

Integrated Guidance Application Template



Applicant:

Black Butte School District #41

Institution ID: 2052

Contact Information

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Application Components begin here:

Needs Assessment Summary (500 words or less): *describe process, results of the needs assessment, data sources and how equity-based decision making for strategic planning and resource allocation.*

Consider community engagement Input

Review Disaggregated Student Data

Identify priorities aligned to the 4 common goals: well-rounded education, equity advanced, engaged community, strengthened systems and capacity

[ODE Integrated Needs Assessment Tool](#)

[HDESDTemplate for Needs Assessment](#)

Within the ever-changing landscape of education in Oregon and our district, we have engaged a diverse multidisciplinary team in conversations focused on examining each of the four goal areas: equity advanced, engaged community, well-rounded education, and strengthened systems and capacity in the context of multiple data sources. The purpose of this team is to examine the Inter-relationship of community engagement and partnerships to a shared assessment of need. The team examined practices, systems health, program quality all in the context of community input and robust analysis of disaggregated student performance data including trends for focal student groups.

After clarifying and confirming a shared understanding of each goal area, participants were guided through primary questions on each goal *ensuring findings and observations were supported in data*. The team used the deeper analysis and a high school focus guiding questions from the Integrated Needs

Assessment tool to further identify trends and patterns, formulate a shared understanding of strengths and needs, and to prioritize the goal area.

Data used in this needs assessment process included qualitative analysis reports from listening sessions and affinity groups, *Youth Truth survey data*, eligibility for Special Education services, discipline rates, attendance, universal screen data, third grade reading and math proficiency rates, 9th grade on track, graduation rates, credits earned (dual credit, AP, IB achievement), participation in work-based programs, and participation in extracurricular and co-curricular programs [\(list on page 4\)](#).

Our team examined contributing factors that impact the trends and patterns we are seeing. Factors we considered were learner, instructional, climate and culture, family and community factors. This examination showed that engagement in learning is still a challenge for many of our students. Our teaching team is still trying to learn and implement a tiered system of supports to address the individual learning needs of our students. We'd like to find ways to more actively engage our families as partners in their children's learning. Our staff are not accustomed to regular engagement with families and community partners. We'd like to change this.

Our team has determined that our priorities for the 2023-2026 school years are students' academic growth and family/community engagement.

Plan Summary (500 words or less): Context, braiding/blending of investments, needs and issues the investments will address, process to monitor

Black Butte School District (BBSD) is a small rural public K-8 school. In any given year, our enrollment hovers between 21 and 28 students. The school's small size and access to nature enables the team to experiment with vibrant and creative ways of teaching and learning. This flexibility provides opportunities for place-based and problem-based educational experiences.

We have several licensed educators: 2 full time teachers, 1 teacher who also serves as head teacher, 1 part-time teacher, and 1 part-time child development specialist. We also have 1 additional licensed teacher who teaches Performing Arts. Support staff include a part-time business manager and a part-time district administrator. We partner with local experts to enrich our program with the arts, PE, and outdoor recreation/exploration.

Black Butte School currently has 21 students. Students are divided into 3 classrooms where learning is individualized. Eleven students are at or above grade level in Math. Eight students are just below grade level in Math and 2 students are 2-3 grades below in Math. Eleven students are at or above grade level in Reading. Ten students are just below grade level in Reading and 3 students are 2-3 grades below in Reading. Five students are identified as low income. Five students are identified as being members of a federal or state recognized tribe. Six students attend BBSD on an inter-district transfer with Sisters School District.

BBSD is committed to creating a learning environment where all students feel welcome and are able to thrive. Historically, BBS had 2 classrooms, each with four grade bands; K-3, 4-8. Meeting the academic, social, and emotional needs of students was difficult in these multi-grade classrooms. Previous SIA funds allowed us to support the creation of a 3rd classroom and the hiring of a third teacher. Smaller grade bands (K-2; 3-4; 5-8) allowed all teachers to provide focused, individualized support to students below grade level in Reading and Math. We have

noticed an improvement in students' reading and math scores. However, several students are still below grade level in Math and Reading. We want all students on grade level. With the 2023-26 SIA funds, we plan to continue to support the 3rd teacher's salary, with the expectation that students' success in Math and Reading continue to improve, reducing or eliminating the number of students performing below grade level. We will continue to enhance our understanding and skills in providing a multi-tiered support system.

