

## Integrated Application \*updated November 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.

We engaged the Alsea Community in the following ways:

- ❖ Students
  - Surveys
  - Small Focal Group Discussions
- ❖ Parents/Guardians
  - Surveys
  - Specific emails with information to focal group families for feedback
- ❖ Community Members
  - Community-based organization meetings
  - Surveys
  - Superintendent Fireside Chats
  - Emails with information to community members for feedback
- ❖ Staff
  - Surveys
  - Small group discussion forums
  - Emails with information to staff for feedback

In addition to our community engagement feedback, we also consulted our 5-year district performance data to identify trends and areas for improvement that need to be addressed in our plan, including any areas in which focal student groups have historically underperformed compared to our general student population. Due to the COVID pandemic, district data from 2021 proved problematic, but was still a point of consideration for our district team.

Our engagement activities and data review revealed the following needs and/or areas of concern in our district, and our plan reflects an effort to address each of these areas:

- ❖ Chronic Absenteeism
- ❖ 9<sup>th</sup> grade on track and 4 year Graduation Rate
- ❖ Community building with students / SEL
- ❖ CTE courses/community partnerships
- ❖ 3<sup>rd</sup> grade reading proficiency

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### 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.

- ❖ Family Liaison / Attendance Advocate
  - Every Day Matters
- ❖ Expanded Elective Offerings
- ❖ Advisory program/Classes 7-12 (Guide)
  - Developing opportunities for students to explore different career paths
  - Future / Essential Skills planning
  - Career / College Planning
  - Pathways linked to diploma tracking
  - Industry Tours / College/Higher Ed tours
- ❖ Progress monitoring by Leadership team
- ❖ Development of procedures to institute data teams to review data quarterly
- ❖ Technology - 1:1; on-line support & curriculum tools/supplementals
- ❖ Careers: Welding, Agriculture, Media Arts, Culinary, Opportunities for after-school programs / summer enrichment
  - Acquiring more 1:1 equipment
  - More lab based instruction and equipment in Ag Science / Science / Culinary Arts courses
  - Developing more specialized skills tied to high wage, high demand careers
  - Welding Certifications while in HS
  - Industry Tours / Field trips depending on the class
  - Ability to staff programs of student interest
- ❖ Reducing class size in PE and elementary levels
- ❖ Adding capacity for teaching in classes dual credit courses
- ❖ Place Based education: CTE courses, Enrichment courses
- ❖ Students given the opportunity to take online classes outside of district offerings
- ❖ Instructional, Curriculum Implementation, Behavioral Support to staff
- ❖ Implementing a robust MTSS system and the data system to track

Focal groups include – Students with disabilities, students of color, and students with ESOL. The activities funded will provide more systems of support for those students, including academic advising for 7 – 12 grade, fund an attendance advocate due to low regular attenders percentage, which is a disproportionately lower percentage for our African – American students

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and bilingual students, a community liaison to help support our families and students in addressing barriers for attendance and student success , MTSS systems for interventions to address historically low performance among our focal groups, and post-secondary counseling for college and career options with an emphasize on first generation college students

The funding also helps create opportunities for focal group students to have equitable access to CTE programs, enrichment courses, and advanced/dual credit courses through increasing the ability to have these courses with trained staff. By having more staff trained, we are able to have more flexibility in our schedule to allow more opportunities for subgroups the option to take those classes as a part of their schedule. The district is also investing in supplies and equipment to be able to offer those courses in a meaningful and more hands on way for students.

