

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Meeting / Work Session

February 9, 2017

The Gresham-Barlow School District Board of Education held a work session on Thursday, February 9, 2017, in the Forum Room (Room 220) at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:03 p.m. by the vice-chair, Kris Howatt. Other board members in attendance were Kent Zook, John Hartsock, and Sharon Garner. (The meeting was quorate.) Matt O’Connell arrived at 6:20 p.m., and Carla Piluso arrived at 7:00 p.m. Kathy Ruthruff was absent.

The following members of the superintendent’s cabinet were present:

Jim Schlachter	Superintendent
James Hiu	Deputy Superintendent of Secondary Education and Operations
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Randy Bryant	Executive Director of Human Resources
Julie Evans	Executive Director of Elementary Education
Sara Hahn-Huston	Executive Director of School Performance
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement

The following cabinet members were absent:

Mike Schofield	Chief Financial Officer
----------------	-------------------------

Guests included: School principals, vice-principals, special education program administrators, and members of the district Instructional Leadership Team (ILT).

SUPERINTENDENT SEARCH PROCESS (6:04 p.m.)

Members of the Superintendent Search Process Committee (i.e., Kris Howatt, John Hartsock, and Sharon Garner) provided a brief update on the committee’s work to develop a process for filling the superintendent vacancy. Principals will be asked to provide input regarding the profile for a new superintendent either by a survey, or by meeting with the search consultants.

The committee asked principals about their preference for participating by survey or by meeting with the consultants. The majority responded that meeting with the consultants was the preferred method.

SCHOOL IMPROVEMENT PLAN (SIP) PRESENTATION / FAIR (6:15 p.m.)

Principals and and/or school administrators provided desktop displays outlining their individual school improvement plans, and highlighted key areas of focus for each school. Their presentations identified the alignment between site-specific goals, the District Continuous Improvement Plan, and the district’s 2020 Vision. (Copies of their displays have been appended to these minutes.)

ANNOUNCEMENTS (7:40 p.m.)

Feb. 16, 2017: DAC Meeting - 7 p.m.
Clear Creek Middle School
Board Representatives: Kathy Ruthruff, Sharon Garner, John Hartsock

Feb. 17, 2017: Board Mid-Year Planning Session – 8 a.m. - 4 p.m.
Easthill Church
Gresham, Oregon

Feb. 20, 2017: Presidents Day Holiday
School and Offices Closed

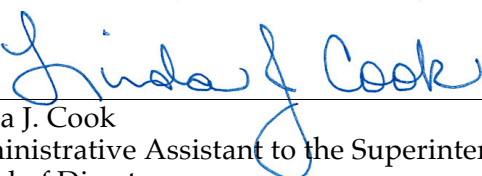
Feb. 23, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Mar. 9, 2017: Regular Board Meeting - 7 p.m.
Council Chambers

ADJOURNMENT (7:41 p.m.)

The meeting was adjourned at 7:41 p.m.

Note: These minutes were approved by the board on March 9, 2017.

Submitted by: 
Linda J. Cook
Administrative Assistant to the Superintendent and
Board of Directors




Clear Creek Middle School

School Improvement Plan~2016-17

Principal: **David Atherton**

Asst. Principal: **Lori Bennis**


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Analyzed CCMS data to established common language for equity, access, racism, and ethnicity. 6 staff participated in U of P Equity certificate. Zones of comfort and class managed interventions to support students. Collaboratively planned 2016-17 culture & climate building activities. 	<ul style="list-style-type: none"> Creating positive and supportive learning environments through back-to-school activities. Working with transgender staff, students, and families. Lasting impact of mispronouncing student names. Trauma Informed Practices (TIP) for students and staff 	<ul style="list-style-type: none"> COSA TIP summit U of P Equity Certificate. Apply equity and cultural competency in PLTs and identifying curricular, instruction, and assessment resources.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Synergy & Google Classroom. Flubaroo, Plickers, Kahoot!, and Quizlet for formative assessments in class. 	<ul style="list-style-type: none"> SAMI, i-Ready, or Google Classroom assessments. IT PGG selection. EdPuzzle. 	<ul style="list-style-type: none"> IT for resources Common assessments to monitor student learning and growth.
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Unit plan creation. Identified priority standards. Developed common assessments. SLGs related to SIP work. i-Ready and Springboard adoptions. 6th grade NGSS planning 	<ul style="list-style-type: none"> i-Ready and Springboard 6th grade NGSS Planning 7th grade NGSS PLT collaboration. Partnership with providers. District teaching and learning plans and resources. Website department updates Common assessments SLGs based on SIP work. 	<ul style="list-style-type: none"> PLT 4 teaching/learning questions model collaboratively to assess effectiveness of resources, instruction, and assessment. Staff will use Google Classroom, Synergy, i-Ready, and SAMI to develop teaching and learning opportunities and assessments that are standards-based to analyze and document student growth.



