Willamette Primary School
Work Plan
2022-2023

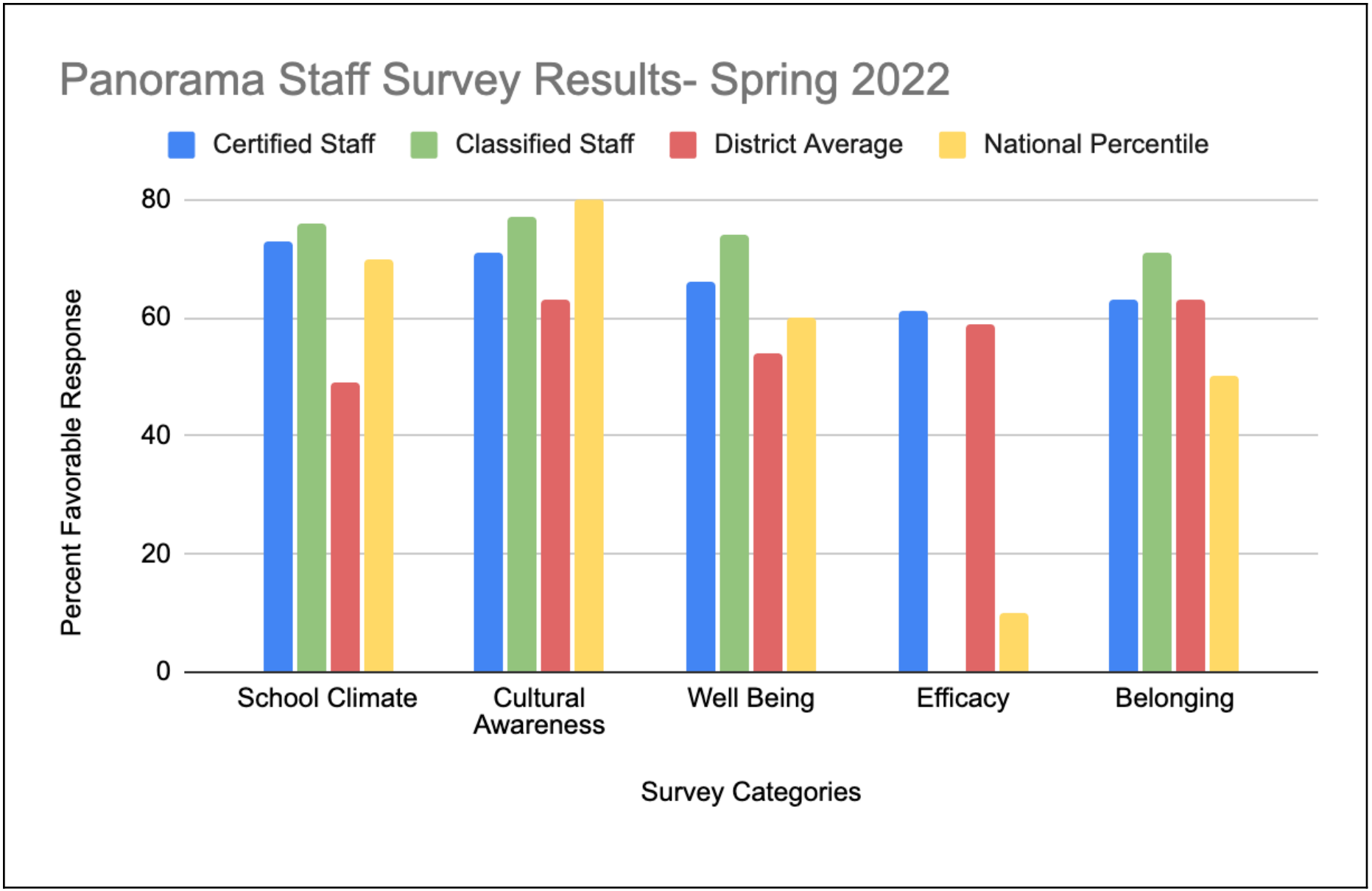
“Do the best you can until you know better. Then when you know better, do better.”
- Maya Angelou

