



Rogue River School District

Continuous Improvement Plan 2019/20 – 2021/22

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What is the Continuous Improvement Process?

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. A continuous improvement process is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

Through this process, Rogue River School District has developed the following improvement plan, to be in effect from the 2019/2020 school year through the 2021/2022 school year. As we continue to gather feedback from everyone in our community, we will continue to update this plan.

District Vision Statement:

Rogue River School District will offer an exciting interactive and safe learning environment where students can excel to the best of their ability, and become respectful, responsible, and productive citizens.

District Mission Statement:

Rogue River School District will offer a high quality instructional program to help students acquire necessary academic and life skills to succeed in a complex competitive world, while also learning the importance of respect, accountability, and responsibility.

District Goals:

Rogue River School District believes in student achievement, supported through:

- Fostering Communication;
- Student Character and Well Being;
- Outstanding Environment;
- Pride and Image.

Comprehensive Needs Assessment

What data did our team examine?

- ORIS Framework
- State Testing
- Needs assessment results
- Staff surveys
- District report card results
- Galileo district assessment
- Attendance Data
- Student Surveys
- Culture of Excellence & Ethics Assessment
- TELL Oregon results
- Discipline data
- Graduation trends

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

We disaggregated state and district data by special education, socioeconomic status, primary race/ethnicity, limited English proficiency, and gender.

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

Graduation rates for special education students were not comparable with general education students. Special education cohort performance experienced slippage from 2013/17 to 2014/18. Four-year cohort performance decreased from 53.3% to 50.0%. Five-year cohort performance reduced from 75% to 47.1%. These reductions are a result of our students at REACH, the district charter school.

State testing participation rates were not at expected levels for our students receiving special education services. Rogue River junior high school students did not meet the 95% participation target. Actual participation rate was 94%. Two students did not participate due to parental opt out.

Students receiving special education services did not meet state Smarter Balanced expectations:

- Elementary ELA: Rogue River Elementary School did not meet. Interventions did not align to classroom curriculum;
- Middle school ELA: did not meet. Unfamiliarity with testing language is a suspected factor in district outcomes;
- High School ELA: did not meet. Unfamiliarity with testing language is a suspected factor in district outcomes;
- Middle School math: did not meet. For the 17/18 school year, the middle school mathematics department experienced a change in teachers' mid-way through the year.

Rogue River has experienced a decline in Post School Outcome interview completion.

What needs did our data review elevate?

Graduation rates, academic progress, and attendance were areas our data elevated.

Graduation rates

Systems in place to improve graduation rates:

- After school tutoring for academic support, M-Th;
- Career days/college awareness activities: students have opportunities to speak with colleges and gain knowledge of admittance processes and graduation requirements. Specific topics include how to pay for college and how to gain admittance to college;
- Attendance specialists monitoring attendance rates, keeping in contact with families when attendance becomes a concern;
- Summer enrichment programs offered at all three schools (South Valley Academy, RRJSHS, REACH(district charter school));
- Credit retrieval opportunities at REACH and RRJSHS;
- Additional teacher supports offered for students attending REACH;
- The academic counselor reviews all 9th grade students' transcripts to ensure they are enrolling in the appropriate courses to lead towards their chosen graduation track. For students with exceptionalities, the academic counselor

reviews the transcript and confers with the case manager to ensure the appropriate plan and academic track are in place;

- The addition of a full-time freshman support staff/disciplinarian to ensure freshman students have various avenues of support;
- If students are not on track to graduate, the school counselor schedules a meeting with the principal, case manager, parent, and special programs director (as needed) to discuss next steps. This process is conducted at the 9th grade, 10th grade, 11th grade and 12th grade for all students at RRJSHS. REACH and SVA will implement a similar process for the 2019/2020 academic year.

Our goal for improved graduation rates:

- By the end of the 20/21 school year our district graduation rate will be 78%. Currently we are 10% below the state average. This goal will place us above the current state average graduation rate of 77%.

Our annual targets:

- 2017/2018: 67% to 70% (Preliminary results show graduation rate 2018 71.28% [cohort completer 72.34%])
- 2018/2019: 70% to 72%
- 2019/2020: 72% to 74%
- 2020/2021: 74% to 76%
- 2021/2022: 76% to 78%

We will conduct the following activities to improve graduation rates:

- Freshman success class
 - Already offered at REACH and RRJSHS
 - Implementing a freshman success team at each school

REACH (59.38% 2018, 62.5% completer rate)

- More time for the at-risk students
- Summer program (pay teacher for summer support)
 - Would follow current model, going to students' home, 5 week program, end of June thru July
- Current practices: skillful teacher practices in Eugene

RRJSHS (78.69% 2018, 78.69% completer rate)

- Math academy summer supports

SVA (no current graduation rates)

- Math academy summer supports

Post School Outcome (PSO) interviews: The district has adjusted interview call requirements. First, we now require a pre-exit interview. Next, we send communication postcards three times over the course of the school year following graduation. Finally, we invite all graduates to a pizza party where PSO interviews will be conducted. If students do not attend the pizza party, the Special Programs Secretary and the Special Education Secretary will spend July and August making attempts to reach the graduate. In addition, Rogue River School District Special Programs Department has developed a Post School Outcomes (PSO) team. This team has developed a timeline for completing PSO surveys:

- Feb/March: send out postcard to parents of seniors letting them know of upcoming interviews
- April: conduct interviews
- May: record data & submit
- June: invite graduates for 1 year follow up pizza party
- July/August: contact previous graduates that did not attend July pizza party
- Oct/Jan/June: send out pre-interview postcards.

