

Integrated Application Template

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. **(500 words or less)**

We began our needs assessment process in the spring of 2022. However, in reality we have never really stopped engaging our community since the original SIA application in 2020. Our district leadership team began the needs assessment process by engaging with students, families, community members, and staff. This involvement was in the form of collecting survey data as well as engaging in focus groups. Our team was intentional to engage with all demographics including those identified by the Oregon Department of Education. Although we have small numbers of students and stakeholders in certain demographic groups, we still worked to ensure all groups were represented. This data was collected over several months. To ensure the cleanest possible data we partnered with several outside sources. The Western Regional Educator Network completed some staff survey work for us, we used Panorama Education surveys for student, staff and parent surveys, as well as ODE's resources available in their engagement toolkit.

After the data collection phase was completed our district leadership team met to review the findings along with our longitudinal data reported on the Accountability Details Report and the Suppressed Data Sheets provided to us by ODE. At this meeting our team analyzed the data and developed draft outcomes and strategies. These were sent out to building staff for review and input. Then the team came back together to draft the activities that would help us to reach our outcomes. This team includes district and building level staff with expertise in instruction, curriculum, operations, human resources, social emotional and behavioral health, and special programs. Once the draft outcomes, strategies and activities were developed a presentation was put together to present to various stakeholders. This presentation was delivered at our February School Board of Directors meeting where board members and audience were able to provide feedback and ask clarifying questions. Then the draft was posted on the district website for additional feedback and comments. Then in March the plan was presented to all staff in a district wide inservice meeting and feedback was provided. Finally at the March Board of Directors meeting the draft plan was presented once again with recommendations and small changes made. The application and plan were both shared and approved by the Board.

Integrated Application Template

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

Scio School District Plan has the following investments:

- Investment- Improved 3rd Grade Reading Scores
 - Development of a reading intervention system that catches, addresses, and provides targeted instruction early in the process to ensure all students are on grade level by 3rd grade.
 - Develop a balanced assessment system that is comprehensive to evaluate learning and inform instruction.
 - Increase support staff to help with behavioral support in the elementary school.
 - Addition of a behavior support specialist, support staffing, assessment software.
 - These actions will allow us to develop an intervention schedule where reading group numbers are manageable and effective. Allow our MTSS system to run more efficiently. Develop the behavioral capacity of staff and provide a specialist to support the behavioral side of our elementary MTSS system.

- Investment - Improved 4-year graduation rate, 9th grade on track percentage, and 5-year completer rate.
 - Use data to identify learning and/or opportunity gaps and implement researched based education models to address those gaps.
 - Develop a district wide MTSS plan which addresses the behavioral and academic needs of our students.
 - Increase dual credit offerings for our high school students to increase rigor and provide incentives for students to take higher level courses.
 - Development of the district wide MTSS plan to include transition support for students moving from building to building.
 - Increase and/or maintain CTE programs of study to offer elective opportunities for students in the career technical fields.
 - Increase support for students struggling with drug, alcohol and/or mental health needs.
 - Continue the development of the AVID program at the high school with elective classes as well as whole school instructional practices.

Integrated Application Template

- Invest in an early indicator warning system to identify students at risk of falling behind academically.
 - Provide college tuition funds for students, MTSS and SEL software systems, increase staffing for programs, contract for drug and alcohol support.
 - These actions will enhance our staff's ability to track and monitor student progress toward graduation, allow for extended opportunities to provide dual credit options, and help our student success teams build plans for all students.

- Investment- Improved regular attenders' percentage
 - Identify and implement restorative and trauma informed practices within the district wide multi-tiered system of support.
 - Significant investment in staff and resources to address the social, emotional, mental, and physical needs of our students, families, and staff.
 - Identify and implement articulated SEL standards focused on, self-awareness, goal-directed behavior, relationship skills, personal responsibility, and optimistic thinking.
 - Increase behavior support at the middle school to help keep students at school as opposed to exclusionary practices.
 - Provide family support for students with attendance issues.
 - Contract mental health support and family support liaison, increased counselor/behavioral staffing, addition of part time nurse, and software systems.
 - These actions will help to address those factors that impact student learning in the social, emotional, behavioral, and physical health areas. For our students to learn they need to be ready to learn.

Integrated Application Template

Equity Advanced

(250 words or less per question)

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

Scio School District has many strengths in terms of equity and access to educational opportunities for ALL students.

