

Rainier School District #13

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TOPIC: 2023-28 RSD Integrated Application

SUMMARY:

The district must submit an integrated application for aligned program funding in March 2023 that includes Student Investment Account (SIA), High School Success (HSS/M98), Early Indicator and Intervention Systems (EIS), and Career and Technical Education (CTE). The integrated application and programs require the district to have a strategic plan, community engagement, and longitudinal performance growth targets (LPGTs).

BOARD ACTION:

March 27, 2023: Public presentation and approval

BACKGROUND:

Integrated Guidance

On February 8, 2022 the Oregon Department of Education (ODE) released Aligning for Student Success: Integrated Guidance for Six ODE Initiatives to create efficiency for districts and communities. ODE is operationally integrating six programs with similar requirements into one application for funding and a unified progress monitoring system. The programs include:

- High School Success (HSS)
- Student Investment Account (SIA)
- Career and Technical Education - Perkins V (CTE)
- Continuous Improvement Planning (CIP)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIS)

Integration is possible for these six programs because of what they have in common. The Integrated Application brings together what has historically been separate, so schools and districts can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students. Moving forward, the outcomes and strategies for each initiative will come together into a single strategic plan that supports the common goals. The aim is to build these goals into the entire educational system to embed the work at all levels and ensure sustainability.

In 2019, Rainier School District #13 developed a long-range plan that met the requirements for the District Continuous Improvement Plan and the new SIA grant. This year, the district has built on that work and further aligned the district's strategic investments in one plan that also includes High School Success, CTE, EIS, and Every Day Matters.

Needs Assessment

District leadership and stakeholder groups completed the requirements of the Integrated Application for the district. Starting last fall, staff reviewed multiple measures of data including demographics, student learning, perception, and school processes to inform the development of the Integrated Application. Using the District's Equity Lens embedded in analysis tools, the needs assessment process resulted in some of the following areas of need:

1. Expanded support for student behavioral, mental health, and health needs including social emotional learning

2. Early literacy and embedded literacy interventions pre-k through grade nine, attending to emerging bilingual students
3. Wraparound support and intervention for students experiencing poverty K-12
4. Strengthened math and ELA interventions, grades K through 12
5. Increased access to CTE programs of study for students experiencing poverty, migrant students, girls, and students with disabilities
6. Students need additional supports for expanded learning opportunities.

Community Engagement

To ensure the Integrated Application reflect the needs and interests of the broader Rainier School District Community and focal groups, the District leveraged engagement practices from the 2019 SIA grant cycle and deepened opportunities for input. These practices include:

- Community-wide surveys focused on gathering input and feedback from community members, volunteers, local businesses, and regional education partner organizations.
- Monthly meetings with the superintendent in the superintendent advisory group.
- One-on-one and group meeting for staff and union leadership to connect with the superintendent.
- Intentional, targeted 1:1 conversation between principals and students/families within the focal groups to understand progress and areas of opportunity.
- Focus groups with focal group students and families.
- Focused staff meetings to intentionally engage on opportunities for improvement.
- Intentional conversations in regular, ongoing meetings with community and education partners.

In 2022, the District leveraged the established community engagement strategies and expanded opportunities for staff to provide input. Staff were specifically engaged early in the process with a survey and short video explaining the integrated application and strategic plan process. Then in the fall, the district prioritized staff engagement at an all staff meeting where staff provided real-time feedback and areas for additional support.

The District's efforts are summarized in the Integrated Guidance Application found at the bottom of www.rainier.k12.or.us.

Integrated Application

Within the Integrated Guidance Application, Rainier School District identified strategies aligned to the plan's goals. Each strategy is tied to specific programmatic investments outlined below. RSD is allocated \$1,998,491.77 in the Integrated Application for the 2023-25 biennium.

Program and Aligned Strategies	Allocation and Investments
Student Investment Account (SIA)	\$1,386,194.75
Enhance Mental Health and Academic Supports	Instructional Assistants, math/reading specialist, and professional development.
Provide small Class size	2 FTE Teachers
Holistic Education	Enhanced learning opportunities with before, after, weekend, and summer learning opportunities.
Access to up-to-date and aligned curriculum	Annual Curriculum review/adoption cycle
Early Indicator and Intervention Systems (EIS)	\$5,115.18
Enhance data-informed interventions (through professional Development) that will improve how we support early learners.	NWRESD Data Supports
High School Success (HSS)	\$543,888.14
Increase opportunities for students planning to attend college	Willamette Promise or other dual credit opportunity.
Targeted interventions and increased support for math and reading	Intervention Specialist
Robust CTE programs with clear career pathways and opportunities for work-based learning	CTE Construction Trades/Agriculture/technology Teachers CTE Supplies and Modernization Projects Program Curriculum and Student Licenses CTE Professional Development
Increase behavior specialist support and sustain	Intervention specialist and/or mental health specialist
CSI/TSI	\$63,293.71
Additional Intervention support to provide small-group reading instruction	Instructional Assistant

NEXT STEPS:

The RSD board and community will provide feedback on the Integrated Application draft that will be considered as the plan is finalized.

