

VERNONIA SCHOOL DISTRICT



Continuous Improvement Plan (CIP) 2023-2028

Vision: (Where we are going)¹

We will open the doors for all to discover the world of endless possibilities.

Mission: (What we do)

We provide an engaging curriculum driven by data and relevant professional development to the staff so that the instructional needs of all students can be met.

Values: (What we believe in)

- We believe in providing a safe, caring environment that celebrates and honors differences.
 - We believe in preparing students to become confident, productive citizens in the global community.
 - We believe our schools inspire our students to become life-long learners through quality instruction based on meaningful, challenging, and exciting experiences.
 - We believe in building a collaborative relationship with our community based on respect, trust, honesty, and open communication.
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District Priorities

- Improve Academic Proficiency Levels for All Students
- Innovative Career Pathways
- Inclusive / Equitable Programs and Opportunities

All goals and strategies are based on data review.

Goal 1: Instruction				
We support an engaging curriculum relying on pertinent data to make instructional decisions. Teachers will receive timely and relevant professional development and administrative support to meet the needs of all students.				
<i>Theory of Action: If teachers and staff receive timely and relevant professional development and we provide administrative support and coaching, then teachers will implement instructional practices to meet the needs of all students.</i>				
Strategy A: Increase Academic Achievement and Growth in English Language Arts(ELA)				
Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator (G, Y, R)
1. Implement academic Response to intervention (RTI) in ELA at the K-5 level.	RTI system is built, including data meetings, Professional learning communities (PLC), and documented interventions.	Elementary Principal & RTI, Team	Fall 2023 to Winter 2026,	Increase 3-year average from 33.9 percent Meeting state standard of 46 percent (state average)

<p>2. Implement Enhanced Core Reading Instruction (ECRI) enhancements in grades K-5.</p>	<p>Training occurs (Initial and quarterly). Classroom observations.</p>	<p>Elementary Principal & RTI Team</p>	<p>Fall 2023 to Winter 2026</p>	<p>Increase to Level 3 in ELA Growth with no Level 1 Subgroup.</p> <p>Gap score change in ELA: Level 3 or higher (Above the state average)</p>
<p>3. Focus on determining effective ELA differentiation/intervention in the classroom in ELA academic achievement at the K-12 Level.</p> <ul style="list-style-type: none"> a. Universal Design For Learning (UDL) Professional Development (PD) b. AVID engagement strategies (6-12) c. Gradual Release Model 	<p>Effective differentiation/interventions are determined and put in place.</p> <p><i>(There is no established procedure for providing individualized support or interventions in the classroom, following formative assessments that indicate a student needs to meet the standard.)</i></p>	<p>Secondary/Elementary Principals</p>	<p>Fall 2023 Spring 2025</p>	<p>Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement.</p>
<p>4. Implement Step-Up-To Writing curriculum grades K-5 and 6-8.</p>	<p>1. 5 Pillar Observation and Walkthroughs</p>	<p>Elementary and Secondary Principals, instructional coach</p>	<p>Fall of 2023 Spring 2028</p>	<p>K-5 and 6-8 SUTW curriculum implemented with fidelity.</p> <p>Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement.</p>

<p>5. Provide 6+1 Traits of Writing PD at the K-12 Level.</p> <ol style="list-style-type: none"> Mike Schmoker- "Writing" Calibration of grade level proficiency levels 1-4 (K-2 Rubric, 3-12 Rubric) within Narrative, Expository, and Persuasive writing. Implement writing curriculum K-5 and 6-12 Develop writing across the curriculum protocol for grades 6-12. 	<ol style="list-style-type: none"> Training occurs (Initial and quarterly), Writing across the curriculum system developed Classroom observations, 6+1 Traits Writing Calibration Teams K-2, 3-12 calibrated work samples are scored. 	<p>Secondary/ Elementary Principals, Title I Director, K-12 ELA Leadership Team.</p>	<p>Fall 2023- Spring 2025</p>	<p>Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement.</p>
<p>6. Identify and align Common Core ELA priority standards at the grades K-12</p>	<p>PLC Implementation (There are no current standard documents showing where students and teachers should spend the large majority of their time to meet the expectations of the ELA Standards.)</p>	<p>Elementary and secondary Principals, ELA Teachers</p>	<p>Fall of 2023 Spring 2028</p>	<p>Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement.</p>
<p>7. K-12: Effective ELA interventions for our economically disadvantaged and special education subgroups</p>	<ol style="list-style-type: none"> Effective interventions are determined and put in place. Observation of instruction PD provided to special education and 	<p>Elementary and Secondary Principals and Special Education</p>	<p>Fall 2023 to Winter 2025</p>	<p>Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement.</p>