Deep Creek Damascus K-8

School Improvement Plan~2016-17

Principal: *Lori Walter*

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> • First Annual Family Engagement Night • Character traits monthly themes and weekly lessons • Restorative Justice Implemented and staff trained 	<ul style="list-style-type: none"> • 2nd Annual Family Engagement Night • Growth Mindset- Staff Professional Development • Monthly Character traits K-8. PBIS Assemblies • Restorative Justice will continue to be implemented. 	<ul style="list-style-type: none"> • Continued contacts and connections with ELL families • Continued Staff PD, expand to student lessons • Connection to Right Brain Initiative • Continued Staff PD-What's behind the behavior? • Staff Equity PD
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> • Technology goal set and implemented by staff • Technology bank developed as a resource • PLTs with like grades / subjects across schools. (DMMS/WOMS) 	<ul style="list-style-type: none"> • Technology Professional Development Monthly • Learning Walks • INSPECT training 6-8 	<ul style="list-style-type: none"> • Technology Staff Professional development once a month • Activate Student VUE for Elementary • Explore additional opportunities for TAG students. (Cadet Teachers?) • After school optional Technology PD offered • 6-8 showcase INSPECT for K-5
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> • Unwrapped thoroughly, 1 grade level and subject level standard • Learning Targets 	<ul style="list-style-type: none"> • Continued expansion on Standards in PLTs • Data utilized in PLTs • Learning Targets are ingrained • INSPECT is utilized 	<ul style="list-style-type: none"> • Explore Electronic Plan Books • Continued PLT development




Dexter McCarty Middle School

School Improvement Plan~2016-17

Principal: **John George**

Asst. Principal: **Amy Nimz**


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Reassessed and reaffirmed our commitments to PBIS. Provided staff professional development opportunities to enhance best instructional practices for disadvantaged populations. Evaluated physical environment and surveyed parent population to move towards creating a more culturally aware and sensitive climate. 	<ul style="list-style-type: none"> Enhancing PBIS program to broaden positive feedback / rewards and consistent expectations Continued professional development opportunities to enhance best instructional practices for disadvantaged populations. Providing culturally responsive activities both recreational and academic to serve the needs of our students and parents in conjunction with SUN. 	<ul style="list-style-type: none"> Increased instructional and practical awareness of teaching students from diverse and sometimes traumatic backgrounds. Increased parental participation in both our recreational and academic progress to further enhance awareness of policies, practices, and student performance. Creation of an inclusive, safe, and focused Success Climate.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Implemented reading / math interventions at each grade level for double dose. Moved toward school wide AVID by providing ongoing staff development utilizing WICOR strategies school wide. Developed progress monitoring for reading and math. Weekly lesson planning 	<ul style="list-style-type: none"> Continue the process of moving toward a school wide AVID structure with implementation of 6th grade Strategies for Success course. Implementation of new math and reading curriculums with embedded assessment and progress monitoring. Continue lesson planning and PLT work. 	<ul style="list-style-type: none"> School wide use and implementation of AVID strategies and practices. New math and ELA curriculums that have been implemented with fidelity and delivered fully. Further PLT work that is focused on student outcomes and instructional practice
TEACHING & LEARNING TL 4.4	<ul style="list-style-type: none"> Developed PD calendar with embedded collaboration time PLT's Provided staff training on creating standards based formative / summative assessments, writing student centered learning targets and standards based lesson planning. 	<ul style="list-style-type: none"> Ongoing development and PD time to work on lesson planning and design that will ensure a high level of rigor and student engagement with embedded formative assessment to guide instruction and provide student feedback. Continue PD work on formative assessment practices. 	<ul style="list-style-type: none"> Full use and ongoing evaluation of student progress in math and reading through the use of iReady and SAMI. School wide usage of effective formative assessment strategies to monitor instruction and learning.



East Gresham Elementary School

School Improvement Plan~2016-17

Principal: **Kimberly Miles**


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Review Restorative Justice school wide expectations and practices Book Study: <i>Teaching with Poverty in Mind</i> Recognizing and celebrating student Grit and Growth Mindset actions Building a framework for Shared Leadership Communicating regularly with families and community partners 	<ul style="list-style-type: none"> Deepening Restorative Justice practices through relationship building Book Study: <i>Better Than Carrots and Sticks</i> Building, Family, & Student Leadership Team Communicating weekly with parents and families through email & social media 	<ul style="list-style-type: none"> Enhance understanding of Restorative Justice Practices with students Leadership Team and parents Leadership Team Book Study: <i>Visible Learning for Literacy</i> Established Family, and student Leadership Team Communication with text messaging
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Prioritizing 90 minute core literacy and 30 minute intervention daily instruction Unpacking and prioritized literacy standards to provide a guaranteed and viable curriculum Using evidence based instructional and student engagement strategies Posting Learning Targets for all core subjects Co-teaching ELD in kindergarten 	<ul style="list-style-type: none"> Aligning standards with GBSD core and supplemental literacy programs Alignment of instructional strategies and practices in literacy across grade levels Using specific instructional strategies school wide Posting Learning Targets with Success Criteria Co-teaching ELD K-2nd Grade 	<ul style="list-style-type: none"> Regularly tracking student progress in small group literacy instruction Identifying entering and exiting standards in the PLC data team process Calibrating instructional strategies in grade level teams Students are referring to the LT and Success Criteria Continue co-teaching & co-planning ELD Instruction
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Analyzing schoolwide literacy data w/ Universal Screening and Diagnostic Screener Regularly Implementing and document the Data Team Process in a Professional Learning Team Sharing student performance data 	<ul style="list-style-type: none"> Analyzing Schoolwide Group and individual student literacy performance data Using the Essential Questions to guide teaching and student learning Collaboratively scoring student work 	<ul style="list-style-type: none"> Analyzing attendance, behavior, and academic performance data to calibrate instruction Breaking down the Learning Progression to ensure mastery of content Developing grade level rubrics to collaboratively score student work