We have also identified "community engagement" as a challenge, particularly for those families who do not live in Camp Sherman. Our community meetings and surveys indicate a strong interest in more frequent communication and events that bring our families together and help them understand how they can better support their child/rens learning needs. Therefore, we'd like to hire a "Community Engagement Coordinator" who will work with our staff to design and execute a Community Engagement Plan.

We will monitor student achievement using a variety of data (quantitative, qualitative measures). We will monitor our community engagement plan and survey families mid year to gauge our progress.

Equity Advanced (250 words or less per question) : outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen	
What strength do you see in your district or school in terms of equity and access?	With a student-body of 21 students, we are able to build quality 1:1 relationships with the students. All staff interact w/students formally and informally on a daily basis. We choose a couple "focus" students each month for informal observation, attention, and "love". We have strong relationships with most families. Students are also getting more 1:1 attention on academics based on needs, interests, and strengths. Our part-time counselor is able to meet w/every student regularly to see how they're doing socially and emotionally.
What needs were identified in your district or school in terms of equity and access? (directly inform your planning and budgeting)	Our students and families, who live out of district, tend to be more frequently absent from school and family gatherings that occur during and outside of the school day. If we have events during the school day, our working families are not able to attend. Relationships between the adults in a tiny community are as essential as those between our students. Data also indicates a need for more variety in how we engage with all our families i.e. notes from teachers, book studies, newsletters, workshops, etc. When families feel more connected to a school and its staff, they tend to be more willing to partner with the staff to address learning and SEL needs of their child/ren.
Equity lens or tool upload/link?	Oregon's Equity Lens Oregon's Equity Tools

<p>Describe how you used this tool in planning.</p>	<p>Prior to each planning task and listening and needs assessment session, the belief statements and equity stance were reviewed. A tool or protocol was provided for a systematic structure for decision-making within the context of each task. Objective questions were examined during prioritization on goals. <i>A decision tree was used for allocation of resources.</i></p>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<ol style="list-style-type: none"> 1) We will continue to support a third classroom, allowing us to reduce the number of grade/age groups in a single classroom. This allows us to provide more individualized instruction to every student, ensuring they don't fall through "the cracks" and offering additional support and enrichment using a MTSS framework. 2) With increased community engagement, we hope to create modes of communication and a variety of opportunities for all our families to feel connected as partners in their children's academic, physical, and SEL growth. Schools are like a family system...we need to "integrate" our families into the culture of how and why we do things...in meaningful ways.
<p>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?</p>	<p>We are making the choice to keep a third classroom teacher on staff, using our multi-purpose room as a classroom. We are going to make an adjustment in our schedule to weekly meeting times for staff to discuss student data, engagement plans, and multi-tiered strategies. We are going to add a family/community engagement coordinator to our staff to help us develop and maintain a creative, evolving, and consistent approach to family engagement. We would like to figure out how to support our students in achieving goals, but who may need additional support at home to do it. One barrier/challenge is that most of our focal students are non-resident students who live in poverty and get little support at home for academic work. We would like to provide more direct outreach to those families in hopes of creating a stronger partnership with these families, in service to their kids.</p>
<p>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?</p>	<p>We follow the requirements of policy JECBD-AR. If we were to have students who are homeless, we will ensure that they receive all the necessary support so that they are able to stay in school to be successful. This includes meeting with the families to determine and offer support.</p>
<p>CTE FOCUS</p>	