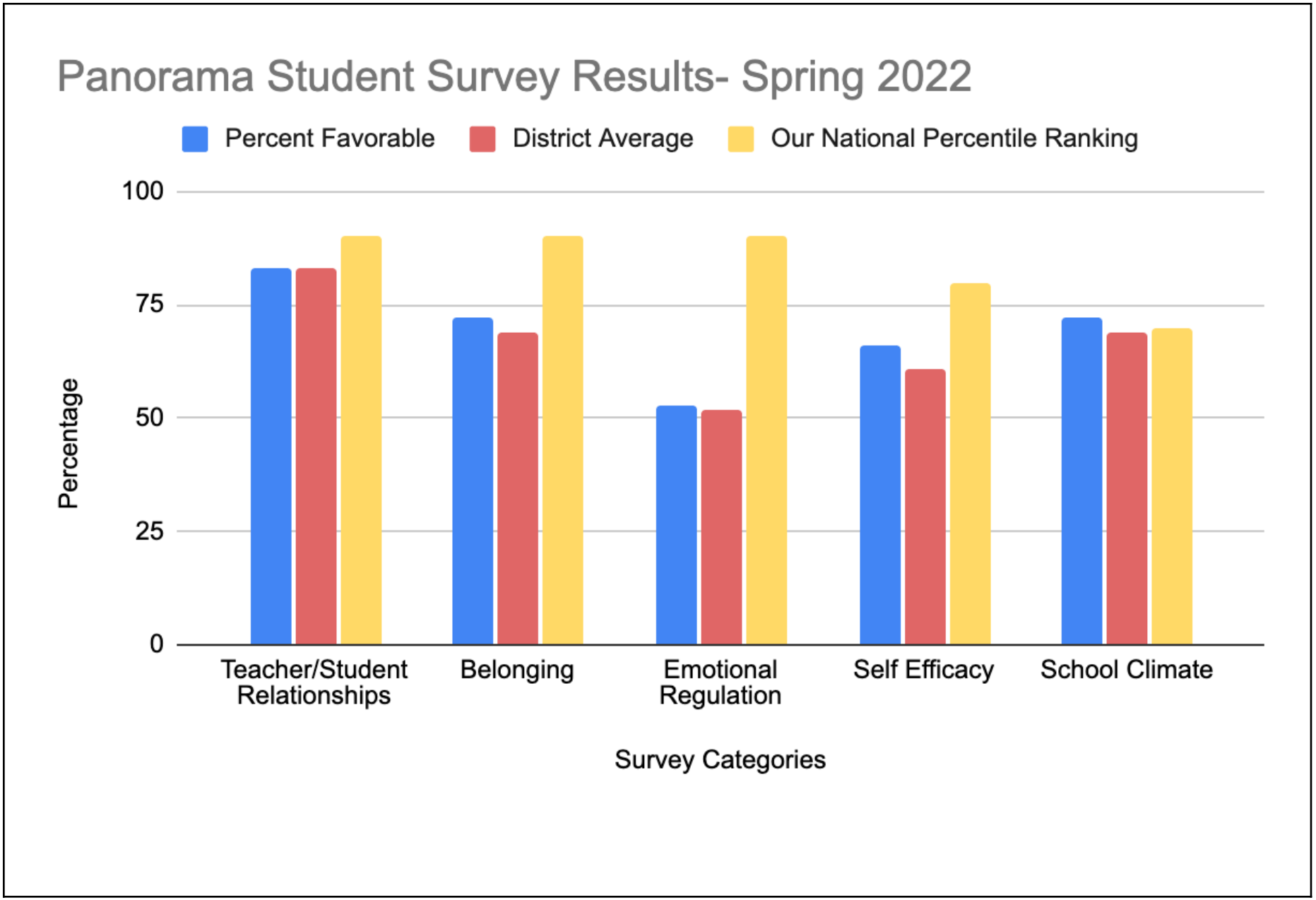
Data Summary Statements:
Willamette at a Glance-

