

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Rainier School District # 13

District Direction Section

Vision	A spirited learning community creating educational opportunities for individual student success.
Mission	A spirited learning community that is student-centered, safe, academically-focused, and dedicated to preparing every student for success in the global society in which we live.
Pillars	<ul style="list-style-type: none"> I Student Success II Effective and Consistent Communication III Respectful and Positive Culture IV Effective, Collaborative, Professional Development and Staff Acknowledgement V Safe and Healthy School Environment

Comprehensive Needs Assessment Summary

In Fall 2019, Rainier School District embarked on an ambitious plan to engage students, families, and community members in discussion of the strengths and opportunities in the district to inform their CIP and SIA plans.

What data did our team examine?

Our team examined the following data sources:

Empathy interviews were conducted by a team of staff members during the school day with 51 students in the district (36 students using one protocol and 15 students using a second protocol). Students were *randomly* selected in order to have representation of different student groups. Interview questions were open-ended and designed to elicit stories (“Tell me about a time...”). Interview notes were recorded in a Google form without student names attached.

Online student survey was administered with all junior/senior students during advisory period. There was a high response rate (251 students) because of the ability to administer it during that time. The survey had seven questions with 4- or 5-point scale response options.

Community survey was sent out to parents, community members, and staff members. There was a high response rate, including 195 parents and 24 staff members. The survey was advertised through various mechanisms including social media, email, texting, and personal outreach. The survey also asked for people to self-identify in various groups, although this question was optional. Respondents who chose to answer the question, 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.

Three community meetings:

1. **Partner/community meeting was held in August.** 24 people from partner organizations and the community came together to talk about their partnership and to discuss the five District pillars. There were representatives from churches, NWRESA, Columbia Health Services, the City Library, MidColumbia bus company, the mayor of Rainier, and the school district.

2. **Evening community meeting was held in October**, attended by 24 parents/community members. The meeting was advertised in many ways, with a particularly useful strategy of calling or texting people individually, including in Spanish. There was a translator available at the meeting. The attendance was double to triple the size of meetings in past years.
3. **Evening community meeting was held in November**, attended by 20 parents/community members. Communication and outreach included over 60 personal phone calls to invite families. A translator was available at the meeting, which was an essential support for two families. Similar to October, the meeting was held at a downtown restaurant, which is more convenient for many families. Food was provided.

Teacher focus group was held with nine teachers with varying years of experience and various teaching positions/grade levels in the district. The 45-minute focus group was facilitated by an external facilitator during a regular meeting time.

Individual family meeting(s). At least one family who was reluctant to come to school agreed to meet with a district staff member at the library to provide feedback.

In addition to all of the engagement strategies above, district team members reviewed the following data sources, both as a whole and disaggregated by student groups in order to highlight the opportunity gaps students are experiencing:

- Graduation (ninth grade on-track data, essential skills, and graduation rates)
- Attendance (regular attenders)
- Smarter Balanced Assessment data
- Significant Disproportionality data
- STAR Testing

How were stakeholders involved in the needs assessment process?

Parents and families, students, community members, and District staff contributed to the needs assessment process through surveys, community meetings, focus groups, and individual meetings.

FINDINGS FROM NEEDS ASSESSMENT

How did the team examine the different needs of all learner groups?

Data from each learner group was analyzed and brought to a team work session to uncover trends across the data. We used a protocol where the entire team examined a data set together and raised **strengths** and **opportunities**. (Sometimes raw data was examined, such as the surveys, and sometimes pre-analyzed summaries were examined, such as focus group and empathy interviews). The strengths and opportunities were recorded on post-it notes so they could be examined, sorted, and categorized across all of the data sets.

The sorted **strengths** were then sorted into three main categories with many details within each:

- I. Many students have healthy relationships and trust with adults in the school system
- II. Students and families value CTE courses and preschool
- III. Many families and students feel welcomed and safe at school

How were inequities in student outcomes examined and brought forward in planning?

Inequities in student outcomes were examined and brought forward in planning through identifying growth opportunities and sorting them into priority categories.

What needs did our data review elevate?

