



## Rosemont Ridge Middle School Work Plan 2022-2023

Rosemont Ridge currently has 753 students enrolled and 69 staff members. Twenty-three people are either new to Rosemont or their role. With a third of our team learning new positions across every department, this is a year with particular emphasis on establishing strong relationships, supporting a sense of belonging and efficacy for all, and learning about the culture of this amazing school.

### Data Summary Statements

#### Panorama SEL data:

The data for all measures assessing self-efficacy reported a decrease in scores from Fall 2021 to Spring 2022. Social awareness, which measured how well students consider the perspectives of others and empathize with them, reported a 5% decrease in student responses from Fall 2021 (65%) to Spring 2022 (60%). There was a 1% decrease in student responses related to growth mindset, which explored students' perspectives to change factors related to school performance, from Fall 2021 (57%) to Spring 2022 (56%). Self-efficacy explored how much students believe they can succeed in achieving academic goals, and there was a 1% decrease from Fall 2021 (54%) to Spring 2022 (53%). Lastly, emotional regulation, which explored students' ability to regulate their emotions, showed a 2% decrease from Fall 2021 (49%) to Spring 2022 (47%).

There were similar trends analyzing the school environment data from Fall 2021 to Spring 2022 with lower scores in every measure. Diversity and inclusion, which measured students' perceptions of how diverse, fair, and integrated the school is for students of different races, ethnicities, and cultures, showed a 3% decrease from Fall 2021 (73%) to Spring 2022 (70%). There was a decline of 9% in students' perceptions of teacher-student relationships, defined as the strength of relationship between the teacher and student within and beyond the classroom, from Fall 2021 (70%) to Spring 2022 (61%). Students' perceptions of school climate, which were overall perceptions of social and learning climate at the school, declined 11% from Fall 2021 (58%) to Spring 2022 (47%). The most significant decline (18%) was reported in cultural awareness and action, which explored the frequency students learn about, discuss, and confront issues of race, ethnicity, and culture in school, from Fall 2021 (60%) to Spring 2022 (42%). Finally, sense of belonging, which examined students' feelings of being valued members of the school community, decreased 5% from Fall 2021 (43%) to Spring 2022 (38%).

These data suggest a strong need to strengthen the school community at Rosemont Ridge Middle School. The significant decline in data related to school environment suggests interventions aimed at improving the school environment. There appears to be a need on a micro level, focusing on improving students' sense of belonging at school and connectedness to their peers and adults in the building; however, there is a macro level need that contributes to increasing students' general perceptions of the school community and school climate, especially in regards to cultural awareness and diversity. Because of the equity goal (#1), the SEL goal will focus on improving students' sense of belonging to the school community and support increasing perceptions of school climate.

#### NWEA MAP:

##### Math MAP data from Winter 2022

- 6th grade (76%): 65% met projected growth
- 7th grade (63%): 53% met projected growth
- 8th grade (76%): 52% met projected growth

**Math MAP data Fall 2022**

6th grade: 8% (<21%), 13% (21-40%), 28% (41-60%), 29% (61-80%), 22% (>80%)

7th grade: 8% (<21%), 18% (21-40%), 22% (41-60%), 25% (61-80%), 27% (>80%)

8th grade: 12% (<21%), 14% (21-40%), 25% (41-60%), 32% (61-80%), 18% (>80%)

**Reading MAP data from Winter 2022**

▪ 6th grade (89%): 54% met projected growth

▪ 7th grade (80%): 37% met projected growth

▪ 8th grade (84%): 44% met projected growth

**Reading MAP data Fall 2022**

6th grade: 2% (<21%), 13% (21-40%), 17% (41-60%), 35% (61-80%), 34% (>80%)

7th grade: 8% (<21%), 10% (21-40%), 15% (41-60%), 31% (61-80%), 36% (>80%)

8th grade: 9% (<21%), 10% (21-40%), 22% (41-60%), 31% (61-80%), 28% (>80%)

**ODE SBAC 2021-2022 - English Language Arts**

Rosemont: 67% students met state grade-level expectations

Oregon average: 44%

**ODE SBAC 2021-2022 - Mathematics**

Rosemont: 46% students met state grade-level expectations

Oregon average: 28%

**ODE SBAC 2021-2022 - Science**

Rosemont: 51% students met state grade-level expectations

Oregon average: 28%

**Areas of Focus and the Connection to the 5 Dimensions of Teaching and Learning and the 4 Dimensions of School Leadership****1. Equity**

Racial Consciousness - 4d's - In what ways do leaders affirm and value the racial, cultural and individual identities of students and staff?

Grading - 5d's - What opportunities are provided for students to revise their work based on teacher and peer feedback.

**2. Social Emotional Learning**

Belonging - 5d's - How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?

