

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

1. Standards-aligned Curriculum – How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?
 - Teachers turn in updated course syllabus and scope & sequence documents to building administrators annually.
 - Professional development time is provided for teachers to align content curriculum to state and national standards along with locally developed assessments.
 - All adopted curriculum materials are selected from the list approved by ODE and reviewed by either the K-6 curriculum team or the 7-12 curriculum team.

2. High-quality Instruction
 - a. What is the LEA's – **Local Education Agency** – process for ensuring classroom instruction is intentional, engaging and challenging for all students?
 - The Siuslaw Professional Growth and Evaluation process includes standards for Student Learning and Growth goals. The rubrics used in evaluating classroom instruction include domains for knowledge of content and instructional practice. Within those domains, teachers are expected to engage students, design lessons that are multicultural and attentive to the needs of learners, as well as the quality of feedback to students on their learning. As teachers move through the evaluative process across the year, professional development opportunities are identified for achieving goals set for the district, building, or classroom.
 - Frequent observation and feedback provided in accordance with the Siuslaw Professional Growth and Evaluation Handbook. Student growth is a factor in teacher evaluation. Grade level teams meet weekly to plan instruction and focus on Student Growth Goals.
 - b. How is feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?
 - The Professional Growth and Evaluation Handbook includes scheduled observation and immediate feedback to all staff. New staff are on a probationary cycle for three years with increased observations and feedback along with formal evaluations both fall and spring. Siuslaw School District is dedicated to the success of new staff and demonstrates that through our mentoring program. Mentors meet with new staff regularly to coach them for their specific needs.
 - Feedback to teachers is provided using the "Claim, Evidence, Impact" (CEI Model). This model links teacher practice to the impact it has on students. Trauma informed practices and high-yield teaching strategies are a focus for professional development days.

3. Talent Management and Professional Development
 - a. How does the LEA align professional development and learning activities to the needs of teachers?
 - Professional development is planned according to the District's primary initiatives and Continuous Improvement Plan. Feedback for professional development needs from teachers is provided through surveys, anecdotal conversations as well as administrator's areas of concern through observations.

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

- Probationary teachers are assigned a mentor teacher for at least the first year. Mentors are non-evaluative but have a significant role to play to ensure staff are supported.
 - Our Professional Growth and Evaluation Handbook outlines quality indicators in rubric form that can be referenced for targeted growth. We also have a system in place that allows administrators to create support plans that do not become a lasting mark for evaluations.
- b. 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 at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?
- Sub group data is reviewed each year by our District Data Team.
 - Behavioral data is analyzed by PBIS teams on a biweekly basis where disparities between underserved populations can be identified. Ineffective teachers are identified through the professional growth and evaluation process. If a teacher is identified as ineffective, they may be placed on a plan for improvement, plan of assistance or recommended for termination. Siuslaw School District works diligently to hire teachers for their specific field of expertise as well as provide any additional training to ensure they are effective in their position.
 - Ongoing data review by District Data Team is also used to identify areas for providing our teaching staff with up to date professional development that addresses current needs and responsive practices. Current initiatives include RTII, MTSS, High Expertise Teaching, AVID, PBIS, and PLC refreshers.
4. Safe and Inclusive Climate
- a. What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?
- Siuslaw School District has worked diligently to provide a safe and welcoming school environment. Buildings are being equipped with security measures to ensure the safety of our students while still providing a welcoming office space for our community. Two of our three buildings have single-point entry. Our school staff have a presence each day at arrival and dismissal.
 - We have high expectations for professional discourse in all school settings. Procedures are in place to ensure the protection of confidential information including custody and guardianship information.
- b. What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?
- As a school culture, equity is an area where Siuslaw could add value in our conversations and practice. As a small rural district, we are predominantly white in both students and staff. Our largest subgroup is “Economically Disadvantaged”, with “SWD’s” next in size. Given this demographic, any barrier we can break with regard to socioeconomic status and disability will reach a wide number of our students. At this time, our food program, our homeless liaison, PBIS, AVID and our culture of volunteerism and community supports all add to our support of students experiencing poverty. Within Siuslaw SD’s Special Programs department, SPED teams are reviewing curriculum and

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

teaching intervention strategies in an effort to guide our SWD's to higher academic achievement. We currently utilize Direct Instruction, Orton-Gillingham, alternative assessments, and functional behavioral assessment to address the needs of many of our SWD's.