	<p>intervention teachers on effective intervention strategies.</p> <p>4. Multi-tiered system of support (MTSS) System- Track Implementation (Module synergy)</p>	Director, Title I Director		
8. Increase Instructional Rigor through Depth of Knowledge (DOK) level of questions and increase expectations grades K-12	<p>1. PD provided to all staff</p> <p>2. Evaluate formative-summative Assessments (Units) determining DOK level.</p> <p>3. Set a universal DOK Level.</p> <p>4. Questions at 50% for summative.</p> <p>5. Calibration of assessments by PLC.</p>	Elementary and Secondary Principals,	Fall of 2023 and Spring 2028.	Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement
<p>Assessment Night for Families grades 3-11</p> <p>1. Star Assessment</p> <p>2. Smarter Balanced Assessment</p>	<p>Observation by the superintendent,</p> <p>Families survey completed,</p> <p>Families agreements toward assessment</p>	Elementary and secondary Principals	Fall of 2023 Spring 2028	Increase from Level 2 to Level 3 in the 3rd-8th & 11th ELA achievement
Strategy B: Increase Academic Achievement & Growth in Math				
Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator (G, Y, R)
1. Implement K-5 Math curriculum	1. 5 Pillar Observation and Walkthroughs	Elementary and Secondary Principals,	Fall of 2023 Spring 2028	K-5 math curriculum implemented with fidelity.

		instructional coach		
2. Identify and align Common Core Math priority standards and formative assessments—grades K-12	<ol style="list-style-type: none"> 1. Common Core Math priority standards alignment document 2. K-12 Scope and Sequence document developed. <p>Baseline: All teachers have priority standards.</p>	Elementary and Secondary Principals,	Fall of 2023 to Spring of 2025	K-12 Math priority Standard alignment
3. Math Targeted Interventions adopted K-2, 3-5, 6-8, 9-12 focusing on student academic success in Math	<ol style="list-style-type: none"> 1. In-class differentiation framework developed. 2. Formative assessment data review schedule developed with administration/teachers. 3. Targeted intervention manual developed. 	Elementary/ Secondary Principals & Title I staff	Fall 2023 to Spring 2028	Increase from Level 1 to Level 3 in the 3rd-8th & 11th grade(s) Math achievement.
<ol style="list-style-type: none"> 4. Implement MATH Instructional agreements and practices at all levels K-2, 3-5, 6-8, 9-12. <ol style="list-style-type: none"> a. Schmoker (Effective Lesson) b. DOK (standards and work samples) c. Common formative assessments- Unit d. Proficiency targets (80%) e. Performance Task schedule and items (SBAC) f. Common engagement strategies <ol style="list-style-type: none"> i. S. McCaw (Smalls and whole group activities. 	<ol style="list-style-type: none"> 1. K-12 Math Instructional Agreements developed for each grade level. 	Elementary/ Secondary Principals & RTI Math Team	Fall 2023 to Spring 2028	Increase from Level 1 to Level 3 in the 3rd-8th & 11th grade(s) Math achievement.

