

# Rainier School District SIA Grant Application

## 1.0 Application Information

### **Applicant**

Rainier School District #13

Institution ID: 1946

Webpage: Rainier School District, <https://www.rainier.k12.or.us/>

### **Contact Person**

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## 2.0 Narrative

### **Plan Summary**

The Rainier School District #13 is a rural district of 962 students. The District is located in a rural setting in Columbia County on a 260-acre campus servicing PreK-12 on one campus. Six small communities are part of a large unincorporated area that receives educational services from Rainier. Enrollment in Rainier School District includes: Rainier Preschool-37, Hudson Park Elementary (K-6)-466, Rainier Junior/Senior High School-410, and North Columbia Academy-49. Our enrollment has declined over the past fifteen years and for the first time our enrollment has shown minor increases the past two years. Of parents who report, over 51% of our students qualify for free and reduced lunch.

The Rainier School District is where our children and families gather throughout the year for numerous services and activities. We have consistently pursued excellence and opportunities for our students and have successfully identified resources to help them have access to academic and life skills that will support their potential in a holistic way. The Rainier School District complex is a centerpiece of the entire community serving about 3,800 individual citizens in a rural environment with a low crime rate. The largest nearby city (population 60,000) is across the Columbia River in Longview, Washington. Rainier was settled in the 1850's and has a rich and proud history, but with declining businesses and loss of timber jobs, the area has been hit hard with high unemployment hovering around 8%. Many of our working citizens are underemployed, taking jobs that are below their skill level and expertise in order to stay in the area and remain in their current homes. Like

many small towns across America, the economy has been a challenge but we are slowly recovering.

The predominant races in Rainier (RSD) are White (83%), Hispanic/Latino (9%), Multiracial (6%), American Indian/Alaska Native (2%), Black/African American (1%), Asian (< 1%), and Native Hawaiian/Pacific Islander (<1%). The largest percentage of RSD special populations in the demographic data are economically disadvantaged (51%) and students in Special Education (17%). Other special populations include: Homeless (5%), English as a Second Language (2%), Limited English Proficiency (2%), Indian Education (1%), and Mobile Students (19%).

Through our community engagement efforts (surveys, empathy interviews, community meetings, and focus groups), several strengths and opportunities emerged for the Rainier School District. First, there are strong foundations of healthy relationships and trust for many students. In addition, students and families value the career and technical education courses (e.g., Advanced welding, Personal Finance, Accounting, etc.) and preschool currently offered in our District. Also, many families and students feel welcomed and safe at school. In regard to disaggregated data, strengths in Rainier School District include the District's ninth grade on-track and grade twelve on-time graduation rates for 2018-2019. Ninth grade on-track was 93%, which is 8% above the state average. In addition, the District's on-time graduation rate is 81%, which is 2% above the state average.

Rainier School District faces challenges in several areas. Student, parent, and community member input revealed several trends in our District. First, parents and students want more courses and internships that meet their career and college goals, especially Career and Technical Education. Second, while relationships are strong for some students, about one in four students don't have an adult they trust and/or don't feel safe and included at school. Third, there is a need for more mental health services, social emotional work with students, and connections to trusted adults. Fourth, behavior/discipline systems and policies are perceived by students, families, and some staff as needing improvement. Lastly, there is a need to address technology access and use of technology issues for students and families, including support for bilingual families. In regard to disaggregated data, challenges in Rainier School District include the District's third grade ELA and eighth grade math scores as well as North Columbia Academy's (NCA) math scores. Third grade ELA was 31%, while the state average is 47%. Eighth grade math scores are 10%, while the state average is 39%.

The Student Investment Account funding will afford Rainier School District the opportunity to address the specific needs of students and families as evidenced through the identified trends and challenges. Rainier School District will be able to meet students' mental and

behavioral health needs and reduce disparities while increasing academic achievement in a variety of ways. To support the health and safety of students, Rainier School District will add additional mental health supports, safety personnel, a school counselor, and facility upgrades. Rainier School District will support a well-rounded education for students by adding a math interventionist and more CTE programs. Class size will be addressed by adding FTE at Hudson Park Elementary. Instructional time will be increased through the implementation of after school programs, Saturday school, and summer school at all levels.

North Columbia Academy (NCA), an alternative education program in RSD, provides a comprehensive program and over one hundred sixty online courses for students to access. NCA is a welcoming place where students are encouraged to grow and learn. PBIS and restorative discipline practices are used to support behavior to ensure a safe and welcoming environment. NCA continues to use Trauma Informed Practices to better support our students and community. Students enrolled in NCA participate in extracurricular activities and take various courses at Rainier Junior Senior High School. NCA prioritizes parent engagement by providing opportunities like Open House three times per year, offering a parent/student advisory group, and senior projects and graduation in which parents attend. NCA serves 49 students in grades seven through twelve. A summary of NCA's demographics includes: American Indian/Alaska Native (2%), Hispanic/Latino (8%), and White (90%). In addition, 50% of the student population are identified as economically disadvantaged. Currently, 24% of the student population is identified as students with disabilities. In regard to disaggregated data, challenges at NCA include regular attenders (63%), on-time graduation (50%), and five-year completion rate (43%), which are all below the state average.