East Orient Elementary School

School Improvement Plan~2016-17

Principal: *James Milliken*


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Equity Audit and identified areas to work on improving. Created a heritage Day to celebrate areas of origin. Create more access to student for enrichment. For example the school was dedicated to funding students that were disadvantaged for drama program. 	<ul style="list-style-type: none"> Implemented Second steps curriculum K-5. This will help in the work of problem solving and helping support students that are experiencing Trauma. Stated our school families. Almost all adults are allocated a K-5 group of students. Students will build relationships with other students throughout the grades as well as another positive relationship with an adult other than their teacher. 	<ul style="list-style-type: none"> Second steps mapped out for the year and lessons per section taught. Successful family times once a month. School will provide homework helper for Engage New York math to support the home with work students take home.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Ensure K-5 are all teaching Engage New York Math. Empower teachers to make educational decision as per their student data. No set recess times for classes. This will help support continuity of thought. Whole school Reteach and Enrich time for school wide focus on math fact fluency. Data entered every two weeks and monitored at the BLT level. Create a math fact fluency assessment for 5th grade. 	<ul style="list-style-type: none"> Reteach and Enrich math fact fluency time 3-5 days per week. Math fact data will be entered once a month. During Reteach and Enrich teachers pull struggling students for a short reteach on the lesson of the day or front load for the lesson for tomorrow. Provide our 3 Kindergarten classes with 2 EAs, to support the academic and the social and emotional needs of our students. 	<ul style="list-style-type: none"> Math fact data will be entered into the Fact Fluency Data Google doc. Teachers pulling small groups during Enrich and Reteach time to support struggling learners. EAs providing more academic support as the hope is there will be less social and emotional needs.
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> All teachers will use the Engage NY math assessments. All teachers will be using the district's math fact and computational fluency assessments. Provide time to explore assessments in Journeys. Scope and sequences provided to the principal. Assessment data collected in district document. Third grade will assess addition, subtraction, multiplication and division. 	<ul style="list-style-type: none"> We have begun conversations about Sami. Schedule Sara H to explore online assessment tool. All teachers using assessments for Math curriculum. All staff follows scopes and sequences for math and English Language Arts. All students assessed with district's computational and math fact fluency. Tier 2 meetings every eight weeks to assess student's progress inside reading interventions. Student progress assessed either every week or every two weeks to ensure student growth. 	<ul style="list-style-type: none"> Some staff using SAMI for assessments tied to the Teacher Learning Team process. Adhered to scopes and sequences to guarantee viable learning for all students. Tier 2 meetings completed every 6-8 weeks. This ensures a sensitive pulse on growth and allows teachers to make needed changes to interventions. All teachers using assessments to inform teaching and learning. Math Fact fluency Google doc used to document student progress on mastering math fact fluency.



Gresham High School

School Improvement Plan~2016-17

Principal: *Michael Schaefer* Asst. Prin.: *A. Alex.-Shea, J. Bhear, D. Heikkila*

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Administered IB Learner Profile surveys to students, staff, and parents in various languages. Obtained and shared achievement data by subgroup Created a student panel with a wide variety of students who spoke to their concerns and experiences. Principal conducted focus groups on a variety of topics with diverse students. 	<ul style="list-style-type: none"> Monitoring and sharing data on attendance, grades earned (every 6 weeks) and behavior with Leadership, Site Council and All-Staff. Planning Freshmen Academy. Planning for 2nd Semester Tutorial school-wide. Parent and student group discussions by race, ethnicity, gender, orientation throughout the year. 	<ul style="list-style-type: none"> Access Tutorial for 2017-18 Freshmen Academy instituted with supports for 2017-18. REAL Lessons support Community. SUN School Advisement Group created. More-accurate placement of students in programs of support, alternative placements, opportunities to succeed at an earlier point in academic career. Development of post-secondary careers access, apprenticeship, etc.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Administered IB Learner Profile surveys to students, staff, and parents. Classroom introduction to the IB Learner Profile. Began to align and articulate content across content areas or grade level. 1st UP Equity Certificate Cohort. 	<ul style="list-style-type: none"> P.D. provided by department, course and scholastic needs of students. Examples -- Effective Homework Strategies, Critical Reading Strategies, Trauma-Informed Practices. IB Lit and Lang SL1 taught to all Juniors in common unit format. 2nd UP Equity Certificate Cohort. 5-Year Accreditation. 5-Year IB Certification. 	<ul style="list-style-type: none"> Develop a suite of common engagement strategies used in our building (5), of which 3 will be used by each teacher.. Use of trauma-informed practices that are sensitive to student experiences. IB Lang & Lit SL2 planned and implemented for all Seniors 2017-18. 3rd UP Equity Certificate Cohort. 5-Year Accreditation Action Plan. 5-Year IB Areas of Emphasis Plan.
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Professional Development focused on: Academic Language Common instructional strategies (AVID Strategies) 	<ul style="list-style-type: none"> Developing common unit plans and assessments for designated courses in each department. Integrated Math Units piloted for efficacy. SAMI Training Piloted. 	<ul style="list-style-type: none"> Common Unit Plans complete. Course Pacing Guides complete Integrated Math implemented 2017-18 school year. Enhanced SAMI Common Assessments Developed.



Gordon Russell Middle School

School Improvement Plan~2016-17

Principal: ***Rolland Hayden***

Asst. Principal: ***Kim Barker***

	What we did last year? (Past)	What we are doing now? (Present)	Where we plan to be by the end of this year? (Future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Created an academic motto "Every student, Every classroom, Every day" Added additional signage in multiple languages to common areas Began Professional Development with an all staff book study: Mindsets in the Classroom Reinforced the ideas behind our 70/30 Grading Policy 	<ul style="list-style-type: none"> Staff participating in an Equity Certification Program Continuing the All staff book study: Mindsets in the Classroom 	<ul style="list-style-type: none"> Completed Equity Certification Program Complete the All staff book study: Mindsets in the Classroom
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Provided professional development around creating and utilizing learning targets Provided professional development around Summarization strategies Provided professional development around developing and utilizing Higher Order Questioning techniques 	<ul style="list-style-type: none"> Continued refinement of learning targets with the addition of focus on language targets Provided professional development around balanced teacher and student instruction practices 	<ul style="list-style-type: none"> Consistently posting learning and language targets Summarizing will be routinely used as part of classroom practice
TEACHING & LEARNING TL 4.1	<ul style="list-style-type: none"> Continued work on Planned Units of Study Created Common Assessments Aligned work using Common Academic Language Collaborative planning (PLT) 	<ul style="list-style-type: none"> Collaborative planning (PLT) Implemented a School wide expectation for students to have a common binder system Created a new Trimester-based student planner Reflecting on data derived from completed units of study Begin SAMI into core content areas 	<ul style="list-style-type: none"> Refine and reflect on the implementation of School wide binder expectation Refine and reflect on the implementation of SAMI in core content areas



