270 for 8th grade. 80% of the Black, LatinX, and the Multiple Race students will improve on MAP, scoring Average or above Average, by June, 2023.	
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School Name	Principal/Administrator Name	School Year
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<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	<ul style="list-style-type: none"> ○ IF we provide high-quality adopted curriculum aligned to standards, and we provide effective teacher professional learning 		
		Then... (this will happen)	<ul style="list-style-type: none"> ○ THEN teachers will implement effective Math instruction using the adopted curriculum, AND students will meet their Math targets for 6th-8th grades. 		
		And... (this will be the benefit)	Meeting these targets successfully provides equitable access to Black, LatinX and Native students while ensuring that all students are ready to promote to the next grade level with the necessary foundational math skill sets for success.		
<i>How will we know the plan is working?</i>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring	
		<ul style="list-style-type: none"> ● PD cycles integrate collaboration amongst math educators to target interventions for historically underserved students. ● PD on Equity work and focal students through Grade-Level PLCS and SIT process focused on academic progress ● Tiered intervention records for math supports ● Instructional Round Evidence and Feedback 	<ul style="list-style-type: none"> ● PD cycles integrating collaboration amongst math educators ● Review/reflect on grade data (differentiated by race) ● Mid-year survey/data review ● Instructional rounds 	<ul style="list-style-type: none"> ● Review/reflect on grade data (differentiated by race) ● End of year survey ● Instructional rounds ● MAPs spring/winter data comparison 	
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring	
		<ul style="list-style-type: none"> ● Students will have avenues to seek academic supports within 	<ul style="list-style-type: none"> ● grade data (differentiated by race) 	<ul style="list-style-type: none"> ● MAPs data ● grade data (differentiated by race) 	

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Portland Public Schools

School Name	Principal/Administrator Name	School Year
West Sylvan Middle School	Jill Hunt	2022-23

		<p>the school day for Tier 1 supports in math</p> <ul style="list-style-type: none"> Students will have avenues to learn curriculum from adopted standardized texts that all grade teams will use throughout PPS 	<ul style="list-style-type: none"> Data review in PLCs 	<ul style="list-style-type: none"> Successful Schools Survey Data (student – engagement; teacher – ability to teach all students)
<i>How we will get the work done?</i>	Person or Team Responsible	Change ideas to be completed this year		Due Date
	Educators	<ol style="list-style-type: none"> Be trained in the use of all new math curriculum with 100% fidelity. Attend PDs and PLCs for math grade teams to learn how to use the new curriculum and use assessment data to guide instruction and interventions. 		ongoing
	PLCs	<ol style="list-style-type: none"> PD Protocols and Evidence for PLCs <ol style="list-style-type: none"> Targeted unit design, collaboration and analysis in morning PLCs by grade and subject 		Monthly through June 2023
	Admin and Climate Specialist	<ol style="list-style-type: none"> Attend instructional rounds to give feedback on implementation and fidelity of curriculum use. Engage in instructional rounds and support during PLCs Run the SIT team with improved educator engagement with targeted focus on academic interventions 		Monthly through June 2023
	Admin team and Climate Specialist	<ol style="list-style-type: none"> Lead grade level teams through reflection on grade data differentiation for tiered interventions and SIT referrals 		Monthly through June 2023

School Continuous Improvement Plan (SCIP)
Portland Public Schools

School Name	Principal/Administrator Name	School Year
West Sylvan Middle School	Jill Hunt	2022-23

		5. Provide a structured schedule with time for collaboration and professional feedback on differentiation that has been successful	
<i>Which PPS-specific domain(s) does this strategy support? In what ways?</i>	Administrative Leadership	Principal and the PLCs use data to assess fidelity, monitor progress, evaluate outcomes, and revise interventions.	
	Multi-Tiered System of Support	The training and collaboration around differentiation will help school personnel use intensive/individual interventions that supplement Tier 1 instruction in place for all grade levels in core subjects	
	Integrated Educational Framework	All students, including students with IEPs and ELLs participate in the grade level general education curriculum alongside their grade level peers.	
	Family & Community Engagement	Feedback through conferences, emails, phone calls, surveys, Site Council, WSMS Foundation meetings	
	Inclusive Policy Structure & Practice	MYP curriculum and rubrics used amongst various grades on units throughout the year, and evidence of unit assessments from the adopted PPS math instructional materials	
Summative Review			

Goal 3 > Literacy	By June of 2023, 100% of WSMS teachers will be trained in the adopted curriculum and will implement the adopted PPS core ELA texts grades 6-8 to streamline and measure growth toward literacy goals for historically underserved, LatinX, and SPED students, so that 80% of all students are meeting grade-level proficiency standards, as measured by use of District-provided formative assessments within the adopted curriculum.		
<i>What are we going to do?</i>	Strategy # 3.0 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	<ul style="list-style-type: none"> IF we provide high-quality adopted curriculum aligned to literacy standards, and we provide effective teacher professional learning through PLCs on-site and through district-level PLCs
		Then... (this will happen)	<ul style="list-style-type: none"> THEN teachers will implement effective Literacy instruction using the adopted curriculum for all Students regardless of race,gender,special population designation
		And... (this will)	<ul style="list-style-type: none"> AND students will meet their Literacy targets for 6th-8th grade curriculum as measured through targeted