### **3.0 Community Engagement**

#### **Overview of Community Engagement 250 words**

RSD made it a priority to engage staff, students, parents, community members, and the school board in community engagement efforts. A special focus was made to gather input from the following students and families: Students of Color, Students with Disabilities, Emerging Bilinguals, Poverty, Homelessness, Foster Care, and other students historically underserved. Through parent, staff, and student surveys, community presentations, student listening groups, community listening sessions, emails, newsletters, and face-to-face conversations, we collected a vast array of information relating to our district's strengths, weaknesses and insights for improvements. Community engagement efforts strengthened a number of partnerships with local community groups and representatives. Between August, 2019 and February, 2020 six community meetings including all community members, a community survey, a student survey, a teacher focus group, empathy surveys, special board work session, and an all staff collaboration day occurred. During these events, both students and families of the following focal groups were engaged: Students of

Color, Students with Disabilities, Emerging Bilinguals, Poverty, Homelessness, Foster Care, and other students historically underserved. In addition, staff was engaged in the community engagement activities as well. Examples of engagement included: all staff meetings, surveys for all stakeholders, empathy interviews of targeted under-represented groups and special populations, community meetings, community partner meetings, school board meetings, and the formation of a district SIA Committee that represents all stakeholders and most of the RSD under-represented groups. Efforts were made to engage stakeholders in the five areas of the needs assessment: inclusive policy and practices, stakeholder engagement and partnership, leadership, talent development, and well-rounded and coordinated learning principles. Key information collected through the community engagement efforts include prioritizing campus safety, behavior/mental health support, and CTE. Finally, to assist in our community engagement efforts, we partnered with RSD Classified and Certified Unions, NWRESA, Rob Saxton of RS2 Education Consultants, and Chris Spetzler, Executive Director of Decision Education Foundation in the engagement process.

### **Self-Assessment of Community Engagement**

RSD employed multiple methods to reach all stakeholders in our community engagement efforts. Our outreach to involve the students and families of Color, with Disabilities, Emerging Bilinguals, Poverty, Homelessness, Foster Care, and other students historically underserved was robust and included varied opportunities for input. For example, texts, emails, and robo calls were sent through the District's notification system as well as posted on the school Facebook pages and District website to inform stakeholders about community engagement opportunities. Stakeholders were able to provide input regarding school improvement priorities and needs in a variety of ways including community meetings, a community survey, focus groups, interviews, and a special RSD School Board work session. To accommodate stakeholders' needs, the six community meetings conducted were held at various locations in the community, different times of the day and included multiple focal groups in attendance. A common thread evolved from the community meetings, including the importance of providing equitable learning opportunities for all students and the need to improve student behaviors and the learning environment. The community survey, which was advertised yielded a high response rate, over 244 responses. The survey had users self-identify in categories, as an optional question. Respondents who answered gave the following responses: 17% navigating poverty, 16% qualified for an IEP or 504, 3% LGBTQ, 4% foster care, 2% homeless/housing insecure, and 10% with mental health needs. Empathy interviews were conducted by a team of staff members during the school day with 51 students in the District. Interview questions were open-ended and designed to elicit stories. In addition, student surveys were sent to all junior/senior high students. There was a high response rate (251 students) due to dedicated class time. In addition, RSD coordinated a SIA Staff Day in February, which included the

entire RSD staff. Feedback received regarding the day was positive with staff sharing they felt empowered having a voice to guide our SIA action steps.

Moving forward, there are challenges that need to be addressed. As a small district, additional responsibilities were assigned to the administrative team and lead staff. Recognizing the importance of prioritizing this collaborative work effort, considering allocated FTE for grant support, is a consideration. In addition, gathering qualitative and quantitative data from multiple sources, determining strengths and weaknesses to assess needs, resulting in priority areas was challenging. The support of NWRESD in engagement strategies and compiling data was a support that eased the workload of district employees.

### **Partnerships for Future Engagement**

To improve future engagement of stakeholders, we plan to maintain and cultivate a number of partnerships to efficiently reach key focal groups. For students and families facing homelessness and poverty, RSD will continue to partner with Daybreaker Kiwanis and Hope of Rainier. We will continue our relationship with Imperial Sovereign Rose Court to support the needs of our LGBTQ population. NWRESD supports will be utilized to connect with bilingual families. Our Special Education (SPED) Director and Individual Education Plan (IEP) case managers will be instrumental in connecting with families of IEP students. In addition, we will continue to strengthen the District's relationship with certified and classified association representatives to be responsive to staff needs.

### **Resources Needed to Enhance Engagement Efforts**

The greatest resource needed is time. The scarcity of time is a barrier we face to enhance our engagement efforts. The steps we have taken to establish authentic engagement processes and districtwide systems, will lead our engagement strategies in the future. In addition, specific support from ODE for translation of all documents into multiple languages at the beginning of the process will be helpful for future engagement. Also, ODE will be consulted for support with workshop presentations to engage our community, especially, focal populations including Students of Color, Students with Disabilities, Emerging Bilinguals, Poverty, Homelessness, Foster Care, and other students historically underserved populations. Furthermore, resources will be accessed from the ODE website to support our process. Finally, ODE can support RSD's continuous improvement efforts by providing guidance regarding our baseline, stretch, and gap closing goals over the next five years.

### **Who We Engaged**

Students and Families of Color ✓

Students and Families with disabilities ✓

Students and Families of Emerging bilinguals ✓  
Students and Families Navigating poverty, homelessness, and foster care ✓  
Staff, licensed, classified, administrative ✓  
Community Based Organizations ✓  
Tribal Members ✓  
School Volunteers ✓  
Business Community ✓  
Community Leaders ✓

### **How We Engaged Our Community**

Surveys ✓  
In-person forum ✓  
Focus groups ✓  
Roundtable discussions ✓  
Community group meetings ✓  
Website ✓  
Email messages ✓  
Newsletters ✓  
Social media ✓  
School board meetings ✓  
Partnering with unions, community based organizations, etc. ✓

### **Evidence of Engagement**

These artifacts were selected because they represent the strategies and activities used to engage focal student populations. The artifacts provide a lens of the types of engagement we implemented. To collect input we used the following methods: in-person meetings both on and off campus, long and short form meetings, anonymous surveys to all stakeholders, and personal interviews. Artifact 1 gives a snapshot of efforts to engage stakeholders in our school district community. Facebook events were created as a method to invite stakeholders to community meetings. During these meetings, stakeholders were able to provide feedback for next steps regarding the allocation of SIA funds. Artifact 2 provides details regarding who attended the February community meetings and topics of discussion. A Spanish interpreter was available at two of the meetings. Artifact 3 was an anonymous survey, which allowed us to gather honest feedback from parents, students, community members, certified staff, and classified staff regarding current programs and support in our District. Artifact 4 summarizes the efforts of our District as we embarked on an ambitious plan to engage students, families, and community members in discussion of the strengths

and opportunities in the District to inform our Continuous Improvement Process (CIP) and begin planning for the SIA. Artifact 5 outlines the communication efforts used to inform stakeholders about opportunities for involvement to date. We used our District Blackboard robo system to send meeting notifications via phone calls, texts, and emails, which was a uniform and effective way to communicate to stakeholders.