Hall Elementary

School Improvement Plan~2016-17

Principal: *Heidi Lasher*


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Ongoing PBIS/RJ-like strategies, including Playworks and social circles Trauma Informed Practices trainings & school-wide Zones of Emotional Regulation District Attendance Initiative Protocol 	<ul style="list-style-type: none"> Partnership with AHR to eliminate disparities in discipline PBIS focus on green zone. Increase competency in RJ Emphasis on Playworks & social circles Analyze data from sub groups in PBIS and Leadership Strengthen attendance initiative 	<ul style="list-style-type: none"> Embed an equity lens in PLTs. Clearly defined RJ systems impact student behavior. Continue efforts in trauma informed practices. Implementing an intervention to eliminate disparities in discipline. Increase green zone PBIS implementation TIP, RJ, PBIS are a building system & philosophy not separate initiatives.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Weekly TLTs, math and reading Phonics replacement for core: ECRI (K-2) Reading intervention for all yellow and red zone readers. Daily Language Blocks include tier 2 vocabulary Continue work with Teach Like a Champion strategies. Math Review focused on prerequisite standards. Targeted IXL 30 minutes explicit writing instruction 	<ul style="list-style-type: none"> Weekly TLTs sandwich standards and analyze assessments Step Up to Writing Phonics replacement for core: includes SIPPS (3rd), Rewards (4th&5th) Continued reading interventions for all Continue Daily Language Block w tier 2 academic vocabulary instruction. School aligned vocabulary routines (ECRI, Anita Archer) Kindergarten Walk to ELD. 	<ul style="list-style-type: none"> Update/train 10 new Hall teachers on all instructional initiatives Weekly TLTs dig deeper on analyzing CFAs to drive instruction. Vertically align Step Up to Writing instruction Tier 2 academic vocabulary instruction is part of the building culture. Continue Teach Like a Champion Strategies
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Tier 1 meeting: Teachers analyze DIBELS benchmark screening & phonics screeners to inform core and small group instruction. Data is analyzed to make instructional decisions at tier 2 reading every 6-8 weeks. TLTs analyze CFAs to make instructional decisions throughout each unit. PBIS reviews data monthly 	<ul style="list-style-type: none"> Behavior and reading data are analyzed at Tier II meetings every 6 weeks. Tier III meetings have been added to the school intervention system. Leadership team analyzes multiple school-wide data points. PBIS reviews data monthly 	<ul style="list-style-type: none"> Strengthen our use of a 3-tiered system for reading and behavior. Leadership and PBIS teams analyze, infer, make decisions and present.



Hogan Cedars Elementary School

School Improvement Plan~2016-17

Principal: *Elaine Luckenbaugh*


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Promote shared vision of the importance of equity Engage in equity activities and conversations Complete, reflect, and act on Equity Audit Strengthen RJ practices 	<ul style="list-style-type: none"> Explore, participate in PD, and implement Walk to Language, K-1 Research homework impact and policies Participate in Trauma Informed Practices PD Implement school-wide book, Dear Primo 	<ul style="list-style-type: none"> Strong Walk to Language program with reflection to strengthen next year New homework policy to implement 2017-18 Ready to begin Trauma Informed strategies and supports Implement Latino Night
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Explore, participate in PD, and implement Journeys Reading Adoption Review, learn more about, and embed the Eight Math Practices into instructional practices Engage in RBI work Strengthen our SAT process 	<ul style="list-style-type: none"> Deepen our understanding of the Eight Math Practices and embed into instruction Implement Engage NY school-wide, K-5 Participate in reading intervention training Continue SAT work 	<ul style="list-style-type: none"> Embed our learning from Eight Math Practices into all subjects by increasing DOK questions Continue to strengthen Engage NY implementation Strong reading interventions in classrooms Strengthen reading and math interventions in SAT
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Dedicate time to PLT work, twice a month Administer District Common Assessments Strengthen close reading strategies instruction Collaboratively develop common formative assessments 	<ul style="list-style-type: none"> Continue to dedicate time to PLT work, input conversations and data on district form Complete at least one full data team cycle each trimester Strengthen our DCA work 	<ul style="list-style-type: none"> Reflection of PLT work during the 2016-17 school year and plans to strengthen for 2017-18 Completion of meaningful and productive PLT work in which common assessments were created and implemented and student learning was increased