### Equity Advanced

*(250 words or less per question)*

- What strengths do you see in your district or school in terms of equity and access?
  - ❖ Know every student and family by name, strength, and need.
  - ❖ Small school population → more ways to connect.
  - ❖ The small population allows us to achieve 100% engagement in most activities.
  - ❖ Community that wants to be engaged; includes people who do not have children at the school and community members at large
  - ❖ Staff to student ratio is high.
  - ❖ Free Breakfast / Lunch for all students → removal from any stigma
  - ❖ Do not have pay-to-play for activities/athletics.
  - ❖ No cut policy for activities/athletics
  - ❖ Activity bus for activities/athletics
  
- What needs were identified in your district or school in terms of equity and access?
  - ❖ Transportation is a huge barrier to equity and access.
    - To school / activities / athletics
    - To internships/job opportunities/further education opportunities
  - ❖ Understaffed for additional activities beyond current offerings.
  - ❖ Scheduling capacity limits elective participation
  - ❖ Food insecurity
  - ❖ Implementation of a Charter lottery system for student enrollment
  - ❖ Consistent Disciplinary procedures

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- Describe how you used your equity lens or tool in your planning.
  - ❖ The District Team included administrators and staff members from the elementary, middle and high school, as well as support from the CTE Regional Coordinator and ESD Integrated Guidance Liaison.
  - ❖ The underperformance of focal group students was recognized through review of data and was discussed as part of the development of this plan's Outcomes, Strategies and Activities.
  - ❖ The district also used the ODE Equity Lens document to ensure that equity was at the forefront of the creation of the plan and budget.
  - ❖ ALL viewpoints and perspectives were attempted to be obtained through Community Engagement activities, by sending surveys to ALL parents, making surveys available to the Community our website and in person, having ALL students and staff participate in the survey, as well as specifically selecting focal group students to provide input for the Needs Assessment process.
  - ❖ The ODE Equity Lens was shared with the school board for plan consideration.
  
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
  - ❖ More support in the classroom to help teachers with best instructional practices.
  - ❖ Procedures created and set into the place that will help create and maintain a robust MTSS system for tracking students.
  - ❖ Provide more CTE and career-based courses.
  - ❖ Expanding relationships with community-based organizations shows an increase in academic growth.
  - ❖ Job-shadow and field opportunities to provide practical career experiences.
  - ❖ After school and summer programs for engaging students and families in the schools of the district
  
- 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?
  - ❖ Covid → Credit Deficient
  - ❖ Transportation- district covers a large geographic area that remains economically depressed.
  - ❖ Lack of support systems; Changing parental/guardian mindsets
  - ❖ Chronically Absent
  - ❖ Summer School - Transportation, on-line credit retrieval classes - no actual teacher; if students fail a class
  - ❖ Healthy Teens Survey- No district participation- district is deprived of data

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- 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?
  - ❖ Have a Family Liaison who is the McKinney Vento Coordinator that keeps information confidential.
  - ❖ Provide transportation via activity bus
  - ❖ Free athletics - no pay-to-play
  - ❖ Kids who are unable to “afford” things, are opted out of cost
  - ❖ Healthy Teens Survey (will start taking this school year)
  - ❖ Free breakfast/lunch
  - ❖ District provides monetary support for students to purchase necessary items for school

### **CTE Focus**

- What strengths do you see in your CTE Programs of Study in terms of equity and access?
  - ❖ Available to all students
  - ❖ No financial barrier to participation
  - ❖ After-school CTE offerings
  - ❖ Activity Bus is available for students to participate in after school activities.
  - ❖ Project Based Learning
  - ❖ Establishing partnerships with local businesses for internship opportunities
  - ❖ Offer CTE intro courses to middle school students.

The district is currently working towards an approved programs of study in Agriculture/Natural Resources and constructing a Career Technical Education (CTE) center through a community approved bond initiative.

- What needs were identified in your CTE Programs of Study in terms of equity and access?
  - ❖ Transportation to school for events
  - ❖ Courses students want to take are difficult for students to enroll in due to scheduling.
  - ❖ Limited number of CTE instructors
  
- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
  - ❖ Middle grades recruitment activities
  - ❖ Bulletin Boards
  - ❖ Announcements on reader boards in regard to updates on events, sharing information at conferences, events, etc.

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- ❖ CTE project showcase opportunities/Project fundraisers sold to community.
- ❖ Participate in regional and state events.

