School Continuous Improvement Plan
2022-2023

Please see this document for an overview of expectations and process.
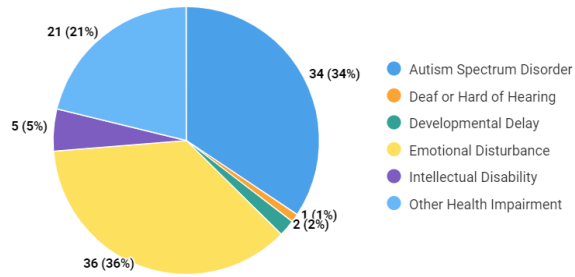*Title I schools are required to address the supplemental questions in this document in your plan.*

School	Pioneer	Principal	TBD	Date: 7/1/22
Vision	Pioneer Special Schools serves Portland's special-education students, kindergarten to 12th grade, who are unable to be successful in less restrictive school placements. With three school sites, the program helps students with social/emotional needs, fragile mental health, developmental disabilities such as autism spectrum disorder, life skills, or GED preparation needs or who require vocational training and community transition services.Specially designed instruction and related services are provided to meet each student's individual needs. School wide positive behavioral supports and daily social skills lessons in the classroom provide the structure and framework by which we address prosocial school skills and work with students and families to deter negative behaviors which impede their ability to access less restrictive educational environments.			
Mission	The Mission of the Pioneer Special Schools Program is to support students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and prepare them to contribute as citizens of a diverse, multicultural, and international community.			

Comprehensive Needs Assessment Summary

What data did our team examine? *Think about attendance and engagement. Potential data sources include FIT, TFI, MAP, Successful Schools Survey, Attendance Data, State Assessments, School-Generated Surveys, ODRs, Exclusions.*	**Demographics:** **SPED Elig Breakdown:**

The number of current students by primary eligibility.

- 21 (21%)
- 34 (34%)
- 5 (5%)
- 1 (1%)
- 2 (2%)
- 36 (36%)

Legend:
- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmental Delay
- Emotional Disturbance
- Intellectual Disability
- Other Health Impairment

TFI:
Areas of most concern - Scored a "0"
Team Operating Procedures
Annual Evaluation
Fidelity Data
Data-Based Decision Making - Academics and Discipline
Student/Family/Community Involvement
FIA:
Areas of most concern - Scored a "0"
Education Coaching
Academic Instruction
Family Opportunities to Participate
Community Benefits
Successful Schools Survey:
Areas of Concern: lowest percentile ratings (0-19th percentile)
School Climate 35% (district 62%)
Student Mindset 56% (district 73%)
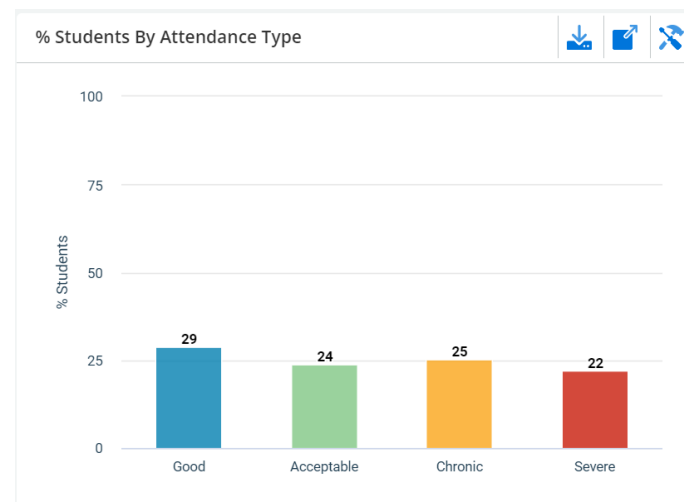Staff-Family Relationships 46% (district 66%)
Restraint/Seclusion Data:
857 restraints for the 2021-22 SY
Elementary: 695
Middle: 139
High: 23
Attendance Data:
85.77% YTD - 47 out of 102 are in the chronic or Severe absenteeism categories

