



Butte Falls School District #91 2023-27 Integrated Plan Application



This document is developed to organize and capture all the responses to the required application questions for the complete and final online Integrated Plan Application which must be submitted via Smartsheet after presentation and approval by the School Board but by no later than **March 31, 2023**.

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)

The first step in our needs assessment process was to garner input from students, staff and community members through various engagement activities. One method we used to gather feedback was the use of surveys. Both elementary and secondary students were asked to complete an online survey, responding to questions regarding school culture and climate, communication and engagement, student/staff relationships, and school environment. Parents of all students were sent an online survey asking for their assessment of how the district is meeting the educational needs of their children. Additionally, the survey provided a review of previous SIA spending priorities, and asked parents to indicate their current level of support for each of the items listed.

Staff members were asked to respond to a survey as well. The first part of the survey was similar to the parent survey, asking staff to report their support of past SIA funding activities. The survey also included questions about student/staff relationships, student/staff safety, academic disparities, students' mental health needs, and how the district can offer students a more well-rounded education.

We conducted empathy interviews of 49 elementary and secondary students in January. The interviews were facilitated by a staff member from Southern Oregon ESD. Students were asked to respond to questions about their connection to school, what schools have done to make a positive impact on them, and ideas for how the district can better support their academic success. The empathy interview activity targeted focal group students; mainly students with disabilities and students experiencing poverty.

The second step in our needs assessment process was to have all staff members participate in an activity using the ORIS protocol. This meeting was held at the end of January, and was facilitated by staff from SOESD. Staff members asked to respond to and develop priorities based on the five ORIS domains: Leadership, Talent Development, Stakeholder Engagement and Partnerships, Well-rounded Education, and Inclusive Policies and Practices.

The final step in our process was the work done by the district Leadership Team to synthesize all the information and develop our Integrated Plan. Data from surveys and interviews were summarized by SOESD staff, and are included in this proposal. Using these data and the results from the staff ORIS activity, the Leadership Team determined spending priorities for the upcoming school years. Additionally, the Leadership Team applied the Oregon Equity Lens throughout their decision making process. Not surprisingly, a majority of the spending activities for 2023-24 and 2024-25 are continuations of past priorities.

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)

Butte Falls is a K-12 charter school district. Current student enrollment is 192, with approximately half living within the community of Butte Falls and half coming from outside the traditional school boundary. Being this size, each student is known individually by multiple staff members and, for the most part, every student's family is known by staff. Classroom teacher to student ratio is 16:1 in grades K-7; in grades 8-12 the teacher to student ratio is 11:1. Overall in the district, the adult to student ratio is approximately 8:1. Our main focal groups are students with disabilities, students experiencing poverty, and homeless students, with a high amount of overlap between groups.

Considering feedback gathered from various engagement activities, plus priorities identified by district staff members, our Leadership Team established the following outcomes for this Integrated Plan: 1) Improve student attendance and engagement to school; 2) Increase student achievement in math and ELA, and decrease disparities in student performance; 3) Increase students' and staff's sense of feeling safe, connected, supported, and valued; 4) Provide students access to behavioral and mental health supports on-site; 5) Increased kindergarten early learning and early literacy readiness.

In order to achieve these outcomes, we braided a combination of HSS and SIA funds to support a range of activities. Investments in staff include a college/career counselor, school psychologist/counselor, behavior specialist, special education teacher, additional educational assistants, and staff to support additional course electives. Other activities include investments in teacher professional development and collaboration, graduation and career planning strategies for students, dual credit opportunities for students, kindergarten readiness collaboration, and supplies to support various activities. Other funds are designated to support safety improvements and community engagement activities.

This spring the District will develop Longitudinal Performance Growth Targets to measure progress toward the outcomes of this planning and other District and State Goals.

Equity Advanced

(250 words or less per question)

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

As described above, we are a small district in a rural, remote town. And while that presents its own set of challenges, it makes providing students with equitable educational opportunities a reality. At our elementary school, we have one teacher per grade level, and in some cases one teacher with a blended, two grade class. Secondary classes are small and personalized. Children receive individual attention, with specific educational opportunities presented to each student. For example, all students have access to the district's off-site Natural Resource Center, and have the chance to participate in educational activities there based on their own individual interests. Every student has access to

Chromebook technology. We provide one-to-one Chromebook devices for all students in grades K-12. Additionally, we provide hotspots at home for any students who do not have internet access.

Our two main focal groups are students with disabilities and students experiencing poverty. While we have always offered individual attention to these students, we have utilized SIA funds the last three years to provide additional help and support to these students.

