

Three Rivers School District Continuous Improvement Plan

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| School Year | 2020-2021 |
| District | Three Rivers School District ~ Grants Pass, Oregon |

District Direction Section

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| Mission | <i>It is the mission of Three Rivers School District to provide outstanding educational opportunities in partnership with parents/guardians and the community.</i> |
| Vision | <i>Three Rivers School District provides all students with a challenging learning environment to maximize individual achievement. All students have the opportunity to become proficient in relevant educational disciplines and to develop life and career skills necessary to be productive, responsible citizens. Staff, parents and students effectively communicate, collaborate and support our high academic and behavioral standards.</i> |

Comprehensive Needs Assessment Summary

What data did our team examine?

- ORIS District Needs Assessment
- District Engagement Protocol Summary
- District and State Report Cards
- Healthy Teen Survey Data
- Josephine County ACEs data
- State Assessment Data from previous years (Kindergarten Assessment, Smarter Balance, OAKS, ELPA21)
- Regular Attendance Data
- Freshman On-Track Data
- District Formative and Summative Assessments from previous years
- Behavior Records
- Staff, Parent, and Community Partner Survey Results

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

We analyzed detailed reports that provided information for populations of subgroups. Some of the data used in the needs assessment was several years old as a result of SBAC being canceled due to COVID. As a rural district with a high level of students in poverty, we focused on subgroups including economically disadvantaged and students with disabilities. We also are focusing on serving an increasingly larger population of English Language Learners in our district.

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

Many of our district schools have been identified (targeted) for needing support in certain student groups. Specifically, students with disabilities, Hispanic, English Language Learners, Multi-racial, white, and economically disadvantaged students were identified as needing more support. As a district team, we used the Oregon Department of Education Equity Lens tool as part of the process writing the district CIP.

What needs did our data review elevate?

The data made clear to the team that our students need academic support in both Math and ELA. Three Rivers staff need professional development and training to deliver high quality instruction to meet the needs of our students. We also need to allocate significant resources into identifying, teaching, and reinforcing social emotional skills in all students K-12.

How were stakeholders involved in the needs assessment process?

TRSD conducted ongoing authentic community engagement activities to gather feedback from stakeholders. Data was gathered from all teaching staff and various classified staff regarding priorities, needs, and job related goals. This real-time qualitative data was used to develop the goals, metrics, and strategies in this plan. All administrators participated in the ORIS Needs Assessment. Over 800 staff, parents and community members shared feedback on priorities and needs for students in TRSD. School board members provided input on goals and metrics to the superintendent and district leadership team. Finally, focal student groups provided feedback to the School Board regarding experiences and opportunities they experience in TRSD.

Which needs will become priority improvement areas?

- K-12 academic growth in Math and ELA
- Increase in percentage of Freshman On-Track
- Continued professional development and support for staff using the PLC process
- Social emotional and behavioral support for students and staff

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.

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| Goal 1 | Academic Growth and Achievement: All students will demonstrate typical growth and achievement in all academic areas, especially in math and ELA. | | |
| Metrics | By June 2021 | By June 2022 | By June 2023 |
| | 3rd grade reading up 5% to 70% at benchmark as measured by DIBELS composite score | 3rd grade reading up 5% to 75% at benchmark as measured by DIBELS composite score | 3rd grade reading up 10% to 85% at benchmark as measured by DIBELS composite score |
| | 8th grade math up 8% to 40% as measured by SBAC level 3 and 4. | 8th grade math up 5% to 45% as measured by SBAC level 3 and 4 | 8th grade math up 5% to 50% as measured by SBAC level 3 and 4 |
| | Freshmen on-track 75% | Freshmen on-track 83% | Freshmen on-track 85% |
| Goal 2 | Culture: All students will develop the social-emotional skills to be successful learners in TRSD through the development and implementation of a district-wide coordinated plan. | | |
| Metrics | By June 2021 | By June 2022 | By June 2023 |
| | Research grade appropriate social emotional curriculum/skills necessary for students to be successful learners. | Incorporate social emotional learning curriculum into master schedule at K-8. | Incorporate social emotional learning curriculum into master schedule at K-12. |
| | Increase number of hours of support for mental health services at K-5 from 4 to 8 and 6-12 from 2 to 4. | Increase number of hours of support for mental health services at K-5 from 8 to 16 and 6-12 from 4 to 6. Additional FTE specialist to | Increase number of hours of support for mental health services at K-5 from 16 to 20 and 6-12 from 6 to 10. Additional FTE of behavioral |

