

## 21-22 School: McKay Elementary



### District Goal: WE empower all students to achieve post high school success

 <p><b>WE EXPECT EXCELLENCE</b></p> <p><i>WE teach students knowledge and skills for our evolving world.</i></p> <p><i>WE seek, support, and recognize world-class employees.</i></p>	 <p><b>WE INNOVATE</b></p> <p><i>WE engage students with a variety of relevant and challenging learning experiences</i></p> <p><i>WE create learning environments that promote student achievement.</i></p>	 <p><b>WE EMBRACE EQUITY</b></p> <p><i>WE build honest, safe, and inclusive relationships with our diverse students and their families.</i></p> <p><i>WE provide needed support so that every student succeeds.</i></p>	 <p><b>WE COLLABORATE</b></p> <p><i>WE work and learn in teams to understand student needs and improve learning outcomes.</i></p> <p><i>WE partner with our community to educate and serve students.</i></p>
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#### Our Story:

McKay is a small community school in Beaverton, Oregon. We serve students Pre K- 5 with a diverse, vibrant student body. 26% of our students qualify for special education 30% are English Language Learners with 18 different home languages represented and our school qualifies for the community eligibility program, with all students eligible for free meals. McKay believes in wrap-around support for our students and engages in partnerships with Children's Institute, Metropolitan Family Services (MFS) and in the past, Playworks. MFS provides a free after school program for 75 students four days a week, summer programs for students, incoming kinder academy and parent outreach/education.

Our academic program and school culture are informed by an anti-bias approach. In anti-bias education children learn to be proud of who they are, to respect human differences, to recognize bias, and to stand up for what is right. With a comprehensive approach to educating the whole child, we aim to equip all of our students with the skills and perspectives necessary to become fully engaged members of their communities.

We use the workshop model for instruction in math, writing, and reading. Focus on knowing the students well as learners, readers, and mathematicians continues to be a primary focus for designing and implementing instruction. The use of the IRLA for reading provides specific guidance on where the students are as readers and what strategies need more refinement. At McKay, all students have reading goals and should know what they are working on as readers. In writing, authentic published writing and continual daily practice provide us with a roadmap for instruction. In math, we use the workshop model and mathematical practices to ensure we are supporting the individual learners. Each of these areas necessitates conferring to set up individual goals, and strategic grouping during work time to link instruction to need. We have been implementing a co-teaching model during reading and writing to support our Emerging Bilingual students.

Along with the rest of the Beaverton School District, we have recognized the need to further equip our staff with tools to support and nurture our students' social and emotional learning. We have made gains over the last couple of years in implementing the following structures: morning meetings in each classroom each day, knowledge and use of the Zones of Regulation and restorative practices. Playworks has also transformed our recess space into a learning playground where students have safe opportunities to engage in organized games and practice conflict resolution skills in real time. At McKay we work to ensure that every student feels safe and experiences a sense of belonging and significance at school each day.

