

Reynolds School District

Long-Range Plan

2011-2015



Reynolds
School District

The Reynolds School District



High quality organizations are deliberate in their plans and actions to achieve long and short range goals. This long range plan is designed to enable the Reynolds School District to reach its goal of higher achievement for all students.

The driving force in the work of all staff in the Reynolds School District is the belief that every child will graduate from high school with the skills to choose to attend college; obtain employment in the trades or military; or enroll in post high school training. To achieve this goal, we pledge to provide students with rigorous and relevant learning opportunities in core academic areas as well as other essential disciplines such as the arts, physical education, wellness, and a range of extracurricular activities.

This long range plan begins with a framework for thinking about how to ensure that all aspects of district work support an excellent education for our students. The district goals of high student achievement, financial health, and communication are embedded throughout the initiatives that are organized by strategic areas.

An important aspect of this plan is the emphasis on equity for all students in our diverse community. We believe that our work to assure equitable outcomes begins with providing equitable educational opportunities and supports for all students. This requires that we also provide professional development and supports for teachers and staff in a collaborative working environment.

The plan should be seen as a living document that is used as guide for staff and a communication tool for the community. Each year, outcomes will be measured and reported to the staff and community. Initiatives will be examined, revised, and prioritized as determined by the district staff and the School Board. This plan also clearly shows the commitment and hope of the entire Reynolds community to achieve an excellent education for our students.

June 2012

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Values and Beliefs

- All students are capable learners who meet or exceed all learning standards and graduate ready to participate in our democratic republic.
- Diversity is positive and contributes to the comprehensive education of all students.
- Every adult within the school district is a role model for citizenship and learning.
- Effective learning environments assure students feel personally engaged and respected.
- In an equitable school system, all students have access to rigorous, relevant programs and the full range of enrichment activities.
- Families are partners in the education of all children.
- A fair and just public school system is the heart of our democratic republic.



Purpose of this Plan

Our primary purpose is to educate all students. By the end of elementary, middle and high school, every individual student will meet or exceed learning standards and all students will graduate fully prepared for college and career.

The plan defines specific areas for improvement and development and identifies the people responsible to lead the improvement process. Each improvement project will involve input from a wide-ranging representation of staff. The contributions of administrators, teachers, specialists, classified staff and community will be valued throughout the improvement processes.

Board Goals

- Increase student achievement.
- Increase fiscal responsibility.
- Increase internal and external communication.

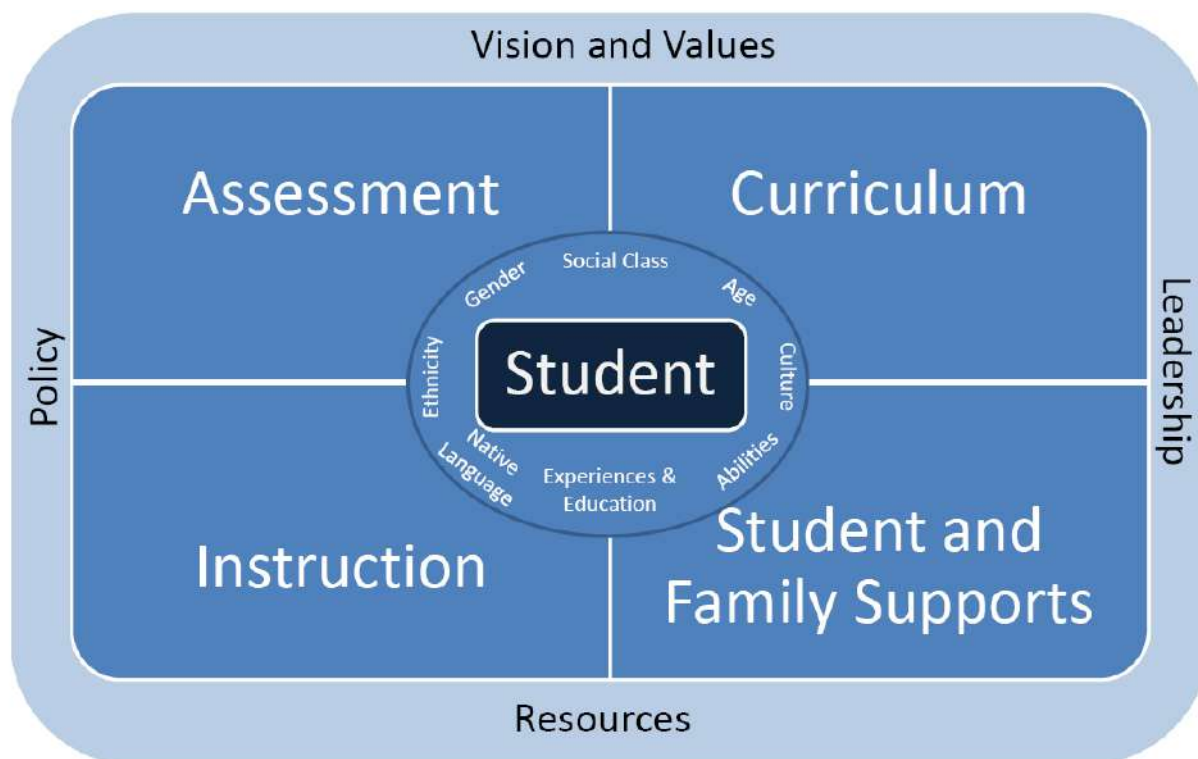
Objectives

The Long-Range Plan 2011-2015 serves three primary objectives:

- Provide an **action** plan aligned with board goals for the District over its effective term.
- Serve as an **accountability** tool to measure progress toward our objectives.
- Provide **information** to the community regarding district action and progress.



