

Three Rivers School District Continuous Improvement Plan

School Year	2021-2022
District	Three Rivers School District ~ Grants Pass, Oregon

District Direction Section

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
- EL student performance 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/modified 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 of 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. Three Rivers administrators need professional development and training to give teachers instructional feedback on teaching strategies with the goal of improving outcomes for all 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 experienced 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.

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 2022	By June 2023	By June 2024
	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 5% to 80% 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 2022	By June 2023	By June 2024
	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 the number of hours of support for mental health services at K-5 from 4 to 8 and 6-12 from 2 to 4. Add 1.0 FTE mental health specialist to	Increase the number of hours of support for mental health services at K-5 from 8 to 16 and 6-12 from 4 to 6. Add 2.0 FTE mental health specialist to	Increase the number of hours of support for mental health services at K-5 from 16 to 20 and 6-12 from 6 to 10. Add 1.0 FTE mental health specialist to

	support elementary school students. Increase regular attendance rate from 77.2% to 78.7%	support elementary school students. Increase regular attendance rate from 78.7% to 80%	support elementary school students. Increase regular attendance rate from 80% to 82%
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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
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 Essential Learning Standards	District-wide focus on ELA to identify essential learning standards that support effective 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)

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 Small group math instruction</p> <p>Instructional coach to provide classroom teachers with review of best practices, resources</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 Small group math instruction</p> <p>Instructional coach to provide classroom teachers with best practices, resources</p>	<p>Spring</p> <p>Continue training in the following programs: DIBELS ECRI Bartons Heggerty Strategies for yellow/green zone students (to be determined) KickStart Number Sense Small group math instruction</p> <p>Instructional coach to provide classroom teachers with best practices, resources</p> <p>Inventory of 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%</p>	<p>Spring</p> <p>ELA Percentage of students at benchmark -</p>

			1st grade: 49% 2nd grade: 59% 3rd grade: 59%	80% at benchmark for all grades K-3 MATH
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	DLT, Elementary principals	1. Employ an elementary instructional coach to support all K-5 schools focused in the area of math. Provide professional development for math coach to be able to support the district leadership team, school admin, and classroom teachers.		June 2022
	Curriculum Dept., Math Coach, Title Coordinators	2. Provide training in effective literacy practices (ECRI, DIBELS, Heggerty, Barton) and math practices (KickStart Number Sense).		May 2022
	DLT and elementary principals, Math Coach, Title Coordinators	3. Analyze growth data to support percentage of students meeting growth targets		June 2022
	Math Coach, DLT, elementary principals, Title Coordinators	4. Develop a list of math interventions used at each grade, compile information to create a TRSD master list. Create list of additional training needed in specific schools		June 2022
	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 2022
	DLT and building admin	6. Provide training and support to administrators to track the effectiveness of math and literacy practices in whole class and small group settings.		August 2022
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 K-12, then our staff will provide effective lessons and utilize instructional supports aligned with essential learning standards, and increase effective 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/trainings for teachers in grades K-12.	Winter Participation in PLC meetings/trainings for teachers in grades K-12.	Spring Participation in PLC meetings/trainings for teachers in grades K-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 (grades 6-12)	Spring Decrease in percentage of I’s and F’s on report card from Quarter 3 to Quarter 4 (grades 6-12)
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 training from Janel Keating to all admin in grades K-12. Pay teachers/admin to attend meetings that take place on non-contract days. Ensure that Math Coach attends the virtual training at each of the four sessions.		April 2022
	DLT and K-12 principals	2. Organization and follow-through for securing PLC time. Schedule time for all content/grade teachers to have dedicated PLC time at regular intervals.		November 2021
	DLT, Curriculum Dept, high school admin	3. Analyze the number of students (grade 6-12) 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 2022
	DLT, Curriculum Dept, school admin	4. Provide differentiated professional development for math coach, admin, select teachers in PLC process (depending on building need) in an effort to support staff as they implement PLC components.		June 2022
	DLT and K-12 principals	5. Provide paid time for teachers to work (non-contract days) in PLC teams on unit development, writing of common assessments, and common pacing guide for grade levels., etc.		August 2022
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 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 support 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.
	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, transition coach	1. Develop 9th grade success teams at each high school building. Create a meeting schedule for the school year.		November 2021
	Graduation Coaches, high school staff	2. 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 2022
	Graduation Coaches, Admin	4. Graduation coaches will work with the transition coach and middle school admin to identify any student in need of credit recovery (or to get ahead in credits).		June 2022

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 strengthen these identified skills and a school climate and culture of belonging will exist where students feel safe, engaged in their own learning, and supported in their personal growth.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall District-level committee meets and pilots K-5 health curriculum (which contain several SEL components)	Winter District-level committee recommends and the school board approves the health curriculum for K-5. Determine if any SEL skills are embedded in the adopted health curriculum and what other SEL skills need to be addressed in each grade level.	Spring Detailed analysis by grade level K-5 (and by school) of where and when the skills will be taught in 2022-2023 school year. Finalized plan by school/grade level for how identified skills will be taught in 2022-2023.
	Measures of Evidence for Students (“and” statement)	Fall	Winter	Spring Administer school climate/safety survey to students with the goal of establishing goals for SEL.
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 possible health curriculums to pilot, gain feedback from staff, determine final recommendation to school board.		January 2021
	K-12 admin, Curriculum Dept., team of teachers	2. Purchase adopted health/SEL curriculum		February 2021
	K-12 teachers, admin	3. Analyze in the adopted curriculum where/when/how the identified SEL skills are being taught.		June 2022
	DLT, K-12 admin	4. Create a plan for how identified skills will be embedded into school culture and climate for 2022-2023 school year.		August 2022
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 have the opportunity to 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 maxims provided by Inflexion	Winter Shared school maxims with staff, work with Inflexion to create district-wide maxims	Spring TRSD District Maxims (clear statements of identity) are established
	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/communication to stakeholders, align district expectations for student success and a shared belief of student success.		March 2022
	Inflexion, school based teams, admin	2. Develop a district set of maxims that support the individual schools, communicating a district-wide identity.		June 2022

	Inflexion, school based teams, admin	3. Articulate the shared identity/maxims of TRSD schools with stakeholders, school board, staff, community.	August 2022
	Inflexion, school based teams, admin	4. Build and implement an awareness campaign specific to the district's identity and shared vision for student outcomes.	August 2022
	Inflexion, school based teams, admin	5. Support all TRSD principals in engaging in Portico/Inflexion work focused on strengthening their own leadership.	August 2022
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 each 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?

	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?
<i>Performance Updates</i>						