

Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

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.

The Coquille School District has five campuses serving approximately 1280 students. This total includes several hundred InterDistrict Transfer students due to our two choice schools that offer in-person, on-line and hybrid options to families. Our two choice schools are Winter Lakes High School (K-7) and Winter Lakes High School (grades 8-12+). Our District also provides three traditional school options: Lincoln School of Early Learning: daycare (30 months)- grade 1; Coquille Valley Elementary (2-6), and Coquille Jr./Sr. High School (7-12.) We are leaning into the equity lens support our REN provides through data about focal groups within our ESD service area that may not be statistically significant enough to measure within our relatively small district.

Our District began its needs assessment in August of 2022 at our School board meeting with a presentation of our SBAC scores. Like many other Oregon districts, we were stunned by the effect the pandemic had on student learning in English, Mathematics, and Science. Building leaders brought this data to their campuses where school-wide conversations about strategies to assist students in recapturing lost learning. These conversations began during pre-service meetings and have continued across staff meetings, grade-level team meetings, and District-wide professional development days.

Building sites consulted attendance, behavior, and mental health referrals to further inform our needs assessment. Our leadership team was then tasked to involve parents, teachers and other stakeholders to participate in our Coquille Integrated Guidance team. Our team includes: adults of students at grades pre-K-12+(from our traditional and choice campuses); CTE/Alternative Education Director; a Board Member; the Superintendent; Special Programs director, Curriculum Director, TAG Coordinator, Homeless liaison; two Title I interventionists, teachers; mental health and academic counselors; and the adults of students. One building leader also leads our Equity Team. We employed the ODE Equity Framework in our conversations and planning.

At the October 28th meeting, our team reviewed the following data: local attendance, counseling and discipline; Oregon State Assessment scores (district and disaggregated by campus/grade level); the FORECASTS Analytics "State of the District" financial data; ODE At-A-Glance Profiles (district and disaggregated by campus/grade level); and the NWESD Longitudinal Data, including demographics, Federal programs, 9th grade on-track, 4 year graduates, regular attenders, and English Language Arts/Mathematics for the years 2015-2022.

Within our data sources, focal groups and their performance were identified in our data. As of our initial session, we had launched some surveys through GoogleForms for teachers, classified staff, students, families, community members and had held some focus groups of students who are served through the McKinney-Vento Act, Special Education, those navigating poverty, and those who identify as members of the LGBTQIA+ Community. Our early results from surveys revealed that adults of students in the above focal group had participated, as evidenced through their "short answer" question responses.

pathway for students in our rural part of the state to pursue. After a pandemic hiatus, student visits to campuses have resumed and will include not only high school students, but those in grades 7 and 8 as well. Students have had the opportunity to tour local business sites, including Roseburg Lumber, to see how CTE careers can move them into well-paying jobs. Students have access to several simulators that provide for exploration into aviation, heavy equipment operation and truck driving. A very recent addition to our District is the Pregnant and Parenting program at Winter Lakes High School. As our Superintendent says, “No student should have to choose between their family and their education.” This facility provides for children of students from birth to 30 months to come with their parents while they complete their education. Representative David Brock Smith was instrumental in bringing this program to fruition.

Equity Advanced

(250 words or less per question)

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

Our District welcomes students across Oregon to enroll through InterDistrict Transfers. Indeed, approximately 1/4 of our student enrollments come from IDTs! We offer in-person, hybrid, and exclusively online instruction. Students may choose to attend traditional or choice schools. Our schools employ three social-emotional counselors for those in need. Students can connect digitally with counseling services via the GoogleClassroom and GoogleForm programs our counselors employ. We offer Career Technical programs that are open to students in grades 9-12, irrespective of their school enrollment. Our district partners with community colleges, including Southwestern Oregon, to offer students expanded options for earning college credits while in high school. Furthermore, our District offers one-to-one technology for all students. We have additional clothing and hygiene supplies at each of our schools, for any who are in need. Our district provides students with three free meals each day: breakfast, lunch and “supper.” Furthermore, we offer daycare for those 30 months through nine years (2 sites); at four years old, students can be enrolled in our half-day, pre-K sessions.
- What needs were identified in your district or school in terms of equity and access?

