



Cedaroak Park Primary School Work Plan 2022--2023

Equity in Action:

Sense of Belonging, Impact Teams Building Collective Efficacy, Powerful Academic Outcomes and Growth



West Linn-Wilsonville School District Mission:

How do we create learning communities for the greatest thinkers and most thoughtful people... for the world?



Cedaroak Park Mission:

We are an inclusive and equitable learning community. We ensure academic and social-emotional success for each student, every day, with intention and care.

[CPPS Mission, Vision, Collective Commitments and Goals](#)

Work Plan Timeline:

- Draft District Meeting with PTA Leaders 9/29/22
- Shared Goal Setting Certified Team 10/4/22
- Primary Collaboration 10/22
- PTA Presentation of Work Plan 10/19/22
- Center for Educational Leadership Learning Walk at CPPS 11/3/22
- Ongoing Teacher Input- Launch, Teacher Workshops, Early Releases
- Presentation to Board Member 11/10/22
- Ongoing Piece of Equity Committee, Teacher Workshop, and Early Release Professional Learning
- Ongoing Reflection in Impact Teams and Teacher Workshop: Data Trends, Successes, Questions, How are we doing?
- Final Debrief- Teacher Workshop 6/6/23

Data Summary:

K-5 Reading, Fall 2022 NWEA MAP Data

Of the 334 students who completed the fall MAP math assessment,
31% (n=103) scored above the 80th percentile
21% (n=70) scored between the 61st and 80th percentile
19% (n=63) scored between the 41st and 60th percentile
12% (n=42) scored between the 21st and 40th percentile
17% (n=56) scored below the 21st percentile

3-5 English Language Arts, Spring 2022 OSAS Data

3rd grade 61% proficient (level 3 and 4)

4th grade 64% proficient (level 3 and 4)

5th grade 72% proficient (level 3 and 4)

K-5 Math, Fall 2022 NWEA MAP Data

Of the 336 students who completed the fall MAP math assessment,

31% (n=104) scored above the 80th percentile

24% (n=81) scored between the 61st and 80th percentile

18% (n=61) scored between the 41st and 60th percentile

13% (n=45) scored between the 21st and 40th percentile

13% (n=45) scored below the 21st percentile

3-5 Math, Spring 2022 OSAS Data

3rd grade 68% proficient (level 3 and 4)

4th grade 64% proficient (level 3 and 4)

5th grade 54% proficient (level 3 and 4)

[link to MAP data document](#)

Grades 3-5 Panorama Survey Results - Sense of Belonging

Fall 2022 Panorama Survey Data indicates 67% of students taking the survey had an overall Sense of Belonging within the school community. This includes percentage of favorable results from:

83% Hispanic

72% Two or more races

65% White

52% Confidentiality Protected

67% of Students with Special Education Status

67% of Students without Special Education Status

77% 3rd Grade

61% 4th Grade

62% 5th Grade

Grades K-2 Fall Inquiry- Sense of Belonging: (Arrow indicates direction of shift since the spring of ‘22)

↑Overall Sense of Belonging: 5 (I belong) = 95%, 4= 5 %, 3= 0, 2=0, 1= 0

↓My Teacher Cares About Me: True= 97%, Somewhat True= 3%, Not True= 0%

↑My Classmates Care About Me: True= 74%, Somewhat True= 26%, Not True= 0%

==It is Okay to Share My True Feelings with My Classmates or Teacher: True= 86%, Somewhat True= 12%, Not True=2%

↑I feel Respected By My Classmates: True= 78%, Somewhat True= 22%, Not True= 1%

Shared Professional Goals:

Our school goals, and shared professional goals, are built upon the WLWV mission question, the WLWV School Board goals, and the Cedaroak Park mission and vision statements. With these powerful statements to guide us, our staff has crafted three shared goals focused around a sense of belonging, student achievement and growth through the work of impact teams, and building collective efficacy through the implementation of impact teams. **Throughout this work we will always maintain a keen focus on inclusive and equitable practices and always uphold this essential lens to each goal and each decision that we make.**

[Shared Goals 22-23](#)

Student Growth Goals:

Implementing Impact Teams for Building Sense of Belonging

We have chosen to focus on a sense of belonging as research ([Baumeister and Leary](#)) has identified this as essential to learning successfully and fully. If a student feels a sense of belonging then social-emotional and academic outcomes will be greater. A sense of belonging for every member of the learning community is an essential component of inclusive and equitable practices in education.

