

Integrated Application Template (Optional)

Applicant Official Name: Gervais SD 1

Link to plan on applicant website: <https://www.gervais.k12.or.us/grant-information/>

Application Set: District Independent with CTE program

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.

The district engaged more than 25 different groups representing parents, staff, students, higher education, business partners and community leaders to gain an understanding of what concerns each individual group had with regard to educational systems, outcomes and how to best prepare students for the future. These engagement opportunities took place through: surveys, in-person forums, focus groups, roundtable discussions, collaborative design and strategy sessions, emails, newsletters, social media and school board meetings and provided in both English and Spanish languages.

Schools created multiple ways and opportunities for families to feel welcome. These include open house, parent education events (e.g. kinder parent meeting, student safety presentation), student recognition and attendance assembly, parent chaperones on field trips, and monthly family activities in the evening. There are also staff posted at every entrance of the school for arrival and dismissal to engage warmly with families. Schools also use parent meetings and home visits to discuss individual concerns.

Being sensitive to unique needs which may impact a person's ability to participate, the schools provide things like meals, childcare, and home language interaction so when the public shows up to an event, there are systems in place to include them. Also, using specific and targeted efforts to show reflection and respect for specific community demographics (Hispanic, Russian, etc.) when providing follow up information and "next steps" so that participants are able to see a clear connection to the previous engagement event and how that feedback moved the work forward to the next steps.

Once the district gathered the data and specific feedback, the information was brought back to the Strategic Planning Committee which is facilitated by an independent consultant who guides use through an analysis of what we did the previous year, how successful was it and what next actions or goals need to be established for the following year. As the committee goes through this work, we previously used the state's equity lens and tool but for this spring, we will implement our own tool to determine how programs impacted students including intended and unintended consequences. This Strategic Plan is then published including accountability measures attached to each goal and specific people designated to be responsible for reporting to the board on a quarterly basis the progress towards the goals and strategies. The Gervais School Board also adopts these goals as their own goals so their work at the policy and funding level keeps those goals in the forefront of any decision making. Finally, these goals also become the superintendent's goals for the year which then creates another level of accountability

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in that the goals form the foundation of daily work.

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.

The district's plan is outlined in the 2021-2024 Strategic Plan and serves as the "north star" for prioritizing large-scale improvements the district has comprehensively identified. It communicates clarity for the new directions of the district by aligning the GSD Board of Directors with the superintendent and then with both the board and the superintendent with certified and classified staff. This alignment strengthens over time through widespread agreement on the district core values and the four strategic goals. The mission of the district is "within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students" and the vision is "graduating resilient, responsible students whose learning extends to the global community beyond Gervais." These foundational pieces require the district to care for students in their social and emotional health, create solid learning foundations in core content areas such as math and reading, provide a wide exposure to extracurricular learning opportunities for students in all ages both during and after school which will lead to experiences in CTE, STE(A)M, and higher education opportunities. This plan also outlines how the district will be transparent with parents and other stakeholders through timely communications in a variety of formats and languages, and support staff in becoming well-trained through a variety of professional development opportunities and supports as well as having the resources they need to carry out these tasks. These meet the requirements of safety and health, a well-rounded education, instructional time, and reducing class size. The integrated plan also incorporates systems for improving attendance rates, CTE exposure and opportunities for students and families from all backgrounds to be supported in achieving their goals.

As stated previously, the district's Strategic Plan has built-in accountability systems which also corresponds to the quarterly reporting requirements required for the previous SIA funds and now for all components of the Integrated Plan. The district has implemented these practices for two years, even during the pandemic, made adjustments as necessary and has found this to be relevant and meaningful work through a living document.

Equity Advanced

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

Multiple avenues of communication are used to engage members of the community - phone calls, emails, texting, website and social media posting. The district has an equity lens that helps guide multiple decision-making processes in the district.

In all buildings newcomers have access to two language translators to help them with the

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language barrier. LGBTQ+ students feel welcomed and are treated the same as non-LGBTQ+ students. SPED students are integrated into all grade levels and classes throughout both the high school and middle school.

Special Education: A comprehensive, K-12 Child Find process, augmented with a Behavior Support Team who meets weekly, evaluates every student referred for Tier II and Tier III support from a holistic perspective (not just academics); individual file reviews are completed to ensure each child receives appropriate and equitable access to FAPE per their unique needs. The district just completed Year 1 monitoring by ODE and performed at an outstanding level.

ELD/Migrant/Newcomers: ELD teachers serve as de-facto case managers for ELD students and collect ELPA-predictive data for each ELD student at least once/month. Individual student strengths and needs, regarding their language acquisition journey, are shared with non-ELD teachers so ELD skills are developed in both dedicated and integrated formats.

McKinney-Vento/Foster Care: the district has a dedicated MV/foster care liaison, who closely tracks academics and attendance for qualifying students. If concerns are noted, they are shared immediately with key personnel to address on a case-by-case basis.

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

Students in an ELD class in both the middle and high school do not have as many options for elective choices.

Some parents struggle with transportation and the time to get students to school and ready to learn. All transportation needs for homeless students are accommodated by the district. In addition, breakfast, lunch and after school snack is always provided as well. All scheduling needs for all students are met. Proper support from counselors is given prior to students beginning school, and ongoing support is applied as needed. Student schedules are adjusted to allow students a late start so the students can be bussed to the school.

Many of our families leave for Mexico for a month in January which results in their students being dropped and not having access to instruction for a month at a time. Trying to bridge this gap is difficult.

TAG students need to be identified better and offered more classes to challenge them.