**3. Instructional Goals**

Classroom Environment and Culture - 5d's - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?

Assessment - 5d's - How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?

**Goals for Each Area**

**Racial Consciousness:** Aligned with school board goal #1, we will work towards disrupting systems of racism to make discourse about race common in our community. We will self-reflect to identify bias and perspective to avoid colorblindness and commit to pedagogical actions that serve ALL students. As measured by the Panorama survey, we hope to see an increase in teachers’ perception of how well our school supports staff in learning about, discussing, and confronting issues of race, ethnicity, and culture from 70% to 80%.

**Grading:** We will continue implementing equitable grading practices by focusing on common language in rubrics and varied assessment forms. This can be measured by examining the pass rates of groups over time.

**Belonging:** To increase our students’ sense of belonging, we will work towards establishing and strengthening relationships within the school building. Staff will strive to create positive and supportive interactions with students using strength-based approaches and engage in self-reflection to ensure they offer opportunities to connect with all students. We hope to see an increase in students’ perception of how valued they feel as members of the school community from 38% to 60%.

**Classroom Environment and Culture:** During the 2022-23 school year, we will foster student ownership and independence by creating classroom systems and routines that allow students to share ideas and take intellectual risks to reflect their learning styles and perspectives. Students can reflect upon their learning goals, progress, and connections to classroom material.

**Assessment:** During the 2022-23 school year, we will work to increase student ownership of learning by providing instruction on interpreting and reflecting on assessment data and feedback for students to create their own learning goals. We will guide students in tracking their progress quarterly and provide structures for them to reflect on their learning and growth.

Staff Learning Setting	Leadership Moves and Practices to Implement	Teacher/Counselor/Specialist Practices to Work Towards and Observe
<p><b>Learning Communities - Setting</b></p> <ul style="list-style-type: none"> <li>● Whole Staff Learning</li> <li>● Grade Level / Subject Area PLCs</li> <li>● School Teams (Team Reps, Interdisciplinary Teams, House Teams, Student Services Team, Circles of Support, etc.)</li> </ul>	<p><b>Racial Consciousness:</b> Plan and present professional development opportunities for staff to discuss race using Glenn Singleton’s ‘Courageous Conversations about Race’ field guide, ‘The Racial Healing Handbook’ by Anneliese Singh, and other research-based resources. Particular focus will be centered on: creating time and space for facilitated dialogue about race, racial consciousness development, reflecting on the history of race and racism, and interrogating whiteness. We will link our work to that of the District Equity Team.</p>	<p><b>Racial Consciousness:</b> Team reps will support professional planning and reflection on teacher learning. Individuals will have time to assess personal development in this area. They will perform the actions of an Equity Team, and the bulk of this learning will occur in the larger school team so all are involved.</p> <p><b>Grading:</b> Teams will continue developing equitable assessment and grading practices by evaluating rubrics and point scales aligned with tenets guided by Joe Feldman’s ‘Grading for Equity. We have a pilot program with GoFormative, and we</p>