Due to a severe labor shortage, our District was unable to provide transportation to students who live within one and a half miles of their campus. This created a hardship for parents of younger children who are unable to walk unattended to school. While our district provides 1:1 technology to students, our internet access in unincorporated areas can be spotty, thereby making access a challenge for some of our students. Because we are a relatively small, rural community, several of our focal group populations are statistically insignificant– it is difficult to truly assess their needs without tokenizing or “outing” students. We have fairly low ethnic and racial diversity as compared to metropolitan areas within our state. Consequently, our employees reflect their heritages and students of focal groups may not see themselves represented as proportionately as in other areas of our state. Our community is diverse in socio-economic status and in terms of religion. Based on some survey responses, there are some who believe members of the LGBTQ+ community are not given agency. We do have an equity team and three school counselors (social/emotional) who work to address these inequities (starting a GSA, starting a Welcoming Club.)

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- 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?

As we previously mentioned, our current lack of transportation for students who live within one mile of their school could impact those who are navigating poverty or homelessness. We continue to plan that this will not be a permanent concern; it was not the case until just this school year. As many other districts across the state, our students desperately need to recapture learning missed during the pandemic and distance learning. Finances are a concern in this area. We did not complete a full text adoption last year for ELA, so we are addressing the elementary grades (K-6) this year, while also planning to adopt a K-12 math curriculum for next year. This leaves no room for purchase of remedial curriculum for students who are reading far below grade level. While we have interventionists, they serve only K-6, leaving those older with fewer opportunities to recapture lost learning and move toward grade level. We intend to shift our interventionist focus to mathematics and reading in our two Title I campuses. Presently, we serve students through grade 6 with our interventionists. We plan to shift to K-3 support in Math and ELA. We also plan to level students in mathematics in elementary school, similar to a leveled reading model. We hope that a more laser-like focus in earlier grades will yield increased learning and performance of students in the future. Our schools have not tried this approach yet, so it is definitely a calculated risk. We also have a growing ELL population with some support in ELA, but far less in mathematics. We hope that intervening prior to the grade 3 "learn to read– read to learn" transition will serve students better and positively impact their academic success.

- 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?

With our 1:1 technology access, no one knows who can or cannot afford their own devices to access technology, therefore education. We have a strong administrative team that is invested in our community and knows its families intimately. They are always watchful for students who are navigating homelessness. In turn, they regularly communicate with the McKinney-Vento liaison who reaches out to families and youth, purchasing and delivering (as needed) items directly to families. All of our campuses have clothing and hygiene available to all students– offering them in restrooms and clothing racks displayed for any to access. We provide gas cards to support transportation to and from school as needed to allow students to attend school. Furthermore, our District has prioritized providing FREE food to students, three times per day, beginning at pre-K and continuing through age 21 (if still enrolled as students.) No one has to endure the "free lunch" tickets in Coquille. Our two unique choice schools (Winter Lakes Elementary and Winter Lakes High School) allow students to attend from anywhere– and some tune in from the library and community buildings!

CTE Focus

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

Our district has two high schools, located roughly half of a mile apart. While both have unique names and cultures, no student is denied participation in the CTE programs we offer. Presently, we have two CTE programs : Cosmetology and Construction. We are just beginning an Agricultural Program of Study. Each of these programs serves students at two different secondary campuses within our district. Both building administrators are flexible and collaborative, centering on student needs. We have multiple heavy equipment simulators for

Well-Rounded Education

(250 words or less per question)

- 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).

Within the standard Oregon graduation requirements and core subjects, our district offers students opportunities to graduate high school ready to enlist in the military, ready to enter the world of work through several CTE courses (such as Horticulture, Intro. to Ag, Construction, Ag. Mechanics (metals) and cosmetology), or ready to continue post-secondary education. We offer students the opportunity to explore Expanded Options with several Oregon and out-of-state institutions. We offer students the opportunity to take four years of Spanish, Culinary classes (including Foods of the World and Exploring Food), publishing classes (yearbook, digital media), STEM exploration classes, Ceramics, robotics, advanced biology and writing 121. Students may choose to attend our traditional schools, our choice schools, or a mixture of both at the secondary level. At grades K-12, we offer stakeholders the option of attending exclusively in person, exclusively digitally, and in a hybrid model. We have a music and a PE teacher at the 2-6 grade level. We adopt state approved curriculum which is aligned with state and/or national standards. Teachers participate in curriculum review committees for curriculum adoption and have collaborative grade level/content level meetings to discuss formative and summative assessment results. Students at grades K-6 are given a numeric score based on a 4 point rubric and articulated by standards addressed within a grading period. Students at the grade 7-12 level earn letter grades that correlate to a standard 100% criterion referenced scale.