### **Strategies for Engaging Focal Student Populations and their Families:**

RSD recognizes that relationships are key to ensuring parents are compelled to attend family engagement activities and programs. Therefore, teachers and administrators must develop trust, shared values, ongoing bidirectional communication, and mutual respect with parents and students. This engages families, fosters commitment, and makes parents feel more comfortable communicating with teachers about their child. Garnering family buy-in to engagement and support programs requires recognition of mutual responsibility for students' success. In addition to trust between teachers and parents, both parties must also recognize the other's role in the learning process. Therefore, the importance of transforming "supply parents," those that are marginalized in the education system, to "demand parents," individuals who are active in their children's schools and demand quality education for them, is imperative.

The first step to include all parties emphasizing focal groups included district surveys and empathy interviews. The surveys provided opportunities for families to identify according to their student's demographics, which allowed us to disaggregate the data into focal student populations. The district informed the community of this opportunity through multiple media. The survey links were provided on Facebook and in electronic newsletters. Because many of our economically disadvantaged families do not have internet access at home, the district also sent out an Alert Now call to all homes to convey the message. Additionally, since most families have access to cell phones, the District's technology department ensured that the surveys could be taken on a cell phone or tablet. The survey was translated into Spanish, which created an equitable opportunity for families within our community to respond.

Empathy interview we created to gather stakeholder input from focal student populations. Staff were given families to call and ask open ended questions about their satisfaction with our district. The superintendent and principals created a list of families who fit any of the identified focal student populations. Families were assigned to staff members who had some background with their students, so parents would feel comfortable providing honest feedback. Prior to the interviews, staff were given training, which allowed time to practice and ask questions.

RSD will continue to address techniques to facilitate aligned coordination with State agencies that provide social services, in order to strengthen family support services for the Rainier community. In addition, a coordinated effort with neighboring school districts will ensure all resources are accessible and available to focal student populations and families. Furthermore, the District will assess our capacity for effective community engagement by conducting ongoing needs assessments and monitoring feedback in order to identify and respond to opportunities for State support. Finally, the RSD Communication Plan will be revised to address focal student populations and their families.

### **Activities for Engaging Focal Student Populations and their Families:**

RSD implemented several activities to engage focal groups. A District survey provided opportunities for families to identify according to their student's demographics, which allowed us to disaggregate the data into focal groups.

Activities to engage families navigating poverty and homelessness included a variety of communication methods. To ensure equitable access, SSA information was disseminated through digital and non-digital methods to ensure students and families would be heard regardless of access to technology. For example, opportunities were provided for families to provide input in listening forums.

The RSD SPED department works hand-in-hand with students and families who receive Special Education services. Key strategies to engage students with disabilities and their families is leveraging our SPED staff network to reach out to key populations. Our District's SPED director is instrumental in ensuring information regarding our SIA activities reach our students and families that receive IEP support. SSA information was delivered through electronic communication methods and hard-copy mailers so that those with inequitable access to technology would still be informed. Communication regarding SSA opportunities was intentionally provided through a wide range of techniques to ensure that this key demographic subpopulation had an equitable opportunity to offer input.

For students and families of color and those who are emerging bilingual, Hispanic/Latino, we provided engagement activities ranging from parent surveys in both English and Spanish, to community gatherings ensuring translation support was available. Parent sessions were offered in which focal groups were given equitable opportunity to provide their insight and feedback. It was exciting to see our families take advantage of these opportunities.

RSD recognized the need to reach out to LGBTQ students. With this in mind, our school counselors facilitated student-specific listening sessions to hear how to support the focal groups better. In addition, District administrators continue to partner with Imperial



Sovereign Rose Court to gather perspectives and foster greater support systems for our LGBTQ students.

Through these activities (survey, digital dissemination, one on one interactions, partnerships, focus meetings), we were able to gather input in multiple ways from all our focal students and families including: Students of Color, Students with Disabilities, Emerging Bilinguals, Poverty, Homelessness, Foster Care, and other students historically underserved.

### **Strategies to Engage Staff**

A number of strategies were employed to gain insight and feedback from various employee groups. One strategy included the opportunity for staff to join a SIA needs assessment team which played a large part in creating our plan. The needs assessment team reviewed survey data to determine our District's greatest area for improvement. This information was shared with all district staff and feedback was received. Staff worked in small groups to brainstorm ideas for improvement, and offered their own input on how the District could better serve students' needs. Staff feedback was noted and incorporated into the plan. Another strategy to engage staff included the utilization of an in-service day where all staff were available for input during their work day. In this way, we ensured full engagement and input from staff. This strategy included the creation of strong working relationships with our unions in order to use their influence with staff to support input efforts. SSA updates and invitations to engagement activities were provided to the respected associations. This afforded key representatives from the associations to ask clarifying questions as well as collaborate on survey questions and result analysis. Finally, our third strategy included the utilization of District communication avenues to ensure all staff have a good understanding of the SSA so that their input could be of high quality. Leveraging these existing networks led to greater engagement and clarity for staff.

### **Activities to Engage Staff**

RSD staff were invited to participate in multiple activities throughout the SIA planning process this school year. At our August community meeting, several key staff members presented to community partners, which helped us create a foundation for the CIP/SIA planning ahead. In addition, a community survey was sent out to all stakeholders in which staff were encouraged to participate. Furthermore, a teacher focus group was held to seek authentic feedback from staff regarding their priorities for funding allocations. As we prepared for all staff in-service day in February, we worked closely with both the certified and classified unions. An SIA Team was formed, composed of sixteen staff members. They served as team leaders at planning committee meetings to ensure all staff had the opportunity to voice their visions for the SIA funding. Careful thought and extended time was put into planning the all staff in-service day by our team leads, which included

presentations on the four buckets: well-rounded education, increased instructional time, improved health and safety, and reduced class size. The SIA all staff in-service day was a collaborative effort and included support from ESD coaches and the SIA team leads. All staff worked collaboratively with professional development specialists in focus groups to identify priorities related to class size reduction, instructional time, well-rounded education, and health and safety. The SIA all staff in-service was a powerful day affording all staff with the opportunity to have a voice, which empowered us to move forward with a vision of success for all our students.