<p>5. Develop vertical and horizontal priority standards alignment in math in grades K-12.</p> <p>a. The grade levels are divided into three bands (one above and one below):</p>	<p>1. PD provided. Common assessments developed and used in PD. Classroom observation.</p>	<p>Elementary/ Secondary Principals</p>	<p>Fall 2023 to Spring 2028</p>	<p>Increase from Level 1 to Level 3 in the 3rd-8th & 11th grade(s) Math achievement.</p>
<p>6. Increase instructional rigor through MATH application problems similar to SBAC prompts at the 3-8 level (DOK).</p>	<p>1. Interim assessment completed in grades 3-8 and 9-12.</p> <p>2. Developed practice problem grade-level content materials based on Claim 1 Priority/Supporting Standards.</p>	<p>Elementary/ Secondary Principals K-2 and 6-8 leadership team.</p>	<p>Fall 2023- Spring 2028</p>	<p>Increase from Level 1 to Level 3 in the 3rd-8th & 11th grade(s) Math achievement.</p>
<p>7. K-12: Effective Math interventions for our economically disadvantaged and special education subgroups</p>	<p>1. Effective interventions are determined and put in place.</p> <p>2. Observation of instruction</p> <p>3. PD provided to special education and intervention teachers on effective intervention strategies.</p> <p>4. MTSS System- Track implementation (Module synergy)</p>	<p>Elementary/ Secondary Principals and Special Education Director</p>	<p>Fall 2023- Spring 2028</p>	<p>Increase from Level 1 to Level 3 in the 3rd-8th & 11th grade(s) Math achievement.</p>
<p>Assessment Night for Families grades 3-11</p> <p>3. Star Assessment</p> <p>4. Smarter Balanced Assessment</p>	<p>Observation by the superintendent, Families survey completed, Families agreements toward assessment</p>	<p>Elementary and secondary Principals</p>	<p>Fall of 2023 Spring 2028</p>	<p>Increase from Level 1 to Level 3 in the 3rd-8th & 11th Math achievement</p>

Strategy C: Implement the 5 Pillar Exceptional Teacher Evaluation System				
Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator² (G, Y, R)
1. Train teachers on the 5 Pillar system and launch the Self-Reflection Forms. The Pillars provide teachers ongoing feedback in these areas: Relationships, Expectations, Rigor, High-Quality Curriculum, and Pacing	1. Training occurs, and the form is submitted.	5 Pillar Trainer and Teachers	Fall 2023-Winter of 2026	Report (Complete of the evaluation year-end report)
Strategy D: Increase the Availability of Mentoring and Instructional Coaching Throughout the District				
Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator (G, Y, R)
1. Develop an instructional coaching model and handbook K-5 and 6-12	1. Model and plan completed 2. The principal evaluates instructional coaching feedback.	Secondary and elementary principals, Instructional coaches	Fall 2023-Winter of 2026	Increase from Level 2 to Level 3 in the 3-8 & 11 Math, ELA, and Science achievement.
2. Develop a district teacher Mentor program and handbook for K-5 and 6-12.	1. Model and plan completed 2. New teacher candidates supported by mentors 3. Administrator observation/ and evaluation of mentor support.	Secondary and elementary principals/ Lead Teacher Mentors cohort, Dean of Students, Behavior	Fall 2023-Winter of 2026	New teachers will show a >80% satisfaction rate on the district New Teacher Survey at the end of their 1st-3rd year.

² Is this Action completed or working? Green = Yes, Yellow = Maybe, R = No
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		Specialist, Title I Director.		
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Goal 2: Student Engagement
 All students will be on track to complete high school successfully and prepare for college, vocational training, or the workforce.

Theory of Action: If we engage students, staff, and families in exploring the barriers to graduation, we will put the supports in place to break down the barriers and improve graduation rates and access to post-secondary goals.