Hollydale Elementary School

School Improvement Plan~2016-17

Principal: *Debra James*


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> 6 staff completed the University of Portland Equity Certificate Monthly Hollydale Hero Awards character traits coordinated with a community Hero's with the same trait. Emphasis on bringing in diverse narratives SIP included statement on hiring with a lens for increasing the diversity of staff 	<ul style="list-style-type: none"> 3 more staff are in the University of Portland Equity Certificate. 2 staff transferred in that already have it equaling 11 staff that have or will have the certificate Continued Partnership with Gresham United Methodist for backpack buddies and free summer school Starting a "Mom's group with a goal to include parents of color, specifically Spanish speaking. Parent liason leads the group Ongoing professional development on Culturally responsive teaching 	<ul style="list-style-type: none"> Positively impact the disparity in academic scores as measured by SBAC, DRA, Dibles. Continue to have no disparity in discipline data as measured by SWIS Continue to increase the percentage of staff that are people of color and/or speak more than one language.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Continued Data teams and using a RTI format Became more effective at using EA time in an equitable rather than equal way 	<ul style="list-style-type: none"> Use culturally responsive practices in the classroom with regular check-ins. Kindergarten use of preschool PBIS program to increase engagement Investigate the assessment options within Journey's Use of technology Continued practice with PLT structures and google doc recording tool Continued practice with recognizing DOK in questioning 	<ul style="list-style-type: none"> Consistently using the PLT process to plan instruction Classroom teachers and EA's having some regular common planning time Regular use of culturally responsive practices More in depth use of Journey's Purposeful planning for increasing rigor in questioning
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Designing and picking assessments that match the standards Heavy focus on ELA with the new Journey's adoption 	<ul style="list-style-type: none"> Become more consistent at disaggregating data by racial groups and using that information to inform teaching. DRA's used across the building per building agreement Grade level teams use common data collection form for common formative assessments 	<ul style="list-style-type: none"> Consistently disaggregate data by race/ ethnicity Further training on writing formative assessments Increasing the rigor of questioning using DOK



Highland Elementary School

School Improvement Plan~2016-17

Principal: *Shawnda Sewell*


	What we did last year? (Past)	What we are doing now? (Present)	Where we plan to be by the end of this year? (Future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Highland will continue to hire and train staff in Equity/Culturally Responsive Practices. Highland will continue to build capacity for Equity work and leading Equity PD All written family communications are to be sent home in English and Spanish. Family and community events co-sponsored by SUN: Latino Parent/Principal Committee 	<ul style="list-style-type: none"> Highland will continue to train staff with Coaching for Educational Equity (CFEE), National Equity Project, University of Portland Equity and Leadership Certification and Culturally Responsive Workshop. Strengthening Community Partnerships is essential to the work at Highland: All Hands Raised, RBI, Harvest Share, Snow Cap, Mt. View Church, Smart Readers, Oasis Tutors, El Programa Hispano, PTC Strengthen educational supports and skill development for families and youth. 	<ul style="list-style-type: none"> Equity team will present PD to all staff in order to build cultural competence and culturally responsive practices this will increase equitable opportunities and experiences for all students (common vocabulary and expectations). Solidified educational supports and skill development through our SUN Program. Students: ILX, homework support, reading interventions, sport programs. Adults: Help with applications (job and volunteer), Rosetta Stone, Parenting classes, cooking classes, and Health and Wellness.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Review and refine Title 1 intervention protocols and programs to maximize student learning/growth in reading, continue with RTI model. Plan and implement full-day Kindergarten Uninterrupted 90-Minute ELA block and 60-minute math block. Pilot Walk to Language Model in Kinder. 	<ul style="list-style-type: none"> Intervention push in times scheduled daily K-5. Whole group instruction supported by differentiated small groups Continue with true RTI model rolled out last year-continue to monitor growth. Intentional placement of students in SUN program for additional opportunity for small group instruction. Continue Walk to Language in Kinder and pilot same program in 1st grade 	<ul style="list-style-type: none"> Continue to monitor and assess impact of true RTI model. Monitor and assess Walk to Language Model at K-1 to determine continuation of Walk to Model/extend 2nd grade. Monitor and assess the impact of SUN on Reading scores.
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> Teams will transition from Data Teams to PLTs. Teachers will identify (during PLTs) and administer common pre/post assessments aligned to the CCSS, collect data to inform instruction. Tier II meetings will be conducted three times yearly in order to monitor the progress of strategic and intensive students in Title 1 and classroom interventions. Data will be used to inform decisions regarding program placement, intervention used, supports offered and monitor effectiveness of current interventions in helping students approach standards in reading. PD and implementation of new Journeys adoption 	<ul style="list-style-type: none"> Continued guidance, direction, expectations and support for teachers regarding the purpose and practice of PLT's. Critical minimums for PLT's will be established and shared. New staff will be introduced and provided direction on where to access hard copy and digital district resources, including assessments. Tier II meetings are demonstrating great student growth, strong collaboration between teacher and Using Journeys with fidelity 	<ul style="list-style-type: none"> Clear staff recognition to how effective PLTs positively impact instruction in the classroom. Vertical alignment and PLT work. Stronger system for specialist to touch base with all teams during PLTs Training and use of all (most) aspects of Journeys (Technology aspects, etc.)