- 100% of our students in grades [K-2](#) will participate in the fall and spring sense of belonging inquiry. Our student **sense of belonging** data will increase to 100% favorable outcomes by the end of this school year and through the process of Second Step instruction, use of the Panorama Playbook, counseling lessons, anti-racism lessons, and through classroom circles.
- 100% of our students in grades [3-5](#) will participate in the fall and spring Panorama survey. Based on survey data we recognize a need to address each student's **sense of belonging**. Our student sense of belonging data will increase to 100% favorable outcomes by the end of this school year and through the process implementing the full Second Step curriculum, use of the Panorama Playbook, counseling lessons, anti-racism lessons, and through classroom circles.

Implementing Impact Teams for Student Achievement and Growth in Reading

We have chosen to focus on **reading growth** because our school and the WLWV primary level as a whole has newly implemented the use of Fountas and Pinnell Baseline Assessment System (BAS) and the WLWV Primary Literacy Handbook. Delivering the guaranteed and viable curriculum, including effective assessments, is a tool for inclusive and equitable outcomes. Using these tools will enhance experiences, thinking, instruction and learning for each and every student.

- 100% of our students will **gain skill as readers** and will achieve all grade level expectations by the end of the school year as a result of **highly intentional planning, assessment and delivery of learning experiences**. Our school team will work in grade level impact teams to use evidence-based practices to provide instruction and interventions to close learning gaps.
- This growth will be measured K-2 through MAP reading assessments administered in the fall, winter, and spring, and BAS three times this year
- This growth will be measured 3-5 through MAP reading assessments, OSAS results, and BAS two times per year.

Professional Goals:

Implementing Impact Teams to Build Collective Efficacy

Throughout this school year our school team will use the majority of our professional learning time, including teacher workshop and principal directed early release time to **gain knowledge and implementation skills of Impact Teams with a sharp focus on improving student outcomes through collaboration, evidenced-based practices, and growing collective efficacy**. Collective efficacy is an essential element of building inclusive and equitable learning communities. Through increasing our practices in this process we will “grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.” (**WLWV Board Goal #1**)

Theories of Action

Impact Teams

Staff Learning Settings	School Leadership Moves	Certified Staff Moves	Student Outcomes
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	If school leadership...	Then teachers will...	So each and every student will be able to ...
<ul style="list-style-type: none"> ○ Whole staff learning ○ Grade level teams ○ Impact Teams ○ School teams <ul style="list-style-type: none"> ○ student services ○ equity leadership ○ circles of support ○ co-teaching partnerships ○ technology team ○ school leadership team ○ Consultation, co-planning, coaching and co-teaching with learning specialist team 	<p>Creates time and space for intentional and purposeful collaborative teamwork around professional growth and student learning focusing on:</p> <ul style="list-style-type: none"> ○ Sense of Belonging <ul style="list-style-type: none"> ○ dedicated teacher workshop time ○ anti-racist lessons ○ community building ○ review Panorama and Sense of Belonging Survey data ○ Impact Teams <ul style="list-style-type: none"> ○ 3 teacher workshops/ month ○ all principal directed early release days ○ Teacher panels, storytelling and Q and A for peer learning ○ Reading Growth <ul style="list-style-type: none"> ○ Implementing use of BAS with fidelity ○ Providing time to orient and implement practices embedded in WLWV Literacy Handbook ○ prioritizing standards ○ Raising teacher voice through Impact Team Inquiry 	<ul style="list-style-type: none"> ○ Have clear purpose, vision, values, and goals centered on student equitable growth and progres. ○ Have increased ownership of professional learning, interventions, and student data ○ Engage in focused, productive, and intentional learning. ○ Continue to develop efficacy and collaborate in implementing rigorous and standards-based curriculum which is guaranteed and viable, ○ Continue to develop understanding and automaticity around <ul style="list-style-type: none"> ○ Tools and strategies for promoting a sense of belonging for all students ○ The use of BAS tools and data ○ The use of MAP data ○ Implementing Impact Team learning ○ Increase teacher leadership through Impact Team implementation, learning and sharing of outcomes ○ Apply an inclusive and equity lens to all practices 	<ul style="list-style-type: none"> ○ Make at least a year's worth of growth socially, emotionally, and academically ○ Have equitable access to all learning opportunities ○ Experience culturally responsive teaching and learning throughout every school day ○ Have increased voice and choice in learning ○ Demonstrate growth as measured by: <ul style="list-style-type: none"> ○ BAS ○ MAP ○ OSAS ○ Unit assessments ○ Panorama and Sense of Belonging questions ○ Develop self-efficacy as learners ○ Experience the elimination of opportunity gaps in academic and social-emotional learning. ○ Experience a strong sense of belonging in the classroom and school community.