Framework for Student Achievement



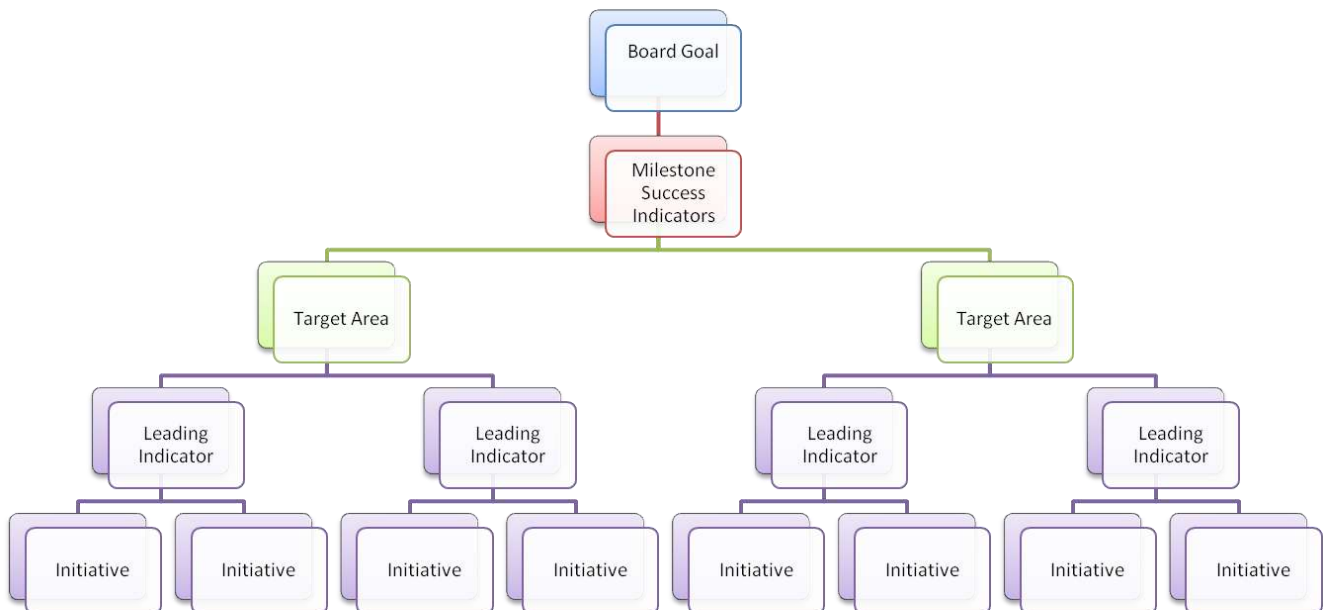
The Reynolds School District Framework for Student Achievement

provides a mental model of how we operate. Students must always be the center of our thinking and instruction will be tailored to address the individuality of each student. The education we provide students includes best practice in curriculum, instruction, assessment, and supports for students and families. Variables that affect our work are vision, values, leadership, policy, and resources.

As a model, this same quadrant framework provides structure within each of our strategy areas—Equity, Teaching & Learning, Human Resources, Student & Family Supports, and Resources. The quadrants for each strategy area provide outcomes that drive our strategic plan. A clear focus with full system alignment is essential.

All Systems Aligned

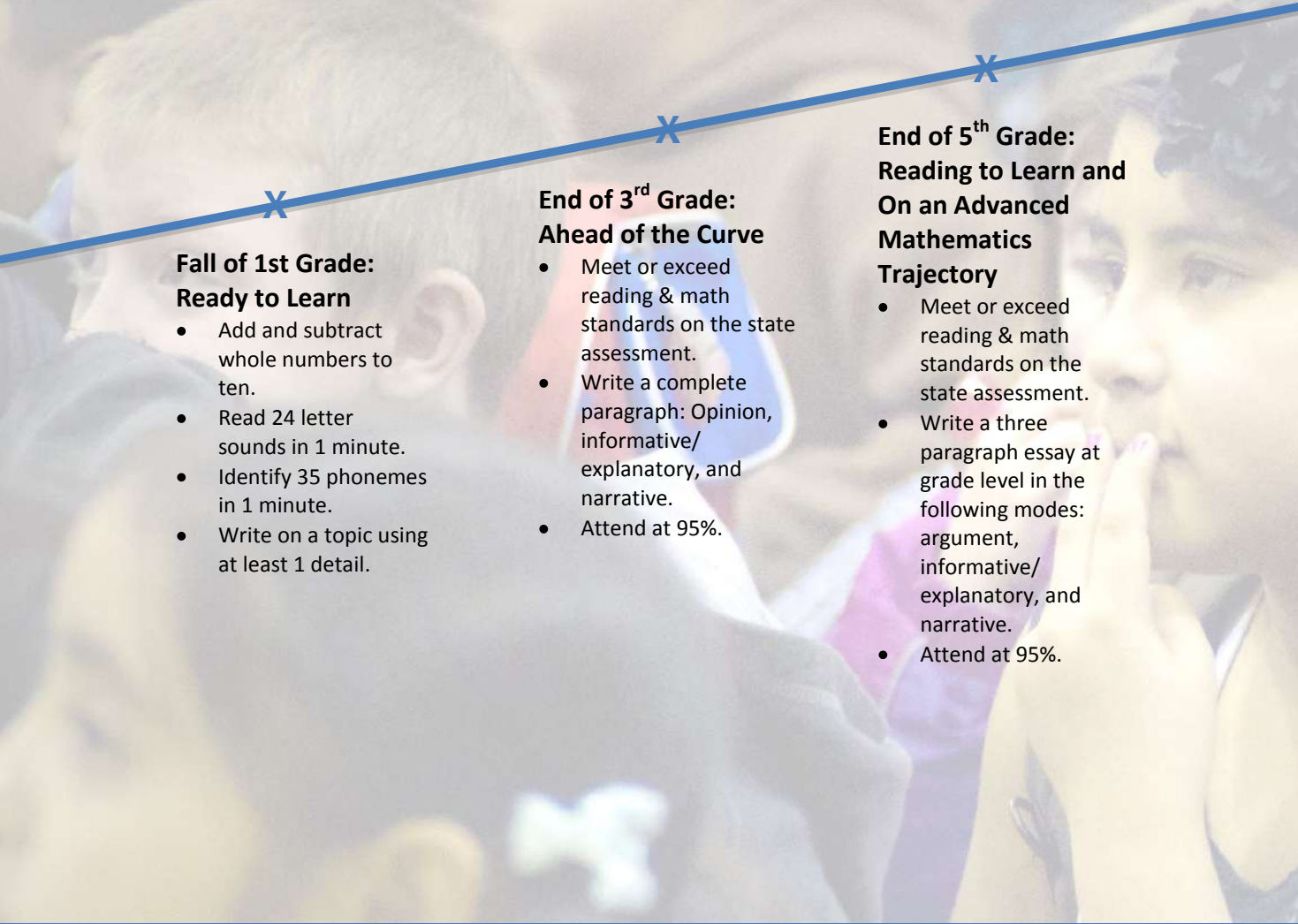
Our primary purpose is to educate all students in an efficient, effective and equitable education system. In order to achieve this, the Reynolds School District long-range plan is based on setting goals and measuring our progress at multiple stages. Leading indicators provide information about progress toward broad, strategic goals. Success indicators measure whether we have reached our goals.





Milestones: Key Measures

Milestones are “success indicators” we use to identify where the Reynolds School District is in relationship to the expectations we set for ourselves. The measures expressed here are quantitative goals pertaining to test scores, grade and graduation rates.



Fall of 1st Grade: Ready to Learn

- Add and subtract whole numbers to ten.
- Read 24 letter sounds in 1 minute.
- Identify 35 phonemes in 1 minute.
- Write on a topic using at least 1 detail.

End of 3rd Grade: Ahead of the Curve

- Meet or exceed reading & math standards on the state assessment.
- Write a complete paragraph: Opinion, informative/explanatory, and narrative.
- Attend at 95%.