ODE provides a list of follow up surveys (SPED seniors from the previous year). The special programs secretary and/or special education secretary prints them and calls the students and asks the pre-arranged questions from the survey. When finished the special programs secretary inputs them into the PSO ODE site.

Academic progress

To support improved Smarter Balanced test scores and academic performance, Rogue River School District will introduce:

- Elementary ELA instruction: for the 2019/2020 school year interventions are linked to the curriculum. This will support struggling students with grade level targets aligned to common core.
- Middle school parents considering opting students out of state testing are invited to a meeting with either the director of special programs or the principal. Discussions will center around the need to practice state testing to support success when taking the state testing in high school. The importance of passing this assessment for graduation will be discussed.
- District leadership will discuss the importance of familiarizing students with the Smarter Balanced format and Smarter Balanced language, making this a common practice in all four schools. It is believed this will alleviate any technical barriers students might encounter during state testing. State testing uses different language in the format of the questions that are not used in the classroom. Familiarizing students with the type of language used on the state assessment will increase understanding of what the questions are asking. Director of Special Programs will review this expectation with building principals at SVA, RRJSHS, RRES, and REACH.
- Title I-A Funds utilized to hire teachers and instructional aides.

Attendance

To support improved attendance, Rogue River School District will develop a process map and procedural system to support improved attendance. In the past four years, overall attendance rates have increased from 67% to 94%. This is a result of multiple attendance practices. For 2019/2020 each school will explore one of the current attendance platforms in preparation to develop a consolidated system of attendance practices district-wide to be implemented in 2020/2021.

How was the community involved in the needs assessment process?

- Community feedback from 2018/2019 listening sessions
- Community listening sessions in September 2019
- Community input timeline created:

Community Input Timeline for 2019/2020

Date	Activities
Fall 2019	<ul style="list-style-type: none"> • Community input listening sessions <ul style="list-style-type: none"> - Three scheduled in September • Monthly SSA updates to school board • SSA updates posted to website • SSA updates posted to social media
Winter 2020	<ul style="list-style-type: none"> • Community input interactive planning sessions <ul style="list-style-type: none"> - Three scheduled for February • Monthly SSA updates to school board • SSA updates posted to website • SSA updates posted to social media
Spring 2020	<ul style="list-style-type: none"> • Community input listening sessions <ul style="list-style-type: none"> - Three scheduled for June • Monthly SSA updates to school board • SSA updates posted to website • SSA updates posted to social media

We will heavily weigh community, staff, parent, and student input while we develop the Student Investment Account (SIA) application. The areas of needs that have been identified in this CIP will be infused into the opportunities for support through the SIA funds.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

- Improved attendance rates
 - Reduce chronic absenteeism
 - Increase regular attender rate
- Increase graduation rates
- Increase academic performance and student growth:
 - REACH – writing
 - RRJSHS – Mathematics
 - SVA – course completion in all academic areas
 - RRES – English Language Arts

Long Term District Goals & Metrics

Goal 1	Rogue River School District will increase overall attendance from 94% to 97%, increase regular attender rate from 82% to 88% and reduce chronic absenteeism from 18% to 12%		
Metrics	By June 2020	By June 2021	By June 2022
	<ul style="list-style-type: none"> • 95% overall attendance • 84% regular attender • 16% chronically absent 	<ul style="list-style-type: none"> • 96% overall attendance • 86% regular attender • 14% chronically absent 	<ul style="list-style-type: none"> • 97% overall attendance • 88% regular attender • 12% chronically absent
Goal 2	Rogue River School District will increase four year graduation rates		
Metrics	By June 2020	By June 2021	By June 2022
	From 71.28% to 74%	76%	78%
Goal 3	Rogue River school district will improve academic performance		
Metrics	By June 2020	By June 2021	By June 2022
	<ul style="list-style-type: none"> • RRJSHS: Freshman on-track rate of 75% • SVA: course completion rate of 50% • REACH: writing assessment 3% increase from spring 2019 scores • RRES: Dibels increase 3% (from fall 2019) of students performing on grade level 	<ul style="list-style-type: none"> • RRJSHS: Freshman on-track rate of 78% • SVA: course completion rate of 70% • REACH: writing assessment 6% increase from spring 2019 scores • RRES: Dibels increase 6% (from fall 2019) of students performing on grade level 	<ul style="list-style-type: none"> • RRJSHS: Freshman on-track rate of 80% • SVA: course completion rate of 80% • REACH: writing assessment 9% increase from spring 2019 scores • RRES: Dibels increase 9% (from fall 2019) of students performing on grade level

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program support the district to meet goals
Regular attender Roundtable	Increase awareness of regular attendance through participation in regional regular attendance roundtable meetings.
Title IV/Title II	Braiding these funds to provide flexibility in supports to develop a data-thinking culture, provide professional development in curriculum and classroom strategies/supports.
State Personnel Development Grant	Utilizing SPDG funds to focus on engaging the community in the planning process, analyzing data, and developing/maintaining attendance practices.
High School Success	Provides staff that can focus on 9 th graders on track to graduate and support high school students in accessing their post school goals.