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

As stated above, about half of our students live outside the community of Butte Falls, mostly in the towns of Eagle Point and Shady Cove. As such, these students have a more difficult time accessing some of the district's after school activities because of transportation. To address this need, we offer a later bus run that transports students home after activity time.

Universal mental health supports have been put in place for students who live in Butte Falls and in the surrounding communities. Students have the opportunity to access behavioral intervention support and counseling services in partnership with both ESD and the Rogue Community Health clinic. Students are then able to receive services during school hours if needed, which makes these services more equitably accessible for all students.

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

Our District is using the [Oregon Equity Lens](#) as developed by the Oregon Educational Investment Board.

Describe how you used this tool in your planning.

In developing and refining our Integrated Plan, the Leadership Team met together to review, discuss and consider the eight questions provided by the Oregon Equity Lens as it relates to our strategies and activities. Focal group students in our district are students with disabilities, students experiencing poverty, and homeless students; with a large degree of overlap of students between these groups.

After considering the eight elements of the Equity Lens, we came to the following conclusions:

- 1) We believe the investments we are making to support students' mental/behavioral health and academic success will benefit all students and will help narrow the opportunity gap that exists between focal students and the regular student population.
- 2) The primary barrier to more equitable outcomes in our district is geographical. We serve two distinct communities; one within walking distance, and the other from neighboring communities up to 30 miles away. We are working to provide transportation options and more equitable access to our students from neighboring communities.
- 3) We are committed to professional learning for equity. Our Integrated Plan includes professional learning investments in Positive Discipline, and trauma informed practices.

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

"Targeted Universalism" is not just an idea in Butte Falls, but a daily reality. Because of our size, any strategy or program that we implement to support focal students positively affects all our students. Our intent is to discover and maximize the success of each student. SIA funds are being used to provide additional counseling services that are available to all students, helping support their mental health and

removing barriers that lead to academic success. Similarly, the addition of educational assistants offers focal students more help, but also supports all students by creating smaller group sizes during academic interventions. Over the past two years we have added a second full-time Special Education teacher to increase individualized support for this focal group (which comprises 30% of our student population). Our wrap-around services are extended to the general education population as needs arise.

At the secondary level, we continue to invest college/career guidance support through Project Youth Plus to provide mentor support for our high school students. Our 13-acre Natural Resource Center campus is ADA accessible and provides a venue for real world applications through hands-on learning. Additional social/emotional supports are in place through collaboration with SOESD using positive discipline as a way of implementing SEL curriculum and universal school cultural practices.

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?

One barrier that has already affected the potential to positively impact our focal students is the shortage of staffing (teachers, specialists, substitutes, educational assistants, administrators, bus drivers) that the field of education is experiencing right now. This showed itself in our inability to hire a special education teacher last year, even though we had SIA funds available to fund the position. Another barrier is the possibility of reduced funding for education in the future. We know that current levels of federal funding will be ending soon. And there is always the potential of state funding being reduced. Another barrier that is especially impactful for a district like ours is the loss of student enrollment, and with it, the accompanying reduction in funding. Before the pandemic, we had 230 students; now we have 192. It only takes a couple families leaving the community, or a few families from Eagle Point not choosing to enroll their children in our schools to have a significant impact on our funding. Finally, the continuing high incidence of communicable diseases represents a real barrier to focal students' academic success. And I hate to even mention it, but facing another pandemic such as COVID would be a huge barrier for all students.

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?

Fortunately, many of the supports we offer homeless students are available to all students in the district; meaning all students benefit from the programs and strategies we use to support homeless students. We have partnerships with the local food bank and used clothing stores that make those resources available to all students and families. Through a partnership with Rogue Community Health all students have access to dental, medical and mental health resources. We provide free breakfast and lunch to all students. Finally, we utilize Title I funding to provide money to assist homeless students.

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).

Two school sites comprise our one district school—the Butte Falls Charter School. These are a K-7 elementary campus and an 8-12 secondary school campus. Several years ago we took possession of a decommissioned fish hatchery located about two miles from the district office. That property, and the accompanying buildings, has been turned into our third extended campus, the Natural Resource Center (NRC), which has been the centerpiece of our natural resources education program. All students at every grade level have access to the NRC. It is used for field trips, and both short and long term student-led, hands-on projects. Through their work at the NRC students interact with a variety of community members who volunteer there. In addition, oftentimes high school students are helping lead activities when elementary students visit the NRC.