End of 5th Grade: Reading to Learn and On an Advanced Mathematics Trajectory

- Meet or exceed reading & math standards on the state assessment.
- Write a three paragraph essay at grade level in the following modes: argument, informative/explanatory, and narrative.
- Attend at 95%.

K

1

2

3

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5

6

of Success

Middle Years: Ready for High School

- Complete 8th grade algebra with a “B” or better.
- Meet or exceed reading standards on state assessment.
- Write a multiple paragraph essay at grade level in argument, informative/explanatory, and narrative modes.
- ACT/Explore composite indicates college readiness.
- 6th and 8th grade attend at 95%.

Complete 9th Grade: On Track to Graduate

- Complete 9th grade with 6 credits or more.
- Write complete essays at grade level in argument, informative/explanatory, and narrative modes.
- ACT/Explore composite indicates college readiness.
- Attend at 95%.

Complete 11th Grade: Demonstrate Advanced Abilities

- Meet or exceed reading and math standards on the state assessment.
- Meet state writing assessment standards.
- Demonstrate college readiness on the ACT/PLAN (10th grade).

End of 12th Grade: Graduation on Time, Ready for Career & College

- Graduate on time.
- Demonstrate college readiness on either the ACT or SAT.

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8

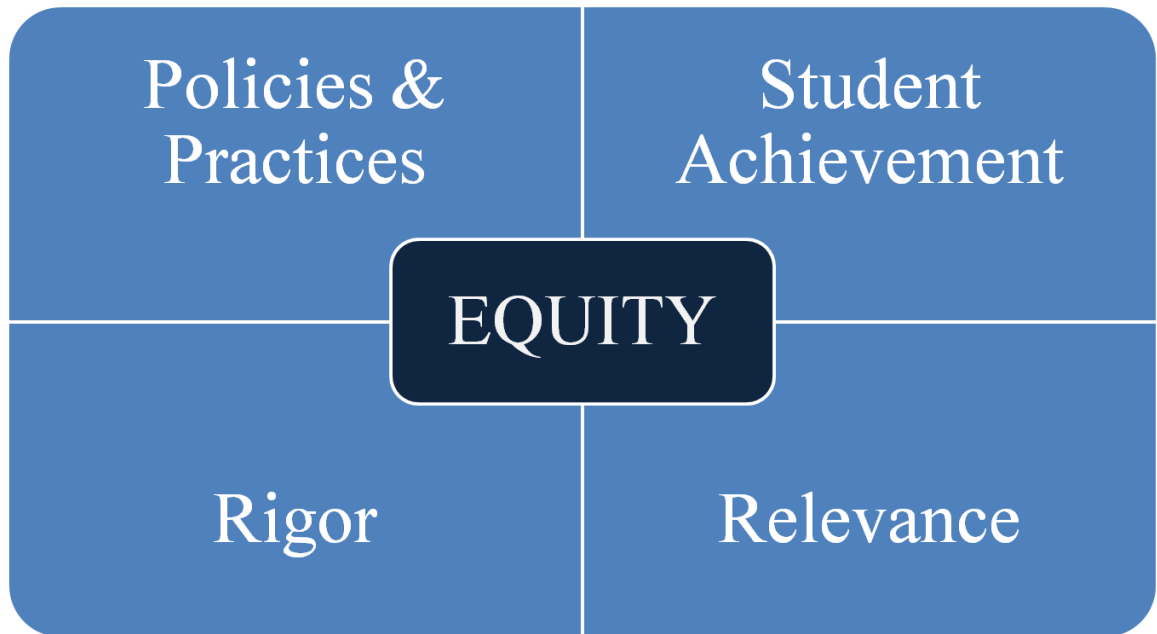
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11

12

Strategic Area: Equity



We will...

- √ Examine critical disparities in our system to ensure that **opportunities exist for high achievement by all students** regardless of race, ethnicity, or financial status.
- √ **Align policies and practices** with our mission of achievement for all students.
- √ Provide a **rigorous** education for all students.
- √ Expect and support **relevant learning environments**.

Policies & Practices

INITIATIVE:		COMPLETED BY	RESPONSIBLE LEADERSHIP
1	Design and implement a system to identify assessments and track student data in the following areas: <ul style="list-style-type: none"> • advanced courses • graduation rate • student performance at all milestones • discipline • attendance • representation in special populations • extracurricular activities • perceptions regarding safety 	December 2012	Director of Student Achievement
2	Conduct an equity audit to evaluate and improve all policies, programs, and practices.	December 2012	Chief Academic Officer
3	Develop a comprehensive set of goals and actions to address disparities identified in the data from the equity audit.	Spring 2013	Chief Academic Officer
4	Design and implement a plan to assure students from all racial and ethnic groups are proportionately represented in special groupings including TAG, advanced classes, athletics, and the arts (drama, choir, and instrumental music).	September 2012	Director of Student Achievement
5	Create a plan to ensure that students of color are not disproportionately represented in disciplinary actions.	December 2012	Director of Educational Options
6	Continue investment in "I Have a Dream" Foundation-Oregon partnership at Alder Elementary School.	2010 and ongoing	Superintendent
7	Participate in the Oregon Leadership Network, an organization of school districts devoted to creating equity for all students.	Starting Spring 2012	Superintendent



Student Achievement

INITIATIVE:		COMPLETED BY	RESPONSIBLE LEADERSHIP
8	Implement Response to Intervention using research supported curriculum, common decision rules for intervention across schools, and instructional models deployed with fidelity in all schools.	Fall 2012 (elementary) Fall 2013 (secondary)	Chief Academic Officer
9	Strive to provide instruction for language learners that allows for simultaneous development in native language and English. Pilot Literacy Squared in Spanish/English in two schools.	2012-2013 and ongoing	ELD Coordinator
10	Plan and implement High School Care Teams and other initiatives that will ensure a higher graduation rate for Reynolds High School students.	January 2013	Director of Student Services, Director of Student Options, and High School Principal