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

District Goal this strategy supports	Goal 1: Rogue River School District will increase overall attendance from 94% to 97%, increase regular attender rate from 82% to 88% and reduce chronic absenteeism from 18% to 12%			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we provide staff training on district protocols and procedures and attendance interventions, then we will be able to identify and remove barriers to regular attendance and student absenteeism will decrease. 2.2 (ORIS)		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall: <ul style="list-style-type: none"> • Training attendance rosters • meeting minutes • documentation of mailings • log of daily calls • observations 	Winter: <ul style="list-style-type: none"> • Logs of daily calls • documentation of mailings • observations • intervention logs 	Spring: <ul style="list-style-type: none"> • Intervention logs • Logs of daily calls • Documentation of mailings • Observations
	Measures of Evidence for Students (“and” statement)	Fall: Students attend school (84% regular attender)	Winter: Students continue to attend school regularly (84% regular attender)	Spring 84% regular attender rate by June 2020
How we will get the work done	<i>Person or Team Responsible</i>	<i>Action Steps To be completed this year</i>		<i>Due Date</i>
	Attendance Committees	Empathy Interviews		Continual
	Attendance Committees	School and district-wide data, disaggregated and used to apply interventions		Fall 2019/Winter 2020
	Administrators	Use data to conduct parent-student supportive conferences		Winter/Spring 2020
	Administrators	Administrators trained in data collection and review		December 2019
	District Attendance Committee	Develop internal attendance system		June 2020

	Building Principals	Develop reward systems for students with improved attendance and maintaining exemplary attendance	June 2020
	District Attendance Committee	Disseminate attendance surveys to staff, students, and parents to determine level of understanding and commitment to regular attendance.	June 2020
	District Attendance Committee	100% of office staff trained in district attendance procedures	December 2019
	Building attendance secretaries	Personalized attendance phone calls	October 2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership: 1.1 <input checked="" type="checkbox"/> Talent Development: 2.2 <input checked="" type="checkbox"/> Community Engagement and Partnership: 3.1 <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning: 4.1 <input checked="" type="checkbox"/> Inclusive Policy and Practice: 5.1	

District Goal this strategy supports	Goal 2: Rogue River School District will increase graduation rates from 67% to 78%			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we systematically analyze student data and trends, then we will be able to identify areas of need to implement interventions/supports for all students and this will enable students to complete coursework on time for graduation.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements’’)	Fall: Sign-in sheet Meeting minutes	Winter: Data team minutes	Spring: Data team minutes
	Measures of Evidence for Students (“and” statement)	Fall: Student course completion, Report Cards	Winter: Data team minutes	Spring: Data team minutes
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	School leadership teams	Empathy interview		Continuous
	School leadership teams	Analyze data to determine necessary student supports		Quarterly
	School leadership teams	Develop computer-based data collection systems		June 2020
	School leadership teams	Provide PD		June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership: 1.3 <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Community Engagement and Partnership: 3.2 <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning: 4.1 <input checked="" type="checkbox"/> Inclusive Policy and Practice: 5.2		

District Goal this strategy supports	Goal 3: Rogue River school district will improve academic performance in all schools as measured by: <ul style="list-style-type: none"> • RRJSHS: Galileo/Smarter Balanced? • SVA: percentage of completed credits • REACH: performance on writing assessment • RRES: Smarter Balanced 			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we develop aligned K-12 curriculum maps, then we will be able to reduce/remove gaps in our curriculum and students will be prepared to move on to the next grade level.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements’’)	Fall: Provide time Provide space Sign-in sheets	Winter: Planning meeting notes	Spring: Completed curriculum map
	Measures of Evidence for Students (“and” statement)	Fall: Increase in passing grades at first quarter reporting	Winter: Increase in passing grades at second quarter reporting	Spring: Increase in passing grades at end of school year
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principals	Schedule mapping sessions		Dec 2019
	Management Team	Teacher learning walk process refined		June 2020
	Curriculum mapping teams	Create curriculum maps		June 2020
	District administration	Multi-categorical summer school opportunities		Summer 2020
	School Leadership teams	School-wide interventions		Winter 2020
	School Leadership teams	Summer School (Title I-A)		June 2020
	School Leadership teams	Interventions (Title I-A)		June 2020
Leadership Teams	K-12 mapping & alignment		June 2020	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	Leadership: 1.4 <u>X</u> Talent Development: 2.2 <u>X</u> Community Engagement and Partnership: 3.1 <u>X</u> Well-Rounded, Coordinated Learning: 4.2 <u>X</u> Inclusive Policy and Practice: 5.1, 5.2		

Review/Monitoring of the plan:

- Plan reviewed quarterly during management team meetings
- Progress posted to website in winter and spring