We adopted a new Language Arts curriculum this year for grades K-8 and are in process to adopt this for Grades 9-12. We are finalizing our adoption for K-12 Math for 2023-24. All elementary students have PE every day.

Well-rounded educational opportunities at the secondary level include a guitar class, a culinary arts elective at the Natural Resource Center, and individualized work experience for high school students. All high school students are required to do a community service project.

We also provide collaboration with Rogue Community College (RCC) so students can attend in person or online college courses. Along with that students also have the opportunity to participate in work experience with local businesses.

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?

Ceramics 1 and 2 are regular offerings as part of our high school elective three-dimensional arts courses. Two-dimensional Art and Photography classes are offered annually along with Yoga and Guitar. A yearbook is produced each year by students, giving them a chance to gain journalism and digital skills.

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

We have a growing partnership with the Jackson County Library System. The Butte Falls Branch is located directly across the street from the high school. Elementary students regularly go to the library for programs, and are able to check out books to read at home. High school students access the library as part of their Language Arts courses. We have a modest library on-site at our elementary campus, too. We also participate in the SMART reading program (Grades K-1). Older students and adults read with individual students weekly. During the year students are able to select up to 14 books to take home and include in their personal library. When needed, we consult with Southern Oregon ESD for Library/Media support.

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

Both elementary and secondary schedules include dedicated times for breakfast, lunch, PE and recess. As a note, we are on a four day weekly schedule, Monday through Thursday. Elementary students have 45 minutes of PE daily, plus two recess periods. Secondary students have 55 minutes of PE, plus free time as part of their lunch break. We use an intentional curriculum for all our PE classes. Another way that students are given adequate time for movement is through their frequent use

of the Natural Resource Center. The activities and programs that students engage in at the Center regularly involve a wide range of movement types and physical labor (in a good way).

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

We continue to develop an integrated K-12 curriculum aligned with our district-wide Natural Resources theme. The NRC serves as a base at which students engage in a wide range of hands-on learning experiences. During the school year, students in grades 8 through 12 spend one day a week at the NRC for their Science class. This past summer, students entering 6th through 12th grades spent over 250 hours working on various projects at the NRC. Activities include trail building, construction projects and working in a recently completed MakerSpace lab.

Elementary students visit the NRC on a regular basis to work on a variety of grade-level science related projects. Topics include plant identification and gardening, and applied math activities. Natural resource-related curriculum kits are used by teachers in their classrooms at all grade levels to integrate math, science, and technology elements into their lessons. Additionally the NRC is used for senior projects and work related experiences to help students build career/college readiness skills.

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.

When we undergo curriculum updates, we align with state standards, and purchase materials that are approved by the state. Like most districts, we recently adopted new Language Arts curriculum, and have provided professional development to our staff as they implement the new materials. Over time teachers have developed standards-aligned curriculum maps for all core subject areas. The maps get reviewed and updated periodically. Additionally we are in the process of adopting a new math curriculum and creating each grade level science curriculum which aligns with NGSS standards and the use of the NRC.

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

We use standards based curriculum, aligned to state standards. We regularly monitor students' learning progress using both in-class formative and summative assessments, and standardized benchmarking assessment instruments. One of the things that makes our classroom instruction particularly engaging is our commitment to embedding a Natural Resources theme at all grade levels, kindergarten through 12th grade. Both in classrooms and at the NRC, students are presented with a wide range of hands-on, authentic learning experiences. \

Another factor that helps students stay connected to school is the recent addition of a college/career counselor, who supports students in making post high school plans. Secondary students are surveyed for their interest in various topics. Teachers use the feedback to guide lesson planning and curriculum themes. Because of small class sizes and small student to teacher ratios this allows each grade to really individualize through differentiated and scaffolded instruction.

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

The Butte Falls Community/School Partnership (known as The Landing) provides our community's preschool program. It is housed in a building near our district office. In addition to running a preschool program, The Landing offers families other resources such as a food pantry and a used clothing store.

The preschool teacher at The Landing and our kindergarten teacher have frequent interaction, collaborating on curriculum, instructional strategies, and appropriate student information. In fact, supported by a grant, our kindergarten teacher co-taught with The Landing teacher last summer.

The close relationship between our district and The Landing allows for us to easily connect with families who have preschool age children. The Landing serves as a meeting space for community gatherings and is a place where families can access internet services.