In early March, ODE will support districts in developing the draft Longitudinal Performance Growth Targets (LPGTs) that will be required as part of the formalized grant agreement with ODE for funding. The LPGTs will develop baseline and growth targets for student performance for the following metrics:

- 3rd grade reading
- Regular attendance
- 9th grade on track
- 4-year graduation rates
- 5-year completion rates

The district will include draft LPGTs with the application for the board to review on March 27, 2023 when the board is scheduled to approve the Integrated Application and budget.

After the board approves the Integrated Application and budget on March 27th, staff will submit the application and board minutes to ODE. Over the summer, ODE will finalize the grant agreement and begin the process for implementation and grant monitoring.

Going forward, the district may decide to use a dashboard to monitor progress on strategies not included in the Integrated application.

ATTACHMENTS:

1. RSD Integrated Application
2. Integrated Planning Tool and Budget
 - a. Planning Sheet
 - b. 2023-24 Budget
 - c. 2024-25 Budget
 - d. Tiered Planning
3. DRAFT Longitudinal Performance Growth Targets

Rainier School District #13 Integrated Guidance

- 1. Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.**

Rainier School District #13 has used a collaborative process to develop the comprehensive needs assessment. This was accomplished by engaging staff, students, parents, community, and marginalized populations through an ongoing engagement process with targeted engagement opportunities. The Rainier SIA Grant and Improvement Process was used as a starting point, beginning with disaggregated evaluation of the achievement status of goals and an assessment of the need to continue each strategy and/or action. This enabled stakeholder groups to better understand the past continuous improvement plan while considering the current and future needs of our students. The needs assessment process used the following processes for engagement:

1. Individual School Improvement Evaluation done through a series of one-on-one meetings with all stakeholder groups.
2. A review of SIA was conducted with Staff groups, board work session, parent advisory groups, and student groups.
3. Surveys and listening sessions were conducted to further evaluate the current needs of our students.
4. Data analysis was conducted by reviewing disaggregated academic and behavioral data.
 - a. The sources of data were: attendance records (K-12), SBAC results (3-11), Graduation rates, 9th Grade on-track data, Behavioral data through SWIS, CTE program participation rates, school climate student survey results.

Following the four-step process, it was determined that revising the ODE Equity lens would be necessary to personalize it for the Rainier Community. The ODE Equity lens was used to consider impacts on focal student groups and the superintendent advisory and Council for Equity and Inclusion are tasked with presenting a revised Equity Lens for implementation during the 23-24 school year.

The data review and the voices of our focal student groups, families, and communities were centered in our decision-making processes in the integrated guidance design, implementation, and use of SIA, HSS, and EIIS resources. All these data points were reviewed in summary. Still, they were also disaggregated to highlight disparities between focal groups of students with special needs, students of color, students of poverty, LGBTQ2SIA+ students, and migrant/ EL students. From examining this data and applying our equity lens, areas of improvement for the district became apparent.

As a result of the comprehensive needs assessment process, the following themes emerged that will be addressed during plan implementation:

1. Health & safety
2. Well-rounded Education
3. Prioritizing rigorous and relevant instructional time

- 2. Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.**

The Rainier School District continues to make investments through targeted universalism in our students and staff with funds from the Student Investment Account (SIA), High School Success (HSS), Career and Technical Education (CTE), Every Day Matters (EDM), and Early Indicator Intervention Systems (EIIIS).

With our Student Investment Account budget, we address several areas that will increase student achievement, particularly for our focal student groups. We continue to invest in our staff through professional development and reduced class sizes. The specific areas we fund with our SIA dollars are elementary class size reduction, intervention supports for students both in and outside of the school day, increased mental health wraparound support services, and professional development for staff. With our High School Success budget, we continue to strengthen our CTE programs with their allowed allocation. We also support our higher achievers through the Willamette Promise program while we explore additional dual credit options. We have blended these funds with CTE also to support an additional CTE teacher and CTE supplies while contributing to professional development for all staff members at the secondary level.

We are part of a Career and Technical Education consortium, so those funds are determined through the consortium we participate in.

While this application includes growth targets that end in 2028, we will monitor the plan at regular intervals. The programs in this plan will be monitored monthly using our district data review procedures. These targeted processes allow us to make timely adjustments to our work. Ultimately, we will measure our success using the state's growth targets. These are Regular Attenders data, 3rd Grade English Language Arts state assessment data, 9th Grade on Track data, 4 Year Graduation rates, and 5 Year completion rates.

- 3. What strengths do you see in your district or school in terms of equity and access?**

The leadership team and superintendent advisory team uses the Higher Education Coordinating Commission equity lens to inform our work. While this equity lens has been used, the school district is in the process of modifying the Oregon Equity Lens to better reflect the needs of the Rainier community. We have also done a great deal of work modifying our special education model to prioritize inclusive practices district-wide. Additionally, we regularly disaggregate data to determine and opportunity gaps we should address. The district also has a robust ELL program creating excellent access to learning for students who do not speak English as a first language.

Finally, in our curriculum selection process we do a thorough review to ensure a purchase is inclusive and effective with historically underserved youth/focal student groups.

