

## Integrated Application Template

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. (500 words or less)*

At the district level, feedback was gathered from our educational partners, including staff, students, families, and community members. The process for engagement included surveys (staff, families, and students), listening sessions, focus groups, and empathy interviews. The district completed an ORIS needs assessment.

At each building level, the Site Council engaged with an ESD coach to complete the ORIS needs assessment. This data was also collected with MTSS data collection aligned with our longitudinal growth goals.

The engagement data, as well as district and building educational data, was reviewed by a committee that consists of a diverse group of teachers, classified staff, administrators, higher education partners, families, and students. The priorities of our partners were clearly identified, and current and proposed activities to meet the needs of our school district were discussed. Qualitative data collected from our students and families in traditionally marginalized communities was elevated. All proposed plans and resource allocations were processed through our district's expanded equity lens.

### Plan Summary

*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. (500 words or less)*

After engaging with all of our communities (including students, employees, families, and local business and organizations) and conducting an in-depth needs assessment, three key priorities emerged for our district: 1) Continue to advance our equity work to support all students, and specifically our historically disadvantaged groups. 2) Improve and expand our programs to create a strong, well-rounded educational system for all students. 3) Foster engagement with all of our communities to leverage resources and support students.

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These priorities will directly impact the areas of significant need that we noted in our data including the following: 1) An overall regular attender rate that has slipped to 73% as of 2021-22 including even lower numbers among several focal groups of students. 2) Academic performance on OSAS assessments that lagged behind state averages by significant margins for our total student population as well as many subgroups. 3) Perception data among students that indicate significant disengagement from academic studies at the secondary level, and concerns about safety and belonging among some student groups including non-binary students and students of two or more races.

In order to support our identified priorities, we have selected 7 outcomes for our plan: 1) Decrease disparities in student achievement with all sub groups making appropriate academic growth and progress. 2) All students, staff, and community members will feel safe, respected, valued, and included in our schools. 3) Provide opportunities for families to engage in 2-way communication experiences. 4) Ensure families are engaged and not overwhelmed with the expectation to participate in their child's K-12 education. 5) Our students will develop proficient academic and social skills to allow them to access current and future opportunities. 6) Our students will be prepared for college and/or careers. 7) We will provide equitable opportunities for all students.

Our key strategies for achieving the outcomes we selected will be: 1) Offer extended learning opportunities. 2) Maximize students' physical and mental health. 3) Support and expand CTE opportunities. 4) Maximize magnet programs. 5) Support/enhance fine and performing arts programs. 6) Break down barriers that prevent families from engaging in school decision-making and conversations. 7) Develop a cohesive and coordinated calendar of parent/family meetings. 8) Develop a PTS District compact for community partners. 9) Use a broad range of data sources to identify areas of inequity.

There will be many key investments made to support this plan including but not limited to: 1) Hire additional counselors, school psychologists, bilingual staff members, graduation coaches, college counselors, and a school nurse. 2) Expand CTE pathways. 3) Develop and expand partnerships with La Clinica Health Service and Project Youth +. 4) Continue and expand after school and summer programs. 5) Continue to expand music and other fine arts programs.

These investments will be monitored by the district administrative team annually through a variety of means and data points including OSAS student data, annual staff, family, and student perception surveys, attendance data, CTE enrollment and completion data, among others.

### Equity Advanced

*(250 words or less per question)*

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

The Phoenix Talent School District has a number of strengths in the areas of equity and access. These include the recent addition of a Director of Equity and Community Care, creating a pathway for an equity team to focus on the work necessary to ensure access and opportunity. Convening an advisory committee for EDI work and conducting a comprehensive equity audit of the school district are examples of the work underway. Using climate surveys for students and staff and conducting listening sessions with our stakeholders inform decision-making and allocation of resources equitably. The

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addition of Community Care Specialists in each elementary school focused on family support and system navigation is an additional example of work to ensure equity and access.