Learning Observations and Walkthroughs

Staff Learning Settings	School Leadership Moves If school leadership...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
<p>District's Instructional Frameworks:</p> <ul style="list-style-type: none"> ○ <u>5+ Dimensions of Teaching and Learning</u> ○ <u>7 Components of Inclusive and Equitable Learning Communities</u> ○ WLWV Literacy Handbook for Primary <p>Walkthroughs</p> <ul style="list-style-type: none"> ○ School leadership observations ○ New teacher walkthroughs ○ Peer observations ○ CEL walkthroughs 	<p>Focus on:</p> <ul style="list-style-type: none"> ● 5Ds Focus <ul style="list-style-type: none"> ○ Assessment for Learning ○ Curriculum & Pedagogy ○ Classroom Culture & Climate ● Inclusive & Equitable Learning Communities Focus <ul style="list-style-type: none"> ○ Rituals, Routines, and Recognition ○ Relationships with High Expectations 	<ul style="list-style-type: none"> ○ Continue collaboration and professional growth in <ul style="list-style-type: none"> ○ Seek data driven ○ Seek evidence-based interventions ○ expand and implement high leverage assessments and instructional practices in reading ○ Utilize the 5Ds and 7Cs to promote a sense of belonging, 	<ul style="list-style-type: none"> ○ Make at least a year's worth of growth socially, emotionally, and academically ○ Have equitable access to all learning opportunities ○ Experience culturally responsive teaching and learning throughout every school day ○ Have increased voice and choice in learning ○ Demonstrate growth as measured by: <ul style="list-style-type: none"> ○ BAS

<ul style="list-style-type: none"> ○ School Board visit 	<ul style="list-style-type: none"> ○ Engagement Strategies ● Schedule and support Peer Observations with class coverage 	<ul style="list-style-type: none"> reading growth, and collective efficacy ○ Experience a lift in peer learning, shared learning, and professional impact ○ Experience a lift in educator voice, ownership, and agency ○ Apply and equity lens to all practices 	<ul style="list-style-type: none"> ○ MAP ○ OSAS ○ Unit assessments ○ Panorama and Sense of Belonging questions ○ Develop self-efficacy as learners ○ Experience the elimination of opportunity gaps in academic and social-emotional learning. ○ Experience a strong sense of belonging in the classroom and school community.
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Mentoring and Coaching

Staff Learning Settings	School Leadership Moves If school leadership...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
<p>Principal</p> <ul style="list-style-type: none"> ○ Professional Growth Cycle (Evaluation Cycle) ○ Goal setting ○ Observations: Formal/Short Focused ○ Collaboration/Consultation <p>Instructional Coordinator</p> <ul style="list-style-type: none"> ○ Co-leading ○ Co-planning ○ Co-teaching ○ Collaboration/Consultation <p>School Counselor</p> <ul style="list-style-type: none"> ● Co-planning ● Co-teaching ● Collaboration/Consultation <p>Learning Specialists</p> <ul style="list-style-type: none"> ● Co-planning ● Co-teaching ● Coaching ● UDL consultations ● Collaboration/Consultation <p>Literacy Coach</p> <ul style="list-style-type: none"> ● Collaboration & Consultation ● Professional learning opportunities ● Leadership through Literacy Handbook and BAS Implementation Working Draft - WLWV Literacy & Learning Handbook <p>Math Coach</p> <ul style="list-style-type: none"> ● Collaboration & Consultation 	<p>Conducts formal and informal observations and provides targeted feedback in the following areas of focus:</p> <ul style="list-style-type: none"> ○ Five Dimensions of Teaching and Learning: <ul style="list-style-type: none"> ○ classroom culture & environment ○ assessment for learning ○ curriculum & pedagogy ○ Seven Components Framework: <ul style="list-style-type: none"> ○ culturally responsive strategies ○ routines, rituals, and recognition ○ relationships with high expectations ○ Supports Peer Observations through provision of <ul style="list-style-type: none"> ○ Substitute for class coverage ○ Organize supports for scheduling observations 	<ul style="list-style-type: none"> ○ Plan and teach lessons connected to assessment outcomes ○ Plan and teach lessons with fidelity to state standards and closing opportunity and outcome gaps ○ Use data to track and monitor student progress: <ul style="list-style-type: none"> ○ Curriculum based assessments ○ MAP ○ OSAS ○ Unit assessments ○ Panorama Survey ○ Sense of Belonging Questions ○ Apply and equity lens to all practices 	<ul style="list-style-type: none"> ○ Make at least a year's worth of growth socially, emotionally, and academically ○ Have equitable access to all learning opportunities ○ Experience culturally responsive teaching and learning throughout every school day ○ Have increased voice and choice in learning ○ Demonstrate growth as measured by: <ul style="list-style-type: none"> ○ BAS ○ MAP ○ OSAS ○ Unit assessments ○ Panorama and Sense of Belonging questions ○ Develop self-efficacy as learners ○ Experience the elimination of opportunity gaps in academic and social-emotional learning. ○ Experience a strong sense of belonging in the classroom and school community.