<p>What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<p>Regionally, we offer a variety of CTE programs in 10 pathways. We work with our teachers to identify any systemic barriers that may be in place that make it difficult for students to access those programs. In addition, we work with counseling staff to better understand the scope and sequence of CTE programs. We have also provided training for our CTE teachers to better serve special education students. In addition, we have the ability to support translation services in a limited capacity to our CTE programs.</p>
<p>What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>Varies by school/district</p>
<p>What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>Varies by school/district *provide regional training for counselors to help them understand the scope and sequence of CTE programs to ensure they are able to provide accurate information to students during forecasting/scheduling.</p>
<p>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?</p>	<p>Varies by school</p>

<p>Well-Rounded Education (250 words or less per question): mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices,</p>	
<p>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)</p>	<p>Our responsibility is to educate the “whole child”. We take the long view as we consider the essential knowledge, skills, and “ways of being” that help a human be successful in life and ask ourselves, “How do we help these children get there?” We have a growth mindset. We put a great deal of emphasis on SEL, incorporating mindfulness practices into our daily schedule. The use of student portfolios allow them to set, track, and reflect on their progress towards goals. Black Butte School's Programs engage students in authentic and experiential educational opportunities through a project and place-based interdisciplinary field studies program that enhances learning from the core classes (math, reading, writing, science, and social studies); emphasize themes of sustainability and stewardship; and foster relationships between students and their community. We are a K-8 school</p>

	<p>but because of our small size all our programs and approaches are delivered to all grade bands (elementary and middle).</p>
<p>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?</p>	<p>We provide theater, visual arts, music, dance, and media arts through our performing arts program. There is a winter and spring program that integrates much of what they're learning in the LA classroom into a program that often has our Metolius Basin incorporated into the theme.</p>
<p>How do you ensure students have access to strong library programs?</p>	<p>We have a library with well over 1,000 books that is maintained by the teachers and volunteers. We use a library software program so we can check books out and track their use. We have used library grant funds the past year to update books and ensure representation from diverse authors and cultures. We have dedicated silent reading time each week where students can explore our library and enjoy the books in it.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>While we do not have a meal program, we do provide time for morning snack, lunch and recess. We keep extra healthy, non-perishable snacks at the school at all times. If we notice students don't have food, we utilize this supply of items, both hot and cold, to make sure all students have an adequate amount to eat.</p>
<p>Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.</p>	<p>A good example is our Downhill Dummy project. Students use their math, physics, engineering, art and problem-solving skills to create a "dummy" that will go off a ski jump at Hoodoo during the Winter Carnival. They work in small teams to study previous projects, discuss techniques for ensuring it will stay intact as it goes off the jump, then get to building the dummies. They use physics concepts like Newton's Laws of Motion to understand how to build a successful "dummy." As a follow-up, they write a reflection on the success of the project, how their team worked together to achieve its goal, and how they worked as a team member to support the goal. This is one of many examples of how teachers and students collaborate to create unique learning experiences that incorporate many different disciplines.</p>
<p>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.</p>	<p>Our curriculums for each subject area are "approved" programs that are aligned with Oregon and/or national standards. We identify our needs, review curriculum options that best align with our unique learning environment, speak with representatives from the various publishers, have curriculum out and available for review by board, family, and community.</p>