### **Collecting and Using Input**

Examining data sources to ensure equity for all students and families was the focus of our data analysis. Data was aggregated and disaggregated with regard to sub-groups (race/ethnicity, economically disadvantaged, students receiving ELL services, students with disabilities, migrant students, etc.). In addition, for community outreach items, student surveys, and student interviews, we analyzed the data based on other historically marginalized and underrepresented subpopulations, (i.e., LGBTQ, rural students, etc.). By examining the disaggregated data with an equity lens through both a traditional and nontraditional subpopulation, we were able to gain a more comprehensive understanding of the needs of all our students.

Our community and staff engagement strategies and activities reinforced some known strengths and weaknesses of our district and also revealed a number of areas for growth. Stakeholders identified several strengths including the presence of strong foundations of healthy relationships and trust for many students, value in career courses and preschool, and feeling welcomed at school. In terms of improvement, our students, families and staff were clear about the need for further support in a number of areas. Social and emotional learning, math, and mental health were all areas identified as needing additional support and improvement. Increased behavior supports, reducing class sizes, and increased learning opportunities also emerged as key themes. This information will guide the next steps in our plan.

A summary of findings from a synthesis of the community engagement feedback efforts indicated the following themes emerged:

1. **Health & Safety:** Staff requested professional development around the health and safety of students including social emotional learning, trauma informed practices, and mental health interventions. The community also suggested additional mental health professionals. Our community and staff have also requested increased campus security. All stakeholders expressed the need to improve our facility, for example, expanding parent parking spaces.

2. **Well-Rounded Education:** Our community and staff noted needs for student opportunities in Career Technical Education, a wider variety of electives, various tutoring supports and advanced placement courses for students.
3. **Reduce Class Size:** Feedback from community and staff identified the need for additional staff and specialists to diffuse large class size and provide academic and social emotional targeted intervention support for students.
4. **Instructional Time:** Summary findings included the need for before/during/after school programs. In addition, a four-day week, a block schedule and a year-round school was a common theme.

## **4.0 Data Analysis**

### **Data Sources**

- ELA/Math, STAR, DIBELS, & Science
- Freshmen on Track Rate
- 3-Year ELPA Trends
- SWIS and Synergy Suspension/Expulsion
- Regular Attender Rates
- 4/5 Year Graduation Rate
- Community Survey
- Empathy Interviews
- Community Meetings
- SIA Staff Day Identified Priorities

RSD examined attendance, behavior, and academic achievement data through SWIS, DIBELS, Synergy, STAR reading and math, and OSAS. Administration examined overall district/school data, grade level data and disaggregated data by male/female and traditionally under-served populations. Data on chronic absenteeism, third-grade reading, ninth-grade on track, and graduation (on-time and fifth year completion) were examined through looking at disaggregated data provided by ODE. To examine issues related to student mental and behavioral health, referrals for problem behaviors, as well as concerns expressed through surveys, empathy interviews, student discussions, staff input, and community group meetings were analyzed. Disaggregated data identified focus areas which will direct research-based best practices and strategies to incorporate into the plan.

### **5.0 SIA Plan (5-20 pages)**

**Link to SIA Plan on Rainier School District website: <https://www.rainier.k12.or.us/>**

The Rainier School District three-year Student Investment Account Plan is both comprehensive and targeted to meet the needs of our diverse school communities. The structure of the plan is broken into three key strategies that are the driving forces to help us meet the mental and behavioral needs of students as well as increasing academic achievement while reducing academic disparities for focal student populations. With these priorities in mind, RSD is committed to achieving the following outcomes over the course of this three year plan.

## Outcomes

With these priorities in mind, RSD is committed to achieving the following outcomes over the course of the this three-year plan:

1. Chronic Absenteeism: Attendance will increase above the state average for students in grades K-2; and the gap in attendance between students with disabilities and the aggregate will decrease.
2. Third grade ELA: All PreK-third grade students will demonstrate typical or higher growth and achievement in reading; and the gap of percent of third graders proficient in reading between economically disadvantaged and the aggregate will decrease.
3. Freshmen On-Track: The percent of ninth grade students earning one-quarter of graduation credits in their ninth grade year will increase above the state average; and the gap of percent on track between females and the aggregate will decrease.
4. Staff and students will experience an equitable increase in feeling safe, connected, supported, and valued.
5. The district will recruit and retain high quality, effective staff members, including staff who are bilingual/bicultural.
6. Four-Year Graduation Rate: The percent of students in RSD earning a diploma in four years will increase above the state average; and the gap of percent of students earning a diploma in four years between students with disabilities and the aggregate will decrease.
7. Five-Year Completion Rate: The percent of students successfully graduating high school in five years will increase over time. Also, the number of students placed on the five-year completion track will decrease, indicating more students in RSD are graduating on time.

## Strategies

Rainier School District identified three strategies in order to achieve these five outcomes.

1. *Increasing learning time for students offers expanded opportunities for well-rounded education, therefore enhancing students' ability to learn more. Provide expanded programs including before, during, and after school, Saturday school, summer school, Advanced Placement courses, CTE opportunities and technology. **Year One: approximately \$217,500. Priority Level: Year 1-Medium, Year 2-High, Year 3-***

**High.** This strategy helps achieve Outcome #1 by providing motivation for students to attend school more regularly due to expanded learning opportunities and extra-curricular options. This strategy also helps achieve Outcome #2 by providing additional learning supports for students, which will contribute to increased student performance. Adding targeted instructional time before/during/after and (in addition to targeted evidence-based interventions within the school day) for struggling learners and emerging bilinguals (.40 effect size, Hattie), with enrichment opportunities (.53 effect size, Hattie) that are culturally motivating, sustaining and relevant (.46 effect size, Hattie) will ensure students succeed academically.