% Students By Attendance Type

	Good	Acceptable	Chronic	Severe
% Students	29	24	25	22

MAP Data:

Overall Performance on MAP Reading, Grades 2-8, 2021-2022

	FALL	WINTER	SPRING
High		10	9
High Average	3	8	9
Average	11	15	9
Low Average	26	20	36
Low	58	48	36

2021-2022

● Low ● Low Average ● Average ● High Average ● High
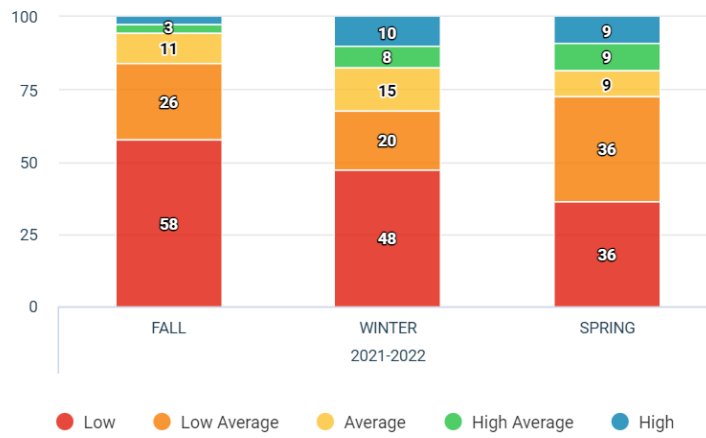
Overall Performance on MAP Math, Grades 2-8, 2021-2022

	FALL	WINTER	SPRING
High Average		3	
Average	13	18	11
Low Average	13	15	33
Low	73	63	56

2021-2022

● Low ● Low Average ● Average ● High Average ● High
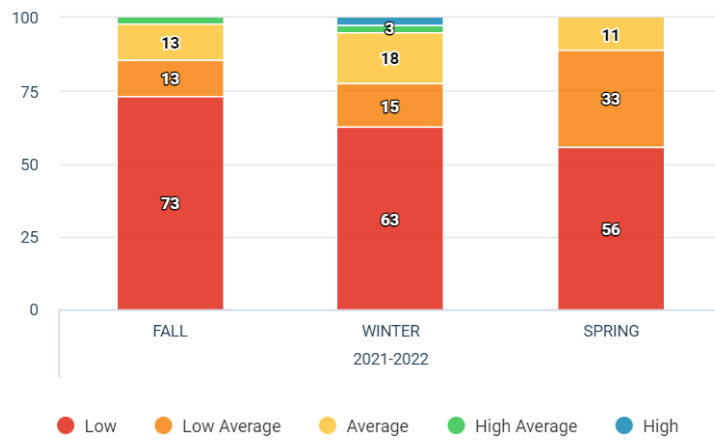
State Assessment Data:

Passing Rate by Subject 2021-2022

Percentage scoring Level 3 or 4 on State Assessments (SBA and Extended)