The district will be making a conscientious targeted effort to make CTE classes, specifically Agriculture/Natural Resource courses, available to non – male students, including surveys during the forecasting efforts at the end of each school year to plan schedules to include those students. We offer ag / natural resource classes to junior high students as an elective to promote interest in that program of study.

The teacher is also promoting an FFA program as a part of this program of student, in which he is making a conscientious effort of market the program of study to non-male students and reaching out to families to let them know of this opportunity.

- 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?
  - ❖ Small student population allows for equal opportunity for student engagement.
  - ❖ Targeted recruitment for focal groups/historically underrepresented populations

### Well-Rounded Education

*(250 words or less per question)*

- Describe your approach to providing students with 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).
  - Elementary
    - Targeted focus on Reading & Math; small group instruction and double-dose time built into schedule
    - IAs in elementary for support
    - Vertical alignment K-6
    - SAVVAS ELA curriculum
    - Bridges math curriculum
    - Core classes are 90 minutes each day
    - Multiple formative and summative assessment pieces
    - Access to mental health counseling
    - Daily Art and PE classes
    - 6th grade outdoor school
    - Partnership with Benton County Library System to access updated library resources

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- Middle
  - SAVVAS ELA curriculum
  - REVEAL math curriculum
  - MS courses taught by specialists / highly qualified teachers in core area subjects
  - Elective options
  - Multiple formative and summative assessment options
  - Daily Targets, Building Relationships, Engagement
  - Daily PE for 7-8
  - Athletic team offerings
  - Partnership with Benton County Library System to access updated library resources
  
- High
  - HS courses taught by specialists / highly qualified teachers in core area subjects
  - Partnerships with Linn – Benton Community College (LBCC) and Willamette Promise to offer dual college courses
  - SAVVAS ELA curriculum
  - REVEAL math curriculum
  - Enrichment Courses available online
  - Elective options
  - CTE high wage/high interesting elective options for careers based education based on student interest
  - Daily Targets, Building Relationships, Engagement
  - Career & College Fair attendance; job site visits
  - Athletic team offerings
  
- 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?
  - ❖ Studio Art
  - ❖ Leadership
  - ❖ Yearbook
  - ❖ Digital Media Art
  - ❖ Welding / Metal Art with CNC work
  - ❖ Horticulture
  - ❖ Culinary Art for High School Students

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

We partner with LBLESD to provide a Licensed Librarian who works with our Library Assistants on the tools they need to help students and teachers and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. We also partner with our community library who is a part of the Benton County Library System, for book sharing and other resources through a Memorandum of Understanding agreement.

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

- Elementary

- Scheduled times for lunch; required to stay in cafeteria for a specific amount of time to finish eating before going out for recess during lunch time
- Scheduled times for recess per grade level in the morning/afternoon
- Elementary PE taught by PE specialist/highly qualified teacher

- MS

- Scheduled times for lunch; required to stay in cafeteria for a specific amount of time to finish eating before going out for recess during lunch time
- 7-8th PE courses taught by PE specialist/highly qualified teacher

- HS

- Scheduled times for lunch - students are able to access outdoor sports areas
- Students have access to sports; no pay to play or tryouts - all students can participate; open gym times for sports
- Strength & Conditioning and PE classes offered; students can take PE to meet graduation requirement and continue to take as elective

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

- Elementary:

- Teachers have class projects that combine STEAM aspects into their project-based lessons.

- MS/HS:

- In science and math classes, projects include visual aids that incorporate the arts



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into their presentations. Science and math projects both apply critical thinking and inquiry skills, while cutting across disciplinary content.

Future development will include stronger integration of CTE and Core curriculum programming.

- 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.
  - ❖ Curriculum Mapping (vertically aligned)
  - ❖ Professional development with curriculum publishers, state and national organizations
  
- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
  - ❖ Know every student by name, strength, and need
  - ❖ Teach Boost observation/feedback- 3 times per year minimum
  - ❖ Teacher PLC opportunities when available
  - ❖ Ongoing professional development with curriculum providers and state/national organizations
  - ❖ Staff in the Learn At Home Oregon program receive 30 minutes per week of in classroom coaching that focuses on best instructional practices.
  - ❖ New Teacher Mentor Academy with onsite mentor/instructional coach. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.
  