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| | Increase regular attendance rate from 77.2% to 78.7% | support school staff and parents. Increase regular attendance rate from 78.7% to 80% | specialists to support school staff and parents. Increase regular attendance rate from 80% to 83% |
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Initiative Alignment to Support District Goals

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

| Initiative/Program | How this initiative/program supports the district to meet goals |
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| Grad Coaches | Proactive approach to create an early warning system for graduation percentages |
| 21st Century Grant | Providing connection between the school day academics and after school programming, focusing on the whole student including social emotional support, college and career information, etc |
| Measure 98 (High School Success) | Graduation coaches, drop-out prevention, college and career ready, CTE support, 8th to 9th grade success coach |
| Biliteracy Seal | Inclusive practice that recognizes traditionally underserved population, culturally responsive |
| Rural Schools Network Partnership | Statewide partnership that supports effective teaching practices, early literacy skills, leadership in the PLC process for school teams. |
| English Language Learners | Interventions and support for students whose first language isn't English, early literacy skill development, family engagement that supports the whole student, translation and interpretation so items are accessible for all |
| Response to Intervention | 90 minutes of structured core reading, 30 minutes of intervention. Supports all students in literacy development, meeting them at their academic level and promoting individual growth |
| Heggerty Core | Core instructional support for foundational literacy skills, targeted at Kindergarten level |
| Identification of Power Standards | District-wide focus on ELA to identify power standards, support literacy instruction K-5 |
| Juvenile Justice Outreach Officer | Support for each attendance area in the district, creates positive connection with students and families, intervention for behavior and attendance concerns with solution based ideas |
| School Resource Officer and Resident Deputies | Community safety officers who help us promote a safe environment for students at school, contribute to the positive relations with families and students |
| Positive Behavior and Instructional Supports | Recognize, reteach, and reinforce core values at all schools, positive reactions to negative behaviors |
| Regional Attendance and Freshmen Success Network | Collaboration and calibration across districts in Southern Oregon, generate ideas to support Freshman On-track data and interventions |
| CTE Diploma | Incentive for increased success, provides alternate options for students to graduate |
| POinT (Peer Observer in Teaching) | Instructional improvement through learning walks, structure where teachers are supported by fellow colleagues |
| Culture of Care training | Professional development for all staff on the impact childhood trauma has on the brain and how schools can support all students in the development of social emotional skills |

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

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| District Goal this strategy supports | Goal 1: Academic Growth and Achievement: All students will demonstrate typical growth and achievement in all academic areas, especially in math and ELA. | | | |
| What are we going to do? | Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices | If we support effective early literacy and math strategies K-5, Then our staff will provide effective lessons and instructional supports And our percentages of students at benchmark will increase and more students will meet growth targets. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | <p>Fall</p> <p>Training in the following programs: DIBELS ECRI Bartons Heggerty Strategies for yellow/green zone students (to be determined) KickStart Number Sense</p> <p>Hire Math Instructional Coach</p> | <p>Winter</p> <p>Continue training in the following programs: DIBELS ECRI Bartons Heggerty Strategies for yellow/green zone students (to be determined) KickStart Number Sense</p> | <p>Spring</p> <p>Inventory of literacy and math interventions used at each grade level, determine additional needs for staff training</p> |
| | Measures of Evidence for Students (“and” statement) | <p>Fall</p> <p>Baseline data for DIBELS</p> | <p>Winter</p> <p>ELA Percentage of students at benchmark - Kindergarten: 46% 1st grade: 49% 2nd grade: 59% 3rd grade: 59%</p> <p>MATH</p> | <p>Spring</p> <p>ELA ‘Percentage of students at benchmark - 80% at benchmark for all grades K-3</p> <p>MATH</p> |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |

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| | DLT, Elementary principals | 1. Hire an elementary instructional coach to support all K-5 schools. | | September 2020 |
| | Curriculum Dept., Math Coach, Title Coordinators | 2. Provide training in effective literacy practices (ECRI, DIBELS, Heggerty, Barton) and math practices (KickStart Number Sense). | | May 2021 |
| | DLT and elementary principals, Math Coach, Title Coordinators | 3. Analyze growth data to support percentage of students meeting growth targets | | June 2021 |
| | Math Coach, DLT, elementary principals, Title Coordinators | 4. Develop a list of literacy and math interventions used at each grade, compile information to create a TRSD master list. Create list of additional training needed in specific schools | | June 2021 |
| | Elementary principals, Title Coordinators | 5. Research best practices and intervention programs for yellow and green zone students. Create a training schedule to instruct staff on these supported interventions. | | June 2021 |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | _XX_ Leadership _XX_ Talent Development _XX_ Stakeholder Engagement and Partnership _XX_ Well-Rounded, Coordinated Learning _XX_ Inclusive Policy and Practice | | |
| What are we going to do? | Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices | If we support a professional learning team approach to ELA and math instruction at grades 6-12, Then our staff will provide effective lessons and instructional supports using power standards, language, and assessment strategies And our percentages of students passing ELA and math courses will increase. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions ("then" statements) | Fall Participation in PLC meetings for teachers in grades 6-12. | Winter Participation in PLC meetings for teachers in grades 6-12. | Spring Participation in PLC meetings for teachers in grades 6-12. |
| | Measures of Evidence for Students ("and" statement) | Fall Students are exposed to learning objectives and criteria for success | Winter Decrease in percentage of I's and F's on report card from Quarter 1 to Quarter 2 | Spring Decrease in percentage of I's and F's on report card from Quarter 3 to Quarter 4 |

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| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | |
| | Curriculum Dept., Math Coach | 1. Share PLC recorded trainings from Janel Keating to all admin in grades K-12. Ensure that Math Coach attends the virtual training at each of the four sessions. | | March 2021 |
| | DLT and 6-12 principals | 2. Organization and follow-through for securing PLC time. Schedule time for middle and high content/grade teachers to have dedicated PLC time at regular intervals. | | October 2020 |
| | DLT, Curriculum Dept, high school admin | 3. Analyze the number of students who received I's and F's at the end of Quarter 2 and at the end of Quarter 4. Share information with school admin and DLT. | | June 2021 |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | _XX_ Leadership _XX_ Talent Development _XX_ Stakeholder Engagement and Partnership _XX_ Well-Rounded, Coordinated Learning _XX_ Inclusive Policy and Practice | | |
| What are we going to do? | Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices | If we support all 9th grade students to remain on track during their freshman year, Then our staff will monitor credits achieved and provide academic intervention And our percentages of 9th grade students on track to graduate will increase. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions ("then" statements") | Fall Hire 8th-9th grade transition success coach 9th grade success teams and transition coach meet monthly to review data | Winter Data from Quarter 1 and 2 is analyzed, students are identified if needing additional supports or interventions. Contacts are made with students/families. 9th grade success teams and transition coach continue to meet monthly to review data | Spring Data from Quarter 3 and 4 is analyzed, students are identified if needing Summer School for credit recovery. Contacts are made with students/families. 9th grade success teams and transition coach continue to meet monthly to review data and inform the Master Schedule Committee as to needs for the following year. |