<ul style="list-style-type: none"> ● Professional learning opportunities <p>Teacher Mentor</p> <ul style="list-style-type: none"> ● Collaboration & Consultation ● Professional learning opportunities 			
External Expertise			
Staff Learning Settings	School Leadership Moves If school leadership...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
<p>Building Led</p> <ul style="list-style-type: none"> ○ Launch of the 22-23 School year Implicit Bias Training and Team Learning ○ Weekly Teacher Workshops ○ Principal designed early release days ○ November 22 , 1 full Day of Professional Learning ○ Monthly Equity Leadership Team Meetings <p>Professional Resources</p> <ul style="list-style-type: none"> ○ <u>Confronting the Crisis of Engagement</u> https://us.corwin.com/en-us/nam/confronting-the-crisis-of-engagement/book283275 ○ <u>Putting Faces on the Data</u> https://us.corwin.com/en-us/nam/putting-faces-on-the-data/book278623 ○ <u>Collaborating through Collective Efficacy Cycles</u> https://us.corwin.com/en-us/nam/collaborating-through-collective-efficacy-cycles/book281104 ○ <u>Leading Impact Teams</u> https://us.corwin.com/en-us/nam/leading-impact-teams/book247792 ○ <u>The Teacher Credibility and Collective Efficacy Playbook</u> https://us.corwin.com/en-us/nam/the-teacher-credibility-and-collective-efficacy-playbook-grades-k-12/book271561 ○ Educational Leadership Journal ○ Learning for Justice https://www.learningforjustice.org/ 	<ul style="list-style-type: none"> ○ Intentionally connects and leverages external expertise to all professional learning ○ Plans and provides opportunities to collaborate and learn: <ul style="list-style-type: none"> ○ Workshops (staff meetings) ○ Grade level team meetings ○ Principal Directed Early Release ○ Paraeducator Learning ○ Equity Leadership Team Meetings 	<ul style="list-style-type: none"> ○ Reflect, analyze, and implement high leverage instructional practices for academic and social-emotional learning ○ Apply learning to instructional practices and interventions to promote student learning ○ Apply and equity lens to all practices 	<ul style="list-style-type: none"> ○ Make at least a year's worth of growth socially, emotionally, and academically ○ Have equitable access to all learning opportunities ○ Experience culturally responsive teaching and learning throughout every school day ○ Have increased voice and choice in learning ○ Demonstrate growth as measured by: <ul style="list-style-type: none"> ○ BAS ○ MAP ○ OSAS ○ Unit assessments ○ Panorama and Sense of Belonging questions ○ Develop self-efficacy as learners ○ Experience the elimination of opportunity gaps in academic and social-emotional learning. ○ Experience a strong sense of belonging in the classroom and school community.

<ul style="list-style-type: none"> ○ Investigations Curriculum ○ Lucy Calkins Units of study ○ 2nd STEP ○ https://www.secondstep.org/ ○ BAS Training Videos and Resources 			
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Workshop and Courses

Staff Learning Settings	School Leadership Moves If school leadership...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
<ul style="list-style-type: none"> ● School year launch ● Teacher Workshop ● Paraeducator Training ● Principal Designed Early Release and Professional Learning Days ● November 22, 2022 ● Committee Work ● Team Collaboration ● District offered learning opportunities 	<p>If school leadership encourages participation in Impact Teams and</p> <ul style="list-style-type: none"> ● https://www.ascd.org/el/articles/the-power-of-collective-efficacy ● https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/ ● Corwin Webinars and Recordings ● NWEA Webinars and Recordings ● <i>Assessment for Learning</i> -WLWV Course Offering ● <i>Restorative Practices</i>- WLWV Course Offering 	<ul style="list-style-type: none"> ● continue to seek new learning about goal areas for both staff and students. ● make ongoing decisions about what expertise is most fitting to our school’s next steps as a learning community. ● Use the opportunities provided to have voice and choice in their professional learning through multiple means of engagement, representation, and expression. 	<ul style="list-style-type: none"> ● Feel accepted, respected, supported, and celebrated for who they are and experience equitable opportunities and grow socially, emotionally, and academically