- *What needs were identified in your district or school in terms of equity and access?*

Needs include trends and themes identified in climate surveys, family engagement surveys, and listening sessions. These needs include the ratio of bilingual staff in highly visible areas such as main school offices, ensuring all materials are available in English and Spanish, signage at all school sites to include bilingual messaging, and the recruitment and retention of a diverse staff that matches our student demographics.

- *Upload the equity lens or tool you used to inform and/or clarify your plan & budget.*

### [Expanded equity lens](#)

- *Describe how you used this tool in your planning.*

The expanded equity lens is used in school improvement planning processes including site councils, school-level data teams, strategic planning and SIA engagement sessions. It is also used in the work of our family engagement teams in considering all aspects of reaching and engaging our families in their child's educational experience.

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

The key investments that we have outlined in our plan are all designed to support the needs of one or more focal groups of students while also providing support, engagement, and enrichment to our entire student population. For example, our investment in recruiting and retaining additional bilingual staff members will help to provide obvious support our migrant students as well as our Latinx students in all academic areas, and it will also serve to enrich our general population of students and give them additional instructional support as well.

- *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?*

We have attempted to account for any foreseeable barriers to our focal students being able to access the supports and investments we're making in our plan to the greatest extent possible. For example, our after school and summer programs have transportation needs factored into them to allow many of our most vulnerable students to participate. Of course, it's possible that there will be unforeseen barriers to student access to one or more supports, but we are prepared to find solutions and make accommodations wherever those situations arise.

- *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?*

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The Community Care Team works closely with families that are experiencing homelessness alongside the Maslow Project. Procedures are in place to ensure student privacy when using our student information system.

### **CTE Focus**

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

Phoenix High School CTE Programs of Study show a variety of strengths regarding equity and access. These strengths include the number of CTE course offerings that are available in a wide variety of program areas to meet individual needs & interests. These programs allow for project based learning opportunities and career exploration. As the programs explore career pathways, they also emphasize community college connections that allow students to streamline their postsecondary education. Access to the entry level courses in all programs is open to all students. Two of the CTE programs are also connected to extracurricular clubs (FFA & DECA) for competition and expanded leadership opportunities.

Equity is an important focus for our district and all of our licensed teachers are completing a 4 day SIOP training during the 22-23 school year to ensure that their practices are in line with research based strategies. A variety of additional strategies are also used to help increase student access and equity students in classes such as reduced course fees for low income students, peer tutors for translation support for students with limited English and instructional aides for students that experience challenges based on learning disabilities. These supports hopefully take away potential barriers for students.

- *What needs were identified in your CTE Programs of Study in terms of equity and access?*

While there are many strengths in our programs, Special Education & current ELD students are not always able to access the CTE programs at the same rate as other students. Part of this issue is due to additional support classes that are needed in their schedule. These courses, while incredibly valuable, allow less time to explore other program areas. Also, the male to female ratios in some programs is uneven and more marketing could be done outside of the program to draw more students in.

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

Recruitment takes place all throughout the year but becomes very important during pre-registration. Pre-registration takes a group as well as an individual approach through our advisory program in order to select courses for the next school year. We review graduation requirements, which includes CTE courses as an option, and discuss which courses fall into that category. All students also watch an electives video that highlights each of the CTE programs.

We are also planning a CTE night in February that will showcase each of the CTE programs to current students as well as 8th grade students and families. This will take place prior to 8th grade parent night and pre-registration.

This year our juniors are participating in YouScience to test student aptitude. These results will likely help students determine courses or programs that fit their abilities.

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The biggest recruitment pieces that we have are word of mouth and the teachers ability to connect with their students. We know that if a student feels connected to a teacher or program then they will likely continue to take courses within that area. They will also tell their friends about the program which can draw a lot of interest.

