


















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

School Name	Principal/Administrator Name	School Year
Woodstock Elementary	Seth Johnson	2022-2023

### School Direction for Setting Goals and Strategies

Vision	<i>Growing, learning, supporting each other.</i>
Values	<i>Perseverance, Integrity, Curiosity, Compassion</i>
Mission	<i>The Woodstock school community will work together to provide a safe environment contributing to the development of all students to their fullest potential; fostering compassion, curiosity, integrity, and perseverance to create successful citizens in a global society.</i>

### Comprehensive Needs Assessment Summary

What data did our team examine?	<p>Oregon Statewide Assessment System (OSAS)</p> <ul style="list-style-type: none"> <li>● 2021-2022 ODE Report Card <ul style="list-style-type: none"> <li>○  2021-2022 Report Card Detail Sheet.pdf</li> <li>○  2021-2022 Report Card Profile.pdf</li> </ul> </li> <li>● 2020-2021 ODE Report Card <ul style="list-style-type: none"> <li>○  2020-2021 Report Card Profile.pdf</li> </ul> </li> <li>● 2019-2020 ODE Report Card <ul style="list-style-type: none"> <li>○  2019-2020 Adapted At-A-Glance Profile.pdf</li> </ul> </li> <li>● 2018-2019 ODE Report Card <ul style="list-style-type: none"> <li>○  2018-2019 Report Card Detail Sheet</li> <li>○  2018-2019 Report Card Profile.pdf</li> </ul> </li> </ul> <p>Successful Schools Survey</p> <ul style="list-style-type: none"> <li>●  Successful Schools Survey (Students) 2021-2022.pdf</li> <li>●  Successful Schools Survey (Students) 2020-2021.pdf</li> <li>●  Successful Schools Survey (Students) 2019-2020.pdf</li> <li>●  Climate - Relationships Favorable Responses by Race - Upset to Clas...</li> <li>●  Climate - Relationships Response by Race.pdf</li> </ul> <p>Measures of Academic Progress (MAP)</p> <ul style="list-style-type: none"> <li>● 2021-2022 <ul style="list-style-type: none"> <li>○  MAP Math Spring 2021-2022.png</li> <li>○  MAP Reading Spring 2021-2022.png</li> </ul> </li> <li>● 2020-2021 <ul style="list-style-type: none"> <li>○  MAP Math Winter 2020-2021.png</li> <li>○  MAP Reading Winter 2020-2021.png</li> </ul> </li> </ul> <p>Multi-Tiered Systems of Support Assessments</p> <ul style="list-style-type: none"> <li>●  Woodstock TFI 2018-2022</li> <li>●  Woodstock FIT Item View 2020-2021</li> </ul> <p>Chinese</p>
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	<ul style="list-style-type: none"> <li>• Level Learning</li> <li>• STAMP 4SE</li> </ul> <p>English Language Proficiency Assessment (ELPA)</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <ul style="list-style-type: none"> <li>• Foundational Reading Skills Summary</li> </ul>
How did the team examine the different needs of all learner groups?	The ILT used the <a href="#">Data Review Tool</a> to help look at components of race, gender, language, and students with disabilities. This tool was a guide for looking at the data and for helping to facilitate our discussion.
How were inequities in student outcomes examined and brought forward in planning?	One of the main areas of focus was English Learners and how multi-language learners fit into a Dual Language Immersion Program.
What needs did our data review elevate?	The most pressing need identified through our examination of the data is “student growth.” This is an area of need across our school. Additional needs have been identified for English Learners and Students with Disabilities.
How were stakeholders involved in the needs assessment process?	<p>In addition to the ILT’s work with the SCIP development, all staff participate in a “Priority Identification Discussions” to solicit school wide perspective and input on the data and tools to address needs. Grade level teams also contributed to the SCIP process through a review of the SCIP goals and an opportunity to provide examples of current work and needed supports.</p> <p>The Site Council participates in data analysis, priority identification discussion, and suggests/recommends staff professional development.</p> <p>A Family Meeting, held prior to a PTA Meeting, provided an overview of the data and needs assessment. This was also an opportunity to solicit stakeholder input.</p> <p>Coffee/Tea Conversations are held several times throughout the school year to provide a space for dialogue between school leaders and Woodstock families, with a specific focus on our English Learner families, with the support of the district Chinese Community Agent.</p> <p>The School Community has also been invited to participate in a survey to solicit curriculum interests as well as communication and family engagement satisfaction and suggestions for improvement.</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	As of the initial writing of this SCIP, the priority need identified is “Student Growth.” As work moves forward with the SCIP, there will be ongoing monitoring of the priority improvement area.

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there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

### 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 the benchmark in math number sense, will increase from 25% in September 2019 to 50% in May 2022, 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 2022, with the criterion of earning passing grades in at least 5 of their 6 classes.