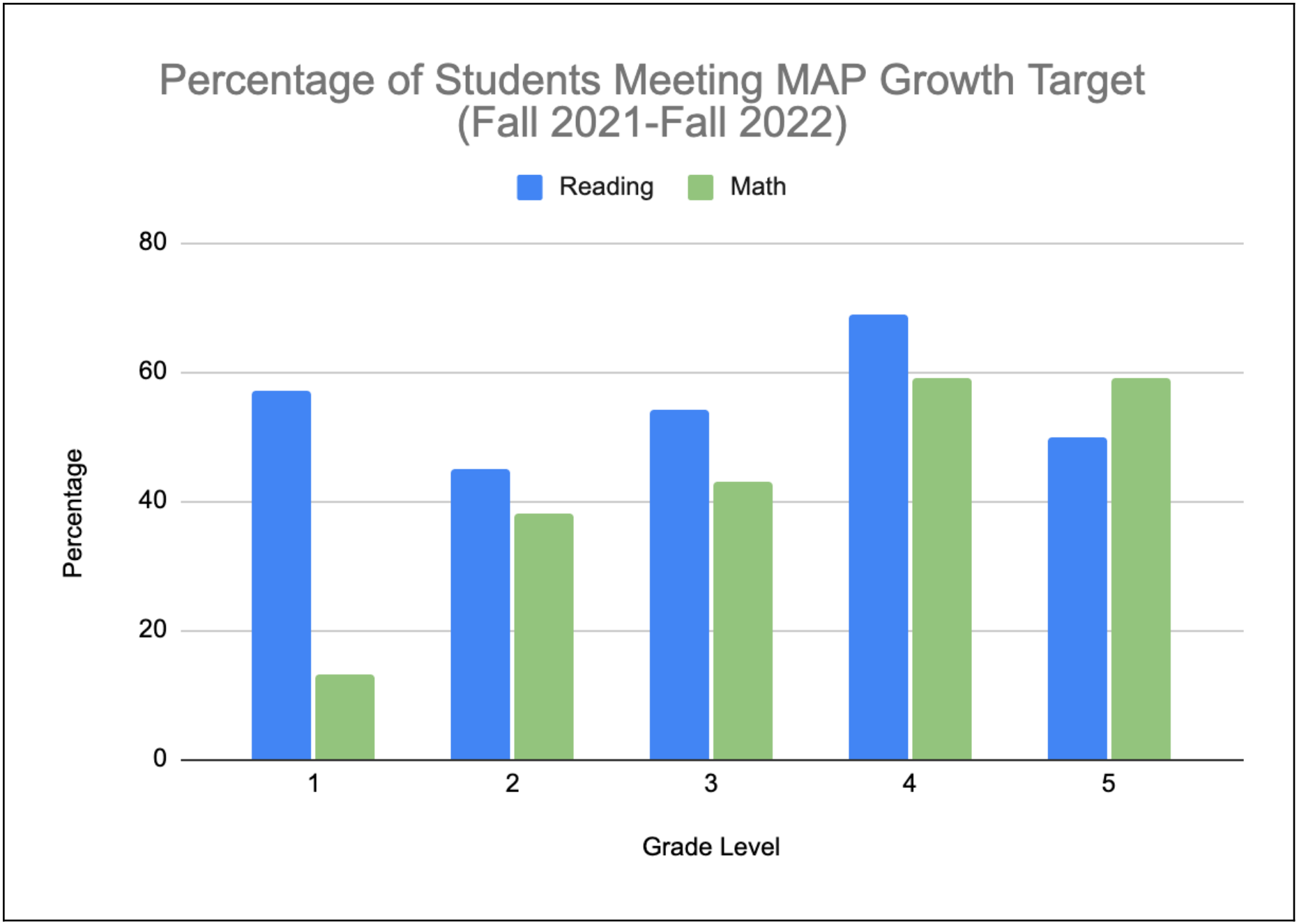
Total Students: 439 (PK- 5th)
Average Daily Attendance: 92%
Total Languages Spoken: 6
Student Ethnicities:

