

Thank you for submitting your entry. A copy is included below for your records.

ESSER III District Plan

District Name Phoenix-Talent SD 4 - 2039

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Empowering, Adaptable Instruction:

Empowering, Adaptable Instruction: List specific evidence-based interventions The district will purchase culturally-responsive curricula and supplemental materials to address unfinished learning due to the pandemic. This may include updating curricula, purchasing online materials with staff training, and creating opportunities for intervention.

Empowering, Adaptable Instruction: How will the district measure the effect of this investment for The Phoenix-Talent schools will measure this strategy by academic goals and achievement via district level assessments. Qualitative data will be gathered from students and staff on their thoughts about new curriculum purchases that is culturally relevant, represents marginalized populations and seeing themselves reflected in the curriculum.

students who have been most impacted by COVID-19?

Time & Attention:



Conditions for Teachers:



Conditions for Teachers: List specific evidence-based interventions

The district will provide ongoing, embedded professional development opportunities through the use of instructional coaches at each school building. Coaches will focus on differentiated, evidence-based instructional practices to respond to current student engagement and learning data. Student data will be reviewed through Professional Learning Communities to adapt instruction to address unfinished learning.

Conditions for Teachers: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

The district will measure the impact of this strategy by looking at student data that has been disaggregated by groups most impacted by COVID-19 (race/ethnicity, homelessness, migrant students, students with disabilities, etc.) three times per year. Staff retention rates and summative teacher evaluation scores will also be reviewed yearly.

Relationships & Mental Health Support:



Relationships & Mental Health Support: List specific evidence-based interventions

Phoenix-Talent schools will partner with organizations to provide mental health supports for all schools in our district. School Based Health Centers will be accessible to all students in an equitable manner in which they can meet the needs of mental and physical health. In addition, intentional scheduling will allow for staff to authentically connect as students re-enter an in-person learning model focused on building relationships.

Relationships & Mental Health Support: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Measurable outcomes will include attendance rates for all students. In addition, data will be collected on students accessing these services and our district will analyze the attendance, academic success and engagement of students receiving services. Qualitative information is collective from families and students via survey.

Family & Community Partnerships:



Family & Community Partnerships: List specific evidence-based interventions

The district has hired a Student and Family Engagement Specialist to provide professional development opportunities to increase family engagement and foster authentic relationships between staff and families. The district has invested in a communication app to provide more accessible texting and messaging opportunities in multiple languages.

Family & Community Partnerships: How will the district measure the

Student attendance data, disaggregated by subgroup, will be reviewed and monitored to determine student engagement. Additionally, family engagement is measured through surveys to all parents as well as listening sessions and interviews in collaboration with our Student Investment Account (SIA) Team members.

effect of this investment for students who have been most impacted by COVID-19?

Other prioritized strategies

Please indicate the other strategy or strategies the district has prioritized

Phoenix-Talent schools will utilize funds for facility for safety and health related upgrades. This includes outdoor learning spaces, HVAC upgrades to ensure quality air, securing our facilities. We know that upgrading infrastructure for air quality, whether it is outdoor space or HVAC by importing fresh air into buildings, can have an impact on health and attendance of students and staff. When staff reduce the number of days they are out of the building it creates continuity of learning for students and we know when students attend regularly, engagement and academic success increases.

Other Interventions: List specific evidence-based interventions

The recommendations are to upgrade HVAC and filters to improve the air quality of our buildings to maximize air flow and minimize transmission of virus.

Other Interventions: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Student and Staff attendance disaggregated by subgroup

Did you submit SIA plan and update? Yes

District acknowledges that ODE will use and consider information (1) submitted for the District ESSER III Plan, and (2) previously submitted as part of the SIA Application for SY 2020-21 and SIA Plan Update for the 2021-23 biennium.

Community engagement to inform use of ESSER III funds

Our community, family, and student engagement feedback overwhelmingly supported the use of SIA and ESSER funds to address the mental health needs of our students as the top priority. This was true of overall feedback, as well as each subgroup that we surveyed and held listening sessions (or interviews) for including, Spanish-speaking families and students, students with disabilities, families of students with disabilities, LGBTQIA+ youth,

gender non-conforming youth, migrant families, Black students, Latino/a/x students, Native American families and students.

The second priority was to increase physical safety, personal relationships, and attention through increased staffing (to reduce student to staff ratios) and third was to address culturally-responsive practices and curricula.

How many migrant students are enrolled in your district and served through your district or through the ESD for the 2021-2022 school year?

190

Have you conducted engagement during the past 18 months to better understand migrant student needs?

Yes

How did you document and/or use the learning from this engagement? (<200 words)

Listening sessions with our Migrant students and families, Surveys, Monthly meeting with Parent Advisory Council (PAC), representation from Migrant community on Student Investment Account committee. We use this to guide our strategic plan and strategies.

With which group(s) did you engage? Check all that apply.

Migrant Parent Advisory Committee (PAC), Students, Families Principals and school leaders, Teachers, District administrators, Community Based Organization, ESD, please specify

ESD Name

Southern Oregon ESD

Which programs and/or supports do your migrant students access?

Student and Family Supports, Summer school/Summer activities, After school/academic supports, Post-secondary planning support, Credit retrieval

How have you or will you plan engagement to understand the needs of migrant students to inform interventions and use of ESSER III funds? (<500 words).

We engage regularly with our migrant families through the SIA process. We recently had a meeting with our Migrant Parent Advisory Council about ESSER funds, and their priority was continuing to support mental health services and include support for our families experiencing housing distress after the Alameda Fire. The fire disproportionately destroyed neighborhoods of migrant families, and our enrollment is down 70 migrant students from last school year due to displacement from the fire.

Have you engaged with incarcerated

No

youth over the past 18 months in relation to your SIA plan or any other process (e.g., RSSL, strategic planning, and/or return to in-person learning)?

Please indicate if engagement is happening through other organizations, and if so, which ones. Please check all that apply.

Another school district that is providing contracted services (please indicate which one(s)).

Please indicate which school district(s) that is providing contracted services

Medford School District

Please describe how the engagement is informing the district's ESSER III investments (<200 words)

We do not have incarcerated youth in our district (the students attend a neighboring school district when incarcerated). We receive regular notices of students who have probation officers and have individualized team meetings for student reentry after incarceration. Our district participates in the Jackson County Threat Assessment Team and holds quarterly Community Safety Meetings which include local law enforcement, probation officers, and safety agencies.

Do you have a way to identify students returning from incarceration?

Yes

Do you have targeted services or consistent protocols (even if rarely used) to support their return to school?

Yes

Please briefly describe your services to support their return to school. (<200 words)

Individualized re-entry plans and a district team that follows up monthly.

Publicly available link to your ESSER III District Plan

<https://www.phoenix.k12.or.us/site/default.aspx?PageType=3&ModuleInstanceID=3807&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=9001&PageID=2653>

Attached

ESSER III Integrated Planning Tool