School Continuous Improvement Plan (SCIP)
Portland Public Schools

School Name	Principal/Administrator Name	School Year
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		be the benefit)	formative assessments and MYP units complementing the adopted curriculum	
Goal 3.1	The use of the MYP framework with AVID strategy support will complement the adopted PPS ELA texts, increase the inclusion of multiple perspectives and culturally relevant instruction, and provide opportunities for aligned assessment as measured by common formative assessments each quarter.			
<i>What are we going to do?</i>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	Provide professional development on: The MYP framework, have a teacher leader as MYP Coordinator and provide time for teams of teachers to collaborate in unit planning; the use of the newly adopted texts for middle grades; and the importance of regular PLC data analysis on common formative assessments in ELA classes	
		Then... (this will happen)	We should see an increase in relevance, culturally responsive practices, student engagement, and grade-level proficiency rates	
		And... (this will be the benefit)	and students from historically underserved, Latino and SPED populations will show increases equal to the rates of proficiency with their white counterparts at WSMS.	
<i>How will we know the plan is working?</i>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall <ul style="list-style-type: none"> • PD cycles integrating collaboration amongst math educators • PD time for additional MYP unit creation in preparation for authorization visit. 	Winter <ul style="list-style-type: none"> • Revise/finish MYP units • Finish scope and sequence for Advisory • Educator shared collaborative MYP unit plans 	Spring <ul style="list-style-type: none"> • MYP consultant Visit • Apply for MYP Authorization • Master schedule to support AVID and MYP structures and leaders • Redesign master schedule to include Advisory for 22-23 school year • More inclusive master schedule design process

School Continuous Improvement Plan (SCIP)
Portland Public Schools

School Name	Principal/Administrator Name	School Year
West Sylvan Middle School	Jill Hunt	2022-23

				with counselors and educators
	Measures of Evidence for Students (connect to your “and” statement)	Fall <ul style="list-style-type: none"> Student observations during Instructional Rounds Fidelity of AVID strategies 	Winter <ul style="list-style-type: none"> grade data (differentiated by race) PLC meeting data analysis of student proficiency using rubrics MAPs data 	Spring <ul style="list-style-type: none"> MAPs data grade data (differentiated by race) Successful Schools Survey Data (student – engagement; teacher – ability to teach all students)
<i>How will we get the work done?</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	MYP Coordinator	1. Lead MYP committee to finalize prepare for site authorization visit		November/December 2022
	Administration	2. Create a rotation of PD time for PLCs on-site and through district-led trainings so that 100% of educators participate in PLCs		Ongoing
	Admin and Counselors	3. Equity PD through Advisory a. Equity – taking a deep look at differentiation		Monthly through June 2023
	Admin team	4. Lead grade level teams through reflection on grade data differentiation by race. 5. Provide time for collaboration and professional feedback on differentiation that has been successful		Quarterly (4) through June 2023
<i>Which PPS-specific</i>	Administrative Leadership	Through this process the administrative team and school leadership support and promote a school-wide focus on transforming our systems and climate to better support early adolescent learners. Through the		

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School Name	Principal/Administrator Name	School Year
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<p><i>domain(s) does this strategy support? In what ways?</i></p>		implementation of an advisory program, our focus on getting trained in and adopting new district adopted curriculum in core subjects of math, ELA and DLI, and our focus on growing our MYP implementation
	Multi-Tiered System of Support	The work in this goal is strengthening the Tier 1 SEL teachings in the building. It allows us to proactively ensure that every student has instruction, and support, around organizational skills, thinking skills, self-knowledge, coping strategies, anti-racist teachings, and self-advocacy skills.
	Integrated Educational Framework	This work of adopting and training for the use of common adopted texts for ELA, math and DLI allows equal access to rigorous standards for students of all races and genders and unifies the teaching standards within the core subjects in our middle grades.
	Family & Community Engagement	Seeking the growth of regular family meetings on campus, monthly meetings with counselors, and participation of families on Climate, safety, WSMS Foundation, PTA and School Site Council will help us build a network of family engagement through many different groups.
	Inclusive Policy Structure & Practice	This program is utilizing research-based interventions that allow school personnel to utilize positive behavior interventions and supports – while identifying instructional strategies and tools that are used throughout the building. The team will revise and retrain all staff on the SIT process, our tiered interventions, systems of school rules and interventions and will include educators in a regular rotation of SIT meetings.
Summative Review		

School Plan Self-Monitoring Routines - Using the PDSA Cycle “Plan - Do - Study - Act”

Use the links below to access tools you will need for completing your PDSA cycles.

As always, please make a copy of the tools and save them to your own google drive before typing on them.

What tool do I use to write and document my PDSA cycles?

- Use this form:

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[Completing a PDSA Cycle without Prompts](#)

When do I complete each section of the documents?

- * **“PDSA Cycle without Prompts” form (linked above):**
 - Fill out the **“Plan”** portion of the form PRIOR to putting the change idea into action.
 - AFTER you finish trying the change idea, then fill out the **“Do - Study - Act”** portions of the form.
- * **“PDSA Summary Chart”:**
 - Fill this out after completing the full 1st PDSA cycle, and add to the chart after each cycle:
[PDSA Summary Chart](#)

Which tools can help me understand and use the PDSA cycle?

- Guide to understanding and using the PDSA Cycle:
[PDSA Guide](#)
 - Use the prompts in this tool to understand how to create your own PDSA Cycle - this is the same format as the actual PDSA Cycle tool:
[PDSA Cycle with Prompts](#)
-