Subject	Percentage
ELA	14
Mathematics	11

School Year
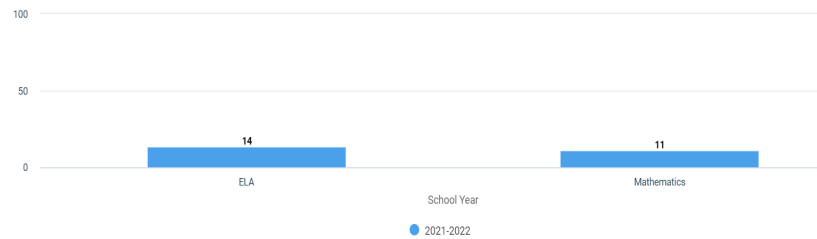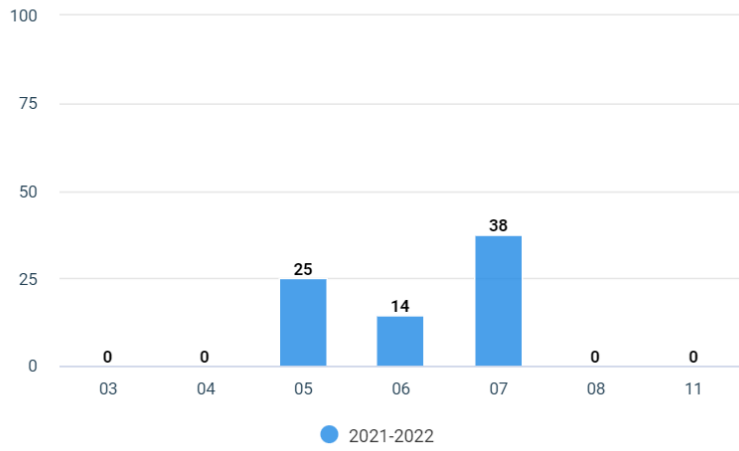
● 2021-2022

ELA Passing Rate by Grade 2021-2022

Grade	03	04	05	06	07	08	11
2021-2022	0	0	25	14	38	0	0

Mathematics Passing Rate by Grade 2021-2022

Grade	03	04	05	06	07	08	11
2021-2022	0	50	0	14	13	0	0

ELA Passing Rate by Race 2021-2022

Race	Black	Latino	Multiple	White
2021-2022	0	0	14	18

4

	Mathematics Passing Rate by Race 2021-2022
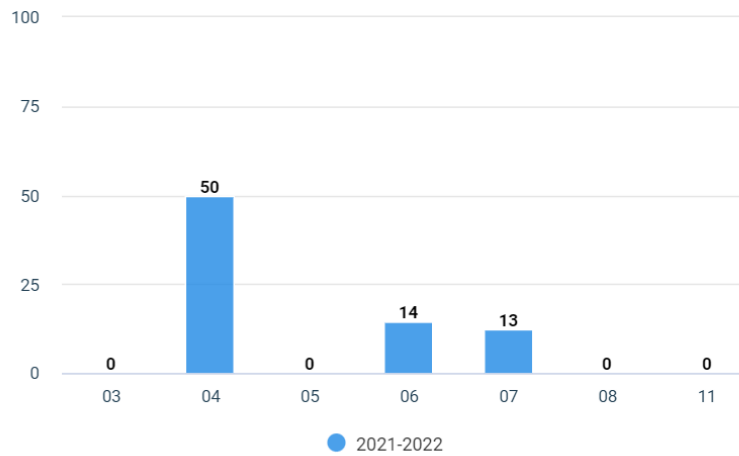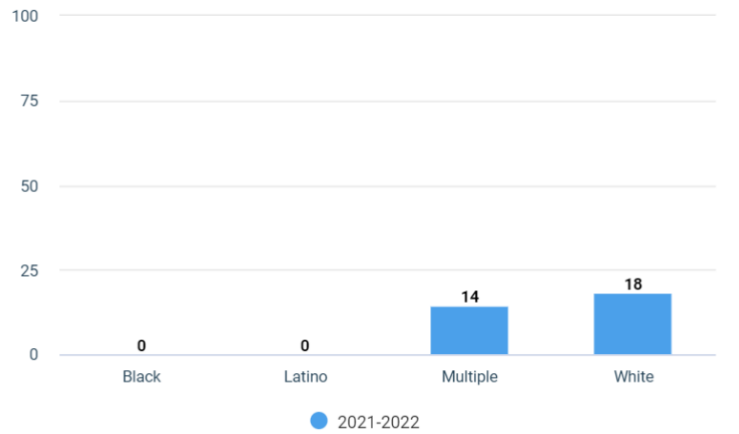
	Chart: Mathematics Passing Rate by Race 2021-2022 Black: 0 Latino: 0 Multiple: 0 White: 17 ● 2021-2022
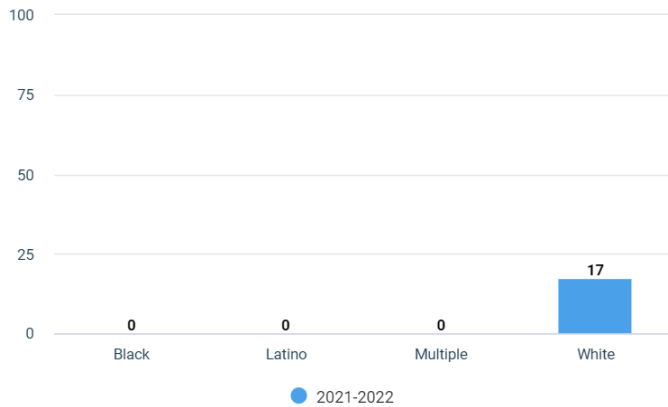
What do you notice?	● **Demographics:**
	  ○ **higher percentage of BIPOC students - 52%**
	  ○ **HU 52%**
	  ○ **Male 80%**
	  ○ **SPED Identification - ASD 34%**
	Instantly notice that Pioneer has an over representation of BIPOC students who are referred to our program. We are not reflective of the demographics of Portland Public Schools. We have a large percentage of our students who are Male, which is also not reflective of the district. And a high percentage of our students are experiencing Autism.
	