- *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?*

We will continue to look for ways to create a master schedule which will open up as many potential opportunities to participate in CTE courses for our focal groups as possible. Our teachers do a phenomenal job of getting to know the students in their class. As they learn about needs, they help connect students with an adult at school that can help support the students needs beyond the classroom. We also partner with Project Youth + and Trio to help provide secondary and post-secondary supports to students that are low income and/or first generation college bound. Free tutoring, mentorship and career/post-secondary exploration opportunities are plentiful with these partnerships.

### 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).*

Our plan includes a great deal of investment in providing a well-rounded education for all students, and especially our focal students. Some examples of how we are providing this level of support at each grade band include:

- Elementary - Music, dual-language, outdoor education
  - Middle - Music, Spanish language
  - High - Music, theater, fine arts, construction, welding, automotive, world languages
- *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 the Phoenix-Talent School District, our school board is committed to offering a variety of programs for K-12 students. These include at an early age, elementary music, physical education and structured play at recess. In addition, we have a thriving Migrant Education program that features dance and activities. At the middle school level, our music program continues with a band program and we introduce an Art curriculum that continues through high school. And finally, at the high school level, our programs include Band/Symphonic, Guitar, Jazz Band, a number of Art classes including AP Art, Digital Media and Journalism, PHTV (news broadcast), Photography, Marketing and afterschool Theater program. Our board understands that we can be everything for every student but we strive to have something for every student (from Brandon Fleming's workshop).

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

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Each of our schools has a full-time media manager who oversees the library and reading programs. At elementary, each elementary class is scheduled once a week in the library where the media manager provides structured reading/activity programs. In addition the elementary media managers work directly with the students' teachers to assist in 'good fit' book selection. At the middle and high school level, the media managers support the technology resources and ensure there is a wide variety of books/resources for every student. Each year, our media managers collaborate with a licensed librarian from another school district on a monthly basis for training and professional development.

- *How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?*
  - All secondary students are required to take physical education classes as part of their regular school schedule.
  - Each elementary school has a full-time physical education teacher; every class, including our site-based classrooms for students with disabilities, has a scheduled PE class twice a week (45 minutes each). In addition, every reading and math core block have scheduled BEPA movement breaks daily. In addition, elementary students have three recesses per day to move and play.
- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Our science curriculum uses hands-on investigations and interactive digital tools to promote discourse as students explore phenomena. All students in grades K-12 receive rigorous science instruction. Our math curriculum promotes discourse and critical thinking, and teachers receive ongoing professional learning in these areas. Additionally, our language arts curriculum reinforces concepts from STEAM disciplines. Several of our teachers have attended training with the Buck Institute of Education's project-based learning, and Phoenix-Talent is connected to the Southern Oregon ESD's STEAM Programs and Career Connected Learning. Furthermore, our district summer and extended learning opportunities are STEAM-gearred; we partner with Talent Maker City to extend our learning with local makers, scientists, and artists to provide hands-on learning experiences.

- *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.*

All curriculum adoptions follow a rigorous process to ensure alignment with standards, rigor, and are logically sequenced. A curriculum adoption committee is formed and includes classroom teachers, two-way immersion teachers, special education teachers, English Language Development teachers, administrators, and parents. The materials are reviewed to determine relevance, rigor, integration of technology, differentiation, and that they're appropriate for diverse learners. All materials being considered by the Committees are selected from the Oregon ODE Adoption List, which is vetted prior to district use. For science and language arts, the committees used the NYU Culturally Responsive Curriculum Scorecards to encourage the Committees' critical reflections on whether the curricular choices are culturally responsive. The materials are placed on public display, presented to students for feedback, and we conduct "mini-pilots" with select lessons and classes. The School Board ultimately votes on the curriculum materials.