- ALL high school students have access and scheduled time with the Counselor and Principal to discuss and access class, program and future opportunities that will maximize their success.
- Master scheduling minimizes access barriers for high level core and enrichment instruction.
- There are a large number of CTE programs available for all students to access.
- On-line and alternative education options are available for students to access high level core and enrichment instruction when scheduling barriers do arise, and/or credit recovery is required.
- Our talent and gifted processes have been updated and provide opportunities for students to receive instruction at their rate and level.
- Translation services are available to provide materials in the native language of our students and families when appropriate.
- The AVID elective courses are available for students from traditionally non-represented focal groups to ensure access to advanced coursework and college going skills.

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

Scio School District does have needs in terms of strengthening equity and access to educational opportunities for ALL students. Our needs assessment data revealed a need for...

- Increased access to social, emotional, mental and physical health supports for students and families.
- More behavioral support, especially at our middle level, for students.
- Additional training on discipline systems for all staff to ensure equitable treatment of students from all focal groups.
- Additional DIOM equity training to keep all staff focused on an outward mindset, working for the good of the organization and our students.
- Improved MTSS systems to ensure all students receive the interventions and enrichments they need, when they need them regardless of focal group.
- Continue to enhance CTE programming to provide all students access to elective choices that are of interest to them and rigorous.

Integrated Application Template

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

Scio School District used the Equity Lens we developed in 2019 during our initial application for the Student Investment Account application.

- It is with the attachments.

- Describe how you used this tool in your planning.

Our equity lens is a tool we use to provide a common vocabulary and protocol for evaluating policies, programs, and decisions for equity and produce policies, programs, practices and decisions which result in more equitable outcomes. Our Equity Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan.

The Equity Lens was applied as agenda items and/or through discussion at the following steps in the Integrated Guidance process:

- District Team participation – The District Team developing our Aligning for Student Success Plan included classified, licensed and administrative staff as well as representative community members who are parents, partners, and have vested interests in our students, including those who are part of focal student groups.
- Community Engagement Activities- This Equity Lens was shared at each Community Engagement activity prior to discussion and input, and was utilized again as discussion of district strengths and weaknesses, program effectiveness, and potential outcomes were considered.

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

Use of these funds will have significant academic impact for ALL our students, including those in focal student groups:

- Increased graduation rates of all our students and at a greater rate with our focal student groups.
- Decreased drop out rate of our student focal groups
- Students that don't complete graduation by year four will continue on and become a 5th year completer.
- Increased number of students will graduate with college credits.
- Improved the percentage of 9th graders on track for graduation and at a greater rate with our focal group students.
- Improved academic achievement for all students in all subject areas.
- Decreased achievement gap for our student focal groups.
- Improved reading proficiency for all students by 3rd grade.

Integrated Application Template

- Improved student transitions between early learning to Kindergarten, 5th to 6th grade, 8th to 9th, and 12th to college or career.
- Improved attendance for all students to 90% or better.

- 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?

Barriers, risks, and choices that impact students from focal groups to meet targets include:

- The difficulties of connecting with some focal groups.
- Homework help and after school support is limited because of staffing needs and family schedules.
- School schedules don't allow for high school students to provide childcare or transportation for their younger siblings because they get out of school later than their younger siblings.
- Transportation staffing issues continue to make it difficult to provide additional transportation for after school tutoring or homework help.

- 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?

District policies pertaining to homelessness include:

- Our supplemental transportation plan
- Registration policies - immediate enrollment (policy JECBD/ JECBD-AR)
- Bullying harassment and intimidation policies (policy JFCF/ JFCF-AR)

Scio School District utilizes the following supports to provide information to children, youth and families navigating homelessness.

- District Homeless Liaison provides support for students through direct services, and support for staff through training, that are trauma-informed and sensitive to the special needs of these students and families. They also help to facilitate communication between local districts to ensure transportation requests are processed in a timely manner. All staff are required to complete yearly training on McKinney-Vento guidelines, how to recognize signs of homelessness, and how to refer a student to our McKinney/Vento Liaison.
- School office staff, administrators, and counselors are trained in the enrollment process knowing that homeless students are to be enrolled immediately. They work to ensure homeless students can stay in their school of origin and participate in extracurricular activities without barriers to entry.
- Title I set-aside dollars are used to provide additional funding for student emergent needs.
- Elementary, MS, HS Counseling support through direct, scheduled, weekly contact and intervention.

Integrated Application Template

- The Scio Service Integration Team meets monthly in conjunction with Santiam Hospital to bring partners together to help identify and meet the needs of families, including those experiencing homelessness.

CTE Focus

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

The student demographics that access our CTE programs mirror the student population demographics. Our agricultural science program contains nearly 50% of the student population enrolled in a course. Our CTE courses are available to all students and focal groups and are accessed at a high rate by all. We are partnering with our local fire department to develop a program of study for first responders which is open to all students with an interest.