Strategy A: Attendance: Students Attend at Least 92% of School Days (Attendance Increases by 8% each year)

Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator (G, Y, R)
1. Develop attendance PLCs to: <ul style="list-style-type: none"> a. Develop student incentives (K-12) established to encourage regular attendance b. Parent contact is made by the teacher, office staff, and administrator. c. Attendance will be promoted to parents as critical to success in school (materials from ODE: Every Day Matters). d. District-wide communication regarding the importance of attendance (Every Day Matters), 	TARGETS MET: <ul style="list-style-type: none"> 1. 2023-24 = 67.7% 2. 2024-25 = 73.1% 3. 2025-2026 = 79% 4. 2026-2027= 85.3% 5. 2027-2028= 92.2% 	Elementary and secondary Attendance PLC's / Principal's	Fall 2023 to Spring 2028	Attendance increase is reflected on state/district report card. District Wide Attendance meets the 90% benchmark

<p>e. Monthly attendance celebration K-5, 6-8, 9-12</p>				
<p>2. Develop K-12 student Empathy interview systems/ protocols.</p> <ol style="list-style-type: none"> a. Understand why students are not attending school b. Understand why students are not engaged in instruction and /or staff. 	<p>Program developed with identified components:</p> <ol style="list-style-type: none"> 1. Participants selected with equity in mind. 2. The interview team assembled thoughtfully. 3. Transportation and open communication with the community and families regarding interviews and how data is used. 4. Interview questions are high quality. 5. Intervention plan developed to support increased engagement in school. <p>Baseline: No empathy interviews have been completed in grades K-12 for students identified as needing to be more present.</p>	<p>VMHS- Attendance manager VES- Behavior Specialist</p>	<p>Fall 2023 to Spring 2028</p>	<p>Attendance increase is reflected on State/district report card.</p>
<p>3. Develop Check and Connect student mentor program with VSD staff</p>	<ol style="list-style-type: none"> 1. Increase in attendance and engagement in school activities from baseline attendance and academic data 	<p>SEL Director and Secondary and Elementary Principals</p>	<p>Fall 2023 to Spring 2028</p>	<p>Attendance and academic success data for students</p>

<p>4. Family Engagement Nights 2 times per year</p>	<p>Observation by the superintendent: Greater than 80% of families attend and are engaged.</p>	<p>District Admin and Leadership Team</p>	<p>Fall 2023-Spring 2028</p>	<p>Attendance increase is reflected on state/district report card. District Wide Attendance meets the 90% benchmark</p>
<p>5. Oregon Data Suite and intervention tracking implementation</p>	<p>1. PLC Notes 2. Student Intervention Plans</p>	<p>Elementary and Secondary Principals, Dean of Students, K-5 Behavior Specialist</p>	<p>Fall 2023-Spring 2028</p>	<p>Student data used to reduce behavior referrals increase student attendance and engagement in instruction.</p>

Strategy B: Freshmen Will Earn Six Credits Their Freshmen Year- 9th grade on Track will increase to 90%

<p>Actions/Tactics (Activities)</p>	<p>Evidence of Progress (Performance Indicator)</p>	<p>Who</p>	<p>When</p>	<p>Performance Indicator (G, Y, R)</p>
<p>1. Freshmen Academy is designed to help transition st students to the rigors of high school</p>	<p>2. Model and plan completed 3. Admin Observation/Walkthrough 4. PLC meeting document student's interventions Baseline: 2 years average 62.7%</p>	<p>Counselor/ Dean of Students, 9th grade on track PLC, College, and Career Readiness Center Director (CCRC)</p>	<p>Fall 2023-Spring 2028</p>	<p>Increase from Level 2 to Level 4 ODE report card</p>
<p>2. Ensure correct course placement into freshmen classes through placement tests from 8th-grade</p>	<p>1. 8th-9th grade transitions note and placement data</p>	<p>Counselor/ Dean of Students, 9th</p>	<p>Fall 2023-</p>	<p>Increase from Level 2 to Level 4 ODE report card</p>