4. What needs were identified in your district or school in terms of equity and access?

We still have room for improvement around discriminatory incidents. Students of color and students who identify as LGBTQ2SIA+ have reported incidences of harassment, intimidation, and bullying. We are continuing to evaluate if this is a community-belief or a SEL need of our students. When we disaggregate achievement data we see discrepant results, especially for our students in poverty and students in special education. Additional professional development for staff is needed in this area. Implicit bias is an area for improvement.

5. Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.

The Rainier School District utilizes the Oregon Equity Lens which was adopted by the Higher Education Coordinating Commission. While this is the lens the Rainier School District is currently using, we are in the process of revising this lens to better meet the needs of our community. The Lens can be found at <https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf>

6. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

All Students attending the Rainier School District will have access to additional supports through the resources provided by Integrated Guidance funds. This is particularly true for our focal student populations where we have utilized a model of targeted universalism. This plan will provide additional staff which will have the positive impact of smaller class size, additional academic and behavioral interventions, access to additional career and technical education, and summer programs. Additionally, all students will continue to have access to a well-rounded education which includes a variety of extra- and co-curricular opportunities, swimming and lifeguard certification, libraries, mental health and SEL, and staff will continue to have access to additional professional development.

7. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The greatest risk to the positive impact on students (particular focal groups) is budget. We still await funding projections from the state and as school districts are having to do far more with much less, students run the risk of necessary interventions or programs being eliminated as a result of budgetary issues. The legislature is currently in session and a biennial budget for K-12 of less than \$10 Billion would severely hamper our capacity to meet the LPGT targets we have set.

We also face a significant challenge in hiring. Finding educators who meet our quality expectations is a challenge. In a community like ours, if a key educator retires or accepts a position in another district a whole program can disappear with them. Much of our plan and LPGT goal setting is predicated on key educators within our system.

8. What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

From board policy to school climate, we foster an inclusive and supportive environment for all of our unhoused students to break down barriers and give them the support they need to succeed in school and life. We find ways to transport students to the school programs of their choice, help with supplies and clothes, collaborate with outside agencies for family support, and give students individualized attention to feel included and supported in Rainier. We have a homeless liaison who educates staff on identification, works with families, and provides supports and services to any student experiencing homelessness through Federal Set-asides. Our homeless liaison is also our Nutrition specialist which aids in early identification. We also have food, and clothing resources to support these students and families.

9. What strengths do you see in your CTE Programs of Study in terms of equity and access?

Every student has access to more CTE opportunities than they have over the past 5 years. With the recent addition of woodshop, students can participate in Metal Fabrication, Agriculture, and a variety of trades. The Rainier School District has selected these programs of study in response to community feedback and student need. These programs ensure diverse offerings based on survey results of what our students and parents wanted to see. Our programs are inclusive and encouraged for all students, regardless of previous knowledge or disability. Cost is never a factor for our programs, as we ensure there is no expense for students and that we equip students with all necessary materials. As we continue to improve, adding additional programs of study is something we are currently planning for future years.

10. What needs were identified in your CTE Programs of Study in terms of equity and access?

We are planning to add additional POS's and exposure to CTE programs is a goal of our district to provide additional post-secondary options for students. We recently added woodshop under our Agriculture POS to diversify our offerings to meet the needs and requests of more students and the community. This program, funded through HSS and SIA, is helping to fill this gap and increase participation among more students. Our enrollment data indicates our female students are much less likely to participate. We need to become more intentional in recruitment, identification and removal of bias, emphasize high profile role models, and engage our students to help us find solutions to this /these issues.

11. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

In Rainier, we have added more CTE opportunities in order to recruit more students into CTE. In fact, with the recent addition of woodshop, every student has access to more CTE opportunities than they have over the past 5 years. Students can participate in Metal Fabrication, Agriculture Science, Business and Consumer Finance, Computer Applications, Building Construction.

To ensure our access is equitable we make sure all students are encouraged to participate. During advisory, meetings with the counselor, and during forecasting, all students are provided every option for course selection including CTE. All teachers in the CTE program seek to introduce students to CTE programs of study through introductory courses. We collect disaggregated data about who participates and actively work to remedy all disproportionality.

12. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

CTE staff, counselors, teachers, 9th-grade on-track staff, college and career readiness program, and administrators will work with advisory groups and individual students to support participation in CTE program options. We utilize our Equity Lens when making decisions that affect CTE programming, ensuring better access for focal student groups. Disaggregated Data will be tracked to monitor participation for program equity and inclusion so we can make the needed adjustments to ensure equitable participation.

13. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Rainier School District is committed to providing every student with a well-rounded education. Students in K-12 are provided curricular, Social-emotional, and co-curricular options that provide a well-rounded education. We utilize our equity lens throughout our program to ensure equitable access to programs.

At the Elementary level (K-6), we focus a great deal on literacy skill development utilizing a direct instruction model. Our students receive music, PE, and access to our library as part of our special's rotation. Additionally, students in upper elementary have access to a school counselor, STEAM activities, and additional programs such as ELL, Special Education, and TAG when necessary and appropriate.