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

- Additional staffing in our fine arts programs of study would increase the amount of courses we could offer to students. Due to the lower staffing in this area we are limited to the amount of students that can take these courses. We currently have a dynamic instructor in this area that teaches at both the middle and high school level and we will need to focus on how we can increase staffing to increase course offerings in this in demand area.
- Additional staffing in our Consumer Economics program would allow us to add a CTE program of study. Current staffing levels don't allow for enough offerings to complete a program of study for our students desiring to do so.
- Addition of our music program to include high school. Currently our music instruction is K-8. Additional staffing will allow us to grow our music program to once again include grades 9-12, allow access for high school students as well as our K-8 students.

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

- Our high school CTE program staff come to the middle school to discuss their programs of study and what they have to offer students.
- We have family and parent information nights to present the CTE offerings and how they benefit our students.
- We have created an articulate curriculum from 6th grade through 12th grade for our CTE programs. Courses in art, music, and agriculture science are developed at our middle school to get students exposure in these specific programs of study. Forestry and consumer economics provide class experiences throughout the year for students to gain some exposure to what offerings they will have when they reach high school.
- Counselors come to the middle school to help students forecast for their 9th grade year courses. This forecasting session is provided during the school day with an opportunity for families to watch videos at a later date to gain more information on their student's choices.

Integrated Application Template

- 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?
 - Scio School District has a total of approximately 650 students K-12. Our goal is to know every student by name, strength and need. By knowing each student individually we are able to get them into the right program at the right time for them to succeed. Regardless of student focal group we are able to provide academic guidance to help them find their interests and keep them engaged in the area they are successful.
 - We have a close partnership with LBCC and also offer our students some early access to college course work when they have completed their high school requirements or in some cases can use the college course work for dual credit. Students who excel in their CTE program of study can access the LBCC programs early and obtain certifications and/or college credit prior to their completion of high school setting them up for success when they leave our campus.

Integrated Application Template

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Our district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art and music. We focus on the social and emotional health of our students, knowing that until we meet these needs they won't access core academic skills. We have implemented a SEL curriculum (RULER), and measure our student SEL skills with a reliable and valid assessment tool (DESSA) to determine student strengths and needs for instruction.

Our middle school schedules are created so that all students have access to these types of courses as well. Our arts courses are provided to all 6th grade students in the form of a 9 week survey course. This gives them all exposure to the various arts classes. The 7th and 8th graders are offered elective choices in music and visual arts.

Our high school schedules are created so that all students have access to these types of arts, both visual and performance classes. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access electives of their choosing. Our fine arts classes are extremely popular at all levels. Our music program is currently K-8 with hopes to grow the program and staffing to provide music programs 9-12. Our high school drama program has made a strong comeback and is growing yearly, putting on a first class yearly production.

- 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?

Elementary: We have hired a music teacher who meets with every class once/week to give them access to a better understanding of music, to play and sing, and to see if this is something they want to pursue as they reach middle school. We are partnering elementary and middle school together to provide music to both buildings.

Middle School: We have partnered with our high school to provide a teacher for middle school fine arts. We have a full time art teacher who provides art classes at both the middle school and high school. Our music teacher provides introductory classes in 6th grade and an instrumental band elective in 7th and 8th grades.

High School: We have opportunities for students in art where our teacher provides several different types of art instruction including drawing, painting, multimedia, and ceramics/pottery. Our theater, drama program, has been rebuilt and is a strong point in our high school putting on a yearly performance in the Spring.

Integrated Application Template

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

We have hired a part time certified librarian to provide assistance and training for our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. Our technology department helps with our library computer system, keeping the technology up to date and efficient for student and staff use. We use our district budgets to ensure there are building funds available for library supplies, equipment and media replacement.

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

Elementary Level: Our elementary school master schedule provides all students with a minimum of 35 minutes a day for lunch/recess time. In addition each classroom gets an average of 155 minutes of Physical Education classes per week. Students are also up and moving regularly, going from pull out classes such as library, music and P.E. Each classroom also spends dedicated SEL time which includes movement and brain breaks on a regular basis.

Middle School students are given 45 minutes for lunch/recess daily. They are also required to have 45 minutes of P.E. daily in all grades 6-8. There is regular movement between periods as students move from class to class. The majority of our middle school students also participate in extracurricular athletic activities which increases their activity.

Our high school students are given 30 minutes for lunch 4 days a week and 45 minutes on Wednesdays. Each student is required to complete 1.0 credits of P.E. classes. In addition many students choose elective credits in the physical education courses and participate in athletics after school. There is a great deal of movement in many of our CTE courses and again passing times between classes requires students to move from class to class.