Kelly Creek Elementary School

School Improvement Plan~2016-17

Principal: *Nancy Torbert*

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by end of year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> • Completed Equity Audit and action plan • Increased communication home in multiple languages • Bilingual Spanish-speaker greeted families every morning • Disaggregated/responded to data by ethnicity 	<ul style="list-style-type: none"> • All written communication home in English and Spanish • Providing translators at all family events, including PTC meetings, and utilizing Telelanguage services, as needed • Bilingual Spanish-speaker greeting families every morning • Disaggregating/responding to data by ethnicity • Spanish books available for checkout in ELD 	<ul style="list-style-type: none"> • Summer 2017 team will participate in UP Equity Certificate Program
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> • Master Schedule • ELA (Journeys) - 90+30-45 inter. • Math (ENY) - 60-90 • Full day Kindergarten • Differentiated ELA and Math • Sheltered Instruction • Title I (pull-out and push-in) • ELD, SPED, TAG, RBI • TLTs using PLC Model 	<ul style="list-style-type: none"> • Mastery Schedule • ELA (Journeys) - 90+30-45 inter. • Math (ENY) - 60+30 inter. • Full day Kindergarten • Differentiating ELA and Math • Sheltering Instruction • Title I (pull-out and push-in) • ELD, SPED, TAG, RBI • TLTs using PLC Model • Tech Integration (1:1) • SmartBoard Technology 	<ul style="list-style-type: none"> • Implement district K-5 tech plan • Smartboard Interactive lessons and tech integration across all content areas • Vertically aligned/rigorous ELA and Math units/ assessments • 80% of 3rd graders meeting SBA ELA benchmark by 2020
TEACHING & LEARNING TL 4.4	<ul style="list-style-type: none"> • DIBELS Reading 3 times/year • RTI Model - Tier I or II meetings/ interventions every 6-8 weeks • Progress Monitored weekly/bi-weekly reading intervention students • TLTs using PLC Model - designed differentiated lessons and activities • Analyzed data and group, re-teach, enrich, as needed 	<ul style="list-style-type: none"> • DIBELS Reading, Math DCA/ELA 3 times/year • RTI Model - Tier I or II meetings/ interventions every 6-8 weeks • Progress Monitoring weekly/bi-weekly reading intervention students • TLTs using PLC Model • Disaggregating/analyzing data to and group and differentiate instruction • Using technology to support differentiated instruction 	<ul style="list-style-type: none"> • Math assessments and RTI model comparable to DIBELS reading



North Gresham Elementary School

School Improvement Plan~2016-17

Principal: *Tracy Klinger*


★★★	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> • Rolled out new school mission statement • Recognition system for attendance • Walk to Language Model pilot in kinder • Restorative practices and behavior interventions 	<ul style="list-style-type: none"> • MHCRC Technology Grant • Equal access to technology for all (students & staff) • Parent nights sharing tech resources - school & home • Walk to Language for <i>all</i> kindergarten & 1st grade students • Early Kindergarten Transition program 	<ul style="list-style-type: none"> • All students will further develop technology skills (Chromebooks, iPads) • Increase ability to differentiate instruction with technology • Teams will look at subgroup data in considering needs of students
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> • Teacher collaboration through Teacher Learning Teams, focused on reading • Journeys reading adoption • Walk to Language Model pilot in kinder 	<ul style="list-style-type: none"> • Teacher Learning Teams - focus on high level questions • Build staff and student skill in utilizing new technology • Utilize oral language as a learning strategy in Walk to Language (K/1) • ECRI for K-2 students • Increased focus on science, social studies and health standards 	<ul style="list-style-type: none"> • TLTs will increase their capacity and effectiveness through collaboration • W2L students will share ideas more clearly and completely • Integration of technology into classroom instruction • Further develop art integration skills • Intro to 8 Math Practices
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> • Building Leadership Team strengthen teams by proving feedback and PD • Grade level commitments to strategies, standards, rigor and assessments • Targeted language arts support for kinder 	<ul style="list-style-type: none"> • Actively progress monitor students in reading (DIBELS, DRA and Reading A to Z) • District Common Assessments in Reading • 20-minute grade level meetings each week focused on math progress and instruction 	<ul style="list-style-type: none"> • Effective use of progress monitoring data in reading • Phonics screeners for students below grade level • Increase use of formative assessment to drive instructional practices • Collaboration to consider purpose of assessments & how to best use data as a resource



Powell Valley Elementary School

School Improvement Plan~2016-17

Principal: **Michele Cook**

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> • Staff Cultural Competency Survey • Equity Audit • Data Analysis by race with Building Learning Team (BLT) and Teachers 	<ul style="list-style-type: none"> • Equity Audit • School-wide focus on <i>Equitable Outcomes</i> • Professional Learning Teams (PLT's) include discussions of equality verses equity, and systemic barriers 	<ul style="list-style-type: none"> • Review of growth and achievement data by race • Increased staff awareness of systemic barriers to students/families of color • BLT action plan for <i>Equitable Outcomes</i>
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> • Increased STEAM Education Focus • Through a partnership of teachers and parents, a MakerSpace classroom was created to support teachers in learning how to broaden STEAM education • Re-tooled Response to Intervention (RTI) model; Title 1, PBIS & Attendance 	<ul style="list-style-type: none"> • Provide rigorous instruction through project based learning, using MakerSpace as a resource, and celebrating with MakerFaire • Professional Development provided through an EdCamp with East Orient 	<ul style="list-style-type: none"> • Increased teacher fluency in building critical thinking skills that align to CCSS • BLT plan for evaluating: <i>"In what ways are our instructional approaches delivering equitable outcome to our students? How can we do better?"</i>
TEACHING & LEARNING TL 4.1, 4.2, or 4.4	<ul style="list-style-type: none"> • PLT's Collaboration • Implementation of the GBSD Literacy Framework, using Journeys as the primary tool 	<ul style="list-style-type: none"> • All staff book study, <i>Growth Mindset</i> • Focus on rigorous instruction using project & inquiry based learning; MakerSpace as a resource, MakerFaire as a celebration • EdCamp with East Orient 	<ul style="list-style-type: none"> • Build assessment literacy, capacity around assessment purpose & structure, and depth of knowledge tool assesses • Enhance capacity to measuring higher level thinking skills