	● **Academic performance is low overall**
	● **Our BIPOC students have a lower achievement than our white students**
	Our academic success is very low based on MAP and state testing scores. Our core instruction is lacking. It registered in both the TFI and FIA as areas of concern.
	
	● **Student/Family/Community Involvement is very minimal**
	This is a continual challenge for Pioneer. This is not a neighborhood school so it makes it very challenging to engage our community and have a solid turnout. This was identified as areas of concern on both the Successful School Survey and the TFI and FIA.
	
	● **The use of Physical Restraints are very high**
	The use of Physical Restraint occurs often within this setting. We will need to take steps to decrease the use as it is traumatizing to students and will only be used as a last resort.
	
	● **School Climate and Student Mindset**
	School climate and Student Mindset was another area of concern that showed up in the Successful School Survey. There are many students that are not happy being placed at Pioneer through the IEP process, which could contribute to the lower score of a sense of belonging or enjoyment for school. I want to recognize that it is a difficult work environment that can contribute to the climate.

What inequities in student outcomes did you notice and want to bring forward in planning?
Disaggregate by race, gender, orientation, students with disabilities and students learning English.
	● **Demographics:**
	    ○ **higher percentage of BIPOC students - 52%**
	    ○ **HU 52%**
	    ○ **Male 80%**
	    ○ **SPED Identification - ASD 34%**
	
	● **Our BIPOC students have a lower achievement than our white students**
	
	The only part of this that can be controlled and supported is the increase in rigorous core academic instruction especially focused on closing our racial opportunity gap for students of color and our Historically Underserved students.
	
	The use of Physical Restraint occurs often within this setting. While it might not be associated within our demographics, our students are being restrained at a higher rate than that of their peers within the district. We will need to take steps to decrease the use as it is traumatizing to students and will only be used as a last resort.

What needs did our data review elevate?	● **Academic performance is low overall** ● **Our BIPOC students have a lower achievement than our white students** ● **Student/Family/Community Involvement is very minimal** ● **The use of Physical Restraints are very high** ● **School Climate and Student Mindset**
ELD Programs Verification	[Link to Form](#) ☐ I have filled out the ELD Programs Verification Forms for 2022-23
TAG Building Plan Verification	[Link to Form](#) ☐ I have filled out the TAG FOCUS Checklist for 2022-23

Goal 1: School Climate	By 2023, Pioneer will reduce the use of Physical Restraint by 50% utilizing the Ukeru Techniques for escalation cycles, Collaborative Problem Solving, Restorative Justice Practices and Positive Behavior and Intervention Supports.		
Metrics	By (month/year)	By (month/year)	By (month/year)
Goal 2: Literacy	By 2023, 80% of Pioneer students grade k-12 will be in the low average and above in the Reading growth targets on the MAP assessments.		
Metrics	By (month/year)	By (month/year)	By (month/year)
Goal 3: Mathematics	By 2023, 80% of Pioneer students grade k-12 will be in the low average and above in the Math growth targets on the MAP assessments.		