- How will you support, coordinate, and integrate early childhood education programs?

Partnership with Strengthening Rural Families organization to provide early childhood programming. The district provides all meals, transportation and district facilities to this partnership, which the SRF provides curriculum and personnel.
  
- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
  - ❖ Our transitions are very effective from elementary to middle school, and from middle school to high school, because we are a one-building K-12 school district. Students are familiar with all facilities in the district, and several staff members serve students K-12, and across “building” lines.
  - ❖ During the last week of school transition students do the “Switch-a-roo,” where they go to their next year’s teacher’s classrooms.

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- ❖ Academic Advising to ensure students know graduation requirements, as well as options for classes.
- ❖ Field trips to multiple colleges/trade schools as part of their transition from high school to postsecondary education. The academic advisor helps students fill out FASFA forms and college/trade school applications.
- 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?
  - ❖ Bi – Monthly grade checks
  - ❖ Weekly progress checks with identified students
  - ❖ Online grade portal access
  - ❖ Other communication with parents of students not meeting standards
  - ❖ MTSS system for low achieving students in grades K – 6
  - ❖ Small group and one on one interventions with trained staff at all grade levels
  - ❖ Attendance Advocate and Community Liaison to help support students and families to increase regular attendance and connect students and families and address barriers to attendance and student success
- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
  - ❖ TAG program for those students meeting or exceeding state and national standards at all grade levels.
  - ❖ Expanding course options for electives and dual credit in grades 7 – 12, including online offerings for higher-level classes (Edmentum, BYU, LBCC)

Alsea is currently working on building a more robust dual credit offering in the school. Currently we are using Willamette Promise, which provides opportunities for students to take dual credits in high school courses, which require staff training and supplies being bought. Alsea also partners with Linn Benton Community College to offer virtual and on campus college courses that can be used for dual credit purposes.

Alsea also provides students opportunities to take college level courses online through BYU, which has a robust dual credit offering.

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- 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?
  - ❖ College and career information is accessible at any point
  - ❖ Provide different types of welding for students to learn that connect with industry
  - ❖ Career research projects based on subject area
  - ❖ Oregon CIS
  - ❖ Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work
  - ❖ School Based Enterprise Experience for YTP
  - ❖ Workplace Simulation/Technology Based Learning
  - ❖ College and Career Fairs
  
- How are you providing equitable work-based learning experiences for students?
  - ❖ Active YTP program and hires students during the summer to participate.
  - ❖ Intentional approach to introducing historically underrepresented groups to various fields
  - ❖ Transportation made for most after-school CTE offerings
  
- 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.
  - ❖ More welders = more time welding not sharing
  - ❖ Updated equipment for welding and agricultural science programs
  - ❖ Professional development for staff
  - ❖ Support integration of academic skills into high quality programs
  - ❖ Community partnerships providing work-based learning opportunities.
  
- What activities will you offer to students that will lead to self-sufficiency in identified careers?
  - ❖ Resume building
  - ❖ Industry expectations provided students need to embrace, working on getting these for industry partners
  - ❖ Career-exploration opportunities
  - ❖ Community partnerships providing practical experience.

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### **CTE Focus**

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
  - ❖ Middle grade recruitment through forecasting
  - ❖ Open House- Fall
  - ❖ Parent Teacher Conferences (opportunity to view programs)
  - ❖ Course offered to Middle School Students
  - ❖ Multiple communication formats (social media, bulletin board, announcements, other district communication)
  - ❖ Translation services available through ESD
  
- How will you prepare CTE participants for non-traditional fields?
  - ❖ Experience with well-rounded CTE offerings
  - ❖ College and Career Fair
  - ❖ Industry Presenters
  
- Describe any new CTE Programs of Study to be developed.