Opportunities were sorted into these categories:

- I. Parents and students want more courses and internships that meet their career and college goals, especially CTE
- II. 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
- III. There is a need for more mental health services, social emotional work with students, and connections to trusted adults
- IV. Behavior/discipline systems and policies are perceived by students, families, and some staff as needing improvement
- V. Vaping is a large problem
- VI. Some parents, students, and staff want a later start time
- VII. Address technology access and use of technology issues for students and families, including supports for bilingual families
- VIII. School and classroom policies and practices regarding testing, homework, etc. need to be examined

Which needs will become priority improvement areas?

The following three priorities emerged for the CIP:

- Social-emotional needs, behavior, and discipline
- Attendance
- Math

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	During the 2019-2020 school year, non-proficient students in Rainier School District will improve their math proficiency.		
Metrics	By (2019-2020)	By (2020-2021)	By (2021-2022)
	During the 2019-2020 school year, non-proficient students in Rainier School District will improve their math proficiency by 10% as measured by an increase in students meeting or exceeding benchmarks (as indicated by SBAC/STAR assessment data).	During the 2020-2021 school year, non-proficient students in Rainier School District will improve their math proficiency by 10% as measured by an increase in students meeting or exceeding benchmarks (as indicated by SBAC/STAR assessment data).	During the 2021-2022 school year, non-proficient students in Rainier School District will improve their math proficiency by 10% as measured by an increase in students meeting or exceeding benchmarks (as indicated by SBAC/STAR assessment data).
Goal 2	During the 2019-2020 school year, the daily average in-seat attendance for our students will increase.		

Metrics	By (2019-2020)	By (2020-2021)	By (2021-2022)
	During the 2019-2020 school year, the daily average in-seat attendance for our students will increase by 4% (from 78-82%).	During the 2020-2021 school year, the daily average in-seat attendance for our students will increase by 4% (from 82-86%).	During the 2021-2022 school year, the daily average in-seat attendance for our students will increase by 4% (from 86-90%).
Goal 3	During the 2019-2020 school year, student behavior will improve schoolwide.		
Metrics	By (2019-2020)	By (2020-2021)	By (2021-2022)
	-10% decrease in office referrals -Community survey results (Q8) 31% (quite well or extremely well) to 50%	-10% decrease in office referrals -Community survey results (Q8) 50% (quite well or extremely well) to 60%	-10% decrease in office referrals -Community survey results (Q8) 60% (quite well or extremely well) to 70%

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
9th grade On-Track	Empathy interviews, team meetings, and data review supports the academic and attendance/graduation goals within this action plan.
STEPSS	The STEPSS phases walk the team through graduation data, goal setting and post-school outcomes which support the academic and attendance/graduation goals within this action plan.
TIC Collaborative	The TIC collaborative is providing professional development related to restorative practices through Resolutions Northwest. This work supports our TIC 3-year plan and facilitates the team diving into goal setting related to social-emotional learning, student engagement, discipline practices, inclusion, and equity. This work supports creating the significant disproportionality plan, inclusion plan, the CIP plan, the SIA, and further supports the academic and attendance/graduation goals within this action plan.
Mindfulness School	Mindfulness trainings have been provided through OEA Trust with a focus on developing mindfulness champions (staff leaders). The administrators are able to work together on identified initiatives. The result of this work will be the implementation of new systems to support a mindful, safe community. This program will also support the academic and attendance/graduation goals within this action plan.
Attendance Plan	The Attendance Plan which was created with the guidance of Breakthrough Coaching and aligns with all our district goals. It supports the academic and attendance/graduation goals within this action plan.
ESSA Plan	The ESSA Plan will support academic goals, support students in increasing their state and district test scores, promote student engagement, prioritize equity, and

	facilitate inclusion. This plan aligns with the academic and attendance/graduation goals within this action plan.
LRE/Inclusion Plan	The LRE/Inclusion Plan is being developed as a 3-year plan. This plan will support our district moving towards compliance in this area. It supports equity, academics, and the attendance/graduation goals within this action plan.
Significant Disproportionality Plan	The Significant Disproportionality Plan is being developed under the direction of ODE. This plan will support our district moving towards compliance in this area. It supports equity, inclusion, changes in discipline policies, procedures, and practices. Finally, it provides support for the academic needs as well as the attendance/graduation goals within this action plan.
CTE	Our CTE program Naviance supports goals #3 (social emotional) by incorporating SES Curriculum for our students during advisory four days per week. Our CTE programs of business/computers, welding, and graphic design all incorporate lessons in mathematics, which is our goal #1. Our CTE teachers incorporate student and lessons on attendance during advisory. Our staff has PD days dedicated to attendance research, tracking, rewards, and truancy accountability.