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

One thing that helps with transitions at every level is the fact that since we are small our staff knows each student personally, and we have strong relationships with nearly every family who have children in our schools. We host two Open Houses each year, one in the fall and one in the spring, that include campus tours of schools. Adding a grant-funded college/career counselor has helped students build post high school plans. We have a Career Readiness class at the high school, and offer various dual credit courses in partnership with Rogue Community College.

Each year we take high school students on college visits, to both four and two year schools. We have a Career Day each year at the high school which brings in local business people to talk to students about potential careers. Our 7th grade students take PE classes at the high school, which helps them learn the building and meet older students. Many of the projects that students work on at the Natural Resource Center involve secondary students as team leaders of elementary age students, which helps build relationships between the older and younger students.

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?

Because of our small size, we are able to provide individualized instruction and interventions for each student. As students enter 8th grade we help them develop a high school four-year educational plan and post-secondary goals, based on their specific interests and needs. The recent addition of educational assistants has improved our small group intervention system, and has allowed us to provide more targeted support to all students. We offer online extended learning opportunities for students who have gaps in their learning. Students who do not meet or exceed state testing levels are given the chance to meet standards by completing Essential Skills work samples.

We leverage our Project Youth+ staff to guide students and families on the path to career and college readiness through student conferences, advisory classes, and 1-1 meetings with the career counselor along with study skills classes as the need arises.

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

We are in the process of re-evaluating and revising our TAG program. However, our small size allows us to provide individual educational opportunities to our students. Teachers create an individualized learning plan for each student identified as TAG. These plans include providing students additional educational opportunities within the classroom, and the chance to take lead roles in out-of-classroom projects that classes work on. Students are also able to choose specialized electives and attend higher level classes above their grade to obtain learning experiences that fits their academic interests aligned to their academic planning and goals.

At the secondary level, we are able to customize students' academic schedules to allow them to pursue individualized experiences that challenge their learning. These include taking college level courses, participation in advanced skills training off-campus, and technical skills internships/work experience.

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?

We are committed to meaningful community engagement. Our monthly newsletter updates parents and families on the various events, activities and meetings occurring in the upcoming month. Our website and school Facebook accounts provide additional information and collect responses from our community. We have a designated email account (Feedback@buttefalls.k12.or.us) that we regularly promote to welcome questions and concerns from all of our constituents.

We send out surveys to students, staff, and families gathering feedback from those groups. We host community listening sessions, where people can ask questions and get answers about the district. We conduct empathy interviews of students in order to hear their voices. We have partnerships with local faith communities. We collaborate with The Landing to help provide a range of resources to families in our community. We partner with Rogue Community Health in order to serve families' mental and medical health needs. We have reestablished our parent engagement committee to identify how families and the community can work together with the school to serve student needs.

One of the barriers to community engagement is the fact that as a charter school, we have students from different communities attending our schools; primarily from Butte Falls, Eagle Point and Shady Cove. Since our schools are in the town of Butte Falls, it is more challenging to connect with families in neighboring communities. In order to connect with more families, we created more virtual options to meetings, and in recent years we have offered community listening sessions in Butte Falls and outside district boundaries.

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

In a town like Butte Falls, the school is in many ways the center of the community. So maintaining a close relationship with the city of Butte Falls is critical to staying connected to the interests and needs of our students.

Another key partnership is the one between our district and The Landing. As the setting for the town's preschool and a source of other resources for families, The Landing is a great point of connection for us to maintain.

The Natural Resource Center provides a context for many positive school-community connections. Work parties and educational projects carried out at the NRC create spaces where students, parents, staff and community all work together in a positive atmosphere.

In the aftermath of the pandemic we are reconnecting with local businesses to provide work experiences for our secondary students.

We also have strong partnerships with the local faith based community members which provide additional supports during school hours including volunteering.

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

We have received excellent technical support and expertise from staff members at Southern Oregon ESD. The Department's continued support of ESD's in this way is critical to our success. The regional technical support helps small districts efficiently gain clarification of state expectations and intentions with respect to grant requirements. We just do not have the bandwidth to attend to this without such assistance.

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

We work hard to maintain our facilities, recently completing many safety related upgrades like new fences and sidewalks. We provide professional learning support to our staff regarding social emotional learning strategies, implementing Positive Discipline throughout our schools. Our Open House events are well attended and provide a positive experience for community members to see their students' classrooms and meet staff. We serve ice cream.

We facilitate assemblies and other family/student events throughout the school year which provide all community members and families the opportunity to engage with the school and staff. We partner with the Jackson County Sheriff's Office and the Town of Butte Falls on public safety concerns.