We are looking into developing a new CTE Program of Student in Digital Arts and are currently in process of submitted a CTE Program of Study to have an approved Agriculture/Natural Resources Program.

### **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?
  - In process:
    - Reconnecting with an expanded community after COVID through encouraging attendance at board meetings, meetings with the superintendent, and continued surveys of staff and students.
  - Successes:
    - High number of staff and student response rates on surveys.
    - Extra-curricular activity attendance

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- Barriers
  - Geography - community is spread out; students & families at a great distance from school site - multiple communities served within district boundaries
  - Lack of Transportation for some of our families.
  - Loss of traditional income streams throughout the community.
  
- What relationships and/or partnerships will you cultivate to improve future engagement?
  - ❖ The Booster Club to promote participation in school events and activities
  - ❖ Benton County Library System
  - ❖ ACE - Alsea Community Efforts to promote school events and activities
  - ❖ County Commissioners
  - ❖ Church and Faith Based Organizations
  - ❖ Clemens Foundation
  - ❖ Planned Listening Sessions
  - ❖ County EMS Organizations
  - ❖ Regional school districts
  - ❖ Vina Moses - Family Resources
  - ❖ Siletz Tribes
  
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?
  - ❖ Work with Scholastic on school survey
  - ❖ Resources (time, ...)
  - ❖ Professional Development
  - ❖ State Reporting Support through ESD
  - ❖ Integrated Application
  - ❖ Process to onboard/certify CTE educators easier
  
- How do you ensure community members and partners experience a safe and welcoming educational environment?
  - ❖ Working with the LBLED with safety & health integrations planning with students, staff, & community
  - ❖ Staff Supervision at all events
  - ❖ Volunteer orientation/training
  - ❖ Anti-bias training for staff

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- ❖ Trauma-informed systems of care (ACES)
  - ❖ Student-led orientation for new students/advancing grades
- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

As a Charter District we review and reflect on our charter plan every five years to ensure alignment with our community's goals and expectations. The district has signed up for charter evaluation services through OSBA and is waiting for OSBA team to be assigned to the district.

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

XStudents of color

XStudents with disabilities

XStudents who are emerging bilinguals

XStudents who identify as LGBTQ2SIA+

XStudents navigating poverty, homelessness, and foster care

XFamilies of students of color

XFamilies of students with disabilities

XFamilies of students who are emerging bilinguals

Families of students who identify as LGBTQ2SIA+

XFamilies of students navigating poverty, homelessness, and foster care

XLicensed staff (administrators, teachers, counselors, etc.)

XClassified staff (paraprofessionals, bus drivers, office support, etc.)

XCommunity Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Tribal members (adults and youth)

XSchool volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

XBusiness community

Regional Educator Networks (RENS)

Local Community College Deans and Instructors; Local university deans and instructors

XMigrant Education and McKinney-Vento Coordinators

Local Workforce Development and / or Chambers of Commerce

XCTE Regional Coordinators

Regional STEM / Early learning Hubs

Vocational Rehabilitation and pre-Employment Service Staff

Justice Involved Youth

Community leaders

Other \_\_\_\_\_

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

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- XSurvey(s) or other engagement applications (i.e., Thought Exchange)
- XIn-person forum(s)
- XFocus group(s)
- XRoundtable discussion
- Community group meeting
- XCollaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- XWebsite
- CTE Consortia meeting
- XEmail messages
- Newsletters
- XSocial media
- XSchool board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other \_\_\_\_\_

### ***Evidence of Engagement***

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

The five artifacts chosen to upload are:

1. Staff Survey,
2. Community Survey
3. Student Survey
4. Agenda for Staff meeting where plan was reviewed, agenda for community review meeting
5. Email sent to all families/focal group families and students asking for feedback.
6. There was notice sent to community, staff, students (all and focal groups), and families of focal groups to review and comment on the plan.

These artifacts were chosen because they demonstrate communication between all invested parties in the district and the efforts yielded input that was invaluable to the development of the plan.

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- 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.