	<ol style="list-style-type: none"> 2. Admin Observation/Walkthrough 3. PLC meeting document student's interventions 	grade on track PLC	Spring 2028	
3. In-Person/ Online Summer school for credit recovery and subject mastery	<ol style="list-style-type: none"> 1. Online program staff and summer program schedule. 2. Student coursework aligned with student needs. 	Counselor/ Dean of Students, 9th grade on track PLC	Fall 2023-Spring 2028	Increase from Level 2 to Level 4 ODE report card
4. 9th G.O.T. Program staff actively works with freshmen at risk of credit deficiencies. <ol style="list-style-type: none"> a. Daily check-in b. School readiness instruction c. Families meetings d. Incentive planning 	<ol style="list-style-type: none"> 1. Admin Observation and evaluation of the 9th GOT program progress quarterly. 	Counselor/ Dean of Students, 9th grade on track PLC	Fall 2023-Spring 2028	Increase from Level 2 to Level 4 ODE report card
5. Verbal and written parent notifications for all students at risk of credit deficiencies (Earning less than six credits)	<ol style="list-style-type: none"> 1. Admin Observation and evaluation of the 9th GOT program progress quarterly. 	Counselor/ Dean of Students, 9th grade on track PLC	Fall 2023-Spring 2028	Increase from Level 2 to Level 4 ODE report card
Strategy C: Reduce off-task behavior incidents that impact engagement and achievement				
Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator (G, Y, R)
<ol style="list-style-type: none"> 1. Implementation of Positive Behavior Intervention System (PBIS) K-12 <ol style="list-style-type: none"> a. Exploration and Readiness Agreements b. Installation of systems in grade bands c. Initial Implementation in all grade bands d. Full Implementation in all grade bands, e. Sustainability and Scaling Plan 	<ol style="list-style-type: none"> 1. Administrator protocols, 2. PBIS system is integrated into behavior, 3. Attendance 4. SEL protocols 	Elementary and Secondary Principals and Behavior Specialist	Fall 2023-Spring of 2028	97% of the K-12 student population has less than 6 incident referrals.

<p>2. Implementation of 123 Magic- K-5</p>	<ol style="list-style-type: none"> 100% Implementation in all classrooms 50% Reduction of behavior incidence school-wide Observation by admin, SEL Director, and Behavior Specialist. 	<p>Elementary Principals, SEL Director, and Behavior Specialist</p>	<p>Fall 2023- Spring of 2028</p>	<p>97% of the K-12 student population has less than 6 incident referrals.</p>
<p>2. Drug and Alcohol education and prevention program developed</p>	<ol style="list-style-type: none"> Observation and evaluation of program outcomes for students receiving a referral for substance use. 	<p>Elementary and Secondary Principals, School Nurse.</p>	<p>Fall 2023- Spring of 2028</p>	<p>Recidivism rate of drug and alcohol abuse by students drops 90%</p>
<p>3. Student Mentor Program- Logger Buddies program developed.</p>	<ol style="list-style-type: none"> Observation and evaluation of program outcomes for students receiving referrals for Level I and II offenses. 	<p>K-5 Behavior Specialist; Dean of Students/ Support Staff 6-12</p>	<p>Fall 2023- Spring of 2028</p>	<p>97% of the K-12 student population has less than 6 incident referrals.</p>
<p>4. Parent contact protocol for staff related to students' behavior incidences in classroom</p>	<ol style="list-style-type: none"> Teacher/parent contact protocol developed and teachers trained. Protocol evaluation and ongoing support to staff. 	<p>K-5 Behavior Specialist; 6-12 Dean of Students</p>	<p>Fall 2023- Spring of 2028</p>	<p>97% of the K-12 student population has less than 6 incident referrals.</p>

Goal 3: Inclusive and Equitable Programs
All 6-12 grade student will have access to Inclusive and equitable CTE and Post-Secondary Training opportunities.

