

# 2025-2027 Integrated Guidance Application

Spring 2025



## Applicant:

Black Butte School District  
Institution ID: 2052

## Contact Information:

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## Needs Assessment Summary:

Describe the needs assessment process you engaged in and the summary of results of that needs assessment.

As of March, our district has 30 students from 21 families. As a small, remote community, we have some unique opportunities and challenges. To identify high-level needs, we examined student assessment data, attendance data, and family/student/community survey data. Our team examined contributing factors that impact the trends and patterns we are seeing. Factors included our individual learners, the multi-age learning environment, instruction, climate and culture, and 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 support to address the individual learning needs of our students. We continue to receive feedback that family and community engagement are priorities. Our team has determined that our priorities for the 2025-2027 school years are students' academic progress and mental health as well as meaningful engagement with our community and families.

**Equity Advanced:** 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

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.	We used the Oregon Equity Lens tool as we created our plan. It influenced the questions we asked on our surveys to each constituent (students, staff, families, community members). With such a small student population we are able to look at each student on an individual basis and not divided as part of a focal group.
2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?	We have hired a part-time special education teacher this year and plan for her to provide some PD regarding intervention strategies. We also just hired a school counselor who can offer some PD regarding SEL strategies. We have a literacy coach who is providing professional development in the science of reading. In addition, we will be working with a Courage & Renewal facilitator to offer some PD based on Parker Palmer's Courage to Teach. The focus will be school and classroom culture and relational trust.
3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?	We recognize that houselessness creates a multitude of barriers that interfere with a student's academic success and mental health. If we have students who are houseless, we will work with the families to 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 and be responsive to needs, as they arise.

**Well-Rounded Education:** 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.

1. Explain any changes or updates to	We have decided to hire a part-time licensed teacher to support our K-2 Literacy classrooms as an educational assistant. This will allow more time for the classroom teacher to provide high-dosage
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your program review based on the <a href="#">Program Review Tool</a> and <a href="#">Oregon's Early Literacy Framework</a> .	tutoring and intervention time for students still struggling with foundational literacy skills.
2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning.	<i>No narrative response required. A Smartsheet link will be provided.</i>
3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?	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.
4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.	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 each year’s goals.
5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?	It is vital to create a safe, inclusive, and welcoming environment for our community so they feel comfortable participating in our district’s school improvement efforts as well as feeling welcomed daily to our schools, programs, and events. We have a strong mission and vision that communicates a strong sense of welcome, “whoever” you are. We believe strongly in creating an inclusive environment where all people feel welcome. We follow district policies that speak to this as well. We welcome feedback that will help us improve students, families, and communities' sense of welcome.

6. How do you ensure students have access to strong school library programs?	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.
7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?	Our small size allows us to monitor each student's progress on an individual basis. We are assessing the effectiveness of our interventions while also aware of the mental health challenges each student faces.
8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?	With less than 30 students we individualize our program for all students. We increase the support for students who are not meeting standards and increase the rigor for students who are exceeding them. We monitor students' progress using iReady and a variety of teacher designed assessment tools. If a student is behind grade level we develop a plan of action. This includes extra instruction time, communication with families, and modified instructional material and lessons. We have 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.

<b>Engaged Community:</b> who was engaged, how were they engaged, artifacts, where on the spectrum	
1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any,	<p><i>Family-Community Engagement Specialist</i></p> <p>We have made huge progress in the past 2 years in the area of engagement outside of our school. With a dedicated part-time position focused on family and community engagement we have seen a huge shift in this area. We are sending out way more communication about</p>

continue to exist or were experienced?	what is happening at school (weekly blog, monthly bulletin, quarterly newsletter, and more). We have been able to plan and host more events like a jog-a-thon, Halloween party, dinner fundraiser, holiday bazaar, school open house, and more. Some barriers that exist is the disconnected nature of our community and limited staff time.
2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)	<ul style="list-style-type: none"> <li>-Surveys sent out to community, families, staff, and students</li> <li>-Discussions about improvement at PTO meetings, school board meetings, and parent teacher conferences</li> <li>-We are in regular communication with <b>all our families</b>, not just focal groups</li> </ul>
3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)	<ul style="list-style-type: none"> <li>-We did a formal staff survey with almost every staff member responding</li> <li>-We have weekly staff meetings where we discuss what is working and what areas we need to improve in. This is a regular conversation between all members of our staff</li> </ul>
<b><i>Outcome of Engagement</i></b> <b>4.</b> Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.	Our process is always happening and continual. With about 20 families in the school we are able to stay in communication with all of them. The feedback we got in our formal process this winter closely matched what we were already hearing through our informal processes which are year round. Our staff live and are active members of our small community. People tell us their opinions of the school at the town transfer station, the post office, birthday parties, and community potlucks. This process mostly confirmed that we have a pretty good sense of what our community and staff think we are doing well, and where they want us to improve.

<b>Strengthened Systems and Capacity:</b> whole system success, shared responsibility and accountability	
1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal	We don't have very much staff turnover. When we do have an open position, we recruit by placing ads in the local paper and state job boards. As part of the interview process, our hiring team asks questions that help us understand the candidate's knowledge, skill, and disposition. We also have conversations with all their references. We ensure that our teachers are trained and licensed by a reputable teacher certification program.

students are being taught by effective and highly qualified teachers as frequently as other students?	
2. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal 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. We address concerns as they arise. With a student body of 30 students, we 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.
3. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.	We strive to connect with local community members through our field study program and frequent field trips. We also bring people into the classroom for presentations. Whenever we are interacting with someone in the community we ask them about their career and their journey to work. We don’t have a CTE program but we expose our students to the various jobs in our area through personal interactions.

**Early Literacy Inventory and Prioritization:** For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously	<i>No narrative response required.</i>
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submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3).	
2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)	N/A <i>We have less than 50 students so we do not have another funding source.</i>
4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)	N/A

**Feedback: How can ODE support your continuous improvement process? (250 words or less)**

As a very small school, we would love to come together with other teachers and administrators in tiny schools with multi-age classrooms to share ideas and brainstorm on successful strategies / programs for teaching math and literacy in a multi-age classroom. Our ESD technical assistant has helped us significantly! We would value the continued support!

**Plan Summary:** Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Black Butte School District (BBSD) is a small rural public K-8 school. In any given year, our enrollment hovers between 25 and 30 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 the principal, 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. We partner with local experts to enrich our program with the arts, and outdoor recreation/exploration.

Black Butte School currently has 30 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. 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) allow all teachers to provide focused, individualized support to students below grade level in Reading and Math.

Previous SIA funds also supported our Family Community Engagement Coordinator. Our family and community surveys indicate a strong interest in continued communication and events that bring our families and community together. Based on the extremely positive impact of having a strong person in this role, we will continue to use funds to support this position who will work with our staff to implement our new 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.

#### Links and Attachments

1. [Outcomes and Strategies](#)
2. [Integrated Planning and Budget Year 1 \(2025-2027\)](#)
3. [Equity lens](#)
4. [Board meeting minutes](#)



## Assurances

- ☒ You 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.
- ☒ You have taken into consideration the Quality Education Commission (QEC).
- ☒ Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- ☒ Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
- ☒ N/A - Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- ☒ Each of the SSA plans were reviewed as part of your strategic planning.
- ☒ You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
- ☒ Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- ☒ You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
- ☒ You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
- ☒ You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- ☒ You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- ☒ If literacy funds are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
- ☒ You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data