Two strategies used to engage focal student groups and their families were targeted empathy interviews with focal group students, and the inclusion of focal group student families in the community survey process. We identified our focal group students with disabilities, students of color, and students who qualify for ESOL services.

Empathy interviews allowed students to share how our changes utilizing SIA dollars has or has not affected them or their friends directly. It allowed us to better pinpoint the needs of our students.

We would rate this community engagement at the level of “Consult and Involve” as all the community had the opportunity to provide input and was meaningfully engaged in the process. The limited number of responses moves this further toward Consult than Involve.

- 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.
  - Surveys – Were able to get more information for a wider range of people
  - Small Group discussion – Were able to get more focused information from a smaller group

These fell within levels 2 and 3 of the engagement spectrum.

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



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- Staff and Community
  - CTE and Enrichment classes and programs
  - Small Class Sizes
  - Mental Health and SEL supports
  - Increased support in instructional practices
  - More opportunities for work experiences
  
- Students
  - Continued support for CTE and Enrichment classes and programs
  - Hands on Learning
  - College and Career Readiness Support
  - Mental Health and SEL supports

There was very little input from families, thus accurate input could not be gleaned from that.

Our planning reflects what we have learned from our community as it contains the following elements:

- A creation of an academic/college and career advisor
  - A plan to and improve/promote student social, emotional, and physical health through different engaging activities after school and during the summer
  - Expansion of elective/activity offerings
  - Maintaining existing community partnerships and expanding into others to leverage the resources in our community to the benefit of our students.
  - Support instructional practices
  - Continued support of CTE/Enrichment classes and programs
- 
- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?
    - Continue to build partnerships with YTP and the local community college
    - Continue partnerships with business and partners in the Alsea community and in Benton County
    - Community Service with local community organizations
    - Work Study Credit

### ***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

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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.

Alsea School District does not meet the criteria for this requirement.

### 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 have a peer mentorship program for new staff
  - ❖ Grow Your Own scholarship opportunities.
  - ❖ Work on licensure program that works with staff
  - ❖ Communication
  - ❖ TeachBoost Evaluation System
  - ❖ Leadership Team: teachers help develop and build capacity & staff,
  - ❖ superintendent/principal helps move improvements for staff, professional development (conferences), mentors,
  - ❖ Recruitment at Teacher Fairs
  - ❖ Tuition Reimbursement through the CBA with the Alsea Education Association
  - ❖ PLC Groups
  
- 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?
  - ❖ With our high student-to-teacher ratio, students are also taught subject matter by the same teachers.
  - ❖ SPED staff works with General Education teachers to ensure all material is accessible
  - ❖ Administration, Teachers, and Family Liaison meet to identify students who are chronically absent and are at risk of not being on track to graduate and discuss supportive actions to address those students' needs.
  
- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?
  - ❖ Redirects/handle discipline at the lowest level possible (in the classroom)

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- ❖ Restorative thought process of redirecting students
  
- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
  - ❖ Professional development permission from administration based on individual staff needs.
  - ❖ Higher educational opportunities for all teachers
  - ❖ System wide programs offered on professional development: ACES, 9<sup>th</sup> Grade on Track, Attendance
  
- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?
  - ❖ TeachBoost/Danielson Observation/Feedback model
  - ❖ Staff Goal Meetings
  
- 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?
  - ❖ Knowing every student by name, strength and need
  - ❖ Process that includes staff engagement every month that includes academic, attendance, and behavior data that includes a tracking process that is proactive
  - ❖ 1:1 contact with students who are identified as at-risk
  - ❖ 1:1 and small group work with counselor
  
- 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?
  - ❖ District partners with Strengthening Rural Families for kindergarten transition program that is integrated with the district (SRF and Kindergarten teacher work together throughout the year; including but not limited to Round up, transition pieces, etc)
  - ❖ Elementary-Middle School orientation day
  - ❖ Middle-High orientation day
  - ❖ Campus visits
  - ❖ Creating a Middle School and High School College and Career Class to help with transition.