2. *Improving student mental health and safety results in students being more successful in school. Provide increased mental health support and safety for our students, staff, and families. Year One: approximately \$445,000. Priority Level: Year 1-High, Year 2-High, Year 3-High.* Oregon ranks at the bottom among states for availability of mental health resources (Mental Health America, 2019). In addition, NASP recommended student-to-student counselor ratio of 250:1 and school psychologists 500:1. This strategy has far-reaching effects on every person in the District (and even in the community), and directly or indirectly supports all five outcomes. As students feel safe and more connected to school, they perform better in class (Outcomes #2). Improving the social and emotional support to ninth graders will increase their success in school, helping achieve Outcome #3. This strategy directly relates to Outcome #4- helping students and staff feel connected, valued and supported at school. Finally this strategy supports Outcome #5 by establishing a culture within the district that is attractive to potential staff members, and helps retain them once they are hired. Increasing the social and emotional support in RSD will help students and staff feel more connected, valued, and supported at school. This strategy will help achieve Outcome #1 because when students feel supported at school, they will attend school more regularly. In addition, this strategy will help reach Outcomes #1 and #4 because as students feel more supported socially and emotionally and connected to school, they perform better in class, thus increasing their overall success at school. Furthermore, investing in targeted class size/caseload reduction in K-2 grades in schools with higher poverty levels (Brookings Institute, 2014; Education NW, 2014) will address Outcome #4.
3. *Smaller, more personal learning environments and more targeted interventions deliver improved learning. Reduce class size and increase FTE (certified and classified). Year One: approximately \$69,000. Priority Level: Year 1-High, Year 2-Medium, Year 3-Low.* This strategy has far-reaching effects on every student in the District and impacts all five outcomes. Reducing class size and increasing FTE will afford us the opportunity to offer small-group instruction and research-based interventions that will support student attendance, given, students succeeding at school are more likely to attend. Additional specialized staff to reduce groups size

for struggling readers, students with disabilities and emerging bilinguals (.77 effect size, Hattie) will address outcomes #2 and #4). Furthermore, math and reading performance will improve with targeted interventions. Additionally, students will be more likely to graduate on time and be college and career ready. Coupling any class size reduction strategies with ongoing, job embedded professional development (.66 effect size, Hattie) and instructional coaching (.41 effect size, Hattie) for implementing high-impact, researched-based instruction will support outcomes #2, #3 and #6.

## **Activities**

### **Plan A**

RSD has chosen seven activities over a three year period, aligned with the strategies above, in order to achieve the seven outcomes. We realize due to barriers and risks, the plan may need to shift/pivot to supplement certain areas. The optional planning tool is included for further, clear explanation of the plans.

#### **Priority #1 (High)**

Hire additional 2.5 FTE mental health professionals. These individuals will provide additional social and emotional support for students. Investments targeted at improving our capacity to meet students' mental health needs revolves around increasing the number of school staff positions dedicated to mental health support services. This activity will address all seven outcomes including, Chronic Absenteeism, Third Grade ELA, Staff & Students Feel Supported, Retain Highly-Qualified Staff, Freshmen On-Track, Four-Year Graduation Rate, and Five-Year Completion Rate. Hiring 2.5 additional FTE will be completed by 2021. Estimated cost - \$285,000. Person Responsible: Jamie Hamsa, Heidi Schafer, Graden Blue, Aaron Fugere

#### **Priority #2 (High)**

Ensure Campus Safety (Entryway, 1.5 FTE Safety personnel, Parking). Currently the pick up and drop off at our elementary school creates an unsafe environment. With additional paving, we will be able to ensure better safety protocols for parent pick up and drop off. Our school facilities are over 42 years old. With the changing needs of our society, we have to ensure entry to our buildings are safe and secure. The new equipment/ remodel will allow us to monitor and deny access for individuals to access our building during the school day. Under our current system, there is no way to monitor people entering buildings, which creates an unsafe environment. In addition, the community and the staff identified the need for special safety supports, specifically qualified security staff personnel. This may be a school resource officer if we are able to establish a partnership with our local county sheriff department. If we are not able to establish a partnership, we will consider hiring two

classified support staff who will specifically assist with providing facility security. This activity addresses Outcome #4-Staff & Students Feel Supported. Securing the Rainier campus will begin in 2020 and be completed 2021 prioritizing school safety. Estimate cost - \$160,000. Person Responsible: Larry Cook, Darren Vaughn (Community), James Knox (Facilities), Michael Carter

#### Priority #3 (High)

Create and implement a series of high-interest expanded learning opportunities for students. Components of this activity include a coordinator, recruitment of staff and community members to lead after school enrichment activities, the purchase of supplies and materials, and transportation. This activity will address Outcome #1-Chronic Absenteeism, Outcome #2-Third Grade ELA, and Outcome 4-Staff & Students Feel Supported. Expanded learning opportunities will start in year one, with full implementation by 2023. Estimated cost - \$100,000. Person Responsible: Heidi Blakley, Megan Keplinger

#### Priority #4 (High)

Add additional certified 1.0 FTE to provide continued support for academic interventions, behaviors, and expanded programs. Since our SpEd population has increased significantly, and the need for Tier II and III interventions has tripled, all groups surveyed have identified this as a priority. This activity will address all seven outcomes including, Chronic Absenteeism, Third Grade ELA, Staff & Students Feel Supported, Retain Highly-Qualified Staff, Freshmen On-Track, Four-Year Graduation Rate, and Five-Year Completion Rate. Hiring one additional FTE will be completed by 2021. Estimated cost - \$61,000. Person Responsible: Heidi Blakley, Kim Oblack, Graden Blue

#### Priority #5 (Medium/High)

Hire additional 1.0 certified FTE to reduce class size. This is a priority to support students in multiple areas as indicated in Strategy 3 above, specifically, to improve interventions for students needing them and for focal students. This activity will address all seven outcomes including, Chronic Absenteeism, Third Grade ELA, Staff & Students Feel Supported, Retain Highly-Qualified Staff, Freshmen On-Track, Four-Year Graduation Rate, and Five-Year Completion Rate. Hiring of one additional FTE will begin in 2020-2021, with full implementation by 2023. Estimated cost - \$69,000. Person Responsible: Michael Carter