	<p><b>Grading:</b> Continue to develop consistent, equitable grading practices across all four middle schools. We will link this goal to our other goal area of assessment.</p> <p>The administrative team and a team of teacher leaders will have opportunities to grow their understanding of the rationale, best practices (accurate, bias-resistant, motivational), and learning outcomes related to equitable grading practices by reading and applying “Grading for Equity” practices.</p> <p><b>Belonging:</b> Explore ways that increase belonging in four areas: safety, relationships, teaching and learning, and the institutional environment. These include:</p> <p><i>Safety</i> - explicitly taught common schoolwide expectations, restorative practices, fair and equitable discipline, looking at discipline data to determine trends and identify students needing additional support</p> <p><i>Relationships</i> - strong teacher-to-student connections, student identity building, helping students access counselors when needed, using Panorama to identify students with a low sense of belonging,</p> <p><i>Teaching and learning</i> - support for academics, culturally relevant curriculum, routines that elevate all voices and participation</p> <p><i>School environment</i> - individual and schoolwide recognition, opportunities to participate in after school enrichment and activities, monitoring attendance, Coyote Crew transition activities for 6th graders, asking students to set a personal goal related to this school-wide goal. To launch the year, we</p>	<p>will continue to use this program to develop formative and summative assessments.</p> <p>Teachers’ self-analysis of equitable grading practices will demonstrate increased understanding and implementation of changes.</p> <p><b>Belonging:</b> During staff meetings, time will be given to look at the Panorama data. We will explore data and strategies related to safety, strong relationships, teaching and learning, and the school environment. A particular focus will be on highlighting teacher voice and ideas.</p> <p>Street data or stories of students’ and families’ experiences will demonstrate a sense of belonging, inclusion, and participation.</p> <p><b>Classroom Environment and Culture:</b> Foster student ownership and independence by creating classroom systems and routines that allow students to share ideas and take intellectual risks in the classroom in ways that reflect their learning styles and perspectives. Students can reflect upon their learning goals, progress, and connections to classroom material.</p> <p><b>Assessment:</b> Work to increase student ownership of learning by providing instruction on interpreting and reflecting on assessment data and feedback for students to create their own learning goals. We will guide students in tracking their progress quarterly and provide structures for them to reflect on their learning and growth.</p> <p>Develop assessments that demonstrate content validity, reliability, fairness (cultural sensitivity, bias, access), student engagement &amp; motivation, and consequential relevance.</p>
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	<p>worked with Team Reps to develop detailed school-wide expectations (Coyote Code) and updated systems for positive student behavior support (referral forms, response flowchart, and family communication). We will continue building our capacity with these systems, including tracking data to determine where additional attention is needed.</p> <p>To grow our systems and routines for looking at student data to inform our instructional goals (listed above), we will facilitate and implement student data team meetings every 3-4 weeks. There will be a specific focus on classroom workshop structures, so teachers find ways to support students in Circles of Support with academic and behavioral growth. In the area of reading, we would like to start using an additional reading assessment in addition to MAP so that teachers can gather additional information about what a student's next steps are. In addition, we are exploring reading intervention resources to provide additional instruction for students reading below grade level. To extend reading instruction for those at or above, our teacher librarian and TOSA are collaborating with our language arts teachers to develop more differentiated options for independent reading to pair with the use of novel studies.</p>	<p>Assessment tools and measures will align with grade-level standards.</p>
<p><b>Learning Observations &amp; Walkthroughs</b></p> <ul style="list-style-type: none"> <li>● Look for practices teachers are working on from frameworks to provide feedback</li> <li>● Use the lens of equity and inclusive practices for classroom instruction</li> <li>● Use generalized walkthrough data in school PD (whole staff &amp; groups)</li> </ul>	<p>The Rosemont Team Reps used CEL's process for identifying instructional goal areas to focus on. These will be the focus of walkthroughs that are facilitated alongside CEL leadership.</p> <p>The <i>7 Components of Inclusive Practices</i> will be used to frame our goal in Classroom Environment and Culture.</p> <p>The <i>5 Dimensions of Teaching &amp; Learning</i> will frame our work with Assessment.</p>	<p>Teachers will be given feedback that links to their individual goals (these will relate to the schoolwide goals) and framed by the instructional strategies in the 7 Components and 5 Dimensions.</p> <p>Common practices we will look for in walkthroughs and observations:</p> <ul style="list-style-type: none"> <li>● Consistent use of learning targets</li> <li>● Frequent formative assessments that link to learning target</li> </ul>

		<ul style="list-style-type: none"> <li>High levels of student talk and ownership of learning</li> </ul> <p>Teachers will have opportunities to observe our studio teacher, Sandra Mitchell, and each other.</p>
<p><b>Mentoring &amp; Coaching - Observations</b></p> <ul style="list-style-type: none"> <li>Intentional connections between practices school is working towards and individuals' goals conference</li> <li>Leaders' instructional leadership learning and daily practices</li> <li>Make the feedback process a regular part of leadership and school learning</li> </ul>	<p>Jackie and Sara will facilitate goal setting as a team and provide concrete actions related to schoolwide goals that teachers can choose from.</p> <p>Jackie and Sara will develop an observation schedule and prioritize being in classrooms to observe teaching and learning. There will be a system for sharing feedback based on what type each teacher prefers.</p>	<p>Teachers will connect individual goals to schoolwide goals and meet with Jackie and Sara to reflect on growth across the year.</p> <p>Information gathered during walkthroughs will be packaged for staff consumption.</p> <p>Options for teachers to participate in a school or middle-level team walkthrough.</p>
<p><b>External Expertise: Book Studies, Guest Speakers, Workshops &amp; Courses</b></p> <ul style="list-style-type: none"> <li>Inform and influence district learning based on school learning needs</li> <li>Identify what we don't have the internal capacity to learn and practice, using it to seek external expertise</li> <li>Foster individual capacity-building that aligns with school learning</li> <li>Provide differentiated staff learning and options</li> <li>Forming cohorts for workshops or courses</li> <li>Connect workshops and outside learning to school learning</li> </ul>	<p>Our school counselors will participate in district training with the ASCA Standards.</p> <p>Two members of our staff will be a part of the WLWV Equity team.</p> <p>We are interested in bringing in Basic Rights Oregon or TransActive to provide professional development for our team, and we are also intrigued by Collaborative Problem Solving.</p> <p>Restorative practices training for the administrative team would be great!</p>	<p>Communicate learning opportunities (conference, workshop, class) that connect to teacher goals.</p>