- 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?

Within our district, we offer theater, visual arts, media arts and music. Our music instruction begins in the elementary school with second grade students. They focus primarily on vocal music, but add instruments into the mix as well. Once students arrive in middle school (grade 7) they can continue to perform in band or choir. In our pre-K, Kindergarten and first grade classes, students enjoy music throughout the day as taught by classroom teachers for educational and entertainment purposes. Our media arts begin in grade 7 as a stand-alone class. Students may choose digital media and/or publication (yearbook.) Here, students learn about graphic design and photography. From pre-K through grade 6, our students enjoy numerous art projects within their classrooms that are prominently displayed in classroom and hallway bulletin boards. At grade 7-12, students can pursue ceramics, introductory, intermediate and advanced art. Students of these grade levels also can choose to participate in Theater, hosting two productions each year. We have a local theater, Sawdusters, that hosts the Missoula Children's Theater, composed largely of local students with a few professional thespians. We held our debut production, "The Frog Prince" in mid-November. There are additional theatrical opportunities as well as dance studios in Coos Bay-North Bend, about 17 miles away, which some students pursue.

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

Two of our elementary campuses do not have spaces exclusively dedicated to libraries: one has six, double-sided rolling carts (2' X 6") that students and teachers access. Additionally,

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have 3D printers available for students grades 6-12 for students to create something artistic. Lastly, we encourage students to collaborate in solving applied math problems and greeting digital presentations. Students build an electric car each year, then dismantle it again for the following year.

- 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.

The first step we take in adopting curriculum is gathering a teacher team across the grade bands. The Director of Curriculum and Instruction (DCI) is tasked with being abreast of national and state standards for the content area. Next, we refer to the ODE approved curriculum spreadsheet. We focus on the curriculum with the highest ranking first. Teachers and the DCI investigate the digital footprint of publishers on the list. We also consult with other Districts in our ESD via caravans to exchange information and collaborate in our research. Once we narrow our selections down to just a few, the DCI requests perusal copies from publishers for teachers to critique. We publicize our preferred curriculum and provide our stakeholders agency to give input about the team's decision. If there are no challenges from our stakeholders, the DCI and the content area curriculum teams makes their recommendations to our Board of Directors. The Board then decides to accept our recommendations or ask us to revisit our findings. If a teacher wishes to adopt supplemental curriculum, the request is made of the DCI who vets the requested material to ensure it is aligned to state and national standards. The DCI maintains a GoogleSheet that holds our vertically articulated curriculum by content area, which is revised as standards dictate.

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

Administrators make a minimum of 10 observations (at least 50% with written feedback) as per our certified contract. Through such observations, administrators are able to offer suggestions for improvement/enhancement of instruction, which might look like covering a class so a teacher can observe a peer or arranging professional development. We have a mentoring program for teachers to support teachers through weekly meetings and conversations about instruction, celebrations, and challenges. We do expect our newest teachers to prepare and submit lesson plans to administrators to be certain that the scope and sequence for their grade or content level is being implemented with fidelity. Although the pandemic era of distance learning is not one many would like to repeat, a wealth of educational, digital content was generated. Teachers use visual/digital/kinesthetic "brain breaks" for students. A deepened understanding of students' mental health brought mindfulness of one's body that can be regulated through breathing. Digital access to live streams of cultures around the world encourages students to engage in learning about others. Teachers employ projects/research/hands-on science activities as well as manipulatives and drawing in solving math problems. Teachers offer individual, small group, and large group leveled instruction differentiated by a student's ability. This might look like a reading group working with our Title I interventionists to attain grade level skills. This might look like a student going to a math class in the next grade level to challenge their abilities. Or, it may look like students peer editing writing or checking a peer's answers.

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

when a student needs support. In person classes have a smaller ratio than those in our more traditional high school. We have a social-emotional counselor and an academic counselor on site to further support students through caring connections. Staff regularly reach out to parents and communicate amongst themselves through Microsoft Teams. Winter Lakes High School serves a relatively high number of students who come from marginalized focal groups. We support pregnant and parenting students in this space and also offer the services of our Title VI advisor in this space. Additionally, we have students navigating homelessness, so we have a shower and laundry facility available. We also employ funding from our YDD grant to re-engage students who may have paused in their educational journeys.

