

Oregon District Continuous Improvement Plan

School Year	2019-2020
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 live 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 (Kindergarten Assessment, Smarter Balance, OAKS, ELPA21)
- Regular Attendance Data
- Freshman On-Track Data
- District Formative and Summative Assessments
- 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. As a rural district with a high level of students in poverty, we focused in on subgroups including economically disadvantaged and students with disabilities. We also are focusing on serving an increasing 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, American Indian/Alaskan, English Language Learners, Multi-racial, and economically disadvantaged students were identified as needing more support.

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?

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.

Which needs will become priority improvement areas?

- K-12 academic growth in Math and ELA
- Increase in percentage of Freshman On-Track
- Professional development for staff in 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 2020	By June 2021	By June 2022
	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 81%	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 2020	By June 2021	By June 2022
	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 support school staff and parents.	Increase number of hours of support for mental health services at K-5 from 16 to 20 and 6-12 from 6 to 10. Addition FTE of behavioral specialist to support school staff and parents.
	Increase regular attendance rate from 77.2% to 78.7%	Increase regular attendance rate from 78.7% to 80%	Increase regular attendance rate from 80% to 83%

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
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)

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 strategies (K-3), 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”)	Fall Training in the following programs: DIBELS ECRI Bartons Heggerty Strategies for yellow/green zone students (to be determined)	Winter Continue training in the following programs: DIBELS ECRI Bartons Heggerty Strategies for yellow/green zone students (to be determined)	Spring Effective practices being utilized across K-3 classrooms and small group instruction consistent with administrator observations measured by a walk through tool
	Measures of Evidence for Students (“and” statement)	Fall Baseline data for DIBELS	Winter Percentage of students at benchmark - Kindergarten: 46% 1st grade: 49% 2nd grade: 59% 3rd grade: 59%	Spring Percentage of students at benchmark - 80% at benchmark for all grades K-3
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Curriculum Dept.	1. Provide training in effective literacy practices (ECRI, DIBELS, Heggerty, Barton).		March 2020
	DLT and elementary principals	2. Analyze growth data to support percentage of students meeting growth targets		January 2020
	DLT with teacher and admin input	3. Develop a tool that allows administrators to track the use of effective literacy practices in whole class and small group settings		March 2020
	Elementary principals, Title Coordinators	4. Research best practices and intervention programs for yellow and green zone students. Create training schedule to instruct staff on these supported interventions.		June 2020

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 math instruction at grades 5-8, Then our staff will provide effective lessons and instructional supports using SBAC power standards, language, and assessment strategies And our percentages of students at level 3 and 4 on SBAC 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")	Fall Participation in PLC training for teachers in grades 5-8.	Winter Participation in PLC training for teachers in grades 5-8.	Spring Structures in place to support sustained PLC work in math.
	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
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		
	Curriculum Dept.	1. Provide PLC training for teachers grades 5-8.		March 2020
	DLT and 5-8 principals	2. Organization and follow-through for securing PLC time for grade level math teachers		June 2020
	DLT with teacher and admin input	3. Researching effective math assessment tools and planning for implementation in 2020-2021 school year		June 2020
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 meet monthly to review data	Winter Interventions are scheduled, embedded in class time, and are evident in master schedule for school day offerings	Spring 9th grade success teams individually ensure 100% participation in Student Led Conferences for freshman
	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	1. Develop 9th grade success teams at each high school building.		November 2019
	Graduation Coaches	2. Graduation coaches will identify baseline data to share with staff to develop interventions for students		November 2019
	Math Coach/ Admin	3. District Math collaboratives will meet with Shannon McCaw math specialist to identify power standards to better prepare students for math assessments		June 2020
	Secondary Curriculum Director, Principal	4. Hire MTSS coordinator at HVHS to analyze data, engage identified at-risk students and ensure interventions are in-place		December 2019
	Graduation Coaches, Admin	5. Graduation coaches will work with region wide PLC’s to develop strategies for supporting 9th graders staying on track.		June 2020

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-base d 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.		
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 to be successful.	Winter Detailed analysis by grade level and by school of where and when the skills are being taught.	Spring 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.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Lonny Webb	1. Provide current research around social emotional learning via district-wide training.		September 2019
	K-12 admin, Curriculum Dept., team of teachers	2. Identify the social, emotional, and behavioral skills for students to be successful.		January 2020
	K-12 teachers, admin	3. Analyze where/when/how the identified skills are being taught.		March 2020
	DLT, K-12 admin	4. Create a plan for how identified skills will be embedded into school culture and climate for 2020-2021 school year.		June 2020

	DLT, K-12, admin and teachers	5. 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 2020
	Lonny Webb	6. Work directly and consult three identified schools to support use of the skills in practice.	June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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	

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 monthly 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 three 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?

<i>Perfor ma nce Upd ate s</i>	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?