Sam Barlow High School

School Improvement Plan~2016-17

Principal: **Bruce Schmidt**

Asst. Prin.: **T.Collins, K. Hart, C. Schacht**

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Increased enrollment in Honors and AP classes. Utilized an on-line AP support system called Albert.io in order to help first time AP takers. Developed a cluster of 9th grade teachers to increase on-track numbers. Began to develop common unit plans so each student would have a guaranteed curriculum. Identified successful traits of all students as it related to College and Career Readiness Expand articulated credit options thru MHCC. 	<ul style="list-style-type: none"> Increase enrollment in Honors, AP, and College Now classes. Utilize Albert.io to help both first time AP takers and Honors students. Develop 9th grade academy. Continue developing common unit plans for a guaranteed curriculum. Utilizing our PRIDE system to present lessons on being a successful student. Expand enrollment and credits earned thru MHCC. 	<ul style="list-style-type: none"> 9th Grade On-Track <ul style="list-style-type: none"> All: 79%-85% Dis: 70%-75% 9th Grade Attendance <ul style="list-style-type: none"> All: 80%-90% Dis: 72%-80% ELA <ul style="list-style-type: none"> All: 80% - 85% Dis: 70% - 75% Math <ul style="list-style-type: none"> All: 35% - 40% Dis: 23% - 30% Grad Rate from 84% - 87% Develop model for enhancing relationships between students and staff. FOCUS Book Study DCs.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Build a PD plan to provide multiple sessions focusing on AVID Instructional Strategies. Wednesday late start activities focused on integrating strategies into common unit plans. 	<ul style="list-style-type: none"> Continue rotation of PD plan focusing on AVID strategies. Organize Wednesday late starts to focus on implementing strategies. 	<ul style="list-style-type: none"> Success observed through classroom observations. Teacher demonstration during sessions and through collegial interaction. Completion of two out of four offerings. Credits earned and attendance as an indicator of student engagement.
TEACHING & LEARNING TL 4.2	<ul style="list-style-type: none"> Develop a plan for Local Performance Assessments in several content areas. Develop common formative and summative assessments to align with unit plans. 	<ul style="list-style-type: none"> Implement plan for Local Performance Assessments in several content areas. Continued development of common formative and summative assessments to align with unit plans. DCs developed departmental vision and goals to align with SIP. 	<ul style="list-style-type: none"> All content areas administering LPA opportunities in Reading. FOCUS Book Study with DCs to develop leadership skills. Reduction in the number of LPA recovery.



Springwater Trail High School

School Improvement Plan~2016-17

Principal: **Ryan Blaszak**


	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> * Planned and conducted 3 parent engagement events of the year: registration and 2 open houses. * Worked with Linda Centurion and Becky Kilgore to establish and implement an SAT process at STHS in alignment with GBSD policy and procedures. * Reviewed course failure rates as a PLT and began a critical discussion regarding interventions, instruction, proficiency, and teacher accountability for student success. * Completed student, staff, and parent surveys related to school climate, school safety, and other issues directly related to equity. Shared data with entire staff. 	<ul style="list-style-type: none"> * Continued practices of last year * Identified parent/teacher communication as a school-wide need. Collection of teachers voluntarily chose to add parent-teacher communication as their professional development goal for the year. * Principal "Meet & Greets" * Professional development opportunities on "Strengths-based philosophy", "growth mindset", and how the views and bias of adults affect the expectations and behavior of our students. * Created a partnership with Western Psychological 	<ul style="list-style-type: none"> * Utilized data from the interventions mentioned, in addition to information gained from the accreditation review process, to improve parent/teacher/student communication and update our school parent-teacher communication plan for next year. * Reflected on the efficacy of our mental health interventions, training, and support so we can expand, adjust, and improve in the future.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> * Implemented Springwater Trail Middle College pilot, serving 3 students. * Designed and implemented STHS Advanced Field Experience, providing students the opportunity to job shadow careers and mentor one another. * Applied for, and secured, an ODE College and Career Readiness Grant of \$30,000 to begin an ASPIRE program next school year. 	<ul style="list-style-type: none"> * Expanded STHS Middle College at MHCC: now serving 17 students ranging from 1 course to full-time. * Combined the Advanced Field practicum with the roll out of the ASPIRE program at STHS (funded by the ODE grant earned last June). * Adjusted Wednesday School * Implemented revamped Cadet teacher program at Hogan Cedars elementary and at the SSC in alignment with Cadet Teacher program at GHS. * Implemented new courses: Yoga and Mindfulness, National Career Readiness Certification, Fantasy Cartooning. 	<ul style="list-style-type: none"> * Successfully completed year 2 of STHS middle college program, significantly increasing the course offerings and dual credit earning options available through STHS. Identified our next year's cohort of 11th and 12th graders. * Identified next year's ASPIRE students and expanded upon our ASPIRE volunteer list so we can continue the wonderful momentum we have built this year as soon as we hit the ground in September. * Wednesday School: increased effectiveness, participation, and the exploration of how to expand to other days of the week next year.
TEACHING & LEARNING TL 4.1 4.2, or 4.4	<ul style="list-style-type: none"> * Aligned Math Algebra 1 to Common Core * Began a discussion and intervention plan to get all seniors' Essential Skill requirements completed by 1st Semester. * Conducted ongoing staff development focusing on Educational Paradigms and Proficiency: established school-wide definitions for proficiency, proficiency-based assessments, credit-by-proficiency, and proficiency-based teaching and learning. * Completed student, parent, and teacher surveys in preparation for this year's accreditation. Analyzed data with staff. * Examined course failure and attendance rates, created intervention plan involving counselor, principal, parent/guardian, and student 	<ul style="list-style-type: none"> * Continued last year's activities. * Designed and implemented new National Career Readiness Certificate (NCRC) Course to help seniors and juniors meet their Essential Skill requirements and be better prepared for life after high school. * Created a Wednesday School (2:30-3:30) Essential Skill option for seniors who still need to meet their Math requirement. Students work with the math teacher on official LPAs. * Creating structure and data tracking for "Kid Chat" (student staffing meetings). * All teachers are designing and implementing an assessment in the new district-adopted Synergy assessment module (SAMI). 	<ul style="list-style-type: none"> * Adopt new Integrated Math Curriculum for the high schools. * Finalize math course sequencing and scheduling for new curriculum, including addressing of staffing and resource needs. * Reflect on success of NCRC course and solidify plan for next year. * Review Essential Skill data and plan interventions for next year. * Reviewed "Kid Chat" data to determine effectiveness of plans, meeting time, etc., so we can adjust the staffing meetings and interventions next year, if needed. * Clear examples of data collection and analysis (assessments tied to standards) across content areas and courses. This will provide a springboard as we continue to unit plan and refine assessment systems throughout the school.