Goal 1>	By June 2023, 3rd-5th Grade Historically Underserved Students will demonstrate at least 10% increase, from 31% in 2021-2022 to 41% in 2022-2023, in Math proficiency as measured by the Oregon State Assessment System (OSAS).		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Fall 2022 <ul style="list-style-type: none"> <li>50% of 3rd-5th Grade Historically Underserved Students will increase their percentile by 15% in math from Spring 2022 to Fall 2022, as measured by MAP.</li> </ul>	Winter 2023 <ul style="list-style-type: none"> <li>75% of 3rd-5th Grade Historically Underserved Students will be on target to meet their Spring 2023 math growth goal, as measured by MAP.</li> </ul>	Spring 2023 <ul style="list-style-type: none"> <li>80% of 3rd-5th Grade Students will have met their math growth goal, as measured by MAP.</li> </ul>
Goal 2>	By June 2023, 3rd Grade English Language Learner (ELL) Students will demonstrate at least 10% increase, from 42% in 2021-2022 to 52% in 2022-2023, in reading proficiency as measured by the Oregon State Assessment System (OSAS).		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Fall 2022 <ul style="list-style-type: none"> <li>50% of 1st-3rd Grade ELL Students will increase their percentile by 15% in reading</li> </ul>	Winter 2023 <ul style="list-style-type: none"> <li>75% of 1st-3rd Grade ELD Students will be on target to meet their</li> </ul>	Spring 2023 <ul style="list-style-type: none"> <li>80% of 1st-3rd Grade Students will have met their reading growth</li> </ul>

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	from Spring 2022 to Fall 2022, as measured by MAP.	Spring 2023 reading growth goal, as measured by MAP.	goal, as measured by MAP.
<b>Goal 3&gt;</b>	By June of 2023, the percentage of students who “respond favorably” to Teacher-Student Relationships will increase from 50% in the 2018-2019 to 80% in the 2022-2023 School Year as measured by the Successful Schools Survey. Increase the percentage of African American students who “respond favorably” from 55% in 2021-2022 to 75% in 2022-2023.		
<b>Metrics</b>	By (month/year)	By (month/year)	By (month/year)
	Fall 2022 <ul style="list-style-type: none"> <li>60% of students “respond favorably to Teacher-Student Relationships as measured by the 2021-2022 Successful Schools Survey.</li> </ul>	Winter 2023 <ul style="list-style-type: none"> <li>70% of Students “respond favorably” to School Created Survey Prompts Regarding Teacher-Student Relationships</li> </ul>	Spring 2023 <ul style="list-style-type: none"> <li>80% of Students “respond favorably” to Teacher-Student Relationship Prompts as measured by the Successful Schools Survey</li> </ul>

### 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>School Climate Team</b>	The School Climate Team will meet monthly to review school-wide data and discuss survey results. The information from these reviews and discussions will help guide staff professional development and system changes linked to the SCIP Goals.
<b>Instructional Leadership Team</b>	The Woodstock Instructional Leadership Team meets two times a month to monitor progress of SCIP Goals, create instructional professional development, and review student, staff, and stakeholder input.  The ILT also reviews the ELD Implementation, MIP, School Climate, MTSS, and Equity work.
<b>Equity Team</b>	As Woodstock continues to explore the issues of race, identity, self-perception, and inclusivity, the Equity Team meets monthly to discuss topics relevant to the school community and our staff, with the focus of ensuring instruction and other school practices meet the needs of all students.

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

<b>Goal 1 &gt;</b>	By June 2023, 3rd-5th Grade Historically Underserved Students will demonstrate at least 10% increase, from 31% in 2021-2022 to 41% in 2022-2023, in Math proficiency as measured by the Oregon State Assessment System (OSAS).
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<b>What are we going to do?</b>	<b>Strategy # 1.1</b> Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	focus on utilizing common assessments across grade levels,	
		Then... (this will happen)	grade level teams will have common data and information regarding student achievement and progress toward meeting standards,	
		And... (this will be the benefit)	teachers will be able to target instruction and intervention to student needs.	
<b>How will we know the plan is working?</b>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall *Review PLC Practices *Provide Teams with curriculum (Ready Math) Exploration/Planning Time *Team Agreed Upon Unit Pre- and Post-Assessments Schedule (Whole Year) *Administer and Analyze Unit 1 Assessment *Tier II Intervention Schedules	Winter *PLC Minutes *Assessment Calibration Check (grade level assessment Check) *Pacing Adjustments *Fall Unit Data Review with Student Results *Provide Teams Data Analysis Time *Instructional and Intervention Implications	Spring *PLC Minutes *Calibration Review *Pacing Adjustments for Following Year
	Measures of Evidence for Students (connect to your "and" statement)	Fall *Fall MAP Growth *Pre- and Post-Assessment Data for Unit 1 and Unit 2 *Progress Monitoring Data for Tier II and Tier III Students	Winter *Winter MAP Benchmarking Data *Math Units 1-3 Pre- and Post-Assessment Data *Progress Monitoring Data for Tier II and Tier III Students	Spring *Spring MAP Benchmarking Data *Math Units 4-8 Pre- and Post- Assessment Data *Progress Monitoring Data for Tier II and Tier III Students *Oregon State Assessment Data for Math
<b>How we will get the work done?</b>	Person or Team Responsible	Change Ideas To be completed this year		Due Date
	ILT	1. Math Curriculum (Ready Math) Year Two PD		August 2022
	ILT	2. Unit Alignment and Pre- and Post-Assessment PLC		October 2022
	PLC	3. Scope and Sequence Planning - Year Long Unit Assessment Map		November 2022
	Admin Team	4. Data Sharing (MAP, OSAS)		November 2022
	Admin Team	5. Grade Level PLC Time		August 2022