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

At the elementary level our classrooms are self contained and the literacy curriculum is often integrated with social studies and science. Each elementary teacher is trained in the Be Glad system of language development. This training encourages the integrated unit approach to instruction. These GLAD units are cross-disciplinary content which require students to think critically and ask questions. At our secondary schools inquiry based learning is a big part of the curriculum. AVID strategies are used at our high school to ensure students are gaining the skills they need to access the rigorous curriculum which includes the STEAM areas. Several elective courses are offered at both the middle and high school levels to ensure students have STEAM choices moving throughout the curriculum.

Integrated Application Template

- 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.

Our district is committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voice to create a district vision for Scio School District's education. State adoption recommendations, and the ODE Instructional Materials Evaluation Tool were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners. All courses follow course planned statements which outline the standards to be taught within the classes.

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

We had 7 teachers participate in the ESD's New Teacher Academy, which focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.

We have two staff that have partnered with the Western Regional Educator Network to engage in mentor training. These individuals have developed the district mentor program where all staff in their probationary years receive mentor training from a more experienced teacher.

All administrators have engaged in the Center for Educational Leadership evaluation training this year. This has helped to calibrate our administrators in how to provide feedback and support for staff in instruction, engagement and rigor.

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

Our district uses our KPI funding to provide two different supports for our early childhood transition. We provide a Kindergarten jump start program that allows our incoming Kindergarten students to come to school in the summer for half days over a two week period with their teacher. During this time our staff are able to complete assessments and get to know their students and families.

The second way we engage with our early childhood transition is our Kindergarten teachers engage families in Winter and Spring monthly Zoom meetings to help give them activities and examples of readiness skills for their students. We then send a backpack home with supplies to conduct the activities that were shared during the Zoom call. This allows our staff to develop

Integrated Application Template

relationships with our families and give our youngest learners a head start on the elementary school experience.

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

At each transitional level, care is taken to provide ample and clear communication with both parents and students.

For middle school transition our middle school administrator and counselor visit the elementary school to provide students with information on how middle school works, what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The last day of school for students has 5th grade students coming to the middle school to visit the facility and meet with teachers and hear from their peers. Special education students are able to visit on a more regular basis in the spring to help them gain some trust with the staff they will be working with the next year.

The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselors to choose their class schedule, both in the spring and summer prior to the start of the next school year.

For the transition from high school to post-secondary, our counseling center provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college provides a part time employee to attend our high school one day a week throughout the year to help our students with the transition to community college for those students wishing to move that direct. They help to navigate the Oregon Promise application and help to provide early enrollment opportunities.

For the 2023-24 school year and beyond, the first day of school for both the middle school and high school will be for 6th graders and 9th graders only respectively. This will allow for our transitioning students to have a day to learn how to navigate their new school and start to build relationships with staff prior to upperclassmen being present.

- 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?

Each of our schools have a multi-tiered system of support which includes teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. Our elementary school has developed an intervention schedule where students are moved into a 40 minute small intervention/enrichment group based on their needs as indicated by common assessment data.

Integrated Application Template

In our current middle school schedule we have built in study hall opportunities for students needing extra support. We also have an intervention reading program for those needing extra support in the area of reading. We also have a push in model where our Special Education teacher and assistants are in the regular classroom as much as possible to support our students utilizing IEPs so they are getting regular instruction and specific support.

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

Scio School District has an established process for identifying TAG students and has TAG plans developed and updated on a yearly basis for any students meeting the requirements of talented and gifted.

At the elementary level we are conducting common assessments on a 6 week basis and students move in and out of intervention/enrichment as needed. Student enrichments include project based learning which increase the rate and/or rigor of the content being taught. We have invested in iReady instruction which can help to provide additional instructional opportunities for students working above grade level.

At the secondary level students can accelerate if appropriate in courses. At the high school level students are able to pursue a honors diploma which includes additional core course work and advanced rigor. In addition students have the opportunity to take dual credit courses in our high school or at the local community college, LBCC. The district covers the cost for a certain amount of credits per term for students meeting the requirements to take the courses.

CTE Focus

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

We provide opportunities for our students to explore career opportunities through our career related learning focus. At the middle school level career opportunities are introduced and explored. Our science classes have multiple outside career professionals come visit with students in class to expose them to various career fields.

In high school, career exploration is a large focus. Our AVID electives spend a great deal of their time investigating careers and developing skills students need to be successful in life after school in their chosen career field. Our student success courses in 9th and 11th grade offer students additional opportunities to learn career skills and explore career opportunities. Our students are also required to complete a high school project prior to graduation. This project requires students to investigate a career, complete resumes, mock interviews, job shadowing, possible internships, work experiences, and complete a presentation explaining their learning. Those students already in a CTE program of study are given opportunities to visit sites in their field of study, attend job fairs, and get a ton of hands-on experience in the industry.