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

Our TAG coordinator is a member of OATAG and attended its October 8th conference. We learned that our district was already implementing PEP (personalized education plans) for those identified as TAG. A PEP is collaboratively written with the student, their adult, a teacher of the area of giftedness for the student, and the TAG coordinator. Our mission in codifying a TAG student's annual and interim goals is to remove barriers (such as required homework or following grade level curriculum when ability far exceeds) to that student's learning. This might look like expanded options classes, earning an associate's degree prior to graduation, homogeneous grouping by ability, or specially differentiated instruction. We have implemented a policy that removes the 97th percentile as the defining factor in determining TAG eligibility. We gather at least three data points prior to deeming a student to be TAG eligible. Our district test coordinator evaluates students' performance on state testing, but the teacher and parents also provide anecdotal and formative data in the process. We use a GoogleForm for teachers to communicate their rationale for referring a student for TAG eligibility. In this process, we also work with our SPED department who assist us in finding 2E or multi-E students among our population. Once a student is identified, we review their goals annually (as is done in an IEP) and discuss their aspirations after graduation. We work with our academic counselors to assist students in locating scholarships and other resources to walk beside them as they transition into the postsecondary world.

CTE Focus

- 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?

At grades 6-8, Winter Lakes students complete a Career Exploration sequence of classes that cover all career-related learning standards over three years. Winter Lakes high school welcomes multiple industries and services to address its high school population. Some of this year's guests include: Recruit Hippo- which works with students to create resumes, practice interview skills, and complete job applications); military, recruiters from several branches; university and community college representatives (including Lane and Southwestern Oregon Community Colleges); city agencies including the fire and sheriff's departments; local businesses and corporations, including Roseburg Forest Products, CNA's and dental hygienists; state and federal agencies including BLM, ODFW, and the Parks and Recreation department; tours to Fagan's Beauty School and a visit from the Oregon Hospitality industry. School staff work tirelessly to schedule and welcome numerous career fields for students to explore prior to entering the workforce. When events are upcoming, there are flyers and a bulletin board prominently displayed for students to see. Additionally,

science, English, and mathematics.) Additionally, the Winter Lakes High School is a designated AP exam site. While we do not offer AP courses, students do study independently before taking exams. We maintain a collaborative relationship between our high schools, with adults working to remove barriers to classes students wish to take. This might look like a freshman taking online coursework through a community college or a staff member providing transportation to a work site for a student who has no personal transportation.

At Winter Lakes High School, we have teachers who offer robotics, coding, electronics, project based learning, drone flight, virtual reality, simulators and Zspace technology. In the STEM/STEAM field, we are trying to educate students for jobs that have yet to be created. To that end, we offer as much hands-on learning as possible in these areas. We also offer hands-on projects for construction students who soon plan to design and sell planters, benches and the like.

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

We use multiple strategies which include the following: differentiated instruction, lecture based learning, technology-based learning, group learning, independent learning, inquiry-based learning, kinesthetic learning, and expeditionary learning. This rich variety of classroom experience and instructional modalities leads to student self-sufficiency. Several activities provided to and encouraged for students include: job shadowing, career mentorship, career-related learning competitions, informational interviews, paid and unpaid internships, service learning, student-led enterprises, simulated workplace experience, paid and unpaid work experience, volunteering, workplace tours, and field trips.

Through career coursework, students learn soft skills such as interpersonal communication, professionalism, digital etiquette and punctuality. We also offer students a personal finance course which helps them develop important skills such as budgeting, obtaining insurance, obtaining a driver's license or ID, opening a bank account, completing job applications, writing a letter of interest as well as resumes.

- How will you prepare CTE participants for non-traditional fields?

When we offer career exposure events to students, there is never a gender expectation. While we currently do not have large numbers of students enrolled in non-traditional fields, we do have staff members in non-traditional fields. We have a female robotics/coding teacher and a female agriculture teacher (although not yet a PoS in our district, we are in the process of completing our start up application with our local ESD, and we have a partner in our local community college, Southwestern Oregon Community College, which is offering agroecology coursework in 2023.) This creates a climate supportive of non-traditional careers. In having "office hours," our Winter Lakes campus provides individual tutoring. We strive to teach critical thinking so students will analyze the influence of media on society in perpetuating traditional fields/roles.