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

We are a single-school charter school/district so our planning for the district and the school are integrated.

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

- Students of color
 - Students with disabilities
 - Students who are emerging bilinguals
 - Students who identify as LGBTQ2SIA+
 - Students navigating poverty, homelessness, and foster care
 - Families of students of color
 - Families of students with disabilities
 - Families of students who are emerging bilinguals
 - Families of students who identify as LGBTQ2SIA+
 - Families of students navigating poverty, homelessness, and foster care
 - Licensed staff (administrators, teachers, counselors, etc.)
 - Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
 - Tribal members (adults and youth)
 - School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
 - Business community
 - Regional Educator Networks (RENs)
 - Local Community College Deans and Instructors; Local university deans and instructors
 - Migrant Education and McKinney-Vento Coordinators
 - Local Workforce Development and / or Chambers of Commerce
 - CTE Regional Coordinators
 - Regional STEM / Early learning Hubs
 - Vocational Rehabilitation and pre-Employment Service Staff
 - Justice Involved Youth
 - Community leaders
 - Other: Rogue Community Health, Project Youth Plus Coordinator, SOESD Behavioral Intervention Specialist ESD
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**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

- 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.

We plan to submit the following five artifacts:

- Staff Survey - questions and summary report
- Student Empathy Interviews – Questions with Summary
- Parent Involvement Group PIG agenda
- Photos from Community Meetings
- Summary from our Oregon Integrated Systems (ORIS) Needs Assessment

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?

The artifacts we chose represent various voices within our community and a range of methodologies in gathering information. Staff surveys were chosen to represent feedback from all staff members throughout the district, given in a way that was both anonymous and convenient. Students from all grade levels participated in empathy interviews, with focal group students specifically targeted. Pictures from community meetings represent engagement activities that were open to the public and provided an open-ended discussion format for community members to provide feedback. The agenda from the Parent Involvement Group (PIG) meeting represents dialogue between district staff and a committed, on-going group of parents. Finally, the ORIS document summarizes data from a session at which all district staff and a number of community members attended. Participants reviewed previous SIA investments, looked at feedback from other community engagement activities, and provided input toward future district priorities. The ORIS session was facilitated by a Southern Oregon ESD staff member.

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.

One strategy we used to engage the community was to host facilitated meetings, in both Butte Falls and in Eagle Point. Invitations were sent out and dates and times were posted on social media outlets. These meetings allowed for two way communication between the district and the community, with district staff presenting important information and community members having the chance to ask questions.

A second strategy we used was to conduct empathy interviews of students, which included a high percentage of focal students. This strategy was used in order to gain direct feedback from students and to get a better understanding of their needs. These strategies are mainly at the “consult” and “involve” levels of community engagement, and somewhat at the “collaboration” level as well.

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.

One strategy used to engage staff was having them participate in an online survey. All staff responded to a survey which included information about recent district priorities, and asking for responses about staff members’ thoughts on potential priorities for the future. This method was used since staff could complete the survey at their own convenience, and provided feedback to specific questions.

In addition, all staff participated in a 150 minute group activity utilizing the ORIS protocol, facilitated by a Southern Oregon ESD staff member. This strategy was used in order to have all staff participate at the same time in a needs assessment session. These strategies are at the “consult”, “involve” and “collaborate” levels of engagement.

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

Data from our community engagement activities indicate the following trends: Strengths of our district include strong student/staff relationships and meaningful hands-on learning experiences for students. Staff members care about students and provide individualized instruction. The Natural Resource Center was often mentioned as a highlight, helping students stay connected to school and providing a space for authentic learning. Feedback regarding areas where the district can continue to improve included the need for a wider range of course offerings and continued support for students’ mental and behavioral health.

These trends have not varied much from feedback we received the last three years. We have worked hard to create a school culture that is focused on knowing students as individuals and maintaining strong relationships between students and staff, even throughout the COVID pandemic. Providing staff professional development in trauma informed practices and implementing Positive Discipline throughout the district has been a positive experience for both students and staff. We will continue to make investments in hiring various staff members who support students’ academic success, help guide students in college/career planning and support students’ mental health needs.

CTE Focus

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

While we are not large enough to have Perkins approved CTE programs, we have used projects at our Natural Resource Center as the venue for developing short-term skills classes (Construction, Welding, Agriculture, Design, Manufacturing Technology, Culinary Arts). These courses and the related projects allow us to invite businesses to help sponsor or fund student projects. Additionally, while we are 20 miles away from urban areas, we have been able to place some of our older students in short-term jobs with the local gas station and our local food/clothing bank. Additionally, Project Youth+ has helped us

fund paid student internships for some of the construction and agricultural projects occurring at our Natural Resource Center campus.