Rigor

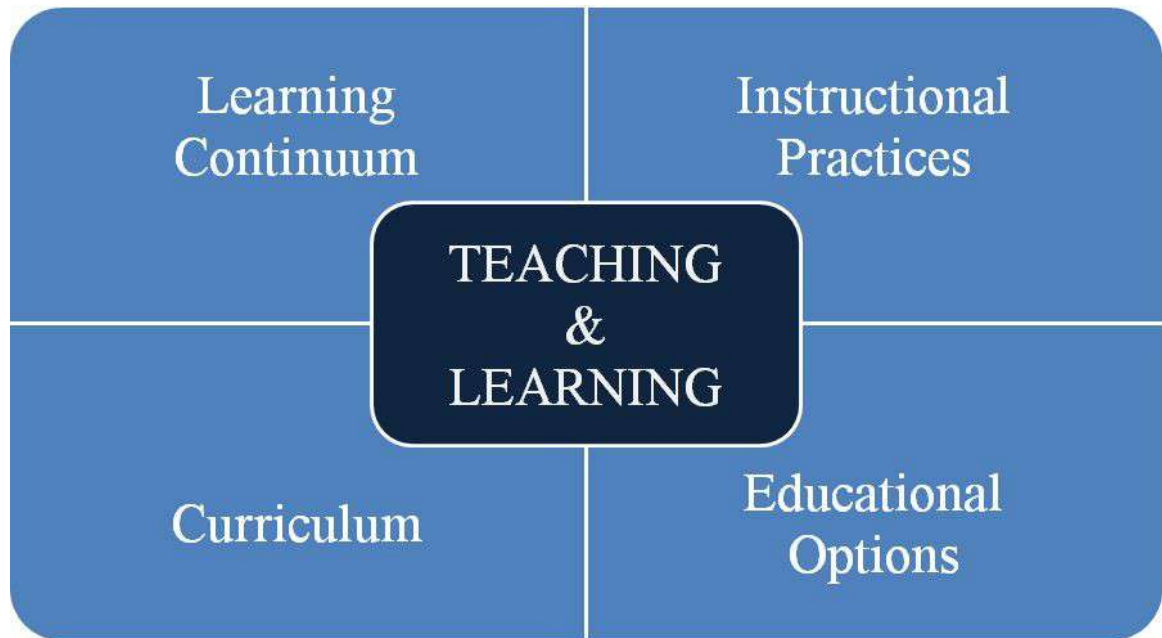
INITIATIVE:		COMPLETED BY	RESPONSIBLE LEADERSHIP
11	Define and implement a model to ensure students eligible for special education services have access to general education curriculum and instruction.	September 2012	Director of Student Services
12	Define and implement a model to ensure students eligible for ELD services have access to appropriate general education curriculum and instruction.	September 2012	Director of Federal Programs & ELD Coordinator
13	Select a number of the "40 Developmental Assets" that are within the influence of the RSD. Develop a system of measuring progress in the assets.	Summer 2013	Chief Academic Officer

Relevance

INITIATIVE:		COMPLETED BY	RESPONSIBLE LEADERSHIP
14	Implement a comprehensive and tiered professional development plan to increase educational leadership for equity and social justice working with Pacific Education Group.	Ongoing, starting in 2010	Chief Academic Officer
15	Increase partnerships with SUN and Boys and Girls Club to provide after-school academic support and enrichment programs.	Spring 2012 and ongoing	Superintendent & Chief Academic Officer



Strategic Area: Teaching and Learning



We will...

- √ Ensure all students are performing at or above grade level within a **continuum of learning** from early childhood through high school graduation.
- √ Employ effective **instructional practices** using research-based curriculum.
- √ Ensure all students have access to education in **the common core, the arts, and wellness**.
- √ Provide **educational options** that address the individual needs of all learners.

Learning Continuum

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
16	Develop and implement a comprehensive, balanced assessment system to support teaching and learning.	Spring 2012 – Spring 2013	Director of Student Achievement
17	Refine our system of supports to assure strong transitions for every student from elementary to middle and middle to high school.	June 2013	Director of Student Achievement & Principals
18	Support the county Cradle to Career initiatives and track milestone data in annual report.	Fall 2011 and ongoing	Superintendent
19	Convene an instructional technology committee to develop plans for technology use that support skill development and instruction K-12. Budget for implementation.	March 2012 and ongoing	Director of Student Achievement & Director of Technology
20	Refine and articulate district K-12 media services, including library, technology education, and assessment.	Spring 2013	Director of Student Achievement

Instructional Practices

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
21	Refine instructional coaching to ensure real-time professional development on instructional practices and curriculum use in grades K-8.	Spring 2012 and ongoing	Curriculum Coordinator
22	Assure our teachers receive the highest quality professional development aligned with district and school priorities using collaborative professional learning communities.	September 2011 and ongoing	Chief Academic Officer
23	Establish and maintain a K-12 District Improvement Team for the purpose of developing and deploying professional development in the district.	December 2011 & ongoing	Chief Academic Officer
24	Review, revise and improve our district reading plan, including rigorous learning targets, developmentally appropriate intervention services, and progress monitoring.	Spring 2012	Director of Student Achievement and Curriculum Coordinator
25	Devise a structure for proficiency-based assessment, grading, credit attainment, and graduation requirements.	Fall 2011 - Spring 2013	Director of Student Achievement & School Principals
26	Refine the process for annual reporting of school profile data (fall and summer) in the school improvement plan cycle.	Fall 2011 and ongoing	Director of Student Achievement
27	Refine implementation of PBIS to support positive learning environments in elementary school, middle school, and high school.	2010 and ongoing	Director of Student Services

Curriculum

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
28	Assure that all classroom materials and instructional practices are aligned to state standards.	September 2014	Chief Academic Officer
29	Develop and implement a plan for STEM (science, technology, engineering, and mathematics) education.	Spring 2013	Director of Student Achievement
30	Review, revise and improve comprehensive writing materials and practices, including rigorous learning targets, developmentally appropriate interventions, and progress monitoring.	2013 & 2020	Curriculum Coordinator and ELD Director
31	Research and implement comprehensive English Language Development materials and practices, including rigorous learning targets, developmentally appropriate interventions, and progress monitoring.	2013 & 2020	Curriculum Coordinator and ELD Director
32	Review, revise and improve physical education and health materials and practices.	2014	Curriculum Coordinator
33	Review, revise and adopt district mathematics materials and practices, including rigorous learning targets, developmentally appropriate interventions, and progress monitoring.	2009 & 2016	Curriculum Coordinator
34	Review, revise and adopt comprehensive science materials and practices.	2011 & 2017	Curriculum Coordinator
35	Review, revise and adopt comprehensive social sciences materials and practices.	2012 & 2018	Curriculum Coordinator
36	Develop and implement a new model for K-12 library media/technology education aligned with current national research and Oregon technology curriculum standards.	2014	Director of Student Achievement