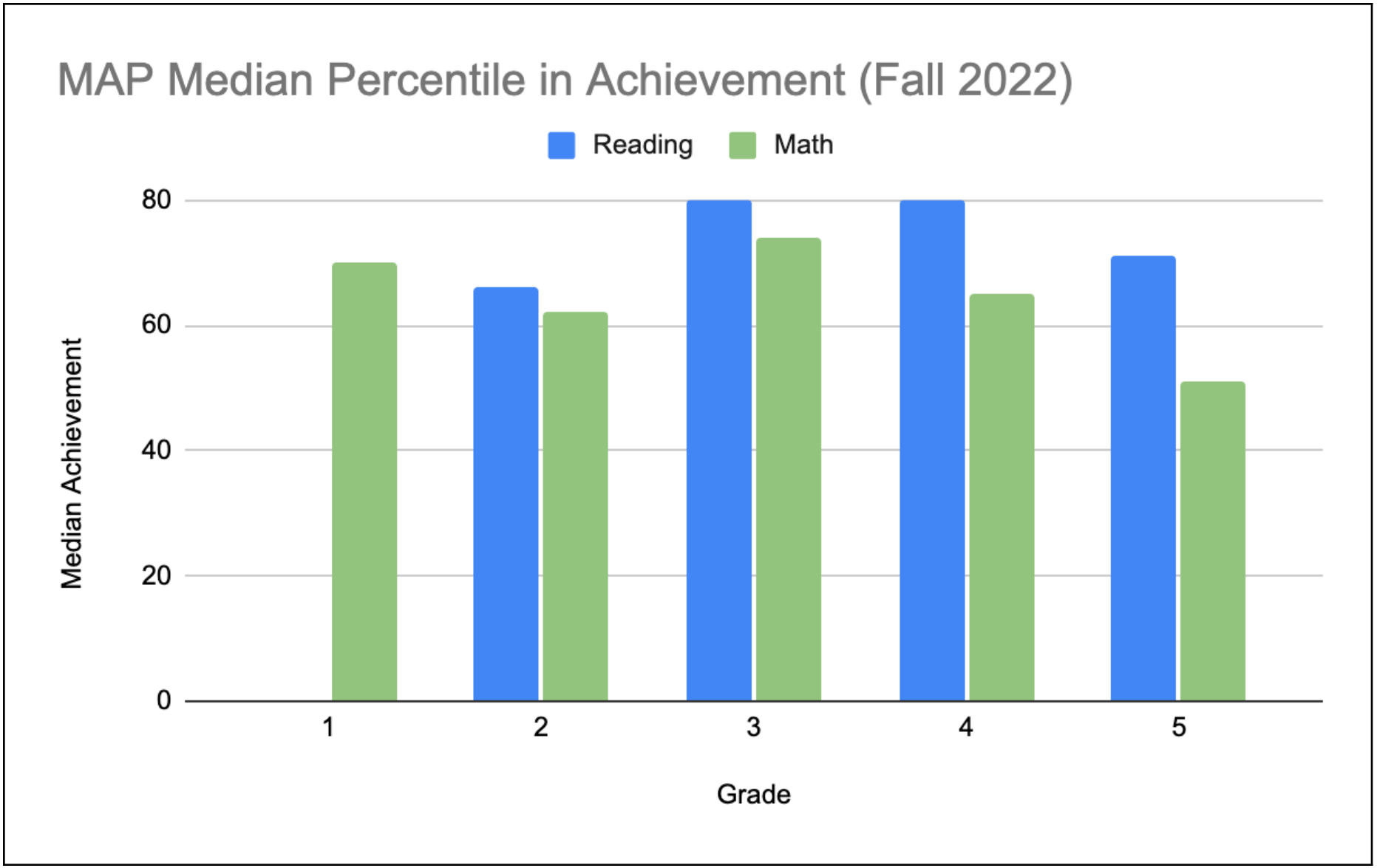
- White: 77%
- Multi-Racial: 10%
- Latino/Hispanic: 9%
- Asian: 2%
- Black 1%

Students with IEPs: 13.6%
Emerging Bilingual Students: 2%
Students identified as Gifted: <1%