At the middle level, skill development and subject mastery with standards alignment promotes academic growth. Mathematics, ELA, the Social Sciences, Health and PE are all areas where mastery is a focus. When students enter the middle school, they also have opportunities to participate in various co-curricular activities, CTE programs, and the high school library. We pay significant attention to SEL for our middle school students as these can be a challenge for

this age group. As with all of our instruction, we utilize an MTSS approach to learning and behavior.

At the high school level (9-12) we focus on 9th grade success to get students on the right track early which will support on-time graduation. We offer PE, Health, Music, in addition to electives, CTE programs, and certification opportunities such as lifeguarding. We provide a full array of co-curricular athletic opportunities. We teach state and national learning targets associated with the Oregon Assessment. The goal is on ensuring all of our students are ready for success in their next steps as adults. CTE staff, counselors, teachers, 9th-grade on-track staff, college and career readiness program, and administrators will work with advisory groups and individual students to support participation in CTE programs.

14. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

In Rainier, we want to ensure all of our students receive a well-rounded education. In order to provide the breadth of learning opportunities our students need and deserve, we have been dedicated to delivering broad opportunities at every level. This includes both stand-alone classes as well as a deeply held philosophy that integrating the arts into each classroom brings not only the art, but also the specific subject to life. With the professional development they have received, our teachers are quite good at this kind of integration.

In addition, we are committed to regular access for students K-12 in each of the disciplines listed – Visual Arts, Music, Media, and Theater. Our programs provide that access throughout the student’s school career in Rainier.

15. How do you ensure students have access to strong library programs?

The Rainier School District has continued to prioritize a goal that was initially established in SIA which is to have a librarian at each school. Each school has a 1.0FTE librarian and at the elementary level library is part of our specials so students have consistent access to the library.

At the secondary schools, students are able to access the library during unstructured time (before school, lunch, after school) and can enjoy our excellent collection. As typical, whole classes regularly visit the library as part of the learning experience. Research, technology tools, and recreational reading materials are all available and accessed by students as a part of this experience.

16. How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

School schedules are developed annually to ensure all students receive ample time to eat, play, and have physical activity. This is also done to ensure we are providing every student with appropriate instructional minutes. At the elementary level students have PE and recess/free time throughout the day. Middle school and high school students have PE or Health as required by

the Oregon state standards. Students at all levels are meeting the required Oregon State PE minute requirements.

17. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Aside from our dedicated courses centered around STEAM, we ensure all teachers have the resources and budget to allow for project-based and hands-on learning. Teachers have had professional development in delivering STEAM through this model with a focus on inquiry and critical thinking. We encourage these activities to be integrated into all courses and content through cross-disciplinary content. Currently we have a K-8 STEAM committee who has developed a wide-variety of project-based learning opportunities including water testing, native plant identification, and other relevant activities. We continue to collaborate with the NWESD STEM Hub, Lower Estuary Partnership, and others.

18. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

During the 2021-22 school year and beyond, the Rainier School District made intentional steps to address our curriculum needs by adhering to ODE's curriculum review and adoption cycle. This has enabled the Rainier School District to review current curriculum and systematically review approved state curriculum for adoption consideration. A Curriculum review team considers scope and sequence, access, and state and national standards alignment when reviewing potential curriculum for adoption. We strive to ensure our curriculum design is and methodologies are engaging for all students and meets their needs, especially those in our focal student populations.

19. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Teacher evaluation standards and rubrics align with engaging HQ curriculum, rigorous instruction aligned to DOK standards 1-4, high student expectations, pacing, and relationships for all students. Admin and staff monitor them on an ongoing basis through walkthroughs, formal and informal evaluations, and PLC meetings. Staff is provided PD in these areas, and our evaluating administrators are given PD to support their work in helping individual teachers meet these standards. Through collaborative discussions and observations centered in these areas, teachers and administrators work to set and monitor progress on instructional goals, find areas of improvement, and discuss strategies for instructional improvement during 1:1 teacher/admin meetings, core PLC, or data teams. The district has implemented MTSS in an effort to ensure all students get precisely the challenging instruction they need to advance their learning.

20. How will you support, coordinate, and integrate early childhood education programs?

Rainier School District has prioritized early childhood education programs in the district. The Rainier School District acknowledges the research on brain development in the early years and strive to ensure our children get the supports they need to be skilled and ready learners when they arrive in our Kindergarten program. Currently, the Rainier School District Provides our preschool program in partnership with NWESD, Preschool Promise, and Head Start. This partnership allows us to integrate our preschool program into the district as a whole. They are part of us.

21. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Rainier Junior/Senior High School is a 7-12 school on our consolidated campus, which provides significant support for the transition from elementary to middle and middle to high school. Administrators, support staff, and teaching staff cross both levels, which supports consistent practices and knowledge of the students as they enter high school. Middle and High School teachers hold transition planning meetings. Several staff members teach at high and middle schools, which tends to help with changes. From high school to post-secondary, RJSHS provides AP, Dual credit, and college and career planning options through our school counselor. Students explore the world of work through CTE, our career exploration efforts, and have exposure to the military. Our Academic Counselor also works with students through advisory to determine goals after high school which includes, career exploration, access to college testing, support completing college applications and financial aid applications.

22. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?

SIA funds were used to increase staff for interventions and SEL which has increased student access to academic and behavioral interventions. As stated previously, the district has implemented MTSS in an effort to ensure all students get precisely the challenging instruction they need to advance their learning. Additionally, we have a Reading specialist who supports targeted academic interventions in small-group settings. All of our schools run an SST (student support team) model to monitor students' academic, social, and emotional progress. We utilize the feedback from this model to deliver the needed individualized program for each student. Focal group students may have a more frequent SST review check-in time with the teams. We also have a continuum of services for students including (but not limited to), intervention activities within the curriculum, MyPath Intervention through iReady, after-school tutoring, and summer programming.

23. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Similar to how we address learning needs, we also work individually with students to push advanced students into more challenging courses and support their access/enrollment into college-level courses. As with our programs, we regularly review disaggregated student data to ensure equitable access for all of our focal student groups to check for any demographic

disparities and implicit bias. We develop TAG plans for all students who qualify so that we can support their individual learning and needs. We also offer online course options for students to access advanced coursework appropriate to their needs.

24. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

The Rainier School District offers career exploration opportunities throughout our designed high school curriculum, in our advisory classes, and through the CTE process, both before and during the CTE Program of Study enrollment. CTE Perkins programs of study exist, and start-ups engage in ongoing career employment opportunities and education through the required work-based learning opportunities mandated by Perkins career-connected learning objectives. Additionally, our high school counselors deliver guidance to students across their time in high school, specifically focusing on the student's current and future education goals.

25. How are you providing equitable work-based learning experiences for students?

Rainier School District provides work-based learning on campus primarily and those opportunities are available to all students. Some of those opportunities include (and are not limited to) teacher assistant, lifeguarding, and grounds maintenance through our Youth Transition Program. We regularly review our participation rates and disaggregate the data to determine who is participating. If we find participation discrepancies, especially for our focal student groups or our female students in historically male dominated job fields, we adjust. Asking our focal student group members what barriers they face in participation through empathy interview and surveys, has also allowed us to make changes that better provide equitable work-based learning experiences. Student engagement happens throughout the year in advisory classes, during academic forecasting, and in meetings with the counselor, students have opportunities to share what barriers they face in participation. From the information we receive we can better address the barriers so all students continue to have access. In addition, all students and parents are educated on the opportunities for work-based learning through our district college and career readiness programs.

26. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Rainier School District is committed to improving students' academic and technical skills by implementing exceptional learning experiences in a well-rounded education. Our courses are designed to integrate and improve students' technical and academic skills by providing coursework which is relevant within careers, business and industry, and postsecondary education. We have taken all our general and grant-funded programs to create as many diverse opportunities as we can afford to support academic achievement, enrichment, and CTE. Our broad CTE program allows students to use this learning in core courses as well as postsecondary classwork. Students may earn college credits provided through Willamette Promise. We are

also in the process of pursuing additional dual credit opportunities through Lower Columbia College. As we continue to introduce more students to careers in trades through CTE programs, we are planning to have additional CTE course offerings in the near future.

27. What activities will you offer to students that will lead to self-sufficiency in identified careers?

Our CTE intro courses cover many career opportunities within each field. Students learn the high-level fundamental shop skills as well as a clear understanding of how the equipment works, what it means to manage their time effectively, how to manage and organize a shop, and an understanding of production techniques. All of our systems also incorporate skills development in soft skills such as work ethic, integrity, time management, teamwork, conflict management, etc. Most of our CTE instructors come from the industry and teach industry expectations and career-related skills. In our more advanced classes the projects students perform provide challenges which strengthen the students' competency and ability in their chosen field. Students are supported to identify their interests, traits, skills, and understand the career path leading to success in the labor market. These are all excellent self-sufficiency skills.

Our district is currently looking at offering an auto or engines course as well as nutrition and culinary options.

28. How will you prepare CTE participants for nontraditional fields?

At Rainier High School we work at recruiting students into non-traditional CTE fields, especially female students in historically male dominated industry. During forecasting we intentionally describe our available CTE courses and programs of study to encourage nontraditional enrollment. This intentionality continues through our CTE programs, from the introductory courses to the more advanced.

Our CTE courses and programs connect students with industry experts who are non-traditional examples, which provide real-world student experiences, learning, and mentorship. We continue to explore additional partnerships with local trade unions and colleges in hopes to support students entering a trade career directly out of high school. As we do that work, we keep nontraditional gender examples in these experiences.

29. Describe any new CTE Programs of Study to be developed.

We are exploring a few possible CTE programs that would likely fall within our Agriculture POS. The programs we are exploring are auto shop or small engines and forestry. Additionally, if any of those are not feasible, we are also looking at a construction trades program to introduce students to a variety of trades skills necessary in construction.