- The limited diversity in our district can lead to conversations that do not rise to the level of a broader, more diverse awareness. Those conversations do happen, however, and we must persevere in continuing to open that dialogue and open the minds of those who may not have been given that lens to see through. We continue to seek out professional development to break down barriers related to our students, and to increase the awareness of our student needs.
- c. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.
- We have created two "Student Centers", one for primary and one for intermediate. Both rooms serve as tools for preventing behavioral issues. They are used as quick interventions to support pro-social behaviors.
 - Additionally, Siuslaw Middle School has a specific room for behavioral intervention. This serves as a space for students with disabilities to have sensory breaks, for students to complete work, and sometimes discipline. We have also added 1 Certified and 1 Classified FTE – Full Time Equivalent – for a Social Emotional Learning classroom to provide inclusive opportunities for students with severe behavioral needs.
 - At the high school we have built a strong PBIS culture. Our PBIS team meets frequently and green zone expectations are taught and rewarded. We use data to determine when boosts and re-teaching is needed. Additionally, we support teachers in order to reduce their burnout. We have created PD around self-care and secondary trauma.
5. Family, Community and Stakeholder Engagement
- a. What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?
- Parents are an integral part of our 21st Century councils meeting three times per year. Administrators are frequent speakers at VFW, Kiwanis and Rotary. Our Bond Advisory Committee has had a large presence in the community with civic groups, and home owners' association.
 - Our schools hold several family engagement activities throughout the school year. We hold parent-teacher conferences twice per year, multi-school STEAM Night, math or reading nights, family barbecues, and open houses and use them as opportunities to engage our community around our continuous improvement efforts.
- b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?
- The District has sent staff to attend learning meetings and summits hosted and organized by the Confederated Tribes of the Lower Umpqua, Coos and Siuslaw Indians. The district has also invited tribal educators to participate in curriculum materials selections. The district will be re-engaging tribal leadership to re-establish a local native education program to support native students during the school year.

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

6. Leadership Development
 - a. How does the LEA recruit, onboard, and develop quality leaders?
 - We participate each year in the Oregon Educator Fair. We offer bonuses for hard to fill positions.
 - As classified staff take on going back to school, when they come to the end of their certification we have supported them through their student teaching experience by hiring and mentoring them with TSPC approval. This has led to 3 teachers becoming certified in SPED with district assistance using a "grow from within" approach. Additionally, we have worked with three other teachers to get them certified in hard to find subject areas (science, math, physical education, Spanish) and career technical education.
 - b. How does the LEA align professional growth and development to the needs of school and district leaders?
 - Professional development calendars are developed annually based on annual comprehensive needs assessment and teacher surveys.
 - At the high school we continue to use AVID and PBIS as our main professional development.
7. High-quality Data Systems – How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?
 - RTI teams meet each week to discuss grade level achievement data. Students are grouped, in accordance to their need, in academic and behavioral interventions.
8. Continuous Improvement Planning
 - a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?
 - All Siuslaw School District certified staff have Student Learning Goals as part of their formal evaluation. Such goals are based on current needs and built around year-long objectives.
 - b. Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.
 - Administrators from all three buildings present monthly reports to the Board of Directors. These reports include updates to academic progress, behavioral progress, school cultural highlights and attendance data. These reports are publicly available at meetings and on the school website.
 - District level data team anchors all building teams in needs assessment goal setting. As part of that, quarterly across the year all teams monitor progress and at the end of the year district and building data teams will analyze progress, renew the needs assessment, and adjust or create new goals from that information. The building teams inform the district team, and the goal is for all of us to build common unified goals.