Integrated Application Template

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

As mentioned previously, as a district with only a total of 650 students, approximately 50-55 students per grade level, we are able to make an individual connection with each student and family to ensure they are aware of the CTE offerings. By intentionally offering career exploration and information at our middle school level we are able to learn what interests our students have and begin to guide them into directions they will be successful or experience failures in a safe environment prior to moving out of our schools.

Our counselor and high school principal do weekly grade and attendance checks on all students at the high school. They are in constant contact with our students and can help steer them to classes they might find a better fit to their interests. Frequent home connections with the family help to support our students and ensure they know about all CTE opportunities.

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

We work closely with the career connected learning systems coordinator at Linn Benton Community College to connect our students to resources that allow them to have greater, ongoing access to career connected learning opportunities allowing them to leave high school better prepared for their future. The LBCC cooperative work experience liaison and the high school partnerships lead have been instrumental in informing our counselor and administration on work experience opportunities for our students.

Our youth transition program has provided specific work related experiences for our students with individualized education plans. These students are given valuable opportunities to develop skills needed to enter the workforce successfully by getting work experience in our surrounding communities.

- 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.

Each of our CTE programs of study are aligned with a post secondary institution program. We want to ensure our students are earning credit or certification that will transfer into their next learning institution or field of study. Our high school offers a number of on-site classes that offer dual credit. If a student wishes to pursue a class we do not offer, we have an online system that they can use to search for electives to take virtually. In addition we offer both virtual and on-site courses in conjunction with our local community college. We offer transportation to LBCC Albany campus for our students taking courses on-site if they fit into their schedule. The number of students graduating with college credits has increased drastically over the past few years. Last year for example two of our valedictorians graduated with enough credits to earn their Associates of Arts degree at the same time as their High School diploma.

Integrated Application Template

A number of our agriculture students earn college credits for their portfolios and participation with FFA leadership. Our FFA teams have competed at the state and national level regularly over the years.

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

As mentioned before our high school requires students to complete a school career project prior to graduation. This project provides students with artifacts of the career skills they have developed over their high school career. They will have presented their project to a panel of staff and community members to help them develop the skills of presenting professionally. In addition they will have a number of portfolio artifacts such as a resume, cover letters, mock interviews, etc. that they can use to help guide them when they move into the career field of their choice.

Our high school also has implemented an employability score. This score for each student is part of their semester reporting. The score is determined by their performance on a number of soft skills (30% of score), attendance (40% of score), timeliness of assignments turned in (20% of score), and behavior (10% of score). This employability score we believe gives students one indicator of how well they may do future employment.

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

Our district continues to focus the growth of our CTE programs and offerings based on the needs of our students and the demographics of our area. The high school agriculture and forestry programs are strong. We have a number of students who live on farms and plan to inherit them one day. The majority of our agriculture students also join the Future Farmers of America organization. This group provides our students with life skills they will need to be successful in any profession they choose to pursue. Our forestry instructor is a female which is rare in the industry. Since this hire we have seen the number of females in our forestry program increase. We believe it is important to hire individuals that match the demographics of our students and this hire has opened up equity opportunities for our female students to feel safer in this CTE program of study.

Our high school and middle school staff are working together to build a career plan for our district. This will align activities such as career fairs, guest speakers, workshops, competitions, work studies, etc. to ensure we are not duplicating efforts and ensuring that our students get a wide variety of experiences that will aid them in their career development skills.

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

Our high school art teacher is developing a program of study in the area of fine/studio arts. Current offerings include 2D and 3D art mediums.

We have partnered with our local fire department and have hired a licensed teacher to offer classes in Emergency & Fire Management Services. This is the first year of the program and we are looking to expand class offerings and develop a program of study in the near future.

Integrated Application Template

Engaged Community

(250 words or less per question)

- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

There have been several events over the past three years that have helped our district to improve our communication and engagement with the students, families, and community we serve. The initial SIA application process required that we engage our community. The pandemic also increased our community engagement. It became crucial that we engaged with our families and community with two way communication. It was important to listen to their needs, concerns and truly include them in the decision making process. This started a regular practice of Zoom meetings where the superintendent would engage with the community. These meetings started with a short presentation and finished with a question and answers. Often other district leaders would jump on with the superintendent and help to answer more specific questions. These meetings continued throughout the integrated guidance process as they tend to give a quick snapshot of how community members are feeling. They are willing to jump on and fill out chat comments as well as speak live during a call.