Theory of Action: If we engage students in greater access to Career and Technical Education (CTE) and Post-Secondary Opportunities and Training, then our students will be equipped to make informed decisions to achieve their

<i>academic and career goals, will have access to more coordinated programs and support services and will understand the value and impact of career pathways.</i>				
Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator)	Who	When	Performance Indicator (G, Y, R)
1. Develop CTE PLC for <ul style="list-style-type: none"> a. Forestry/Natural Resources/Construction b. Engineering/CAD/Programming/Robotics c. Welding/Metalworking d. Digital Arts/Photography 	1. Data and PLC meeting notes 2. Documented planning to increase access to Focal groups and female students.	CTE Teachers	Fall 2023 to Spring 2024	40% Increase in Percentage of female in focal group students participating in CTE courses.
2. Increase College and Career Readiness Center Options. <ul style="list-style-type: none"> a. Guide 9th to 12th-grade students' in <ul style="list-style-type: none"> i. Exploring and selecting CTE program pathways. ii. Explore college (4, 2, or technical/Trade school) pathways. iii. Provide access to ACT/PSAT/SAT testing options. iv. Provide students/families training in applying for federal student aid, grants, and scholarships (FAFSA Nights) v. Local business partnerships for Senior Projects internships vi. Access to post-secondary institutions 	1. CCRC student participation data.	9-12 Principal and counselor	Fall 2023 to Spring 2024	>90% of 12th-grade students utilize CCRC service options.
3. Increase Dual College Credit opportunities for VHS students (On Campus and VFA)	1. Dual College credits are available in Math, Science, ELA, Social Studies, PE, and Welding/Manufacturing. Occupational Health	9-12 Principal, counselor, Dual credit teachers	Fall 2023 to Spring 2024	>50% of Juniors and seniors take dual college credit courses.

	(Pre-Nursing), Early Childhood Education. College institutions (Western Oregon University, Willamette Promise, OIT, CCC, PCC.			
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Goal 4: Wellness (SEL) All K-12 students will have access to wellness programs to encourage and support the health and wellness of district students mentally and physically.

Theory of Action: If we provide for students' health and wellness, we will create a culture of physical, emotional, and mental wellness across the district.

Strategy A: Increase student mental health supports

Actions/Tactics (Activities)	Evidence of Progress (Performance Indicator) Baseline Data	Who	When	Performance Indicator (G, Y, R)
1. Implement the HOPE survey to grades 4-12 to provide assessments for students' social and emotional needs and design interventions to support students' mental health needs.	1. Observation of data outcomes	SEL/Wellness Director, Admin	Fall of 2023 1st Assessment is due by October 21 for District; 2nd assessment February 10th, 2024	# of assessments that occur. Students needing Tier 2 and 3 supports identified and supported
2. Implement Teacher-driven HOPE and engagement assessment K-3	1. Observation of data outcomes	SEL/Wellness Director, VFA Teachers	Fall of 2023	# of assessments that occur.

				Students needing Tier 2 and 3 supports identified and supported
3. Hire additional mental health staff (CHS).	1. Hire an LCSW through CMH	Administration	Fall of 2023	LCSW on staff
4. Resiliency Surveys K-12 (Child Trauma Informed Network of Columbia County)	1. Completion of surveys	SEL Director, Admin-Facilitated by classroom teachers.	Spring 2024	# of assessments that occur.
5. Implementation of AVID SEL curriculum grades 6-12	1. Observation and walk-throughs	Principal and SEL director	Fall of 2023	# of assessments that occur.

6. Implementation of Positive Action Currilcum K-5	2. Observation and walk-throughs	Principal and SEL director	Fall of 2023	# of assessments that occur.
7. SEL Parent Training <ul style="list-style-type: none"> ● Mental and Behavioral Health ● Effective Parenting- Boundary and Consequences 	1. Student's Behavior improves 2. Parent Survey	SEL Director	Fall of 2023	# of assessments that occur.
8. Staff Training <ul style="list-style-type: none"> ● Setting boundaries and effective consequences ● Implementation of SEL practices 	1. Student's Behavior improves	Principal and SEL Director	2023	

Comprehensive Needs Assessment Summary

What data did our team examine?