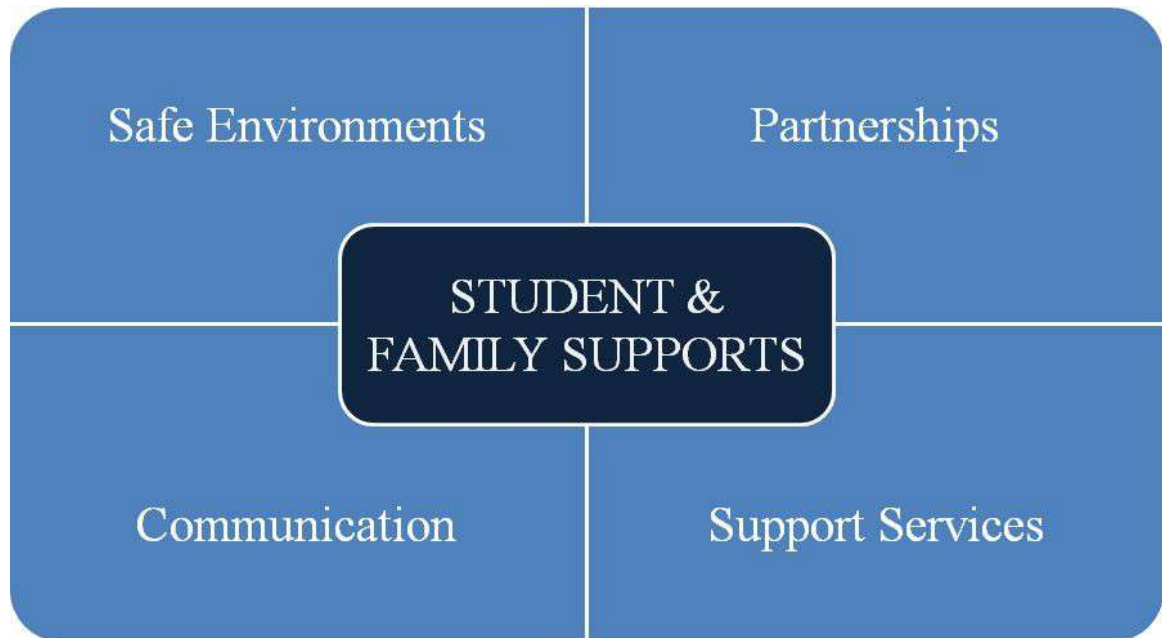
Educational Options

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
37	Develop community partnerships supporting early childhood learning priorities.	2012-2013	Chief Academic Officer & Director of Student Services
38	Develop a plan for implementing full-day kindergarten in September 2014.	2013	Chief Academic Officer & Director of Student Services

39	Develop and articulate a continuum, starting in kindergarten, of advanced learning opportunities to increase the number of high school students earning advanced placement credit.	Spring 2013	Director of Student Achievement
40	Restructure special education services continuum to include structural supports for social, behavior, lifeskills, resource room, and speech/language services.	Spring 2013	Director of Student Services
41	Implement a continuum of educational options within the district, including but not limited to RLA West, RLA East, tutoring, the Turnaround Center, and outside placements. The continuum includes K-12.	January 2012	Chief Academic Officer & Director of Educational Options
42	Expand programs such as AVID to increase college readiness among first-generation college students.	2011 and ongoing	Curriculum Coordinator
43	Review, revise and expand CTE options for students to ensure a career readiness option for high school students.	2013	Chief Academic Officer & High School Principals
44	Develop a comprehensive system for extended day & summer school services K-12 focusing on students' core academic skill development.	Summer 2013	Director of Student Achievement & Principals



Strategic Area: Student and Family Supports



We will...

- √ Create welcoming, inclusive, and **safe school environments**.
- √ Develop **partnerships** with families to support their involvement in student success and academic achievement.
- √ **Communicate** effectively and frequently with families and partners.
- √ Provide integrated **support services** including transportation, nutrition, mental health, and other community resources.

Safe Environments

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
45	Develop a comprehensive model for school counseling and psychology.	June 2013	Director of Student Services
46	Develop a plan for systematic implementation of homeless services.	September 2012	Director of Student Services
47	Systematically and proactively address bullying, cyber-bullying, and harassment.	September 2011 and ongoing	Director of Student Services

Partnerships

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
48	Develop and implement a sustainable parent involvement and education plan to include parents from all cultural, ethnic, and racial groups.	Spring 2012 and ongoing	Director of Federal Programs
49	Develop and refine partnerships with outside agencies to enhance our capacity to meet the needs of students and families, including SUN Community Schools, El Programa Hispano, and others.	Spring 2012 and ongoing	Director of Federal Programs
50	Establish a long-range plan for parent partnership development to include parents from all cultural, ethnic, and racial groups.	Fall 2012	Superintendent & Communications Coordinator
51	Develop and launch a sustainable Parent Leadership Institute.	Spring 2013	Director of Federal Programs

Communication

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
52	Continue implementation of a long-range communication plan.	Ongoing	Communications Coordinator

Support Services

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
53	Plan and implement health services for high school students.	September 2013	Chief Academic Officer
54	Through a partnership with Black Parent Initiative (BPI), provide support services for families.	Spring 2012 and ongoing	Superintendent & Director of Federal Programs
55	Inventory all medically related supports available to students and families through community partnerships and state/county programs. Implement an annual strategy for assuring participation.	June 2013	Director of Student Services

Strategic Area: Human Resources



We will...

- ✓ Administer policies and procedures fairly and equitably to assure positive **employee relations**.
- ✓ Ensure accurate and timely administration of employee **compensation and benefits**.
- ✓ **Recruit, hire, and retain** a highly effective and diverse workforce to support our students.
- ✓ Assure that **performance management and evaluation systems** support high performance by all staff.

Employee Relations

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
56	Develop a plan for teacher and administrator orientation and induction.	August 2012	Chief Academic Officer & Director of Human Resources
57	Complete initial review and update all job descriptions for certified and classified staff.	Spring 2013 - July 2014 and ongoing	Director of Human Resources
58	Develop and implement a system for managing compliance training and related records.	September 2012	Director of Human Resources
59	Develop delivery and record keeping system to assure mandatory training takes place for all appropriate employee groups.	September 2012	Director of Human Resources
60	Develop and implement a leadership development plan for teachers and administrators	September 2013	Chief Academic Officer

Recruitment, Hiring & Retention

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
61	Articulate a long-range recruitment plan for culturally competent teachers and administrators.	January 2013	Director of Human Resources
62	Participate in regional partnership with institutions of higher education to facilitate and improve the development of new teachers.	Spring 2011 and ongoing	Superintendent
63	Develop early recruitment and screening protocols for teacher and administrator hiring.	Spring 2013	Director of Human Resources

Performance Management & Evaluation

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
64	Develop and implement a comprehensive teacher evaluation system based on current instructional and evaluation best-practices. The plan will be differentiated for specialist groups.	Implement September 2013	Chief Academic Officer & Director of Federal Programs
65	Develop and implement a comprehensive administrator evaluation system based on current instructional and evaluation best-practices.	Implement September 2014	Chief Academic Officer
66	Develop and implement a comprehensive classified employee evaluation system based on current evaluation best-practices.	Implement September 2015	Director of Human Resources

Compensation & Benefits

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
67	Develop contracts for equity and sustainability.	Spring 2012 and ongoing	Superintendent

Strategic Area: Resource Management



We will...