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| | Measures of Evidence for Students (“and” statement) | Fall Students are exposed to highly effective instruction in classroom settings, students learn about the importance of earning credits. | Winter Decrease in percentage of I’s and F’s on report card from Quarter 1 to Quarter 2 | Spring Decrease in percentage of I’s and F’s on report card from Quarter 3 to Quarter 4 |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | |
| | HS Principals, Curriculum Dept | 1. Hire 8th-9th grade success Transition Coach | | September 2020 |
| | HS Principals | 2. Develop 9th grade success teams at each high school building. Create a meeting schedule for the school year. | | October 2020 |
| | Graduation Coaches, high school staff | 3. Graduation coaches will analyze data at the end of Quarter 2 and again at the end of Quarter 4. Data will be shared with high school staff, interventions will be determined and scheduled. | | June 2021 |
| | Graduation Coaches, Admin | 4. Graduation coaches will work with transition coach and middle school admin to identify any student in need of credit recovery (or to get ahead in credits). | | June 2021 |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | _XX_ Leadership _XX_ Talent Development _XX_ Stakeholder Engagement and Partnership _XX_ Well-Rounded, Coordinated Learning _XX_ Inclusive Policy and Practice | | |

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| District Goal this strategy supports | Goal 2: Culture: All students will develop the social-emotional skills to be successful learners in TRSD through the development and implementation of a district-wide coordinated plan. | |
| What are we going to do? | Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices | If we identify the SEL skills necessary for students to be successful Then staff will provide the intentional supports and instruction necessary to develop and build upon the identified skills And a school climate and culture will exist where students feel safe, engaged in their own learning, and supported. |

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| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall Identify the social, emotional, and behavioral skills for students K-5 to be successful. | Winter Identify the social, emotional, and behavioral skills for students K-5 to be successful. | Spring Detailed analysis by grade level K-5 (and by school) of where and when the skills will be taught. Finalized plan by school/grade level for how identified skills will be taught. |
| | Measures of Evidence for Students (“and” statement) | Fall | Winter | Spring Baseline data from SEL assessment tool from all students K-12. |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | K-12 admin, Curriculum Dept., team of teachers | 1. Identify the social, emotional, and behavioral skills for students to be successful. | | May 2021 |
| | K-12 teachers, admin | 2. Analyze where/when/how the identified skills are being taught. | | May 2021 |
| | DLT, K-12 admin | 3. Create a plan for how identified skills will be embedded into school culture and climate for 2021-2022 school year. | | June 2021 |
| | DLT, K-12, admin and teachers | 4. Research best practices (i.e. curriculum, programs) to deliver the lessons focused on identified skills. Also research an effective SEL assessment tool to use in all elementary schools. | | June 2021 |
| What are we going to do? | Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices | If we develop a clear, compelling shared identity and set of 21st Century outcomes for TRSD Then our approaches to learning and the structures that support them will be aligned And all students will develop the academic and social-emotional skills needed to be productive citizens post-graduation. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall Stakeholder Engagement Complete, Review set of | Winter Shared school maxims with staff, work with | Spring TRSD District Maxims (clear statements of identity) are established |

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| | | maxims provided by Inflexion | Inflexion to create district-wide maxims | |
| | Measures of Evidence for Students (“and” statement) | Fall | Winter | Spring Baseline student feedback data generated |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Inflexion, high school admin, school based teams | 1. Meet with high school teams to review school maxims from Inflexion, determine plan for implementation and communication to stakeholders. | | April 2021 |
| | Inflexion, school based teams, admin | 2. Develop a district set of maxims that support the individual schools, communicating a district-wide identity. | | June 2021 |
| | Inflexion, school based teams, admin | 3. Articulate the shared identity/maxims of TRSD schools with stakeholders, school board, staff, community. | | June 2021 |
| | Inflexion, school based teams, admin | 4. Build and implement an awareness campaign specific to the district’s identity and shared vision for student outcomes. | | June 2021 |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | _XX_ Leadership ____ Talent Development _XX_ Stakeholder Engagement and Partnership _XX_ Well-Rounded, Coordinated Learning _XX_ Inclusive Policy and Practice | | |

District Plan Self-Monitoring Routines

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

District leadership team is responsible to lead the continuous review and monitoring of the CIP plan with all stakeholders. All administrators will review the plan regularly to ensure action steps are completed, review formative assessment data, and discuss current needs. The CIP will be reviewed with Site Council members from each TRSD school at least two times per school year.

Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

| Performance Updates | Update Date | Strategy | 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 is needed? |
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