Metrics	By (month/year)	By (month/year)	By (month/year)

Annual Evidence-Based Strategies, Measures and Actions to Meet School Goals

Goal 1:				

What are we going to do?	**Strategy #1.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	Have 100% of staff utilize the RESJ framework with Collaborative Problem Solving framework and Ukeru in crisis situations		
		Then… (this will happen)	we will reduce the use of Physical Restraint management		
		And… (this will be the benefit)	students will not be traumatized by the use of physical management and maintain a sense of autonomy and belonging.		

How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring
		• train all staff in Ukeru • PD on CPS • PD on RJ • PD on PBIS • weekly TIC meetings to practice use of Ukeru and decrease Restraints	• Data review • weekly TIC meetings to practice use of Ukeru and decrease Restraints	• Data review • weekly TIC meetings to practice use of Ukeru and decrease Restraints
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		• Review 360 Data	• Review 360 Data	• Review 360 Data

How will we get the work done?	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) (Consider 1 or 2)
	Admin	1.	PD: CPS, Ukeru, RJ, PBIS		
	TIC's	2.	Bi-Weekly meetings to practice techniques		
	Data team	3.	Review data monthly to determine interventions		
	Teachers	4.	Develop and write BSP's		
		5.			

How does this connect to the Graduate Portrait and	Graduate Portrait	"Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it."

	RESJ Framework	<mark>"Proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization"</mark>
Which ODE Integrated Systems Framework Domains does this strategy support? In what ways?	Leadership	<mark>1.2 Using Data to Prioritize and Plan</mark>
	Talent Development	<mark>2.2 Professional Learning</mark>
	Stakeholder Engagement and Partnership	<mark>3.3 Review and Incorporate Stakeholder Input</mark>
	Well-Rounded, Coordinated Learning	<mark>4.5 Provide Multi-Tiered Systems of Support</mark>
	Inclusive Policy and Practice	<mark>5.1 Equity & Access</mark>

Additional strategies may be added to support this goal (example: Strategy 1.2, 1.3, 1.4, etc.)

Goal 2:					
What are we going to do?	**Strategy #2.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	provide students with rigorous and engaging Reading instruction with reasonably coherent curriculum {GVC} (what we teach), sound lessons (how we teach), and authentic connection (purposeful reason)		
		Then… (this will happen)	students will make progress towards benchmarks on MAP assessments		
		And… (this will be the benefit)	we will be able to decrease the achievement gap between our historically underserved and white students		
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring	
		• New Language Arts Adoption • GVC unit plans • PLCs will agree to 2-3-"universal accommodations" that staff will implement to support students in core classes. • proficiency based grading	• New Language Arts Adoption • GVC unit plans • PLCs will agree to 2-3-"universal accommodations" that staff will implement to support students in core classes. • proficiency based grading	• New Language Arts Adoption • GVC unit plans • PLCs will agree to 2-3-"universal accommodations" that staff will implement to support students in core classes. • proficiency based grading	
	Measures of Evidence for Students (connect to	Fall	Winter	Spring	
		• MAP Data • Common summative and	• MAP Data • Common summative and	• MAP Data	

	your "and" statement)	formative Assessment data ● PLC notes	formative Assessment data ● PLC notes	● Common summative and formative Assessment data ● PLC notes	

	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) (Consider 1 or 2)
How will we get the work done?	Admin	1. Determine PLC schedule and agenda			
	PLC	2. review data and determine universal accommodations a. determine common summative and formative assessments			
	Leadership team	3. coaching from instructional specialists and district TOSA's - adoption of new curriculum			
	testing coordinator	4. ensure staff are trained in MAP and state testing			
		5.			