- √ Build a strong circle of support, capitalizing on **partnerships**.
- √ Improve our **technology** infrastructure to assure the integrity of information and data systems.
- √ Refine systems for assuring **fiscal responsibility**.
- √ Manage our **capital** resources to maximize the public investment in district properties.

Fiscal Responsibility

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
68	Sustain and improve skills with human resources, budgeting, and business management software.	Summer 2011 and ongoing	Director of Business Services
69	Develop administrative protocols for grant applications and management.	Spring 2012	Director of Business Services & Federal Programs Director
70	Employ an Administrator of Grants and Resource Development. Obtain and sustain alternative funding sources.	Spring 2012	Superintendent
71	Define an action plan for the development of systems to assure financial integrity and effective fiscal oversight.	2011 and ongoing	Director of Business Services
72	Develop and articulate a timeline for the cyclical monitoring of budgetary activities.	2011 and ongoing	Director of Business Services
73	Review and report upon the effectiveness of automated business systems and practices.	2011 and ongoing	Director of Business Services

Capital

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
74	Refine long-range capital improvement and maintenance plan.	Fall 2011 and ongoing	Director of Business Services
75	Create a strategic plan leading to a bond measure for capital improvements.	Spring 2013	Superintendent & Director of Business Services
76	Create a long-range plan for student transportation.	Spring 2013	Director of Business Services



Technology

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
77	Develop long-range technology plan to include hardware management and infrastructure development.	Spring 2012	Director of Technology
78	Develop a long-range plan for updating communication systems within the district.	Fall 2011 and ongoing	Director of Technology

Partnerships

	INITIATIVE:	COMPLETED BY	RESPONSIBLE LEADERSHIP
79	Build long-range plan to expand partnerships with private and non-profit organizations.	Fall 2013	Superintendent
80	Investigate opportunities for local, state and federal grants supporting green practices.	Spring 2012	Director of Business Services & Administrator for Grants
81	Collaborate with Reynolds High School Stadium Foundation.	Fall 2011 and ongoing	Superintendent
82	Develop a measurement system to assure effective communication and customer satisfaction, both internally and externally, related to all business functions.	2011 and ongoing	Director of Business Services
83	Create a long-range plan to review and improve nutrition services.	2011 and ongoing	Director of Business Services