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

9. Supports and Interventions for Students
- a. How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?
- Siuslaw SD has one elementary building, and every spring, Siuslaw Elementary School (SES) works with ECCARES and Head Start to transition students from those programs into kindergarten. For students on IFSP's, meetings are held to ensure services and instructional goals are transitioned as well. We also include outreach to local private preschools, and SES has also provided a KITS program or other early kindergarten experience in the summer prior for incoming kindergartners.
 - Kindergarten staff conduct visits to preschool facilities each spring. Students from early childhood special education services have a transition meeting with Elementary Special Education and Kindergarten staff to craft support plans.
- b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)
- Each building holds transition meetings in the fall which includes grade level teachers for 5th to 6th and administrators from middle school to high school. Multiple tiers of data are used, including attendance, academic performance, behavioral data, locally based assessments, state assessments and anecdotal teacher evidence.
- c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?
- The district has a dedicated Homeless Liaison to align resources with the need. Families who may qualify as homeless are identified through registration paperwork each fall. When needed, the district coordinates with other districts to allow homeless students to continue in their home district. District policies JECBD and JECBD-AR are in place to provide regulation and guidance, and to "ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless."
- d. How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?
- Students who do not yet meet academic standards on state examinations may receive intervention coursework or instruction in reading or mathematics.
 - Enrichment opportunities are provided for students through exploratory and elective classes at the middle school level. Additional opportunities exist through Builder's Club, Interact Jr. Club, Social Justice Club, Oregon Battle of the Books, Advanced Reading placement, Knowledge Bowl, Brain Bowl, Geography Bee

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

- At the high school level students are placed into work sample classes in order to meet reading, writing and math essential skills.
 - e. How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?
 - The District Data Team meets annually to review summative assessment data. When data suggests subgroups are being underserved, resources are allocated to address the problem. Programs that specifically address subgroups of concern:
 - Title I grant provide supplementary, mid-level academic interventions at the elementary and middle schools
 - PBIS as a behavioral intervention
 - TAG programming to ensure TAG plans are in place for eligible students
 - Enrichment and intervention classes scheduled into the day at the secondary level
 - Behavior intervention classrooms at the elementary and middle levels for students with behavior that impede their learning
10. Library Program – What steps have been taken to ensure all students have access to strong school library programs?
- Each building's library is staffed with an Independent Aide who has been trained in the library systems. They work independently to find high-interest books at the appropriate grade levels for the populations they serve. They also work with teachers to help provide library resources and access to technology.
 - The district is contracting for a Certified Library & Media Specialist with Lane Education Service District. The media specialist will work with both certified teachers and the independent aides that staff the library sites to train them in the best practices in data, research, and service the library programs to bring them into the modern era.
 - The district will also be seeking to employ a full-time library & media specialist to restore all library and related instructional services. (When the certified library & media specialist position was initially posted only one candidate applied in the previous year in anticipation of the Student Success Act becoming law, but was hired by an out-of-state district.)

Siuslaw School District 97J

Continuous Improvement Plan – Supplemental Questions

Glossary of Acronyms & other short-hand notations

- LEA – Local Education Agency
- ORIS – ORegon Integrated Systems Framework
- SWIS – School Wide Information System
- PBIS – Positive Behavior Intervention & Supports
- Easy CBM – Easy Curriculum Based Measures
- STAR – Standardized Test for the Assessment of Reading* *STAR* is a brand name since the company has moved into Math, Early Literacy, and Spanish. It is part of suite of testing diagnostics and interventions from Renaissance Star 360
- IEP – Individual Education Plan
- SWD – Students With Disabilities
- RTIi – Response to Intervention & Instruction
- WLHN – Western Lane Health Network
- ACES – Adverse Childhood Experiences
- SEL – Social Emotional Learning
- MTSS – Multi-Tiered Systems of Support
- PD – Professional Development
- EL – English Learner
- AI/AN – American Indian/Alaska Native
- FTE – Full Time Equivalent
- n-size – student population number
 - groups of less than 5 students are not reported