#### Priority #6 (Medium/High)

Purchase math and language arts intervention materials. Currently, the District does not have an adequate math curriculum that aligns between sixth and seventh grades. This activity aligns with Outcome #2-Third Grade ELA, Outcome #3-Freshmen On-Track, Outcome #4-Staff & Students Feel Supported, and Outcome #6-Four-Year Graduation

Rate. Purchase of intervention materials will be completed 2021. Estimated cost - \$20,000. Person Responsible: Michael Carter, Heidi Blakley, Ben Zasta

Administrative indirect costs will be allocated to support all items listed. Administrative cost will occur yearly over the next three years. Estimated cost - \$36,500. Person Responsible: Scotti Erickson (Contracted Business Services)

Totalling \$731,500

To monitor the progress of the plan, district administrators will meet at least three times each year to review progress and evaluation of set targets and implementation of the plan. During monthly administrator meetings, all components of the SIA investment work will be reviewed to determine if we are on track, and to make needed adjustments to ensure we are. In addition, The School Board will receive quarterly reports on our progress, outcomes, and adjustments.

In the event identified spending is not allocated as indicated for Plan A, components of Plan B will be addressed. Furthermore, if RSD's overall funding does not come in as projected, investments for high-level activities will be prioritized. If unable to secure 2.5 FTE mental health professionals, we will provide professional development to all staff in areas of Restorative Practices, Trauma Informed Practices, and PBIS. If we are unable to secure campus safety including securing our entry ways, adding 1.5 safety personnel including parent parking lots, we will look into hiring additional safety personnel. If we are unable to create and implement a series of high-interest expanded learning opportunities for students, we will add additional instructional assistant FTE to provide continued support for academic interventions, behaviors, expanded programs, and campus safety. If we are unable to hire all of the staff we need, funding allocations will be directed toward professional development and embedded learning (i.e. Monthly PD for staff without students) to equip staff with strategies and skills to address the academic, behavioral, and emotional needs of our students. In addition, if we are unable to secure identified curriculum materials for math and reading, we will consider alternative research-based programs materials and supplement. For example, Rainier will consider online learning including electronic textbooks for students. If Rainier is not able to hire sufficient FTE to support our plan, ensuring campus safety will be the next step.

## **Plan B**

### **Priority #7 (High)**

Provide professional development to all staff in areas of Restorative Practices, Trauma Informed Practices, and PBIS. Investments targeted at improving our capacity to meet our



students' mental health needs revolve around equipping our employees with research-based practices that will increase their ability to provide tiered mental health support. The District will contract with the ESD to provide and deliver trainings. Yearly professional development will take place in these areas over the next three years to enrich and continue education to staff to positively affect student outcomes. Estimated cost - \$15,000. Person Responsible: Heidi Schafer, Heidi Blakley, Sara Gray, Michele Wilson, Graden Blue.

#### Priority #8 (High)

Add additional instructional assistant FTE to provide continued support for academic interventions, behaviors, expanded programs, and campus safety (in addition to Plan A). The community and the staff both identified the need for additional supports in the classroom. Five of these instructional assistants will be assigned to directly support Tier III intervention. They will undergo specialized training including restraint training and Trauma Informed Care. The other five instructional assistants will work to be highly-qualified so they are able to provide specialized remedial and tutorial interventions to improve academics. Estimated cost - \$250,000. Person Responsible: Michael Carter

#### Priority #9 (Medium)

Add back pool for PE classes. In the past forty years, RSD has had an excellent swim program for all students PreK-12. Since we are a rural community located on a river, the value of swimming has been paramount to our community, especially because four students drowned in 1970. The community, in conjunction with the school district, has kept the pool open. However the community support has dwindled and we are not able to financially keep the pool open. If the funding becomes available, we will bring back this vital program allowing for increased PE time to comply with state regulations. Estimated cost - \$217,000 Personal Responsible: Larry Cook, Rod Harding (Community)

#### Priority #10 (Medium)

Increase health supports to 1.0 FTE, a full-time school nurse. We have had many medically-fragile students enroll in our District over the past three years. While our staff has done a great job tending to the needs of these students, these needs would be better served by having a school nurse performing these tasks. A certified nurse has additional skills that would make self-advocate care for these students more effective for these students in the future. Estimated cost - \$40,000 Person Responsible: Heidi Schafer

#### Priority #11 (Medium)

Transportation to Columbia County Youth Drop-In Center (St. Helens). The Columbia County Superintendents, working in a consortium, are piloting a program for after-school

drop-in space to provide a safe environment for secondary students after school. Our small community does not have the resources to operate this program without support and collaboration. We are hoping this money will come to fruition so students are able to interact with other students in this community in a safe environment. Estimated cost - \$12,500 Person Responsible: Jamie Hamsa

#### Priority # 12 (Medium)

Provide OSAS Interim Assessments. This test preparation activity involves purchasing assessment materials and online learning for students to help prepare students to take the OSAS. This activity is a mid-level priority that will occur over the next three years as directed by the principals. Estimated cost - \$7,000. Person Responsible: Kim Oblack, Heidi Blakley, Megan Keplinger

#### Priority #13 (Low)

Add a certified librarian. Under the CIP requirements, Domain #10, a certified librarian should be working to serve students. In the past twenty years, we have only had a certified librarian to serve in this position because they are difficult to recruit and retain in a rural community. Estimated cost - \$110,000. Person Responsible: Graden Blue, Heidi Blakley

### **Priorities**

Based on data and feedback received in our process of engaging students, parents, community members and staff, the following **priorities** emerged:

The focal student group that most consistently underperforms relative to the aggregate across all grades and state monitored areas is students with disabilities.

Third grade reading achievement needs to improve as OSAS scores are consistently below state average. This is true in general, but is especially true for students who are economically disadvantaged. Third grade economically disadvantaged students are performing at 27% meeting grade level expectations.