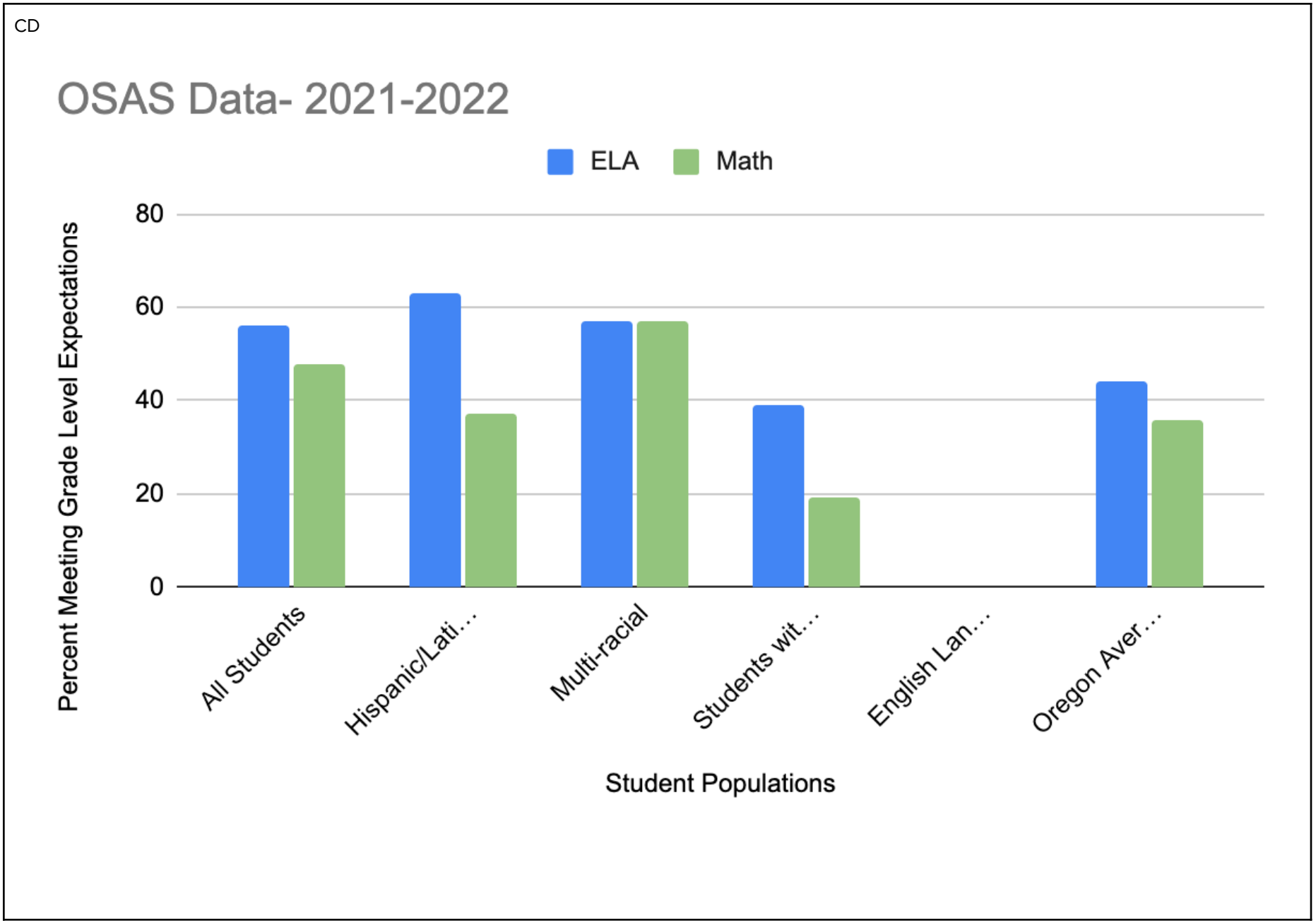

Panorama Staff Survey Results- Spring 2022
Certified Staff
Classified Staff
District Average
National Percentile
Percent Favorable Response
80
60
40
20
0
School Climate
Cultural Awareness
Well Being
Efficacy
Belonging
Survey Categories


Panorama Student Survey Results- Spring 2022
Percent Favorable
District Average
Our National Percentile Ranking
100
75
50
25
0
Percentage
Teacher/Student Relationships
Belonging
Emotional Regulation
Self Efficacy
School Climate
Survey Categories