**Equity Area of Focus:**

**Academic Excellence Area of Focus:**

**Collaboration Area of Focus:**

<p>We will continue to deepen our relationships with families in our home school partnership.</p> <p>As a staff, we will continue to develop an understanding of what it means to lead for Equity and Anti-Racism and how this translates into our instructional practices.</p>	<p>Reading growth for all students with a focus on students who are learning English as a second language.</p>	<p>Collaboration around <a href="#">Soft start</a>, use of Gholdy Muhammad’s Framework and Learning Justice standards to support culturally responsive classrooms in PK-5 and playful inquiry in PK-2.</p>
<p><b><u>Equity Goal 1:</u></b></p> <p>We will fully implement the use of ParentSquare as a primary communication tool with caregivers. We will continue to deepen relational trust with students and families so that:</p> <ul style="list-style-type: none"> <li>-95% of students report there is at least 1 adult who cares about them at school (20-21 BSD Elementary School Student Survey 84%)</li> <li>-95% of our families will report they receive adequate communication from the child's teacher about their child's academic progress (20-21 BSD Parent Survey 78.6%)</li> <li>-We will increase the number and representation of families who fill out the family survey by at least 10% (20-21 BSD Parent Survey 51 families)</li> <li>-100% families connect with the school for spring and fall conferences</li> </ul>	<p><b><u>Academic Excellence Goal:</u></b></p> <p>In Fall 2021, using IRLA data in schoolpace 21% of Mckay students were reading at proficient or advanced levels. None of our students learning English as a second language are currently scoring at proficient or advanced on the IRLA. Our goal is for all students to make at least a year of growth this year and for 60% of McKay students to be reading proficient or advanced by June 2021.</p> <p><i>Historical Data</i></p> <p>In 18-19, Median Growth Percentile for our ELLs was 36% compared to a school wide 41% as measured by the OSAS assessment.</p>	<p><b><u>Collaboration Goal:</u></b></p> <p>As a result of collaboration teachers will report a greater sense of collective efficacy. Soft start and community meetings will be used in every classroom every day.</p>
<p><b><u>Equity Goal 1:</u></b></p> <p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1. Strengthen parent communication and host parent learning nights focusing on engaging our families who speak languages other than English.</li> <li>2. Leverage use of MFS for parent partnerships and summer learning opportunities</li> <li>3. Academic Coaches, ESL, BH &amp;W Team and Resource Room Teachers collaborate with classroom teachers to best identify strategic supports for</li> </ol>	<p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1. Read to Love book bags going home for all K,1,2nd grade students every week with 10 books. 5 at their independent reading level and 5 choice books.</li> <li>2. Coaching and support for students in grades 3,4,5 with opportunities to take home books to read.</li> <li>3. Purchased high interest low level books for every classroom as well as a robust diverse</li> </ol>	<p><b><u>Key Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1. Golden hour (additional four hours of planning) every three weeks with k/1, 2,3 and 4 to support vertical alignment and collaboration with ELL and academic learning coaches alongside.</li> <li>2. Grade levels will host curriculum nights together.</li> <li>3. Collaboration with MFS afterschool programs to best support students. These members attend care team</li> </ol>

each student and family to continue to identity and remove barriers.

4. Teachers regularly use parent square and seesaw to post student work, student learning and classroom objectives.
5. Continue the McKay Book of the month and expand these conversations to include families with books centering on Identity, Diversity, Justice and Action.

**Equity Goal 2:**

**Key Strategies:**

1. PD sessions dedicated to our Anti-Racist, Anti-Bias work as a McKay staff including work with Cornelius Minor and Gholdy Muhammad.
2. Creation of McKay Equity team to lead this work.
3. Broaden our conversations around creating anti-bias, equitable, inclusive schools to include families.
4. Continue partnership with Children's institute with a goal focused on equity.
5. Soft start: All students start the day empowered with choice and connection. Students have access to free breakfast and time to explore, socialize with peers and connect in a positive way with a caring, trusted adult.

selection of new engaging titles that provide opportunities for windows and mirrors.

4. Wrap around services for students for extended practice and support include: MFS Cafe After school program
5. All students have a reading goal and know what it is
6. Bookmon book cart: Students who reach their reading goal get to choose a new book to take home (goal that every child takes home 4-5 books throughout the year)
7. Team work on McKay common commitments for our reading block to ensure we have consistency in areas of phonics, phonemic awareness and key components of the literacy block
8. Strategic use of ESL teachers to support a co-teaching model in writing and reading blocks [EL Program Plan](#)
9. **Secured time on text everyday with both choice and teacher selected text**
10. **One school One Book: Every child and family engaged in the same read aloud to deepen a love of reading.**

meetings (BH&W) and aid with wrap-around support and attendance.

4. Vertical alignment collaboration during specials
5. Grade level teams will identify a leader to help facilitate dialogue. This leader will serve on the Instructional leadership team that meets 1-2 times a month.
6. School wide commitment to soft start. Teachers will have opportunities to visit other classrooms during this time and at other instructional times of the day.
7. Partnership with Teaching Preschool Partners and Children's Institute to build vertical alignment with playful inquiry in grades K-2.