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

Our district has made an intentional investment in high quality instruction by hiring instructional coaches at all elementary schools as well as the middle school level. Additionally, we will be hiring an instructional coach for our high school as well. These coaches work closely with each other as well as the teachers in each of their buildings to unpack reading and math curriculum and standards and to elevate best practices as defined by current research. Our teachers all use state-approved curriculum and apply standards-based instruction to all of their lessons. This year the district has also adopted the SEE-KS Mentoring program to provide support for classroom teachers to observe, collaborate with, and mentor each other. The district also partners with the Southern Oregon ESD to provide teacher mentors to all teachers in their first or second year in the profession. Similarly, the district employs a separate mentoring program housed within the district to support teachers who are new to the district, but not new to the profession.

- *How will you support, coordinate, and integrate early childhood education programs?*
  - Headstart at PES and OHES
  - TES starting a preschool program (contract with Ivy School PreK Promise)
  - Kinder JumpStart
- *What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?*
  - 5th grade parent information nights at the middle school
  - 8th grade parent information nights at the high school
  - Student visits to middle school/high school
- *How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?*
  - Universal math and reading screeners at K-8 using iReady
  - DIBELS/IDEL screener at K-5
  - Attendance data
  - MTSS system K-12
- *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 district has a robust Talented and Gifted (TAG) program that is designed to meet state requirements and support the needs of all above level learners. As part of our child-find process for TAG, we place a special emphasis on identifying traditionally underserved populations including many of our focal student groups.



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### **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?*

Career exploration happens in a variety of ways and in a variety of environments at PHS. Each CTE class provides students with career exploration lessons & guest speakers, and CTE field trips. Juniors will take the YouScience aptitude assessment in our advisory program and all juniors complete a career research project in their Language Arts class. Our Business / Marketing CTE program also uses an employability skills training site called Launchpad. Students in the Agriculture program complete a Career Development Event (CDE) one time per semester. In addition, our Future Planning Center, along with our partnerships with Trio and Project Youth + provide opportunities for students to learn about different career areas and colleges that support those interests. Pirates to Raiders is another partnership that has provided this opportunity in the past. However, over the past few year, with COVID, this program has focused more on grades and tutoring but it is starting to expand again.

- *How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?*

All students and families, including those in focal groups, can learn about CTE offerings through our 8th grade parent night, Latino Parent Nights, open house, and school communications. We are also planning a CTE Night for February 2023 which will highlight each program of study. Students also have access to the electives videos which highlights the CTE programs, school visits as an 8th grader, and word of mouth from other students. The electives video is also sent out to families if they weren't able to attend one of the in-person parent nights. Student Led Conferences is a time when students sit down with their families to discuss future plans as well as their course selections for the next school year. Changes to course selections can be made at that time. Our Migrant education students have the opportunity to participate in workshops sponsored by Talent Maker City such as building a ukulele, 3D printing, designing and building a longboard, flying drones, coding, and furniture building (picnic tables, beds for fire survivors, etc.)

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

Work based learning opportunities outside the classroom has been a tremendous challenge for our CTE programs. However, our CTE teachers have diligently worked to create opportunities within their classroom environment to mimic elements of an off-site experience as closely as possible. Our programs are also working to reestablish community connections in hopes of starting more off-campus opportunities in the future. Some current examples of work based learning include our Digital Media program that utilizes students to live stream sporting events through Table Rock Sports. This program also participates in an interview process with film makers at the Ashland Film Festival. These interviews that are created and produced by students are shown after the films. Our Agriculture program offers experiences as a Greenhouse Manager or School Farm Foreman where students take on leadership roles and attend to the day to day operations of those facilities.



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- *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.*

Technical skills will be improved through curriculum that is aligned to industry standards. Advisory Boards will also help ensure that the skills that are taught in the courses are relevant and applicable to current industry needs. Opportunities for postsecondary credit are available in most programs and can help jumpstart a student's next steps. The postsecondary credit through community colleges is free which removes any financial barriers.