Percentage of Students Meeting MAP Growth Target
(Fall 2021-Fall 2022)
Reading
Math
80
60
40
20
0
Percentage
1
2
3
4
5
Grade Level


MAP Median Percentile in Achievement (Fall 2022)
Reading
Math
80
60
40
20
0
Median Achievement
1
2
3
4
5
Grade

CD


OSAS Data- 2021-2022
ELA
Math
Percent Meeting Grade Level Expectations
80
60
40
20
0
All Students
Hispanic/Lati…
Multi-racial
Students wit…
English Lan…
Oregon Aver…
Student Populations

Goal: Create and sustain an inclusive, joyful, and thought-provoking learning community for students and staff by prioritizing equity, belonging, and collective efficacy.

Our effectiveness will be measured through the use of assessments such as MAP, OSAS, and Panorama. We will also utilize staff and student feedback focused specifically on school climate, sense of belonging, well-being, efficacy, and emotional regulation. Finally, we will collect data about attendance, family engagement and participation, and office referrals to monitor our progress.

Specific benchmarks to monitor:

- At or above 85% favorable responses to sense of belonging survey by staff
- Increase by 5% of favorable responses by students to question, “How much respect do students at your school show you?”
- At or above average of 95% attendance
- Average of less than 1 office referral per day
- 100% of students above the 50th percentile in growth in reading and math as measured by MAP assessments in Spring 2023
- Increase overall OSAS achievement scores by 10%, 20% for all student sub-groups below the overall mean
- 100% family participation in school conferences, both Fall and Spring

When we create this school climate, we believe that student learning and growth in social, emotional, and academic skills will increase, along with staff belonging and efficacy.

Staff Learning Setting	Leadership Moves and Practices to Implement	Outcomes: Teacher/Counselor/Specialist Practices and Student Learning Behaviors to Work Towards and Observe
Learning Communities ● Whole Staff Learning ● Grade Level / Subject Area PLCs ● School Teams (Grade Level, Teacher Leadership Representatives, Equity, Circles of Support)	**Professional Collaboration Focuses** ● Literacy and Learning Handbook ○ Benchmark Assessment System, Data team meetings ● Mathematics Projection Maps ○ Unit planning ● 7 Components of Inclusive and Equitable Classrooms ○ Positive student behavior, common expectations, inclusive classrooms, student and staff belonging	**All children are confident mathematicians who make over a year's growth:** ● Students take ownership of their learning to develop, test, and refine their thinking ● Student talk embodies substantive and intellectual thinking and is connected to the learning objective

	● 5 Dimensions of Teaching and Learning
	  ○ Consistency and building capacity
	● Equity, Diversity, and Inclusion
	  ○ Sense of belonging, Circles of Support process, schoolwide systems and expectations, cultural competence and implicit bias
		All children are motivated readers, writers, and thinkers who make over a year's growth.
		
		● Students have multiple assessment opportunities and are supported and expected to demonstrate progress toward their individual learning goals
		● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs
		
		Every student's social, emotional, and academic needs are met to ensure access to consistently high levels of learning in all classrooms.
		
		● Social-emotional skills (including self-awareness, self management, and social/relational awareness) are taught in explicit and implicit ways.
		● Students show responsibility for ownership of classroom and schoolwide systems and routines that further independence, learning, and a culture of respect
		● Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning
		● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant
		● Teacher is a “warm demander,” holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum
		● Classroom culture fosters the exchange of constructive feedback and celebrations of growth
		● Classroom discourse and interactions reflect high expectations and beliefs about all students intellectual capabilities and create a culture of belonging, equity, and accountability for learning