- Federal program Demographics
 - Percent of students in special education
 - Percent of students in special education by race
 - Free and reduced lunch rates
 - ELL Percentage in district
- STAR Reading and math 21-22 data
- K-12 Regular attenders-school years 2017- 2022
 - Demographic attendance information regarding race
 - Attendance related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities
- School culture and climate survey
- English language arts Oregon state assessment system (OSAS) 2016-17 to 2022-23
 - Disaggregated data related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities
 - Disaggregated data based on student race/ethnicity/ethnicity
- Mathematics Oregon State Assessment System (OSAS) 2016-17 to 2022-23
 - Disaggregated data related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities.
 - Disaggregated data based on student race/ethnicity/ethnicity.
- Science Oregon State Assessment (OSAS Science) 2018-19 to 2022-23
 - Disaggregated data related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities.
 - Disaggregated data based on student race/ethnicity/ethnicity.
- 9th Grade on track 2013-14 to 2021-22 Vernonia High School
 - Disaggregated data based on student race/ethnicity/ethnicity
 - Disaggregated data related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities.
- 4- Year Graduation Rates 2013-14 to 2021-22, Vernonia high school
 - Disaggregated data based on student race/ethnicity/ethnicity
 - Disaggregated data related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities.
- 5th- Year Completer Rates 2013-14 to 2021-22, Vernonia high school

- Disaggregated data based on student race/ethnicity/ethnicity
- Disaggregated data related to Economically Disadvantaged, English Language Learners, Migrant, Students with Disabilities.
- Oregon Technical Education (CTE) annual participation rates, cohort participation rates, equity analysis from school years 2015-16 to 2021-22.
 - Disaggregated data specific to ELL status, FRPL status, gender, grade level, special education status, race/ethnicity
- 22-23 School Culture and Climate surveys
- Accelerated Learning Behavior referral, trends, and behavior intervention systems/effectiveness data
- Community Survey, student and community members Story Circle(s) responses.
- Community, parent, student Thought Exchange Survey

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

We looked at our detail sheets from our state report card to determine what student groups showed achievement gains or disparities. In addition, we looked specifically at student growth in English Language Arts and Mathematics to determine district-wide trends of growth and disparities. We looked at data with our school board, district administrators, school-based leadership teams, and parent leadership to determine needs.

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

We used the leveled rankings of student groups to determine the highest needs and determined the positive deviance within those high needs groups. We wanted to analyze students within the groups that had the highest achievement and growth gaps to see who performed well and determine what conditions helped that student achieve and grow.

What needs did our data review elevate?

In our plan, you will see so many decisions we have made to support this feedback/input. Using the equity lens and attention to our focal student groups also influenced our decisions.

Areas that were elevated were:

- Inclusive / Equitable Programs and Opportunities focused on Increasing CTE program offerings for students along with college and Career Readiness- focus on Technical/ Trades programs
- K-12 increase in academic rigor in core subjects Reading/ Math meeting OSAS proficiency rates and growth standards
- Increasing 9th grade on track proficiency.
- Hiring and retaining high-quality Teachers/Competitive Salaries

- Increase student mental health supports- Access to greater SEL programming and supports
- Increase in attendance rates K-12.
- Decrease in discipline rates K-12.
- Greater support for improving teacher effectiveness.

How were stakeholders involved in the needs assessment process?

We conducted several outreach campaigns to learn more from some of our focal groups, such as surveying special education and ELD students and parents and calling for feedback. These outreach techniques had specific data collection needs but also became open conversations for comment regarding barriers, positive methods, and things to improve upon. Another strategy was to survey (Thought Exchange) and complete a Story Circle with our MS/HS Focal Group students to understand how they feel about our school, our levels of support, and if they think they are getting what they need to be successful. The survey asked basic demographic questions to help disaggregate the data.

Which needs will become priority improvement areas?

Goal 1: Instruction

We support an engaging curriculum relying on pertinent data to make instructional decisions. Teachers will receive timely and relevant professional development and administrative support to meet students' educational needs.

Goal 2: Student Engagement

All students will be on track to complete high school successfully and prepare for college, vocational training, or the workforce.

Goal 3: Inclusive and Equitable Programs

All 6-12 grade students will have access to Inclusive and equitable CTE and Post-Secondary Training opportunities.

Goal 4: Wellness (SEL) All K-12 students will have access to wellness programs to encourage and support the health and wellness of district students mentally and physically.