Overall math achievement needs to be improved. Eight grade OSAS scores are well below the state average at 23%. More specifically, economically disadvantaged students are performing at 15% meeting grade eight math state standards.

Students, staff, and families expressed a desire for a more “well-rounded” education. Opportunities suggested included AP courses, CTE courses, and expanded programs including before/during/after and summer school options.

In addition, school health and safety was a common theme. Social emotional learning, trauma informed practices, and mental health interventions were identified.

[Link to SIA Integrated Planning Tool](#)

## **Budget**

## **Equity Lens**

<https://www.oregon.gov/cedo/Pages/Equity-Lens.aspx>

RSD believes equity is both the means to educational success and an end that benefits all. We applied the Oregon Equity Lens throughout the SIA planning process to ensure that our efforts and decision-making were pushed through the Equity Lens so that our plan meets the needs of our underserved focal populations. Key stakeholders reviewed disaggregated student academic and behavioral data through the lens of the Oregon Equity Belief statements. This process helped highlight the different outcomes and needs of our underserved focal populations.

The SIA Committee applied the Oregon Equity Lens to the SIA Plan. The district involved information from stakeholders gathered through empathy interviews that focused on under-represented groups, surveys, and meetings with parents. The SIA Committee noted that under-served groups addressed in the plan include students economically disadvantaged and students with disabilities. Students with disabilities under-perform and have lower graduation rates than the aggregate. We believe addressing disparities in these groups will decrease the opportunity gap. The plan increases support for all students, but particularly for students with disabilities through additional FTE of certified and classified staff and professional development. We will use data and input from stakeholders to monitor and adjust strategies to meet the needs of our underserved groups. Data will be collected through curriculum measures, district-wide assessments, state assessments to determine effectiveness of the plan development decreasing academic disparities. RSD is committed to providing professional development to staff in the area of equity, namely restorative justice and trauma informed practices. In conclusion, the SIA Committee and administration will ensure the equitability for all students is addressed in the plan including disparate areas/groups.

We used the following questions to guide our resource allocation and evaluation of our potential strategic investments:

Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

How does the investment or resource allocation advance opportunities for historically underserved students and communities?

What are the barriers to more equitable outcomes?

How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

How are you collecting data on race, ethnicity, and native language?

What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

### Draft Longitudinal Performance Growth Targets

#### Regular Attenders Longitudinal Data

	Starting Point	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
<b>Baseline Targets</b>	<b>81.4%</b>	<b>81.5%</b>	<b>81.5%</b>	<b>82%</b>	<b>82.5%</b>	<b>83%</b>
<b>Stretch Targets</b>	<b>81.4%</b>	<b>82.5%</b>	<b>83.5%</b>	<b>84.5%</b>	<b>85.5%</b>	<b>86.5%</b>
<b>Gap Closing/ Combined Disadvantaged Targets</b>	<b>76.4%</b>	<b>77.5%</b>	<b>78.5%</b>	<b>79.5%</b>	<b>80.5%</b>	<b>81.5%</b>

#### Third Grade ELA Longitudinal Data

	Starting	Year 1	Year 2	Year 3	Year 4	Year 5
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	Point	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Baseline Targets</b>	<b>31.8%</b>	<b>35%</b>	<b>37%</b>	<b>41%</b>	<b>45%</b>	<b>50%</b>
<b>Stretch Targets</b>	<b>31.8%</b>	<b>35%</b>	<b>37%</b>	<b>41%</b>	<b>45%</b>	<b>50%</b>
<b>Gap Closing/ Combined Disadvantaged Targets</b>	<b>23.5%</b>	<b>25%</b>	<b>27%</b>	<b>28.5%</b>	<b>30%</b>	<b>32%</b>

### **Ninth Grade On Track Longitudinal Data**

	Starting Point	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
<b>Baseline Targets</b>	<b>83.9%</b>	<b>84.5%</b>	<b>85%</b>	<b>85.5%</b>	<b>86%</b>	<b>87%</b>
<b>Stretch Targets</b>	<b>83.9%</b>	<b>88%</b>	<b>90%</b>	<b>92%</b>	<b>94%</b>	<b>96%</b>
<b>Gap Closing/ Combined Disadvantaged Targets</b>	<b>77%</b>	<b>78.5%</b>	<b>80%</b>	<b>81.5%</b>	<b>83%</b>	<b>84%</b>

### **Four-Year Graduation Longitudinal Data**

	Starting Point	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
<b>Baseline Targets</b>	<b>78%</b>	<b>78%</b>	<b>78.5%</b>	<b>79%</b>	<b>79.5%</b>	<b>80%</b>
<b>Stretch Targets</b>	<b>78%</b>	<b>81%</b>	<b>82%</b>	<b>83.5%</b>	<b>85%</b>	<b>87%</b>
<b>Gap Closing/ Combined Disadvantaged Targets</b>	<b>75.3%</b>	<b>75%</b>	<b>75.5%</b>	<b>76.5%</b>	<b>76.5%</b>	<b>78%</b>

### **Five-Year Completion Longitudinal Data**

	Starting Point	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
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<b>Baseline Targets</b>	<b>84.6%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>Stretch Targets</b>	<b>84.6%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>99%</b>	<b>100%</b>
<b>Gap Closing/ Combined Disadvantaged Targets</b>	<b>84.5%</b>	<b>92%</b>	<b>92.5%</b>	<b>93%</b>	<b>94%</b>	<b>95%</b>

## **6.0 Use of Funds**

### **Allowable Uses**

Increasing instructional time ✓

Addressing students' health and safety needs ✓

Evidence-based strategies for reducing class size and caseloads ✓

Expanding availability of and student participation in well-rounded learning experiences ✓

### **Meeting Students' Mental and Behavioral Health Needs**

Increasing instructional time ✓

Addressing students' health and safety needs ✓

Evidence-based strategies for reducing class size and caseloads ✓

Expanding availability of and student participation in well-rounded learning experiences ✓

### **How SIA funds will be utilized**

#### **Meeting Students' Mental and Health Needs**

Highlighted by RSD stakeholders, community, staff, and students as a priority during SIA planning was increasing our District's ability to meet students' mental and health needs. Strategic investments will be dedicated to improve our capacity to meet students' mental and health needs by increasing the number of school staff positions supporting mental health services. Funding North Columbia Academy, Hudson Park and Rainier Junior Senior High School with school counselors, school psychologists, and behavioral specialists will ensure students have better access to mental health support.