Learning Observations & Walkthroughs ● Based on identified practices teachers are focused on from 5 Dimensions of teaching and learning, 7 Components for Inclusive and Equitable Schools ● Follow up with PLCs and School Teams ● Walk-Throughs ● Organized around equitable and inclusive practices and goals	● 7 Components of Inclusive and Equitable Classrooms ○ Positive student behavior, common expectations, inclusive classrooms, student and staff belonging ● 5 Dimensions of Teaching and Learning ○ Consistency and building capacity	● Students have agency in their learning and take ownership of their learning to develop, test, and refine their thinking ● Students have regular opportunities to independently complete demanding, multi-step challenges ● Student talk embodies substantive and intellectual thinking ● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs ● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant ● Teacher is a “warm demander,” holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum.
Mentoring & Coaching ● Intentional connections between practices school is working towards and individuals’ goals conference ● Leaders’ instructional leadership learning ● Making feedback process a regular part of leadership and school learning ● Targeted feedback for staff in areas of focus for school	● Equity, Diversity, and Inclusion ○ Belonging, Circles of support process ● Literacy and Learning Handbook ○ Benchmark Assessment System, Data team meetings ● Studio Teacher/Instructional Coordinator/District Mentor	● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs ● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant, ● instructional tasks provide points of entry and opportunities for engagement by all students, while supporting the identified academic purpose ● Teacher is a “warm demander,” holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum

External Expertise ● Connecting district-wide professional learning to school professional learning ● Informing and influencing district learning based on school learning needs ● Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise	● Equity Team ○ *Collective Equity: Creating Communities Where We Can All Breathe, S. Alexander* ● Willamette Grade Level Representative Leadership Team ○ Examining schoolwide data, realigning best practices to support positive student behavior and increase self-regulation ● Restorative practices staff training ○ Responses to inappropriate or disruptive behavior emphasize acknowledging responsibility, repairing harm and restoring relationships rather than emphasizing consequences. ● WFSO community/school outreach ○ Cultural competence conversations ○ Schoolwide service learning	All children learn in a safe, inclusive and culturally sustaining environment ● Innovative, intentional, and engaging teaching is prioritized and celebrated ● Empowering student voice and experience

Workshops & Courses ● Fostering individuals' capacity building that supports school learning ● Forming cohorts for shared workshop and course learning ● Connecting workshops and outside learning to school learning	Primary Literacy Team ● Workshops focused on assessment, conferring, and literacy guidelines throughout school year Primary Math Team ● Workshops focused on math workshop model through lens of launch, explore, summarize COSA Workshops ● Support leadership moves to create equitable and inclusive school culture, improve student outcomes	● Develop school leaders' ability to calibrate and create a shared understanding of the current state of student experience and learning in relation to a vision. ● Deepen school leaders' skills in observation, analysis and collaborative conversation. ● Develop school leaders' skills in providing professional learning and targeted feedback for teacher growth. ● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs ● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant

Materials and Artifacts related to School Work Plan:

- **Professional Development and Certified Meeting slide deck**
- **Willamette Primary School Positive Student Behavior Guide**
- **The Willamette Leaf**
- **Weekly update**
- **Newsletter**

Table Data

Panorama Staff Survey (Spring 2022)-

73% of certified and 76% of classified staff responded favorably in regards to school climate (70th and 80th percentile)
71% of certified and 77% of classified staff responded favorably in regards to cultural awareness and action (80th percentile)
66% of certified and 74% of classified staff staff responded favorably in regards to well being (60th and 80th percentile)
61% of certified staff responded favorably in regards to teaching efficacy (10th percentile)
63% of certified and 71% of classified staff responded favorably in regards to belonging (50th and 70th percentile)

Panorama Student Survey (Spring 2022)

83% of students responded favorably in regards to teacher/student relationships (90th percentile)
72% of students responded favorably to their senses of belonging (70th percentile)
53% of students responded favorably in regards to emotion regulation (90th percentile)
66% of students responded favorably in regards to self-efficacy (80th percentile)
72% of students responded favorably to school climate (70th percentile)

MAP % of students meeting growth target (Fall 2021- Fall 2022)

Grade	Reading	Math
K	NA	NA
1	57%	13%
2	45%	38%
3	54%	43%
4	69%	59%
5	50%	59%

MAP median percentile in achievement (Fall 2022)

Grade	Reading	Math
K	NA	NA
1	NA	70
2	66	62
3	80	74
4	80	65
5	71	51

OSAS % proficient (Spring 2022)

Student Group	ELA	Math
All students	56%	48%
Students with disabilities	39%	19%
Multi-racial	57%	57%
Hispanic/Latino	63%	37%
English Language Learners	<5%	<5%