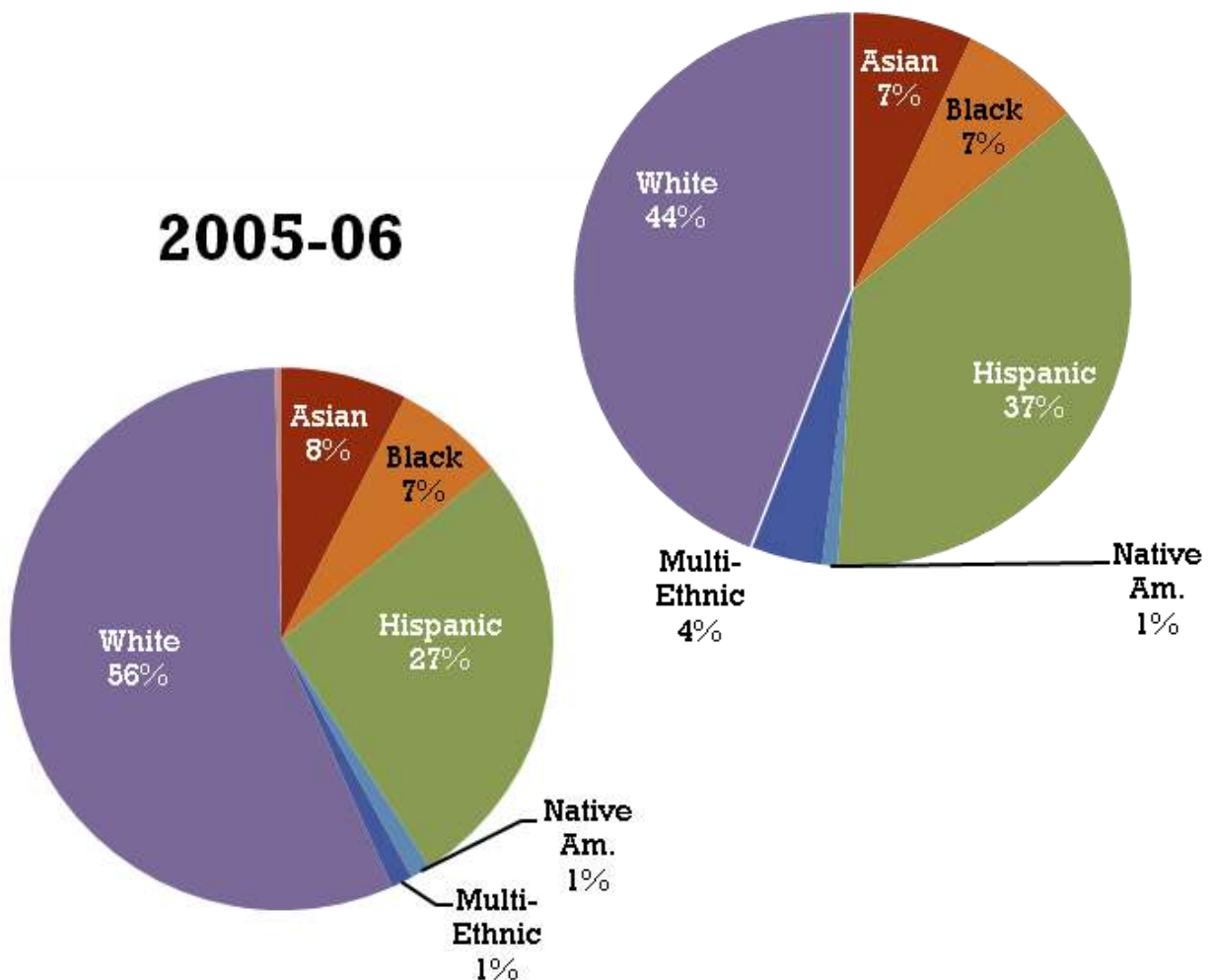


Data Informs Our Plan

Demographics

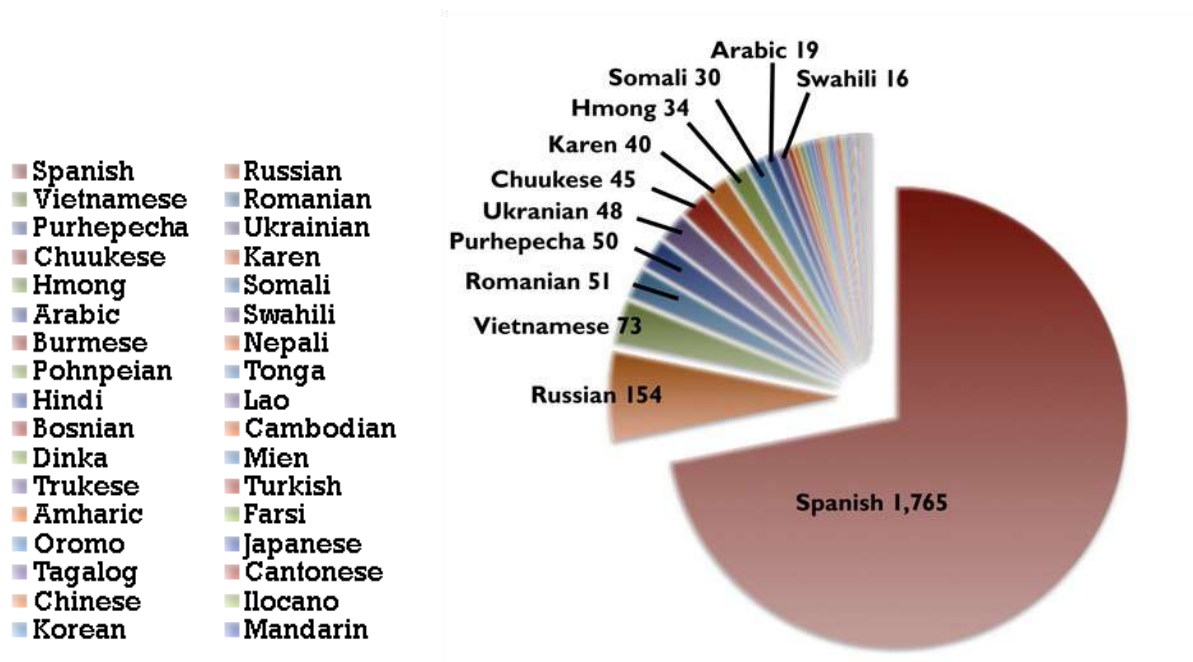
2010-11

2005-06



	Asian	Black	Hispanic	Multi-Ethnic	Native American	White
2003-04	6.2%	5.9%	23.6%	1.1%	n/a	63.3%
2007-08	7.4%	7.0%	31.2%	1.9%	1.3%	50.8%
2009-10	8.3%	7.0%	35.0%	3.1%	1.1%	45.4%
2011-12	7.3%	7.3%	36.2%	4.1%	0.9%	42.1%

Home Languages



Of the families who speak a language other than English at home,
over 60 languages are represented

Student Achievement

2010-11	
3rd Grade Reading To Learn: %Meeting/Exceeding Benchmarks	
All Students	68.1%
White	77.7%
Black	64.8%
Hispanic	58.2%
Students with Disabilities	34.0%
Limited English Proficiency	53.3%
3rd Grade Mathematics: %Meeting/Exceeding Benchmarks	
All Students	49.8%
White	59.6%
Black	31.5%
Hispanic	39.2%
Students with Disabilities	27.0%
Limited English Proficiency	36.5%

2010-11	
5th Grade Reading To Learn: %Meeting/Exceeding Benchmarks	
All Students	61.6%
White	73.3%
Black	27.9%
Hispanic	51.5%
Students with Disabilities	26.5%
Limited English Proficiency	29.9%
5th Grade Mathematics: %Meeting/Exceeding Benchmarks	
All Students	38.0%
White	46.7%
Black	8.3%
Hispanic	28.2%
Students with Disabilities	14.1%
Limited English Proficiency	17.3%

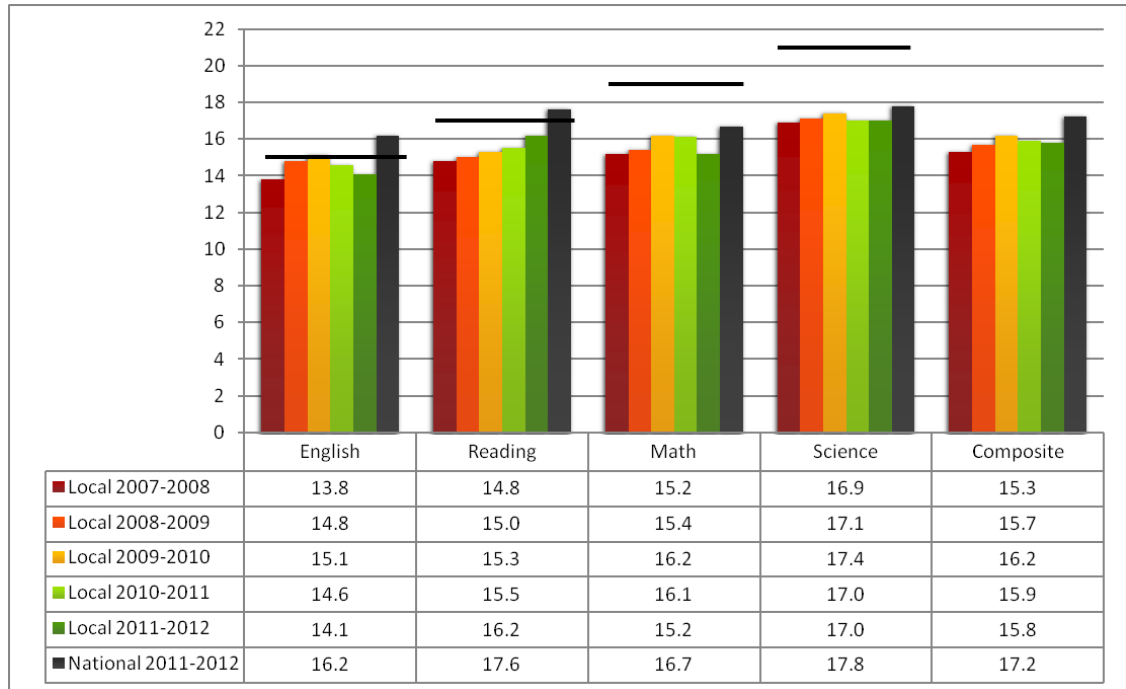
2010-11	
8th Grade Reading To Learn: %Meeting/Exceeding Benchmarks	
All Students	59.0%
White	67.4%
Black	42.1%
Hispanic	47.5%
Students with Disabilities	16.8%
Limited English Proficiency	9.9%
8th Grade Mathematics: %Meeting/Exceeding Benchmarks	
All Students	49.4%
White	59.7%
Black	32.8%
Hispanic	35.8%
Students with Disabilities	16.1%
Limited English Proficiency	13.2%

2010-11	
11th Grade Reading To Learn: %Meeting/Exceeding Benchmarks	
All Students	78.0%
White	85.2%
Black	60.4%
Hispanic	62.1%
Students with Disabilities	35.4%
Limited English Proficiency	13.6%
11th Grade Mathematics: %Meeting/Exceeding Benchmarks	
All Students	61.3%
White	71.3%
Black	44.2%
Hispanic	43.5%
Students with Disabilities	18.2%
Limited English Proficiency	10.0%