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

District Goal this strategy supports	During the 2019-2020 school year, non-proficient students in Rainier School District will improve their math proficiency.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we provide supports to improve teachers' core math instruction <i>and</i> opportunities for teachers to provide additional math interventions</p> <p>THEN staff will teach intentional math lessons and interventions that match students' math needs</p> <p>AND students will show growth on district and state assessments.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall -Teacher implementation of effective math instruction monitored by: -Teachers will participate in Wednesday Late Start Math PD (Staff sign-in sheets) -Peer coaching log -Instructional Walkthrough Tool -Administrator evaluations	Winter -Teacher implementation of effective math instruction monitored by: -Teachers will participate in Wednesday Late Start Math PD (Staff sign-in sheets) -Peer coaching log -Instructional Walkthrough Tool -Administrator evaluations	Spring -Teacher implementation of effective math instruction monitored by: -Teachers will participate in Wednesday Late Start Math PD (Staff sign-in sheets) -Peer coaching log -Instructional Walkthrough Tool -Administrator evaluations

	Measures of Evidence for Students (“and” statement)	Fall -Baseline STAR Math data (BOY) -Oregon State Math Test (CAT/PT) data	Winter -5% increase in STAR Math results (MOY)	Spring -5% increase in STAR Math results (EOY) -10% increase in Oregon State Math Test results from spring 2019 to spring 2020
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	HPE	<p>Implement Rocket Math (Grades 1-6), Prodigy (Grades 2-6), and Bridges/Number Corner (Grades K-5) and provide ongoing professional development during Wednesday Late Starts. After PD sessions, provide opportunities for staff to observe mentor teachers implementing the programs with fidelity.</p> <ol style="list-style-type: none"> 1. Elementary administrators will monitor progress of program implementation to support accountability with weekly classroom visits using a common walkthrough tool 2. The 2019-2020 professional development calendar will be followed to ensure professional development occurs 3. Opportunities for video sessions will be provided to demonstrate effective strategies and techniques to support the programs 		Ongoing 2019-2020 school year
	RJSHS	<p>Junior/Senior High:</p> <ol style="list-style-type: none"> 1. Provide during and after school tutoring interventions by math specialist 2. A committee will be developed to adopt a research-based math curriculum aligned with the CCSS 3. Offer basic math concept skill development during advisory for students who need additional support 		Ongoing 2019-2020 school year
	NCA	<p>North Columbia Academy:</p> <ol style="list-style-type: none"> 1. Provide targeted tutorials for students who are over one year behind 2. Standard curriculum aligned with the Jr/Sr High School 3. Access to online tutorial program for specific needs and targeted interventions for individual students 4. Individualized targeted weekly testing center support for students 		Ongoing 2019-2020 school year

	Admin Team	District: <ol style="list-style-type: none"> 1. Designated Wednesday Late Start Math professional development opportunities for all staff 2. Ensure participation in monthly Math PLCs by all teachers 3. Coordinate during and after school tutoring interventions 	Ongoing 2019-2020 school year
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	During the 2019-2020 school year, the daily average in-seat attendance for our students will increase.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we improve the engagement strategies that adults provide during school and expand before and after school programs,</p> <p>THEN the quality and quantity of engagement both during and before/after school for students will increase</p> <p>AND students will want to attend school regularly.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall -Teacher implementation of engaging instruction monitored by administrator observations or peer coaches -Peer coaching log -Instructional Walkthrough Tool -Monitor attendance in before and after school programs	Winter -Teacher implementation of engaging instruction monitored by administrator observations or peer coaches -Peer coaching log -Instructional Walkthrough Tool -Monitor attendance in before and after school programs	Spring -Teacher implementation of engaging instruction monitored by administrator observations or peer coaches -Peer coaching log -Instructional Walkthrough Tool -Monitor attendance in before and after school programs