To increase staff capacity to meet our students' mental health needs, targeted strategic investments will be allocated toward trainings including trauma informed practices, restorative justice and collaborative problem-solving frameworks. Partnering with our ESD to support the Culture of Care initiative affords ongoing opportunities for professional development ensuring we are intentional and systematic when addressing student's mental health needs.

Connecting mental health to RSD priorities, increasing mental health staff and professional development opportunities, will result in closing the achievement gap specifically for the percentage of students with disabilities earning a four-year degree. Therefore, addressing mental health supports will support focal groups.

### **Addressing the Needs and Impact on Focal Student Groups**

SIA funds will be used to increase academic achievement and reduce academic disparities for focal student groups. Focal groups identified as disparate in achievement are economically disadvantaged students and students with special needs. Most impacted are students with special needs. Academic skills lag in all academic areas and graduation rates are lower for this group. Economically disadvantaged students lag in third grade ELA and eighth grade math.

Being strategic with SIA investments will support increased academic achievement for all students especially for our focal groups. Students who participate in CTE opportunities, AP courses, and expanding learning options including before/during/after and summer school sessions have a more well-rounded educational experience and demonstrate greater academic achievement. Instrumental to our SIA plan is removing barriers for historically marginalized students allowing them access to well-rounded learning opportunities to close the achievement gap for focal groups. Specifically, RSD is committed to achieving an increase in regular attenders targeting students with disabilities. A strategy to support our SIA plan is expanding before/during/ and after-school activities and offering bus transportation without financial obligations for families and students. Additionally, extending the school year by funding summer school opportunities targeting focal student populations will offer well-rounded learning experiences for focal populations and improve academic outcomes for these groups. RSD identified focal groups include female freshman on-track students. Increasing instructional time for freshman on-track female students will ensure they earn one-quarter of graduation credits by ninth grade.

Furthermore, staffing increases to reduce class size and providing small-group intervention opportunities in math and reading will lead to greater academic achievement for our focal student populations. Respectively, RSD will ensure economically disadvantaged focal

groups will increase their academic performance in reading and math. The academic impact of proposed staffing allocations and expanded learning options will reduce class sizes and offer targeting research-based interventions. Also, increasing the number of instructional assistants trained to support academically and behaviorally will provide additional academic support to student focal groups. Extended learning opportunities will also pay dividends in student academic outcomes.

### **Potential academic impact for all students & focal student groups (500)**

The strategic investments that will be made by RSD through the SIA plan will have substantial positive outcomes for all students' academic success and particularly for students from focal populations. A number of our proposed activities and initiatives fall under the umbrella of "targeted universalism," meaning all Rainier School District students will benefit while focus will be given to focal student groups.

The proposed staffing additions, expanded learning opportunities, and small group interventions, will positively impact student academic success. Increased staff will reduce class size, which is a research-based method to improve outcomes. Additionally, increasing the number of instructional assistants trained in research-based small group intervention techniques will provide academic support for students' most in need, particularly focal student populations.

Furthermore, the reduction in class size and systematic small group intervention methods used to increase academic achievement for all students and focal groups will positively impact student outcomes. In addition, the reduction of historical barriers to participation in well-rounded learning experiences will open opportunities for all student groups. Implementing before/during/after and summer school opportunities will also pay dividends in student academic outcomes. Finally, increasing mental health supports and targeted support positions for focal student groups will support students' social, emotional, and mental health increasing their ability to focus academically.

### **The barriers and risks that could impact the success of focal students meeting the defined growth targets have been explained.**

Inevitably, there are barriers, risks, and choices that can impact the success of focal student groups meeting longitudinal growth targets. RSD has been intentional during the SIA planning process using the Oregon Equity Lens to guide our decision-making process to ensure we meet the needs of our most underserved students. Historically speaking, economically disadvantaged students in RSD have struggled with regularly attending school, as well as meeting grade three ELA and grade eight math standards.



Mobility is a major barrier preventing student focal groups from meeting growth targets. RSD student mobility rate ranges from 16-21%, which indicates a substantial number of students moving to and from other districts throughout the year. Student mobility disrupts our ability to provide seamless and necessary support and services for our students.

Furthermore, additional barriers that impact focal students meeting longitudinal growth targets include living in remote locations, cultural barriers to mental health supports, students needing summer employment, and migrant family dynamics. RSD's proposed SIA investments will help provide students and families with appropriate support to ensure equitable access to education.

In addition, our plan to increase student mental health services and targeted support positions for focal student groups (wellness support staff and PD, counselors, school nurse, etc.) will support students' needs academically, socially, and emotionally.

**What parts of what you've drafted are you confident in?**

RSD is confident with the addition of mental health services, staffing increase to reduce class, and campus safety and security additions including facility improvements.

**What areas are you less sure about?**

Challenges for RSD include developing a campus security personal partnership with local law enforcement and hiring campus security personnel if the partnership does not materialize. In addition, finding a full-time librarian for our rural community may present a challenge. Finally, the district pool estimate may be low because the pool has not been used for over a year and necessary maintenance may increase the costs.

**7.0 Documentation and Board Approval**

**Evidence of Board Approval ✓ (Link to School Board approval)**

Link to SIA Plan on Rainier School District website: <https://www.rainier.k12.or.us/>

**8.0 Public Charter School (If applicable)**

Not applicable

**Applicant Assurances**

Adherence to expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning. ✓

Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used). ✓

Disaggregated data by focal student group was examined during the SIA planning process. ✓

The recommendations from the Quality Education Commission (QEC) were reviewed and considered. ✓

The District's SIA plan is aligned to its CIP. ✓

Agreement to provide requested reports and information to the Oregon Department of Education. ✓