West Gresham Elementary School

School Improvement Plan~2016-17

Principal: *Carlynn Capps*

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<p>New priority in our CAP/SIP this year. Last year we conducted our Equity Audit and identified areas for improvement.</p>	<ul style="list-style-type: none"> ▪ Engage families in native languages (e.g., Latino Family Nights) ▪ Build culturally competent PBIS/restorative practices ▪ Strengthen implementation of Systematic ELD in all classrooms ▪ Understand and teach growth mindset 	<ul style="list-style-type: none"> ▪ Families will report increased sense of belonging ▪ Staff will regularly implement culturally competent restorative practices in interaction with students ▪ All students will have participated in MindUp lessons
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> ▪ Lesson Study ▪ Studio Classroom ▪ Learning Walks <p>All based on identified teaching strategies and techniques from <i>Classroom Instruction that Works</i> and <i>Teach Like a Champion</i>.</p>	<ul style="list-style-type: none"> ▪ Teachers create Personalized Professional Development Plans based on GBSD's Teaching Standards, priority needs of students, and each teacher's professional reflection ▪ Collect and analyze data from own teaching (including video evidence), colleagues' teaching (Learning Walks), evidence of student learning 	<ul style="list-style-type: none"> ▪ Improved student learning that can be tied to specific instructional strategies that teachers recognize and intentionally implement to address identified needs
TEACHING & LEARNING TL 4.4	<ul style="list-style-type: none"> ▪ Implemented Professional Learning Team process ▪ Created and implemented grade level Team Data Review process to align with Student Assistance Team pre-referral and Response to Intervention systems 	<ul style="list-style-type: none"> ▪ Identify monthly priority standard for Reading and Math by grade level; trimester priority standard for Writing ▪ PLT folders shared with all instructional staff ▪ Grade level Team Data Review meetings every 6-8 weeks ▪ Increased focus on differentiated small group instruction and progress monitoring (reading, writing, math) 	<ul style="list-style-type: none"> ▪ Effective Professional Learning Teams (PLTs) for English Language Arts and Math that include regular instructional decision making based on student data ▪ PLT folders contain evidence of student learning, key instructional artifacts and assessments




West Orient Middle School

School Improvement Plan~2016-17

Principal: *Elise Catanese*

Asst. Principal: *Tadd Gestrin*

	What we did last year? (past)	What we are doing now? (present)	Where we plan to be by the end of this year? (future)
LEADERSHIP & EQUITY LDR 5.5	<ul style="list-style-type: none"> Staff created more visible and welcoming signage including digital messages on the video displays. Began a system of weekly reminders about behaviors for school-wide focus. Continued PBIS school-wide implementation and introduced RJ practices to staff. Surveys of students and parents were conducted to assess feelings of belonging and connection to school. 	<ul style="list-style-type: none"> Ongoing creation of welcoming signage and updates to digital messages. Teachers read weekly behavioral reminders during announcements. PBIS expectations and systems are reviewed three times each year and RJ training conducted over four in-service dates. Surveys and equity audit information will be shared with parents and staff regarding school belonging. 	<ul style="list-style-type: none"> Welcoming messages throughout the building in English and Spanish. Continued use of proactive expectations to reduce behavioral incidents. A systemic approach to more culturally responsive behavioral and discipline practices will be in place. Feedback provided to Site Council, Team Leaders and PBIS to use in planning future school improvement work.
EDUCATOR EFFECTIVENESS EE 2.2	<ul style="list-style-type: none"> Staff completed a walkthrough of classrooms to enhance a climate for peer-to-peer feedback. Provided training on informal peer observations. Many staff completed at least one voluntary peer observation. Professional Learning Teams were established with DMMS and DCD to facilitate professional collaboration. 	<ul style="list-style-type: none"> Staff meeting locations will rotate through classrooms during the year. Teachers will complete two required informal peer observations. During PLT time teachers will use research based strategies to plan effective instructional units and create common assessments. Staff developed a list of agreed upon Tier 2 vocabulary words and received training from instructional coaches about effective vocabulary instructional practices. 	<ul style="list-style-type: none"> Staff will feel a welcoming climate for peer collaboration. Teachers will report out and share feedback about their peer observation experiences and learn from one another. Staff will plan effective instruction, assess learning, and better meet individual student needs by following a district-wide guaranteed and viable curriculum. Staff will have a set of agreed upon high frequency vocabulary words for use with instructional strategies for engagement and questioning.
TEACHING & LEARNING TL 4.1	<ul style="list-style-type: none"> Created expectation and practice of having teachers post daily learning objectives aligned to standards. 	<ul style="list-style-type: none"> Daily learning objectives are posted in classrooms that are aligned to standards. 	<ul style="list-style-type: none"> Posted objectives will be regularly referenced in meaningful ways during instruction.