<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>We follow the Danielson Framework for Intellectual Engagement and Observation. Staff set professional goals each fall, aligned with the framework. Administration meets with each staff member in the fall to review goals (informed by previous spring's reflection on year, incl. student performance data). We discuss the goals, revise and refine as needed. Informal observations and coaching occur throughout the year, beginning in October. Formal observation occurs in February. As a team, we set a professional goal for the year. Monthly staff meetings include PD related to that goal i.e. making learning visible, SEL, Backwards Design, mindful classroom practices, Essential questions to guide learning, instruction, and planning, etc.</p>
<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p><i>We do not have an early childhood program in our district.</i></p>
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>Our middle school students attend Sisters High School. We assist students in their transition to HS by meeting with the HS counselor and any other staff, as needed. We will organize tours and facilitate forecasting in collaboration with the counselors and Sisters HS or MS.</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?</p>	<p>We monitor students progress using iReady and a variety of teacher designed assessment tools. Once we identify a student as being behind grade level we collaboratively develop a plan of action. This typically included extra instruction time, communication with families, and modified instructional material and lessons. We have divided the students into 3 classrooms allowing us to individualize instruction in ways that are more difficult in a larger school. Differentiation is a way of life in a small mixed-grade classroom. Our 2 students with special education needs (speech & language) get weekly speech and focused support by our licensed reading specialist who is also our K-3rd grade teacher.</p>
<p>What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>Our multi-age program allows students to excel in a variety of ways. We challenge each student based on their learning needs. We teach every student at the level they are at, it is minimally based on age and grade. Our small size give us a unique opportunity to individualize instruction. We have multi-level readers for those reading well above grade level. While we have a new TAG identification process, it will not limit our abilities to meet every student where they are and challenge them at their instructional level.</p>
<p>CTE Focus (Brook): new CTE programs of study to be developed</p>	

<p>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?</p>	<p>Regionally, YouScience, a career aptitude assessment, is available for all middle and high school students. Not only does this allow students to identify their aptitudes, it combines it with their interests. It also serves as a career navigation tool providing information on employment outlook, education/training, and skills used on a daily basis. In addition, Career Tree is available to all high schools and challenges students to dive into their career choice to investigate if it is really what they want to do. Schools are using YouScience and/or Career Tree to help guide students to CTE programs.</p>
<p>How are you providing equitable work-based learning experiences for students?</p>	<p>Our region has partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities.</p>
<p>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.</p>	<p>We work to integrate core academic knowledge and skills into all CTE program of study work. This includes CTE teachers working with their math and/or ELA counterparts to integrate lessons/coursework.</p>
<p>What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>*Employability Skills - these are integrated into all CTE Program of Study standards</p>
<p>How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?</p>	<p>Our schools promote CTE programs and course offerings prior to forecasting each year. Regionally, we support informational videos, 8th Grade CTE Days, and various other CTE recruitment opportunities. These allow all students to see and get a hands-on feel for what CTE programs have to offer as well as see what careers they could move into upon completion of the CTE program or after additional postsecondary training/education.</p>
<p>How will you prepare CTE participants for non- traditional fields?</p>	<p>*This is gender based, i.e. females participating in engineering, automotive, computer science, etc; males participating in health sciences, etc.</p>
<p>Describe any new CTE Programs of Study to be developed.</p>	<p>*Regional focus is on developing robust programs of study in our four fastest growing sectors of Healthcare, Technology (computer science), Manufacturing, and Construction</p>

Engaged Community (250 words or less per question): who was engaged, how were they engaged, artifacts, where on the spectrum

<p>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?</p>	<p>When the school or PTO provides opportunities for family & community engagement, the same people tend to show up. We would like all families to feel welcome and actively engaged regardless of where they live. We have been making more of an effort this year to reach out one-on-one to parents asking for their thoughts on things. We recognize that many of our parents are working during the day. We are providing food and childcare for evening events. We hope that our new Family/Engagement Coordinator will help us develop a more meaningful plan for getting parents as partners in their students' learning.</p> <p>This year, we had an Open House before the school year began. In October, we initiated a process for reviewing our Mission and Vision with staff, students, board and community. We had a very well-attended Winter Celebration at our Community Hall. We have multiple efforts going on this year that require community engagement; the Mission/Vision work, Internet Access to Camp Sherman is being lead by our staff, and Bond information meetings (for May ballot). These efforts have engaged large numbers of our community.</p> <p>Include ongoing systems of engagement and barriers</p>
<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>Based on the analysis of our community engagement data, we will continue to build sustainable practices to engage with all of our families, including those classified as low-income. These populations were underrepresented in our engagement efforts. In future engagement efforts, we plan to do more in-person conversations. This may include meeting at neutral sites or doing home visits.</p>
<p>What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>Regionally, over \$100,000 ESD/SSA technical assistance dollars was used to support and enhance our engagement efforts. It would be beneficial if ODE could increase their commitment to the financial lift of these engagement efforts. Additionally, continued development of processes for sharing best practices would be beneficial to our district and region. Reducing the administrative workload would free up more time for our small staff to do engagement work.</p>
<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p><i>It is vital to create a safe, inclusive, and welcoming environment for our community to fully participate in our district's school improvement efforts as well as being welcomed daily to our schools, programs, and events. To create a safe and welcoming educational environment we have a robust volunteer program with a clear and easy process. School staff attend community events to engage with</i></p>