	Graduate Portrait	<mark>Students will be Critical Thinkers with deep core knowledge; Positive and confident and connected to sense of self; Resilient and adaptable lifelong learners</mark>
How does this connect to the Graduate Portrait and RESJ Framework	RESJ Framework	<mark>Implementing Strategies for Student Success - Closing the Opportunity Gap</mark> <mark>Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups</mark>

Which ODE Integrated Systems Framework Domains does this strategy support? In what ways?	Leadership	<mark>1.2</mark>
	Talent Development	<mark>2.1, 2.2, 2.3</mark>
	Stakeholder Engagement and Partnership	<mark>3.3</mark>
	Well-Rounded, Coordinated Learning	<mark>4.1, 4.2, 4.3, 4.4</mark>
	Inclusive Policy and Practice	<mark>5.1</mark>

Additional strategies may be added to support this goal (example: Strategy 2.2, 2.3, 2.4, etc.)

Goal 3:	
What are we going to do?	**Strategy #3.1** Written as a Theory of Action and	If we… (do this action)	provide students with rigorous and engaging Math instruction with reasonably coherent curriculum {GVC} (what we teach), sound lessons (how we teach), and authentic connection (purposeful reason)

| | reflects evidence-based practices | Then… (this will happen) | students will make progress towards benchmarks on MAP assessments |
| | | And… (this will be the benefit) | we will be able to decrease the achievement gap between our historically underserved and white students |

		Fall	Winter	Spring
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	● New Mathematics Adoption ● GVC unit plans ● PLCs will agree to 2-3-"universal accommodations" that staff will implement to support students in core classes. ● proficiency based grading	● New Mathematics Adoption ● GVC unit plans ● PLCs will agree to 2-3-"universal accommodations" that staff will implement to support students in core classes. ● proficiency based grading	● New Mathematics Adoption ● GVC unit plans ● PLCs will agree to 2-3-"universal accommodations" that staff will implement to support students in core classes. ● proficiency based grading
		Fall	Winter	Spring
	Measures of Evidence for Students (connect to your "and" statement)	● MAP Data ● Common summative and formative Assessment data ● PLC notes	● MAP Data ● Common summative and formative Assessment data ● PLC notes	● MAP Data ● Common summative and formative Assessment data ● PLC notes

	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related [FIT Item(s)](#) (Consider 1 or 2)
How will we get the work done?	Admin	1. Determine PLC schedule and agenda			
	PLC	2. review data and determine universal accommodations a. determine common summative and formative assessments			
	Leadership team	3. coaching from instructional specialists and district TOSA's - adoption of new curriculum			
	testing coordinator	4. ensure staff are trained in MAP and state testing			
		5.			

How does this connect to the [Graduate Portrait](#) and [RESJ Framework](#)	Graduate Portrait	==Inquisitive Critical Thinkers with Deep Core Knowledge; Inclusive and Collaborative Problem Solvers; Resilient Lifelong Learners==
	RESJ Framework	==3.4 Policies and practices reflect research ajnd evidence based culturally responsive practices to improve outcomes across student groups==
Which [ODE Integrated Systems](#)	Leadership	==1.2==
	Talent Development	==2.1, 2.2, 2.3==

Framework Domains does this strategy support? In what ways?	Stakeholder Engagement and Partnership	3.3
	Well-Rounded, Coordinated Learning	4.1, 4.2, 4.3, 4.4
	Inclusive Policy and Practice	5.1

Additional strategies may be added to support this goal (example: Strategy 3.2, 3.3, 3.4, etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly or trimesterly "Plan - Do - Study - Act" (PDSA) routines.
Example: Goal 1 data will be reviewed shortly after the data from each administration of MAP is available.

The chart below is to be completed at the time of each review of goal data. Extra rows can be added as needed.

Performance Updates	Date	Strategy (e.g. "1.1 Increase % of students reading at grade level…")	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more or different is needed?