2010-11	
Graduation (4 year Cohort)	
All Students	45.9%
White	51.7%
Black	45.1%
Hispanic	32.4%
Students with Disabilities	22.2%
Limited English Proficiency	32.0%
*data source: http://ode.state.or.us/reports	

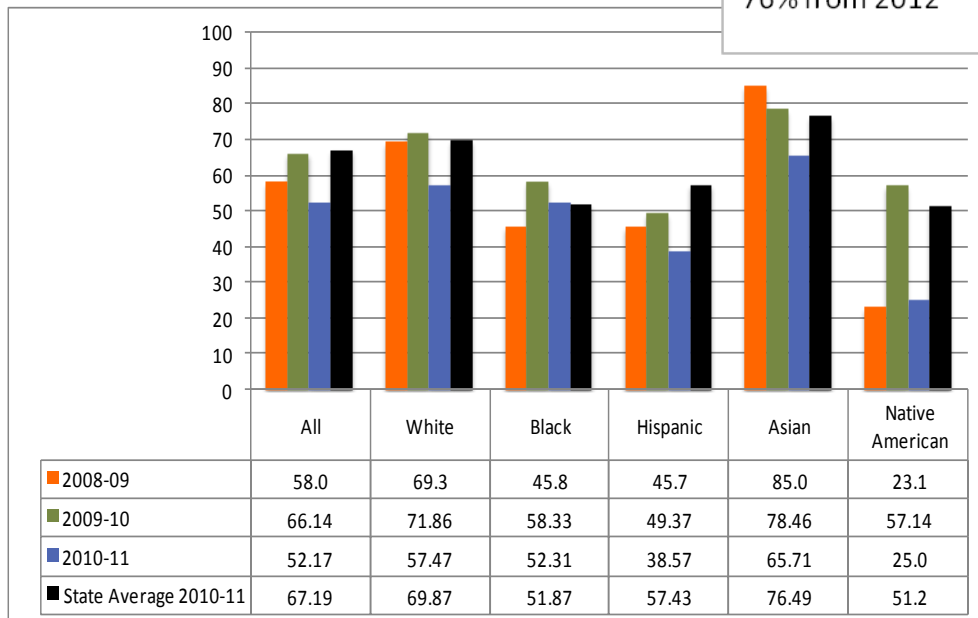
College Readiness Measured by ACT-PLAN Scale Scores and RSD Graduation Rates

10th Grade “PLAN” Test



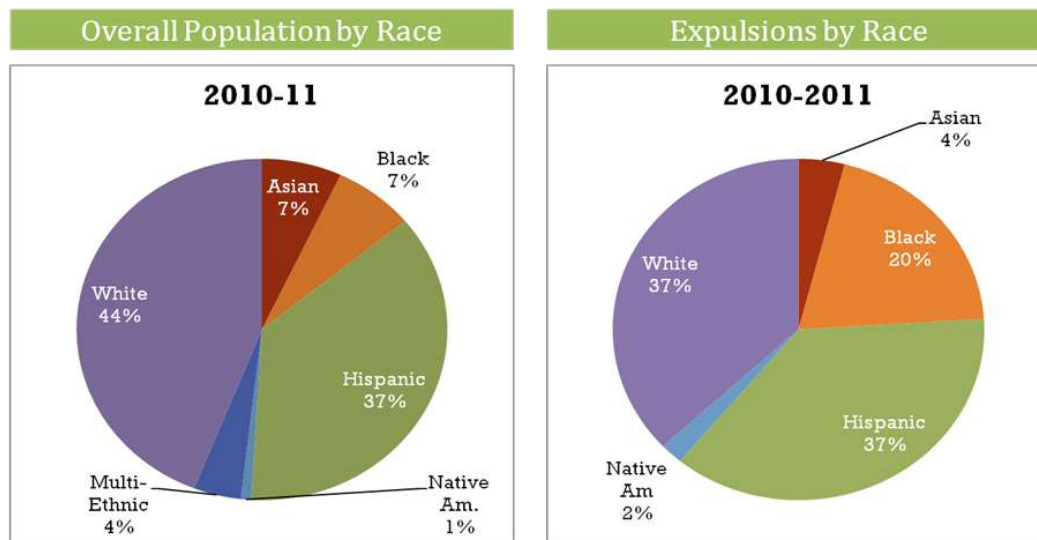
RHS: 4 Year Cohort Graduation

ODE Goal
76% from 2012



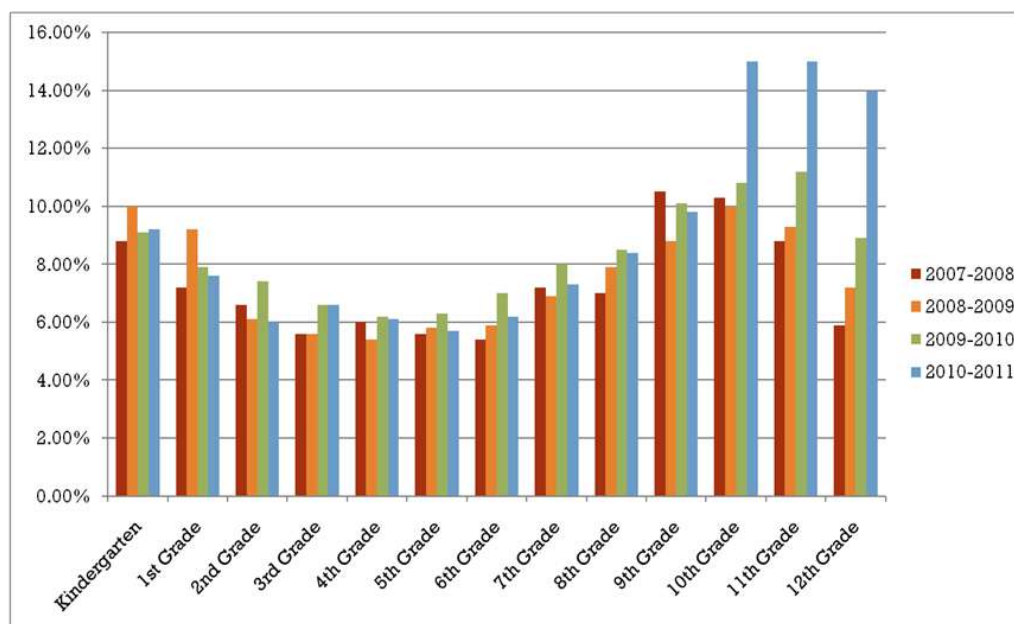
Other Significant Leading Indicators

Expulsion Data



Note: Students other than black students are proportionally or less likely to be expelled. Black students are expelled at nearly three times their representation in RSD population.

District Absenteeism





Acknowledgements

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Lents Photography



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