Also, in inviting local professionals to our campuses, we strive to bring stakeholders who hold non-traditional roles to highlight the potential all students have to pursue any field they desire, irrespective of traditional employment tradition.

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

We are in the process of completing our start up application with our local ESD for an Agriculture Program of Study. We presently offer these classes, which do fall under the Natural Resources Pathway: Introduction to Agriculture, Animal Science, Horticulture and Agriculture Mechanics. Although not part of the high school per se, we do offer an 8th grade Agriculture

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

In short: money talks. We need to have financial support to provide our community with something when we ask them to engage with us. This could look like revenue for purchasing a dinner for the CIP team, or cookies and coffee for community listening sessions. Having funding to pay for childcare when asking parents to engage in CIP work would welcome more of our younger families to forge a relationship with us. Having a print budget would also help. Our community has a weekly newspaper; our county has a bi-weekly newspaper. We do have community circulars and two affiliates of TV networks. If we had additional revenue to mitigate costs of advertising, this would be beneficial.

A challenge for many small communities is reporting data about focal groups. It isn't that we have no focal groups; we just don't have ALL the focal groups. And it is risky in a small community to have one on one conversations with one of three Black students, or with any member of the LGBTQ+ community. The only somewhat equitable way to navigate data collection in our community for state reporting is to rely on the REN. This is SOME data, but is it really reflective of focal group members in Coquille? Rather than asking focal group members to self identify, we did learn that we had participation from members via the short answer responses in our family, student, certified, and classified surveys. We strive to be inclusive of all, but in asking participation from such a small sample group, we may actually discourage them by making them vulnerable.

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

Three of our campuses have keyless entries to the building. While a few were initially frustrated by pulling on a locked door, our community now appreciates that we are trying to keep everyone safe. We received a donation from our PTK to add internal door locks to deter any threat that may manifest within the school building. Our other two campuses have barracuda mechanisms to deny access to classrooms. Our district regularly trains and practices the ALICE protocol with staff and students. Coquille is the Coos County seat; consequently, we have a county jail and numerous law enforcement members in our community. The response time to our schools ranges from 2 to 4 minutes. At sporting events, we have EMTs on site in the event of an emergency. We have AEDs, fire extinguishers, Narcan, and LifeVacs throughout our schools. Staff are trained every year in the use of these important safety tools. Our district employs two full time nurses who address all students, from the medically fragile to those who need a Band-aid or an ice pack.

In our elementary schools, we display student artwork that is not affiliated with any particular religious observance. We display flyers and posters depicting people of diverse backgrounds and abilities for stakeholders to see and, hopefully, identify themselves in those depictions.

At all campuses, we have well-trained, dedicated staff who form relationships with students and are ever-vigilant in reporting concerns to building leaders.

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

N/A

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

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- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

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.

We include: CIP packet, 1:1 meetings WLHS, white sheet– surveys, PTK focus group, and the CTE Data SNAP/Labor Market Information Highlights from our South Coast ESD.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?
We selected the “White Paper,” which gives an encapsulation of the responses we received through our various stakeholder surveys. We created the following surveys: Community, Family, Teacher, Classified, Student, students in special programs, students who are English Language Learners (bilingual), and parents of English Language Learners (bilingual.) We attempted to be as inclusive as possible without calling undue attention to our diverse stakeholders. As an example, for students served by Special Programs, we asked that the surveys be administered in a space where students could easily access support professionals as needed. This data was particularly interesting to our team as it provided localized information from our community. We submitted our PTK focus group data because the attendees represented a wide range of grade levels as well as the voice of those with disabilities. The one to one meetings held by one of our counselors allowed us to get a more in-depth understanding of the needs of high school students in our choice high schools where numerous diverse focal groups are present. The CIP data packet we provided to stakeholders was foundational to conversations on each campus and gave a baseline with some common information for us to reference in our needs assessment. Lastly, our district has invested a great deal of funding in our CTE-focused Winter Lakes High School. Because of this, we include our CTE Data SNAP/Labor Market Information Highlights to inform our stakeholders about the benefit of offering CTE courses to students in our district.
- 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.
We used one on one meetings and surveys with students; for families, we used surveys and small group conversations to engage with our stakeholders. Our student meetings were conducted by our social-emotional counselors who have forged a relationship based in trust with students they serve. These conversations provided the option to give a name or remain anonymous. Students were comfortable with a trusted adult in a familiar setting. We also conducted a digital survey prior to these meetings which informed the follow-up questions posed in the meetings. The digital survey reached a greater number of students, again was anonymous, and yielded statistical data that was quicker to gather and analyze than

counselors, but still feel we are barely hanging on some days. Staff are worried about having students on track to graduate in four years and are constantly working to prepare students for whatever life brings beyond high school. We are committed to recreating that strong community-school partnership that the Coquille School District has experienced for many years of its existence. It is never easy to see your warts and tail in the mirror; however, it is through leaning into tough conversations that we grow to understand each other better and challenge ourselves to grow.