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

The career exploration activities listed above help student identify potential careers. Beyond identifying careers, we help students create resumes and prepare for interviews in upper level CTE courses as well as through our Future Planning Center. A lot of the focus is on how to connect a student to the next steps for a career area of interest. This includes a variety of opportunities through our Future Planning Center as well as the Launchpad employability training mentioned above.

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

We will prepare students for non-traditional fields through exposure to opportunities they haven't had before. Career exploration and research, guest speakers, Oregon Connections videos, and YouScience will all play a role in providing a wide range of career options to students in CTE classes. We also utilize our Future Planning Center and our partnerships with Trio and Project Youth + to work with students on an individual basis to help determine potential career areas of interest.

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

The Construction program was approved for the 22-23 school year.

### Engaged Community

*(250 words or less per question)*

- *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?*

There is a renewed commitment to this engagement with our community by our school board and our staff. We know there is a tremendous need to re engage our families, community, as well as the students in our buildings. This commitment has shown up in many areas and our process for gathering authentic feedback includes attending Migrant Ed PAC meetings, student-staff-family surveys and also showing up where families are, which is our music concerts, athletic/activity events and other school community gatherings. The informal feedback at events has been a welcomed avenue I think for both families and staff, as it is non-threatening, a diverse group of parents and does not take additional time

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for our families to provide their thoughts on how things are going for their child. One of the biggest barriers we face is still recovering from the Almeda fire. In an effort to ensure we are hearing from all of our families, those who are still displaced and scattered throughout the valley are more difficult to connect with and/or receive feedback from. Some are simply just trying to survive. Some of the information we get from our fire impacted families come from the students sharing with their teacher. Overall, we have been more intentional than years past in engaging and seeking feedback.

- *What relationships and/or partnerships will you cultivate to improve future engagement?*
- Contact agencies to partner with us so that we can give families what they need to engage in events.
- Family engagement teams at each school
- Support from Scholastic's Family Engagement Resources, especially Sherri Wilson
- *What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?*
- Additional funding
- Other ways to collect data other than surveys (Families and staff are being surveyed to death)
- More listening sessions, less talking at families and more listening to families
- Empathy interviews
- *How do you ensure community members and partners experience a safe and welcoming educational environment?*
- People who can communicate with families in their native language in each building
- Making safe places for people to be their authentic selves
- Community Care Specialists to build relationships with families who don't feel comfortable in an academic setting
- *If you sponsor a public charter school, describe their participation in the planning and development of your plan.*

Armadillo Technical Institute (ATI) is the only charter school chartered by the district. Representatives of ATI attended every meeting of our strategic planning team and were highly involved in the development of our plan. They also did work on their own in developing their own Longitudinal Performance Growth Targets and Integrated Budget planning. Additionally, they support the district and plan by attending all of the support sessions offered by our local Education Service District staff along with district personnel.

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

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- 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 \_\_\_\_\_

- *How were they engaged?*  
(Check all that apply)

- 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

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- ✓ Social media
- ✓ 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.*

- *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 chose to share a few different kinds of artifacts in our submission. One is the responses from a Special Education family listening session. That was chosen because it demonstrates the types of interaction we had with one of our groups of focal students and families. We also chose a couple of pictures of our Strategic Planning Team at work drafting our plan to show the diversity of people in the room developing our vision for the next four years. Similarly, we included the minutes of one of our Strategic Planning meetings to illustrate one of the ways we engaged with our communities. We also chose an infographic from a staff survey that was done in the fall of 2022 that gives good insight into what our various employee groups think about multiple issues. Finally, we included the results from our student Panorama survey of our 3rd-5th grade students district-wide as an example of how we engaged with our students in the survey process.

- *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 many different strategies to engage with our students and their families and an example of some of those strategies are listed below. We chose these strategies because they are mostly in-person strategies that allow us to engage directly with our students and families and they led to a high degree of engagement.