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	Site Council	6. Data Review and Input	January 2023
	Math TOSA	7. Tier II Intervention Tools and Strategies PD	February 2023
<b>Which PPS-specific domain(s) does this strategy support? In what ways?</b>	Leadership: 1.3 - Routines and Structures	Staff will be provided with time and structures to develop proactive and systematic communication methods regarding student progress.	
	Talent Development: 2.1 - Staff Growth	Teachers will be provided with professional development opportunities to build their understanding of the PPS GVC. Teachers will be invited to be leaders in this work and collaborate with teams in the development of sound instructional practices.	
	Stakeholder Engagement and Partnership: 3.1 - Inclusiveness, Recruitment, and Participation	The Site Council will be invited to examine data and provide input and suggestions to be reviewed by the School Instructional Leadership Team.	
	Well-Rounded, Coordinated Learning: 4.4 - Data-Informed Decision Making	Grade level teams and school level teams will use screening and progress monitoring practices appropriate to content and grade level to monitor and adjust student academic supports.	
	Inclusive Policy and Practice: 5.2 - Identify and Remove Barriers to Success	The ILT Team regularly reviews intervention and support schedules to ensure students have equitable access and opportunity.	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>Goal 2 &gt;</b>	By June 2023, 3rd Grade English Language Learner (ELL) Students will demonstrate at least 10% increase, from 42% in 2021-2022 to 52% in 2022-2023, in reading proficiency as measured by the Oregon State Assessment System.			
<b>What are we going to do?</b>	<b>Strategy # 2.1</b> Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	provide a grade level and aligned standards utilizing the recently adopted Wit and Wisdom (Great Minds) Curriculum and interim assessment data to monitor student growth	
		Then... (this will happen)	we will be able to monitor individual growth and achievement	
		And... (this will be the benefit)	allow students and families to understand and make progress toward meeting student growth trajectory goals.	
<b>How will we know the plan is working?</b>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall *Grade Level Team Review of MAP Reading Achievement Status and Growth Summary Chart	Winter *Grade Level Team Review of Winter Benchmark Data	Spring *Grade Level Team Review of Spring Benchmark Data

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		*MAP Assessment Tool Training *Utilize progress monitoring tool for students not on target. *Communicate Student Achievement Status and Growth Goals with Families at Conferences	*Ongoing review of progress monitoring data and adjust interventions as needed. *Analysis of Historically Underserved Students' Progress *Communicate Student Achievement and Growth Progress via Report Card	*Ongoing review progress monitoring data and adjust interventions as needed. *Next Placement Team Meeting and Planning
	Measures of Evidence for Students (connect to your "and" statement)	Fall *Spring to Fall Achievement Status and Growth Summary *Progress Monitoring Data	Winter *Spring to Fall Achievement Status and Growth Summary *Progress Monitoring Data	Spring *Spring to Fall Achievement Status and Growth Summary *Progress Monitoring Data *Oregon State Assessment Data for Reading *ELPA Data
<b>How we will get the work done?</b>	Person or Team Responsible	Change ideas to be completed this year		Due Date
	ILT	1. Wit and Wisdom PD		September 2022
	ILT	2. Progress Monitoring PD		October 2022
	PLCs	3. Scope and Sequence Planning		November 2022
	ELD Team	4. ELD and Classroom Teacher Co-Planing/Teaching		December 2022
	TOSA	6. Literacy Scaffolds and Intervention Support		January 2023
	PLCs	5. Data Analysis		March 2023 (Ongoing)
<b>Which PPS-specific domain(s) does this strategy support? In what ways?</b>	Leadership: 1.2 - Using Data to Prioritize and Plan	Staff will collaborate in the prioritization of plans through analyzing and developing plans to align with students needs and school goals.		
	Talent Development: 2.2 - Professional Learning	School leaders will use MAP and OSAS data to inform professional development decisions for learning content and design. School administration may also use walkthrough data to help guide professional development planning.		
	Stakeholder Engagement and Partnership: 3.2 - Communication Systems to Gather and Share Information	Woodstock communicates with the school community through weekly newsletters from the school and, at a minimum, monthly letters from teachers. In addition, the school provides opportunities for engagement through PTA, Site Council, "State of Woodstock Elementary" Meetings, Principal Coffee/Tea Meetings, and interactive sessions adjacent to PTA Meetings.		