30. If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Over the past two years, community engagement opportunities have been enhanced greatly. It is our intent to not only continue this practice but develop additional engagement activities. The greatest challenge facing authentic engagement remains barriers to access (internet availability for virtual meetings) and ability to attend meetings when a home has two working adults. Rainier is a blue-collar community and many parents have expressed difficulty in attending engagement activities. For this reason, the district has been intentional about providing a variety of time/day options, virtual and hybrid meetings, and opportunities for engagement during the day. We see much higher levels of engagement at the elementary school level and would like to increase engagement at the middle and high school level.

As we continue to work to engage our community, we will conduct surveys to gather more feedback on how to improve engagement. We plan to ask specifically what factors could improve engagement. Some of the options we are considering is more consistently providing food, childcare, or align activities to athletic events. Additionally, we are considering meeting at different venues throughout the community to provide more access to some parts of the community.

31. What relationships and/or partnerships will you cultivate to improve future engagement?

Rainier is a small rural community with the kind of close-knit relationships and ties found in this type of setting. We value the important day-to-day interactions with students, parents, families, and community partners. We always want to maintain, expand, and improve these partnerships. It is important however, that we do not become complacent in our work. We recognize that an assumption that we reach everyone is an error that leaves critical voices out of our improvement efforts to serve all students. We intend to intentionally expand our relationships and partnerships by working to include everyone, especially our focal students and their families. Seeking additional input and then utilizing what we learn will help. In addition, we regularly work with our business and industry leaders and continue to reach out to those who have not yet engaged. We have a manageable list in a community of our size and we do the communication work needed to invite them in.

The School District is a member of the Chamber of Commerce and has representation on the Chamber Board. This relationship provides greater access to the business community. Currently, we have strong partnerships with most of the leaders, faith leaders, community members, and businesses in our community. As we continue this work we plan to improve these relationships.

32. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

One of the biggest challenges we face is authentic engagement with parts of our community we do not seem able to attract. We need these voices in order to know how to better serve our hardest to reach families and students. If ODE could compile a very specific set of engagement strategies that would help us do this better it would be wonderful. Then, a tight set of professional learning opportunities in regard to these strategies and their effective use would

really help us. Opportunities to provide childcare and transportation funds would also be likely to encourage parents who otherwise would have no childcare or transportation to attend evening events.

33. How do you ensure community members and partners experience a safe and welcoming educational environment?

We need to make improvements to our campus around access and ADA issues but because the campus is old, we are under previous versions of ADA. When we offer engagement sessions we make every effort to provide signage so visitors do not get lost, a greeter at the door, and refreshments. Additionally, in an effort to support all attendees (with particular attention to our focal group members who may be less than comfortable coming on campus), we provide a set of group agreement and engagement norms at meetings so participants feel safe. Additionally, we utilize the Oregon Equity lens when we do our work in the district and with community partners and parents in an effort to ensure we think and act in an equitable manner. Using the lens sets up a welcoming partnership for our focal student groups and their parents.

34. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

NA – Rainier School District used to have a charter (North Columbia Academy). The charter was closed as a result of improper governance structures. While NCA is no longer in place, we have continued it as a district program and students in the NCA program were engaged along with those attending the RJSHS.

35. Who was engaged in any aspect of your planning processes under this guidance?

(Check all that apply)

- **Students of color**
- **Students with disabilities**
- **Students who are emerging bilinguals**
- **Students who identify as LGBTQ2SIA+**
- **Students navigating poverty, homelessness, and foster care**
- **Families of students of color**
- **Families of students with disabilities**
- **Families of students who are emerging bilinguals**
- **Families of students who identify as LGBTQ2SIA+**
- **Families of students navigating poverty, homelessness, and foster care**
- **Licensed staff (administrators, teachers, counselors, etc.)**
- **Classified staff (paraprofessionals, bus drivers, office support, etc.)**
- **Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)**
- **Tribal members (adults and youth)**
- **School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)**

- **Business community**
- **Regional Educator Networks (RENs)**
- **Local Community College Deans and Instructors; Local university deans and instructors**
- **Migrant Education and McKinney-Vento Coordinators**
- **Local Workforce Development and/or Chambers of Commerce**
- **CTE Regional Coordinators**
- **Regional STEM / Early learning Hubs**
- **Vocational Rehabilitation and pre-Employment Service Staff**
- **Justice Involved Youth**
- **Community leaders**
- **Other Faith Organizations**

36. How were they engaged?

Here is the list they provide. Check all you can:

- **Survey(s) or other engagement applications (i.e., Thought Exchange)**
- **In-person forum(s)**
- **Focus group(s)**
- **Roundtable discussion**
- **Community group meeting**
- **Collaborative design or strategy session(s)**
-
- **Community-driven planning or initiative(s)**
- **Website**
- **CTE Consortia meeting**
- **Email messages**
- **Newsletters**
- **Social media**
- **School board meeting**
- **Partnering with unions**
- **Partnering with community-based partners**
- **Partnering with faith-based organizations**
- **Partnering with business**
- **Other _____**

37. You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

Artifact 1 – Student Data compiled from 7-12 grade survey. Results reviewed with student group in 2022.

Artifact 2 – Notes from staff engagement to learn perceptions and needs.

Artifact 3 – Leadership Engagement – Review of SIA

Artifact 4 – Sign in sheet and notes from Superintendent Advisory Council

Artifact 5 – Board Engagement re: review of SIA and IG direction.

38. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

A variety of engagement strategies were use throughout this process with particular focus on our focal groups.

Focal Student Groups

Student Surveys, empathy interviews, and a student focus group were some of the primary engagement strategies for students (and focal student groups. Students have been engaged with a student survey administered during student advisory period.

The results were shared with the board which has initiated the need for a Diversity, Equity, and Inclusion Council. Additionally, empathy interviews were conducted during a middle school and high school GSA activity. This provided the district with critical information on how to address the needs of our LGBTQ student population.

Focal Parent Group Engagement

Parents were engaged in surveys, focus group involvement, and collaborative engagement were all used this year. The Superintendent Advisory group is comprised of parents with students at each grade-level band at Rainier School District. The Superintendent Advisory was tasked with personalizing the Oregon Equity Lens so that it can be tailored to our population. We are currently using Oregon’s Equity Lens adopted by the Higher Education Coordinating Commission while we revise one specifically for RSD.

The focus groups fall on level 2 the “consult” level of community engagement. The advisory is level 3 “involve” engagement. Empathy interviews are level 2 “consult”, and surveys are also level 2 “consult”. The work on our new equity lens is designed to be a level 4 “collaborate” engagement.

39. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Listening Session and work sessions

Engagement of staff is an ongoing fluid process. Considering our employee workloads, we opted to do engagement sessions called "Banter with the Boss" and Focused work sessions. These engagement opportunities provided two types of information gathering. The listening sessions provided open-ended opportunities for staff to share how they feel the schools/district can be improved.

Work sessions were also done, using a more focused approach. This enabled the team to

consider the effectiveness of current goals, actions, and plans and consider modifying current actions to address our students' needs. The Listening Sessions are level 2 “consult” engagement. The Work Sessions are level 3 “involve” engagement.

40. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The Community was happy with the work done on the previous SIA Improvement Process. They identified areas where the strategies we utilized had achieved the desired results and recommended discontinuing those goals. Through engagement processes, other SIA goals were suggested to continue, to be amended, or to change completely. All of this feedback is reflected in the Integrated Guidance and plan. The data review we conducted and the feedback from our focal student groups, families, and communities were central to our decision-making processes in the integrated guidance design, and use of SIA, HSS, and EHS resources.

These data points were reviewed in summary and disaggregated to highlight disparities between focal groups of students with special needs, students of color, students of poverty, LGBTQ2SIA+ students, and migrant/ EL students. Examining this input while applying our equity lens and needed areas of improvement provided focus on the clearly identifiable themes to be addressed by our plan implementation:

- 1) Health & safety
- 2) Well-rounded Education
- 3) Prioritizing rigorous and relevant instructional time

41. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Through our involvement with the Rainier Chamber of Commerce, workforce development, local trade unions, and businesses, we have already developed partnerships that serve as work-based opportunities for students (typically in our Youth Transition Program). We will continue to rely on this effort and these relationships to expand work-based learning opportunities.

42. If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

No districts in the NWRESA Service Area are required to have Tribal Consultation. However, it is expected that you engage with your Native and Indigenous youth and families

43. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

While our staffing demographics are generally representative of our student population, we continue to review to ensure that this continues. Recruitment and selection of high-quality educators has been a challenge this year. We continue to be fortunate to find high-quality employees, but with the workforce shortages, it continues to be a challenge. We attend job fairs and college recruitment days in an effort to improve our opportunities at quality and demographically diverse staff. We have partnered with Lower Columbia College this year to create opportunities for upcoming graduates to intern or apply for positions directly out of school. Additionally, we have changed to a different third-party provider who has helped us to hire more substitutes and there is an agreement to onboard subs when necessary and appropriate. Once we do hire new staff we immediately begin a process to help them be successful within the Rainier school district. Mentoring, professional development, and collegial support are all part of the work we are intentional to deliver. Over time we continue the needed professional development designed to improve and invigorate our workforce. We have become increasingly aware of the need from equity PD. And then of course we engage in regular observation and feedback for improvement as part of our evaluation process.

44. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Our historically marginalized students are not taught by any one teacher more frequently than others. We do have supports in place for students with academic deficiencies which include small group instruction, and the addition of a reading specialist at the elementary level.

Multi-tiered system of support, SST, data teams, 9th grade on track, and student success teams are used to identify and address disparities for students academically, socially emotionally, and with extra intentionality for focal student groups. We allocate resources to support students in need (for example, Alternative classroom support staff, ELA support teacher, special education reading specialist, Homeless Liaison, ELL staff, and special education staff). Instructional specialists and administrators work with inexperienced and out-of-field teachers to provide quality instruction/differentiation to all students through mentoring and training. All staff are provided PD on referring students to our student support teams.

At Rainier School District we hire and retain staff who meet the definition of highly qualified teacher (are appropriately certified) as designated by TSPC. If any staff are ineffective, we support them to improve their instruction and when necessary, develop other solutions to address effectiveness. It is incredibly important that we provide continued professional development opportunities during our half-day Wednesdays to ensure all staff are receiving targeted professional development in order to meet the needs of all students.

45. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Throughout Grades K-12, staff meet in a variety of forums to review, analyze, and address trends in misbehavior by reviewing referral data, discipline rates, attendance rates, and academic success. Through these processes, student success teams review and address any issues when the data is disaggregated, looking specifically at focal student group data. Administrators at each school seek alternatives to suspension, restorative justice, detention, and Saturday school.

46. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Professional growth and development around teaching and learning are developed from our teacher feedback through student outcomes data reviews, teacher input, and leadership team guidance. The leadership team reviews areas in need of improvement as evidenced by teacher feedback and evaluations which supports the development of the district's PD plan. Assessment results further aid us in understanding where student learning can be improved which helps sharpen the district PD plan.

Additionally, Rainier School District provides professional development before students start school and regularly on half-day professional development days. Finally, individuals, in partnership with their supervisors may receive targeted professional development.

47. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Instructional coaches and building administrators continually seek out research based educational literature, continuing education classes and attend NWRESA, COSA, and ODE professional development which is shared with the staff when appropriate. Knowledge is shared through school-wide professional development, individual conversations, and small-group coaching support focused on teaching and learning. We have a strong collaborative relationship with our union, giving all staff a voice in training and meeting their needs. Our evaluation system allows frequent feedback to support the improvement of teaching and learning.

48. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

RTI/MTSS teams meet regularly to review student data and teacher referrals. Individual student plans are created, monitored, and adjusted regularly to ensure support is provided to meet students' academic, social, and emotional needs in order to eliminate the possibility of failure. This Integrated Guidance plan supports our efforts in these areas, and the Early Indicator and Interventions Systems are all part of the work (RTI/MTSS/EIIS).

Our plans for the success of each student vary as much as the students themselves. Some receive behavior plans to ensure they can learn the behaviors that will allow them and the students around them to access academic learning. Some receive additional doses or learning, often in focused small groups instruction targeting an identified deficit. Others may need specialized

instruction and a referral for further intervention which could lead to a special education identification. All of these efforts are designed with student learning and success as the target.

49. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

All Rainier School District students attend school on one, consolidated campus which is a key factor to provide effective transitions. We maintain ongoing collaboration between our K-6 and 7-12 schools and programs. A significant majority of RSD students attend school in one school building, making transitions across K-12 very smooth. We offer summer programs for all transitioning Pre-K to K students to familiarize themselves with the school, teachers, support staff, and routines. Additionally, we provide an orientation day for 7th, 9th, and new students. Finally, to increase predictability we offer a step-up day at the end of the school year to show 6th and 8th grade students where they will be going to school during the upcoming school year.

Near the end of the school year, transition meetings are scheduled with teachers and identified staff for students with special needs, TAG, ELL, 504, or medical plans transitioning from elementary-middle or middle to high. Plans are updated along with any transition needs.

Finally, the transition from high school to postsecondary also receives significant attention. Ensuring students are prepared for post-high school opportunities, administrators, teachers, counselors, special education staff meet with students to address any potential barriers to success in their next step. This can be support with FAFSA and college applications, connecting with trades and unions, career day, and addressing transitions in students' IEPs, etc.

Integrated Guidance Planning

Version 2: September 20, 2022
 Integrated Planning & Budget Template Technical Guide

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
S1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.			X			
S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.	X				X	
S3	Provide equitable access to social, behavioral and mental health supports.	X				X	
Outcome-A	Provide the resources necessary to address gaps in learning.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
A1	Review and consider adoption of relevant and rigorous curriculum to meet the learning needs of all students.				X		
A2	Provide expanded programs to students including before, during, and after school, Saturday School, Summer				X		
A3	Increased targeted support for students (small group instruction and reduced class size).	X				X	
A4							
A5							
Outcome-B	Improve student learning conditions through improved organizational climate						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
B1	Increase mental health support/education for students.				X	X	
B2	Enhance data-informed interventions (through Professional Development) that will improve how we support		X				
B3							
B4							
B5							
Outcome-C	Increase student readiness for post-graduation opportunities.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
C1	Increase Opportunities for students to participate in CTE programs				X		
C2	Dual credit/advanced placement for students				X		
C3							
C4							
C5							

Tiered Planning

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use	Object Code	CS/TSI Activity Budget	CTE Activity Budget	EIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
	Total Budgeted Amounts (Autosum):									\$0.00	\$0.00	\$0.00	\$0.00	\$370,000.00	\$370,000.00
SS	SAMPLE: Contract with local mental health providers to provide						DP-CGS	WRE	640				\$10,000.00	\$10,000.00	\$17,500.00
SI	SAMPLE: Hire additional secondary math teachers		2	Math			DP-SIA	RCS	211				\$50,000.00	\$50,000.00	\$60,000.00
	If the district receives additional compensation we will:														
	Hire an instructional coach at each building		2	General				WRE						\$250,000.00	
	Hire Additional Teachers for class size reduction		2	General				RCS						\$250,000.00	
	Hire Additional Mental Health support professionals		1	Health				HSS						\$110,000.00	
	If the amount is reduced:														
	Delay the adoption of curriculum													-\$200,000.00	