- PAC (Parent Advisory Committee) meetings
- Charla Entre Padres
- Family Engagement Surveys
- Focused Listening Sessions
- Student Climate Survey
- Latino Parent Nights
- Empathy Interviews

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- *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.*
  - Leadership teams
  - SOREN Staff Survey
  - Family engagement structure
  
- *Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?*

We received a great deal of feedback from all of our communities (staff, students, families, and local community members) and the vast majority of it was positive. We learned that families feel very good about their students' individual schools and their experiences there. They also feel that staff members are friendly and helpful. Our students overwhelmingly like their teachers and their schools. Our staff members feel safe and supported in most instances. We also found that our community partners feel valued and welcomed into our schools. Areas of need that we discovered during our engagement sessions included: a need for increased engagement with their course materials by our secondary students, a need to support our non-binary and students of two or more races to feel safety and a sense of belonging, and a need to increase the sense of a positive classroom environment/climate for our teachers.

### **CTE Focus**

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

All district Superintendents in the region met with the Director of Rogue Workforce Partnerships for feedback on how districts would like to engage with Industry, as a part of their "Community Engagement" (10-17-22). Rogue WorkForce/CCL will be offering Career Area Sector Partner Zoom meetings, where district planning teams may ask questions and receive feedback from Industry Leaders. Each district is also using Industry Sector Partnership panel Q&A sessions, Superintendent/Sector Partnership discussions at Superintendent meetings, Community Tours of CTE labs and strong Advisory Boards for each CTE Program of Study to connect with community partners. PHS CTE teachers are working to reestablish community connections for their individual programs. Since the COVID pandemic, many members of the PHS Advisory Boards are no longer in the area or no longer working in the same industry. Teachers are reaching out to build new Advisory Boards.

### **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.*

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### 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?*
  - Bilingual marketing and bilingual recruiters, school visits
  - Mentor Program
  - Regular check-ins & beginning, middle, and end of year surveys
  - Ongoing equity professional development for all staff
  - Affinity student groups and paid
  - International teachers search
  
- *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?*
  - Data & root cause analysis—evaluation data, experience data, student demographic and achievement data
  - Retention and Licensure data & position analysis
  - Candidate and Interview Pools for elementary positions
  
- *How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?*
  - MTSS/PBiS structures
  - Restorative Practices
  - Monitoring and responding to disaggregated discipline data
  
- *How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?*
  - Data & Root Cause Analysis/Needs Assessment
    - PTS Educator Survey
    - State & local assessments (iReady)
    - Educator Evaluation Data
  - Partnerships with ESD for training (SIOP)
  - Instructional coaching
  - Curricular materials training
  
- *How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?*
  - One licensed instructional coach at each elementary and middle school

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- Professional development in coaching and strategic topics for coaches
  - Individual, small, and large group interactions with instructional coaches, Title specialists, and administrators
  - Observation feedback, student, professional, and practice goals processes
  - Weekly time for guided PLC PD and PLC work
  - SEE-KS peer observation and discussion
  - Instructional observations and coaching for novice teachers from trained ESD Mentors
- *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?*
- EBISS/MTSS teams meet regularly to identify and support students at-risk for failure
  - Use of Oregon Data Suite to track student data (disaggregated attendance data, discipline data, progress monitoring, academics, credits earned, coursework failed)
  - Graduation coaches to support students at-risk for dropping out and course failure
- *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?*
- Kinder Jump Start
  - Pirate Camp
  - Link Crew
  - Future Planning Center events
  - RCC Hola
  - Kaleidoscope play groups
  - Meetings between Early Childhood Special Education staff and schooled staff
  - Transition meetings for students on IEPs between elementary-middle, middle-high, and high-transition.

### Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
  - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- [Equity Lens Utilized](#)
- Community Engagement Artifacts
- [DRAFT Longitudinal Performance Growth Targets \(and any optional metrics\)](#)



## Integrated Application Template

- Affirmation of Tribal Consultation

### **Assurances**

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

### **After Application Submission**

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.