	<p>community members outside the school building. We have community members who will often stop by the school to check in about various topics.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p><i>To be determined dependent on ODE's release of charter school eligibility (anticipated release date of October). For further information see appendix B.</i></p>
<p>Who was engaged in any aspect of your planning processed under this guidance? (use list pg. 58)</p>	<p><i>Our community of 21 students in Camp Sherman does not reflect a broad range of diversities.</i></p> <p>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 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 Chamber of Commerce CTE Regional Coordinators Regional STEM/ Early Learning Hubs Vocational Rehabilitation and pre Employment Service Staff Justice Involved Youth Community leaders Other: All students</p>
<p>How were they engaged? (use list pg. 59)</p>	<p><i>(Highlight all that apply)</i> Survey(s) or other engagement applications (i.e. Thought Exchange) In-person forum(s) Focus group(s) Roundtable discussion</p>

	<p>Community group meeting Collaborative design or strategy session(s) Community-driven planning or initiative(s)</p> <p>Website CTE Consortia meeting</p> <p>Email messages Newsletters Social media</p> <p>School board meeting Partnering with unions Partnering with community based partners Partnering with faith based organizations Partnering with business Other _____</p>
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Evidence of Engagement

UPLOAD top 5 artifacts (small district 2 artifacts)

Some examples given

Artifact 1	<p><u>Community Survey</u> <u>Family, Community, Staff Survey Data</u></p>
Artifact 2	<p><u>Mission/Vision Work w/Staff and School Board</u> <u>Board Retreat Agenda</u></p>
Artifact 3	<p>Informal, qualitative data: What makes BBS special? What does BBS help you to learn? <u>K-2 Student Classroom Conversation</u> <u>3-4 Student Classroom Conversations</u></p>
Artifact 4	
Artifact 5	

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?

As a small school of 21 students and 13 families, we gather informally on a regular basis. Families gather for children’s birthday parties, they ski, camp, and fish together on the weekends. The Holiday Bazaar and Winter program are all community gatherings, with our students a focus. We are spearheading the Internet conversations in Camp Sherman so we have been engaged with our community in a variety of ways throughout the past 3 years. This year, we have also decided to put a bond on the May ballot. That has fostered several community conversations. Camp Sherman events occur regularly and include everyone, but seldom is the school learning experience the main focus. The Community Survey allows families, staff, and community members to provide feedback specific to our schools strengths and growth areas, as a learning environment. We are currently reviewing and revising our mission and vision. This survey helps us tease out what is more important to all our stakeholders, and where our perceived learning edges exist.

We’ve chosen to include our Mission/Vision documents. They show the conversation we’ve had with the Board and staff. These conversations have also helped us determine our priorities, informing our SIA goals.

The results of the conversations we had with our students also demonstrate what they feel is valuable about our learning environment.

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 fall on.

- 1) We reached out personally to families who do not live in our district. We typically do not see them as frequently since they work and have difficulty participating in afterschool gathering. We are seeing a shift in this now.
- 2) We held classroom conversations to ensure all students could provide input.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the Community Engagement spectrum these fall on.