Being a smaller district and community again allows us to engage with most of our families and partners on a regular basis. The challenge moving forward will be how we keep our focal groups and other organizations engaged. It's not difficult to get people to the table when you are seeking input on funding. Now that they know our district has a four year plan, it will be crucial to keep them involved so they know how these investments are helping students.

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

Engagement with our classified staff and their union representation was greatly improved throughout the integrated guidance process. It was often noted that having the opportunity to have a say in the direction of district initiatives help everyone to feel valued. We will continue to cultivate these relationships and ensure our staff have a regular input in the direction of the district.

We also have developed a new community partner in Santiam Hospital during this process. We developed a Service Integration model, where community partners come to the table once a month to share resources for our students, families, and community members. Partners present their resources they provide on a regular basis and any students or families in the community needing extra support are staffed to see how the partners at the table can help. This will be an important group moving forward as we value this community engagement.

Integrated Application Template

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

We are looking to add Panorama Education surveys to help us complete even more valid and reliable surveys. Most of the surveys we developed were generated manually with data collection being done manually as well. I would say that ODE could help support more reliable survey tools and/or data collection/analysis tools for districts to use.

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

Safe and welcoming educational environments are very important to our district. Our buildings complete staff and student belongingness surveys to measure how the culture and climate of our buildings is going. We use this data to help us determine how people feel and what we need to focus our efforts upon. This spring we will be adding the belongingness questions as part of our parent and community surveys.

Every staff member in our district also participates in an outward mindset training and follow up throughout each year. All new staff receive this training during their new teacher orientation during the summer. This equity training allows staff to focus on customer service and helping them to ensure they make our customers feel safe and welcome. This spring we will have front office staff engage in a book study on excellent customer service.

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

There are two charter schools sponsored by our district. The larger charter is Willamette Connections Academy and they will submit their own plan to receive their High School Success funding since they are a virtual charter school. Our smaller charter school is Lourdes charter school. They are a smaller K-8 grade school. They will operate from our plan. The charter school leadership was heavily involved in the planning process. They will be submitting their activities that align with the outcomes and strategies we have completed. These activities will be outlined in the district/charter school agreement that is attached to this application.

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

- X Students of color
- X Students with disabilities
- X Students who are emerging bilinguals
- X Students who identify as LGBTQ2SIA+
- X Students navigating poverty, homelessness, and foster care
- X Families of students of color
- X Families of students with disabilities

Integrated Application Template

- X Families of students who are emerging bilinguals
 - X Families of students who identify as LGBTQ2SIA+
 - X Families of students navigating poverty, homelessness, and foster care
 - X Licensed staff (administrators, teachers, counselors, etc.)
 - X Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - X Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
 - Tribal members (adults and youth)
 - X School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
 - X Business community
 - X Regional Educator Networks (RENs)
 - X Local Community College Deans and Instructors; Local university deans and instructors
 - X Migrant Education and McKinney-Vento Coordinators
 - X Local Workforce Development and / or Chambers of Commerce
 - X CTE Regional Coordinators
 - X Regional STEM / Early learning Hubs
 - Vocational Rehabilitation and pre-Employment Service Staff
 - Justice Involved Youth
 - X Community leaders
 - Other _____
- How were they engaged?
(Check all that apply)
 - X Survey(s) or other engagement applications (i.e., Thought Exchange)
 - X In-person forum(s)
 - X Focus group(s)
 - Roundtable discussion
 - X Community group meeting
 - Collaborative design or strategy session(s)
 - Community-driven planning or initiative(s)
 - X Website
 - X CTE Consortia meeting
 - X Email messages
 - X Newsletters
 - X Social media
 - X School board meeting
 - X Partnering with unions
 - X Partnering with community-based partners
 - X Partnering with faith-based organizations
 - X Partnering with business
 - Other _____

Integrated Application Template

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?

Artifact #1: Integrated Guidance Application Board and Community Presentation. This presentation was delivered at our February 2023 board of directors meeting to give the board, visitors and community members an opportunity to see a draft plan of our application highlights. This presentation included a link to the website where anyone could go and provide written feedback on the plan. Community Spectrum- Involve

Artifact #2: We leveraged partnerships with community based organizations. We discussed the district outcomes, strategies and activities in our plan with our local Service Integration Team. This team includes several community organizations that come together once a week to discuss resources each organization can provide for students, families and community members in our area. Community Spectrum- Collaborate

Artifact #3: Engagement sessions summary report. We were able to engage in focus group discussions in-person, virtually, and in hybrid sessions. This document synthesizes these sessions into a single document summarizing the findings and patterns. We reach out individually to our focal group students and family members to encourage their participation. Community Spectrum- Collaborate