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	Well-Rounded, Coordinated Learning: 4.1 - Student Centered and Relational Principles for Learning	Staff focus on providing tailored intervention instruction and tools for students not meeting benchmark.
	Inclusive Policy and Practice: 5.1 - Equity and Access	In partnership with the Chinese Community Agent, the school offers Coffee Conversations as an outreach and inclusive practice.

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>Goal 3 &gt;</b>	By June of 2023, the percentage of students who “respond favorably” to Teacher-Student Relationships will increase from 50% in the 2018-2019 to 80% in the 2022-2023 School Year as measured by the Successful Schools Survey. Increase the percentage of African American students who “respond favorably” from 55% in 2021-2022 to 75% in 2022-2023.			
<b>What are we going to do?</b>	<b>Strategy # 3.1</b> Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	provide staff training and resources for building classroom climate	
		Then... (this will happen)	teachers will have the necessary tools and opportunities to strengthen relationships with students	
		And... (this will be the benefit)	more students will identify as having positive interactions with staff and will “respond favorably” in their description of teacher-student relationships.	
<b>How will we know the plan is working?</b>	Measures of Evidence for Adult Actions (connect to your “then” statement)	Fall *Transformative Social Emotional Learning (TSEL) Building Work *School Climate PD *Prioritize Wellness in Weekly School Wide Meetings *Focal Student Identification *Guidance Lessons *Classroom Circles *Restorative Justice PD	Winter *TSEL Building Work *Increase staff participation, representation, and involvement in the School Climate Committee *Teacher Leader led PD for “Lost at School” *School Climate Booster Week *Restorative Justice PD *Classroom Circles	Spring *TSEL Building Work *Classroom Circles *CR-TFI and School Climate Action Planning

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	Measures of Evidence for Students (connect to your “and” statement)	Fall *Student Survey *Wellness Center Data Collection	Winter *Student Survey	Spring *Successful Schools Survey Data *Family Update and Summary from Counseling Department
<b>How will we get the work done?</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	School Climate Team	1. Professional Development Planning (TSEL)		Fall 2022
	School Climate Team	2. Student Survey (Created, Conduct, Data Analysis, and Instruction Adjustment)		January 2023
	Counseling Department	3. School Guidance Schedule Developed and Implemented		June 2023
	ILT	4. Successful Schools Survey Data Review		June 2023
<b>Which PPS-specific domain(s) does this strategy support? In what ways?</b>	Leadership: 1.1 - Guiding School Vision and Mission	Staff will participate in professional development focused on creating and maintaining positive student outcomes through fostering positive relationships.		
	Talent Development: 2.1 - Staff Growth	Time and opportunities will be created by administration for collaborative work with teams and administration. First and second year teachers also benefit from mentorship experience.		
	Stakeholder Engagement and Partnership: 3.3 - Review and Incorporate Stakeholders	The Instructional Leadership Team reviews Successful School Survey data and other stakeholder input in decisions making and professional development planning.		
	Well-Rounded, Coordinated Learning: 4.3 - Cultivate Academic Success	Staff will examine and explore their impact on student mindset and how, as staff, we can help create an environment that promotes growth.		
	Inclusive Policy and Practice: 5.1 - Equity and Access	The School Climate Team will review school data on a monthly basis looking for indicators of progress toward meeting the goal and adjust practices accordingly.		

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

### School Plan Self-Monitoring Routines

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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.

Goal 1: Math data will be reviewed three times a year after each benchmark assessment window. As a part of the data review, grade level teams will identify students needing Tier II and Tier III support and collaborate on grade level instructional strategies.

Goal 2: Literacy data will be reviewed three times a year after each benchmark assessment window. As a part of the data review, grade level teams will identify students needing Tier II and Tier III support and collaborate on grade level instructional strategies.

Goal 3: Successful School Survey data will be reviewed at the start of the year and, as a whole staff and small groups, we will discuss and implement strategies focused on student-teacher relationships. Mid-year, we will share success stories and review data in preparation for the spring survey. At the end of the 2022-2023 school year, we will look at the current Successful Schools Survey data and look at ways to incorporate into our School Climate plan for 2023-2024 school year.

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

<i>Performance Updates</i>	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?