- 1) Staff visioning meeting with all staff
- 2) Survey included staff

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

- 1) Data show that the community values the unique size and location of our school within the Metolius Basin.
- 2) We are a family-like community that values SEL as well as academic learning experiences through a hands-on, experiential approach, and outdoor education. They appreciate the student:teacher ratio. They feel we have a strong teaching staff.
- 3) They clearly wish for all students to be good humans and achieve academically at or above grade level.
- 4) They see a need for more family & community engagement.

Our SIA funds will allow us to maintain our current student:teacher ratio. This gives us the opportunity to individualize instruction for every student. Mindfulness was a significant focus of our current SIA grant. All staff have received training in this area. You can feel it woven into all we do throughout the day. Family & community engagement seems to be one of our most significant areas of weakness. Historically, we've relied mainly on the informal interactions in this close-knit community. However, we've identified some gaps. This spring, we'll hire a Family/Community Engagement coordinator who will help us create a plan for meaningful engagement that aligns closely with community needs.

CTE Focus (Brook)

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

Regionally, internships opportunities are available through Youth Career Connect. However, WBL is much more inclusive than just internships. We are working to help CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.

Affirmation of Tribal Consultation

Upload

Strengthened Systems and Capacity (250 words or less): whole system success, shared responsibility and accountability

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 struggle to find staff due to our remote location and the high home prices in our district. When we do hire for a position we utilize any method available to recruit the highest quality candidate including advertising in regional and state wide publications. We typically offer higher pay than our neighboring districts. Once hired we dedicate ample time to onboard and train each person. We are highly invested in the success of our staff so our district administrator and head teacher work side by side with new staff to support their transition.

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?

Our hiring practices ensure that we only consider candidates who are highly qualified for the positions we're seeking. Our small learning environment requires collaboration between all 4 teachers and our counselor, supports frequent observations, and opportunities for feedback/ coaching. All of our staff are experienced and performing at a high level.

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

Our discipline program is highly individualized, like our school. We have minimal discipline issues because of our proactive approach to social/emotional topics. We do not remove or isolate students except on rare occasions. Much of what we do helps to prevent and/or minimize behaviors that would require removal from class. We address concerns as they arise. Our small size allows us to work with each child to help them be their best selves. We have 1:1 conversations, address conflict as it arises with the help of our counselor, use mindfulness practices, our "Habits of Work", feelings wheel, Sources of Strength and growth-mindset philosophy to guide these conversations. We work closely with families on any discipline issues.

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

Through observations, achievement data, mission/vision work, and conversations we determine a focus for our PD each year. We set individual and team goals related to the growth/improvement we'd like to see. We include various members of our staff in PD including our business manager and bus driver.

<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>Though one-on-one conversations and staff meetings. We've just finished a two year study of "Making Learning Visible" by John Hattie. It has influenced how we see our role in helping students recognize their own growth. Our current Mission/Vision work and survey data will inform our foci for the 2023-2026 school years. Currently, we will continue to gain knowledge and skills on using a multi-tiered system of supports to meet the academic and SEL needs of our students, place-based/project-based learning, and teaching strategies that create more consistent engagement of students.</p>
<p>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?</p>	<p>We use iReady four times a year to track growth as one data point. Observation, conversation, and other qualitative assessments, we are able to create a "portfolio" of students' progress or lack of progress. We work as a team to create a plan that includes conversations with student, counselor, family and determine if additional expertise is needed outside the school.</p>
<p>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?</p>	<p>Our middle school students attend Sisters High School. In some cases, our middle school students transition to Sisters Middle school. In each case, we work with the school counselor to set up a meeting and tour for the student and their family. We try to keep the lines of communication open so the receiving school counselor and teachers can reach back to us if they have questions.</p>

Attachments completing submission:

[Integrated Planning & Budget Template](#)

[Oregon's Equity Lens](#) (and/or add your district's equity tool)

Community engagement artifacts- see above

DRAFT of Longitudinal Performance Growth Targets and optional metrics :Willamette ESD resource, HDES template coming soon

Affirmation of Tribal Consultation

** keep in mind: board presentation need in February or early March*

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.