Artifact #4: All staff inservice training. During a friday inservice day, the superintendent and administrative leadership lead a presentation on the I.G. application. This presentation put staff into groups of 6 (mixed by building and level) to engage in discussion, propose questions, and give feedback and input. Then the 17 tables were asked to report out to allow for all staff to be heard and questions/answers to be presented to all. Community Spectrum- Collaborate

Artifact #5: Scio SD- Fall 2022-23 Social and Emotional Needs of Staff, November 10, 2023
This artifact was shown to show our partnership with the Western Regional Educator Network. They were able to provide professional survey development and then do the data analysis for our district. This engagement included collecting data for all staff groups, demographics, including those that match our student focal groups. Community Spectrum- Consult

- 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.
 1. We utilized the data from the student belongingness surveys. Because our students' perception of school is related to their academic outcomes, we needed to know how they were feeling and wanted to ask in a safe way. This data provided us with a better understanding of what we needed to do to support our students. Community Spectrum - Collaborate

Integrated Application Template

2. We did empathy interviews with our focal student groups. This allowed them to just 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. At the lower grades families of our focal group students were engaged during Parent Teacher Club meetings and through family visits and phone call discussions. Community Spectrum- Involve
 3. We used our community partnerships to allow us to engage the community in meaningful discussions and input sessions. For example, having time to present our plan at a meeting involving several community leaders. Engaging them in strategies that had them provide feedback and input into what they want their schools in the community to look like. Community Spectrum- 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.
 1. Being a smaller district we asked union leadership to select individuals from each of our buildings to participate on the leadership team that would guide the work of the integrated guidance application. All staff groups were represented on the team. The leadership team members would update their buildings with the information from our regular meetings. Community Spectrum- Collaborate
 2. The superintendent and leadership team lead a presentation of the draft integrated guidance application. It is nice to be able to call a meeting on an inservice day and have 100 of 107 staff members present. The size of our district and the quality of our staff allow this to happen. The presentation put staff in groups of 6 representing different buildings and job classifications. This allowed collaboration between staff and had them hearing from other perspectives. Community Spectrum- Collaborate
 - Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The process of public engagement offered us many insights into what our students, parents, community members and staff felt were our district's strengths and areas needing improvement. The students, parents and community cleaning indicated that they felt the needs of the district were in the areas of social, emotional, and physical health of our students, improved academics and opportunities with a focus on early literacy, and improved attendance at all levels.

Our licensed and certified staff indicated that behavior management support, social/emotional health, and the core academic areas are in most need of improvement. They were clear that student safety and behavior was a concern and to continue to focus on the SEL training and building proactive systems for student behavior were crucial at this time. As we have begun to do more work with student and staff belongingness we have also noted that those who indicate they feel valued and belong, don't have the behaviors we regard as needing improvement at nearly the rate as those that don't.

The above information along with our student performance data were used to determine our outcomes, strategies, and activities for the integrated guidance application. Our outcomes align

Integrated Application Template

with the areas of Well Rounded Education, Strengthened Systems and Capacity, Engaged Community, and Equity Advanced.

CTE Focus

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

We are a member of the Linn Benton CC CTE Consortium. This partnership provides us with many benefits in regards to the expansion of our CTE courses and work-based partnerships. CTE Principals in the region meet on a regular basis to plan and discuss their programs and share information regarding all aspects of CTE. Regular agenda items at these meetings include the Labor Market Information as well as data sources we can use to determine our CTE investment.

As a small district and community there are not very many local work-based learning opportunities with our limited businesses in the area. We have been working on growing our own opportunities. Having students participate in cadet teaching, afterschool youth club supervision, coffee shop school business, and a variety of opportunities in our Forestry and Agriculture courses.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Integrated Application Template

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 helped develop our new teachers by pairing them with mentors who are participating in the ESD's New Teacher Mentor Academy. These mentors were provided with facilitation resources and trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being. In conjunction we have two veteran staff members that have joined the New Teacher Mentor Academy to participate in the development of a district level mentor program. They meet monthly throughout the year to help provide support for our staff members in their probationary period.

In addition, several of our beginning teachers participated in the ESD's Summer Jump Start offering. Participants were trained in ENVoY non-verbal classroom management strategies as well as other beginning of the year considerations such as engaging lesson design and effective classroom set-up and organization.

- 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?

Each of our schools have teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students.

Our elementary school has developed an intervention schedule where each student is grouped by ability in a small group to receive instruction at their level four days a week. Nearly every adult in the building comes together to provide support for the intervention groups to ensure low group sizes.

Our middle school is beginning to develop an intervention system for students needing additional support in core subject areas. Data is reviewed by aggregated demographics.