		-Student engagement survey results	-Student engagement survey results	-Student engagement survey results
	Measures of Evidence for Students (“and” statement)	Fall -District Report Card for previous years -Synergy attendance reports	Winter -Synergy attendance data	Spring -Synergy attendance data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin team	1. Provide opportunities for homework completion with internet access before and after school		Ongoing 2019-2020 school year
	Admin team	2. Solicit input from community regarding expanded before and after school programs and preferred learning opportunities for students		2019-2020 school year (3 times)
	Admin team and specialists	3. Provide staff professional development to support engaging and rigorous instruction		Ongoing 2019-2020 school year
	School Counselors	4. Develop and administer student engagement survey		Winter and Spring 2019-2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we provide attendance outreach, communication, incentives, and improve our data systems THEN students, families, and staff members will increase their awareness of the importance of attendance and follow attendance procedures and protocols AND students will feel more engaged and supported in school and ultimately attend more regularly.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall -Attendance data -Community survey data regarding attendance communication	Winter -Attendance data -Community survey data regarding attendance communication	Spring -Attendance data -Community survey data regarding attendance communication

	Measures of Evidence for Students (“and” statement)	Fall -District Report Card for previous years -Synergy attendance reports	Winter -Synergy attendance data	Spring -Synergy attendance data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	School Counselors	1. Utilization of school counselor for outreach regarding chronically absent students		Ongoing 2019-2020
	Admin team and secretaries	2. Improve system of monitoring attendance by training staff on accurately reporting daily attendance in Synergy		Ongoing 2019-2020
	Admin team	3. Develop Districtwide protocols of accountability for accurately recording and tracking attendance to include tardies, periods, and partial day attendance		Ongoing 2019-2020
	Admin team	4. Implement attendance incentive programs		Ongoing 2019-2020
	Admin team and School Board	5. Educate community about the importance of regular attendance including monthly attendance report at board meeting and school newsletters		Ongoing 2019-2020
	Admin team and secretaries	6. Send flyer home with grades PreK-12		October/November 2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	During the 2019-2020 school year, student behavior will improve schoolwide.	
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	IF we implement Social Emotional Learning (SEL) strategies/techniques in every classroom THEN staff will teach SEL lessons daily that promote self-regulation as well as classroom engagement AND students will demonstrate the ability to self-regulate and as a result, be more successful in school.

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Track SWIS & Synergy behavior data Regular classroom walkthroughs PreK-12 teachers will develop Common Formative Assessments (CFAs) to measure program effectiveness	Winter Track SWIS & Synergy behavior data Regular classroom walkthroughs PreK-12 teachers will implement Common Formative Assessments (CFAs) to measure program effectiveness Review data from CFAs and provide needed interventions and reteach SEL lessons	Spring Track SWIS & Synergy behavior data Regular classroom walkthroughs PreK-12 teachers will implement Common Formative Assessments (CFAs) to measure program effectiveness Review data from CFAs and provide needed interventions and reteach SEL lessons
	Measures of Evidence for Students (“and” statement)	Fall Track SWIS & Synergy behavior data Report cards Monitor the number of visits to the Wellness Learning Center	Winter Track SWIS & Synergy behavior data Report cards Monitor the number of visits to the Wellness Learning Center	Spring Track SWIS & Synergy behavior data Report cards Monitor the number of visits to the Wellness Learning Center
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin team	1. PreK-6 administrators will complete proficiency-based rubrics to evaluate the use of <u>Zones of Regulation</u> , <u>MindUp</u> , and <u>DESSA</u> curriculum and the frequency of social emotional instruction		Ongoing 2019-2020 school year
	School counselors	2. School counselor will provide targeted SEL support lessons for struggling students		Ongoing 2019-2020 school year
	Admin team	3. Create student and staff surveys to analyze school climate (i.e., social and emotional well-being, safety)		Fall (BOY), Winter (MOY), Spring (EOY) 2019-2020
	Rainier JR/SR High School	4. Implement weekly grade checks in every grade 7-12 classroom to help make the connection between work completion, attendance, and graduation		Weekly 2019-2020 school year

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice
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District Plan Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

At each school, administration and staff will meet bimonthly to review data and goal progress. The district administration will meet monthly to discuss and review. There are quarterly meetings and contract maintenance meetings with both unions. Monthly updates will be shared at School Board Meetings regarding progress toward goal completion. A timeline for task completion will be created and reviewed during bimonthly meetings. Plan review will guide next steps for plan implementation. In our bimonthly meetings, the following questions will be addressed:

- What does the evidence show?
- What is/is not working?
- What adjustments are needed?
- What supports are being provided? Are the supports working? What more is needed?