CTE Focus

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

Our learning specialists, Work Experience and Internship coordinators match student interests with area businesses. We have connections with our Rotary chapter, Chamber of Commerce, and other fraternal organizations (the Elks and the Eagles Women's Auxiliary) that assist us in connecting employers with students. Recruit Hippo is a local agency that works with students to assist with resumes, job applications and interview skills. We have offered students transportation to job fairs, career expos and workplace visits for students. We are fortunate in having a small community with historic partnerships with our schools and students. Many of our district employees shop local businesses as often as possible. Educators are visible in employers' businesses, further enforcing our connections to one another and softening barriers that might exist when considering offering high school students the opportunity to work for them.

Affirmation of Tribal Consultation

- 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.

N/A

Strengthened Systems and Capacity

(250 words or less per question)

- 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?

We have a very robust "Grow Your Own" teacher program in our district. Over half of our 15 first or second year teachers are in the process of completing their education to obtain full licensure. Many of these teachers were previously employed as instructional assistants in our district. They have relationships with students, families, and staff, which make them seem less like a "newbie." Because most of our educators live in our community, they are representative of the focal groups of our community. One of our Board goals was to create a mentoring program in our district to support attraction and retention of educators. The "Grow Your Own" program also applies to administrators in our district. Just this year, one of our teachers stepped into a principal role due to a retirement.

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

The short answer is: we listen. Our building administrators are masterful at reaching out to others for suggestions and guidance. We have a close relationship with our certified association and work diligently to follow contract language. If we have to intervene and transfer a person (or RIF a person), we meet with our Association president and review our contracts. Many of our teachers have been nimble over the past three years, doing everything they can to support students and their success, even if it meant moving to a different grade level, content area, or building site. We actively solicit input from building administrators and teachers when building professional development. In recent text adoptions, teachers were given the perusal copies, times to meet, training to attend, and then they shared their conclusions with District leadership. We have used brief GoogleForms needs assessments to inform professional development. Of course, we look at State assessment scores and are very responsive to Oregon Department of Education communications about upcoming changes/modifications. We use assessment data to inform our decisions and conversations.

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

One of our Board goals was to create and maintain a mentoring program for all first and second year teachers. To that end, we posted the offer for a stipend to mentors of \$1,000. Mentors are expected to devote 2-3 hours per month to supporting their mentees. Meetings are tracked on a GoogleSheets spreadsheet for the mentors. Both mentors and mentees have their respective GoogleClassrooms where they can solicit feedback, share resources and ask questions. Mentees complete a monthly GoogleForm check-in. The coordinator of this program is a liaison between the two groups. Our district has four dedicated, calendared professional development days. Such days are a blend of District-led (changes in curriculum, policies, and procedures) by the newly-created position of Director of Curriculum and Instruction as well as teacher-led sessions. Teachers who attend professional conferences bring back their learning to share with the District. We also hold grade level/department level meetings throughout the year. Our teacher evaluation policy requires 10 observations, 5 + with written feedback, to teachers.

- 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?

We use formative assessments in conjunction with summative assessments. Our district requires a mid-trimester progress report for each student. At the elementary level, we use the EasyCBM tool as one method to track performance. We offer two Title I teachers with instructional assistants to serve those striving to read at our two Title I campuses. Teachers at grade levels meet roughly twice each month, as do department teachers at the secondary level. Winter Lakes High School delivers weekly progress reports and employs part of its teachers' days to serve as Learning Specialists who check in with students daily. Many of our staff employ GoogleClassroom for communication about homework and grades. We review data frequently, which allows us to make suggestions to students to potentially follow the modified diploma, pursue a GED, or to work at Winter Lakes High School with our digital technology platform, OdysseyWare. We like to say we have a place for every student; there are

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Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.