Our high school has a team that meets regularly in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to the whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations that relevant staff will implement.

Integrated Application Template

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

Our schools have created staff consensus on consistent use of evidence-based behavior-management strategies from PBIS and ENVoY. Each elementary classroom develops a classroom charter where all parties in the classrooms have a say in how they want to feel when in the classroom and what they will do about it when they don't feel that way. Both our elementary and middle school have developed staff charters describing how the adults want to feel in the buildings. Additionally, a small team regularly engages in behavior data analysis, including disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data and ensure all focal student groups are addressed.

At the elementary level we have implemented SEL curriculum and a behavior support specialist that helps to target students needing support prior to major discipline issues in a preventative manner. This system includes interventions, breaks for students, individual behavior plans when needed and support in tier one instruction for regular education staff. RULER SEL curriculum has been implemented with fidelity.

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

At the building level, the building's SITE councils conduct an ongoing yearly needs assessment that includes an evaluation of data, teacher, administrative, family/community, and student input. The district does a regular review of data in the areas of ELA and Math achievement as well as SEL data by individual student and sub group demographics. The data determines the needs and the councils determine the most appropriate PD to meet their needs.

The district has created a K-12 PD plan that clearly outlines the required trainings for various staff groups: (ie...)

- All District (All Staff: DIOM Equity Training)
- All Building Level Instructional Staff: (ENVoY, Assessment Training, ELL Training, Curriculum Adoption Training)
- High School (AVID, Restorative Practices)
- Middle School (RULER, DESSA)
- Elementary School (RULER, DESSE, Be GLAD)
- Administration (CEL, Yearly Book Study topic TBD)
- Other building specific or department training needs approval from district leadership team

This ensures that all new staff receive the same training as their colleagues so that everyone is on the same page.

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

Our district's administrators participated in regular training from the Center for Educational Leadership which focuses on developing a common understanding of quality instruction through the use of effective observations and feedback.

Integrated Application Template

We had 7 teachers participate in the ESD's New Teacher Academy, which focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.

At the district level we have begun conversations with the teacher's union to reevaluate the current evaluation process in the district. The district's leadership team has reviewed several models and has decided upon a system that looks promising. This system aligns with the Center for Educational Leadership work and will allow our administrators to recalibrate the observation skills and ensure uniformity throughout the district.

- 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?

Our district is developing our K-12 MTSS system which includes regular monitoring of data in key areas. We use common assessments in the core areas of Language Arts and Mathematics. At the elementary level we use several systems to collect data including iReady math and reading assessments, DIBELS, OSAS, classroom assessments as well as DESSA to measure student social emotional learning skills. Our secondary teams also use common assessments to determine student progress on a regular basis. By adopting the iReady math and reading assessments we are able to track student academic progress throughout their school experience. At the high school level we are able to track credits, attendance and behavior statistics to determine when students are at risk of falling behind. In addition, our high school principal and counselor do weekly grade and attendance checks and meet with each student individually that has one or more F's in a class or is below the 90% attendance rate for the year.

Students that are found to be at risk are put into an intervention and track individually for a predetermined time period. These may include a lower level course, a study hall, a small reading group, Wednesday intervention time at the high school, behavior plan support, outside resource support, etc.

- 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?

Care is taken to provide ample and clear communication with both parents and students. At the Early Childhood to Kindergarten level we provide a Kindergarten Round-up where families are invited to come to their school to see the building, their classrooms, and meet the teachers. Our Kindergarten teachers hold Zoom meetings for preschool families to help them prepare their students for Kindergarten the year prior to them attending our school.

Elementary to middle school and middle school to high school also support transition. The last day of school the 8th grade students are released and our 5th grade students come to the

Integrated Application Template

middle school for the day to see their new school. Both the middle school and high school will start the first day of the 2023-24 school year with just 6th and 9th graders to help them have a day to navigate their new school prior to upperclassmen arriving.

Counselors also come to the lower grade levels to help transitioning students navigate their elective choices and schedules as they prepare for the next school year. SPED staff transition appropriate paperwork and plans through several SPED staff meetings where they discuss their caseloads and set up transition meetings with families.

For the transition from high school to post-secondary, our AVID program and counselor provide many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college visits multiple times to provide early enrollment opportunities.

Attachments Completing Your Submission

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

Assurances

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

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Scio School District Equity Lens

Purpose: The Equity Lens is a tool to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for equity and (b) produce policies, programs, practices and decisions which result in more equitable outcomes.

Procedure: For any policy, program, practice or decision, consider the following five questions:

1. Who are the groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
2. Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
3. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How will you (a) mitigate the negative impacts and (b) address the barriers identified above?