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.

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 utilize COSA, Douglas ESD, Southern Oregon ESD, Open-House and social media to advertise staff job openings. Once hired, all new staff receive training in Positive Discipline, our district-wide SEL initiative. Teachers new to the profession are provided a mentor through Southern Oregon ESD. All staff are given a week in August to prepare for the upcoming school year. New teachers are paid for an additional two days of preparation. Staff members have the opportunity to attend sessions offered by Southern Oregon ESD in order to gain Micro Credentials in the following areas: ACES, Social Emotional Learning, trauma informed practices, Universal Design for Learning, building resilience in mental health. Tuition reimbursement is available to staff who earn college credit and attend professional learning sessions associated with their work assignments. Our Natural Resource Center is attractive to many teachers who appreciate the fact that the district has a site that fosters hands-on, project based learning. In fact, our current high school Health/PE teacher earned his teaching credential while working for the district, and now is a licensed teacher living on campus at the NRC.

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?

This is not a significant issue in our district because of our size. Overall, we assign our most qualified, experienced teachers to teach students experiencing disparities in learning at every grade level, K-12. We utilize small class sizes to personalize academic and social emotional learning. We are implementing frameworks centered on RTI and MTSS to better help support students' academic, mental and behavioral health. The recent addition of more instructional assistants using Title and SIA funds has allowed us to provide math and reading interventions to more students in our primary and intermediate grade levels.

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

We provide Positive Discipline training for all administrative, certified and classified staff, and have implemented its strategies district-wide. We have provided a broad range of trauma informed and restorative discipline professional learning opportunities for our staff. Our discipline strategies are consequential, not punitive, and reflect firm, yet kind, support for improving student behavior. Data

Teams meet monthly to review student behavioral and academic performance data and to make recommendations to better support students. We have a “refocus room” in our elementary building that serves as a calming space for students as they need it. Additionally, our intervention specialist uses that room for social emotional skill building. The recent addition of more counseling services has helped us be more proactive in supporting students’ mental and behavioral health. We have a partnership with Rogue Community Health that provides additional counseling services to support students’ physical and mental health.

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

Each year teachers develop a common school-wide professional goal that attends to school goals. The district professional development committee includes representatives from classified, certified, and administrative roles. We consider feedback from the ORIS process, surveys, empathy interviews, and listening sessions in building district priorities. One Friday per month is dedicated to providing professional learning opportunities for licensed staff. We are a Positive Discipline district through our partnership with Southern Oregon ESD, who provides a person to sit in on our Data Team meetings. Staff members engage in local ESD offerings for the Tech Summit, Equity Summit, and STEAM Hub. We have budget funds dedicated to support certified staff, who earn additional college credits, endorsements and degrees.

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

We provide mentors through the ESD for beginning teachers and administrators. One Friday each month is dedicated to professional learning for certified staff. Administrators provide feedback and coaching to staff through our observation/evaluation process. Staff members meet regularly in the form of Data Teams and Professional Learning Teams (PLTs) to share focus on individual student needs and effective instructional strategies. The engagement processes of the ORIS protocol, student empathy interviews, surveys and listening sessions provide valuable feedback to staff.

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?

District-wide assessments are given three times each year that measure student academic achievement. Benchmarking in reading and math occurs every six to eight weeks. Our RTI process is in place for both academic and behavioral interventions, with educational assistants helping support students in small groups. At the high school level, students can make up failed courses using an online instructional software program, Acellus. Students in 8th through 12th grades attend an advisory class each day for graduation planning. Our recent addition of college/career counseling services has helped students monitor their progress toward graduation, and build realistic post high school plans.

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?

We facilitate Student/Parent/Teacher conferences in the fall and spring annually. We partner with The Landing to coordinate kindergarten readiness. We organize a summer school kindergarten prep four

weeks before school starts. Our 7th graders serve as mentors for elementary students in PE and reading. Middle and high school students lead and co-teach with our science teacher to deliver science lessons and activities to elementary students.

Students in grades eight through 12 attend an advisory class each day in which they track their progress toward graduation, and make plans for college and/or careers. High school students attend a GEAR-UP Career Day each year. We bring students on college visits to Southern Oregon University and Rogue Community College. Project Youth+ works with high school students to plan for the transition beyond high school, focusing on low income youth.

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)
- 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.