Reducing and eliminating all fees for families is a must. If activities or classes require out-of-pocket costs, many students can not participate.

Appropriate early intervention systems not dependent on the English Language are essential. The district has over-identified students for special education services more than likely due to language barrier issues.

1.3 Describe how you used your equity lens or tool in your planning.

The district has a newly created Equity Lens and Tool that was grounded in the Equity Resolution the Gervais School District Board of Directors crafted and adopted last year. The board took this work very personally during the 2021-22 school year and after looking at several samples created by other boards

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and at the state level, determined that none of those examples fit the needs of the Gervais Community. After adopting the resolution which is posted on the school board tab on the website, the board then provided directions to the district's Equity Committee. The integrated planning team used the resolution and then the new lens to ask the questions found in the tool and determine how to move forward with priorities and make adjustments as necessary to the plan so that all stakeholders could receive what they needed to move the work forward.

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

Prior to the pandemic, many of our focal group students were outperforming "all students" both in district and at the state level. With the refocused efforts in 3rd grade reading and math, enhanced opportunities for mental health supports aimed at improving attendance, creating alternative supports systems for students within the school day at all grade levels, the district believes student achievement will return to pre-pandemic levels rapidly. Prior to the pandemic, 3rd grade reading scores had seen growth but not enough and were significantly behind state levels. With the additional supports in reading which include purchasing a science of reading curriculum, an intervention system, and hiring a reading TOSA the district believes there will be significant gains in the next two years. The district has actually set a benchmark of "flipping the triangle" by the end of the 2025 school year which would mean district students are performing at grade level compared to all students in the state.

1.5 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?

School day schedules and minutes available to provide instruction; lack of staff resources to provide supports to students; Providing partnerships with outside agencies that could positively impact student academic performance - such as college agencies, career agencies, family support groups, etc. - these items are in process to help support students. Furthermore, partnerships with tutoring agencies is also in place. The cycle of poverty is difficult to break, but with these partnerships it allows students to see the potential. Finally, inadequate funding at the basic general fund level in addition to the district's declining enrollment is going to be an additional problem to overcome that was not initially accounted for in the plan.

1.6 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?

All transportation needs for homeless students are accommodated by the district. In addition, breakfast, lunch and after school snack is always provided as well. All scheduling needs for all

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students are met. Proper support from counselors is given prior to students beginning school, and ongoing support is applied as needed.

Schedules are adjusted to allow students a late start so the students can be bussed to the school. The district has a dedicated MV/foster care liaison works closely with building administrators to ensure that funding sources specific to MV/foster care are used appropriately to support these students (as needed).

The district has the most up-to-date policies adopted (as provided by OSBA) as well as accompanying ARs and one specific director and classified support staff to make sure the district is in compliance and all students who qualify are being served.

Equity Advanced CTE Focus

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

All students are allowed to enroll in CTE programs and adjustments are made to their schedules, including support classes, as necessary. Translation services are provided as needed for students. Middle school students are allowed opportunities for early access to CTE programs. The district does not charge students for any of these programs. There are a wide-variety of programs offered that include the ability to earn an initial certification making high school students eligible to go right to work, enroll in an apprenticeship or go to a 2-year or 4-year higher education option of their choice after high school graduation. The programs also emphasize what the "next steps" would be for a student in each CTE area.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

Some students do not have access to proper equipment at home to complete projects. However, there are multiple opportunities for all necessary work in CTE programs to be completed at school. The CTE classes are so popular in middle school that only a small portion of the students requesting these electives are able to take the classes. The middle school would like more CTE opportunities. The district also provides "pre-classes" for students enrolling in more advanced programs especially at the Willamette Career Academy. Gervais students struggle with the college level reading required of some programs as well as the college level material found in the health services programs. To mitigate these potential barriers, the district offers tutoring and early sessions in the summer and fall to help students with their skills. For programs requiring more individualized transportation, the district works with families to provide that if necessary.

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

CTE programs are advertised and promoted starting in middle school in all curriculum guides and forecasting sheets. Some middle school students have the opportunity to take HS CTE courses. All students have the opportunity to enroll in CTE classes. The district has career days for both

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middle and high school students, site visits to various programs including apprenticeships and colleges to build interest in programs, and specific lessons held during Advisory Group period focuses on CTE and industry for all students in grades 6-12. During parent nights, these programs and opportunities are also promoted. Information to parents is included in emails and newsletters.

1.10 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?

Again, because the district's focal groups are so large they include the data for "all students." Opportunities for all students to enroll in courses, regardless of schedule conflicts. Promote programs to all students. Provide necessary support for all sub-categories of students. Making sure that at middle and high school master schedule has academic assistance at a time that does not conflict with elective classes.

Well-Rounded Education

2.1 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).

GES has multiple content areas built into the master schedule (English language arts (ELA), English language development (ELD), math, reading, social and emotional learning (SEL), social studies, science, and STEAM). There are also a variety of field trips, assemblies, after school clubs, and family activities that are designed to provide additional enrichment opportunities.

GMS - All students get all core classes (Math, Language Arts, History, and Science). All students get at least one elective class of their choice. The school uses advisory groups for career exploration and filing out personal education plans.

GHS - Students are required to complete all necessary courses of study for graduation. However, students are also offered opportunities to stretch their knowledge further, with CTE courses and other electives that pique their interest. Personal Education Plans as well as Career Inventory Assessments are used to help students understand and plan their future.

2.2 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?

GES students participate in music specials for 45 minutes that includes both vocal and instrumental time. There are also several after school clubs in the arts (e.g. art, drama, Latin musical instruments, and violins).

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Art is also incorporated into classroom instruction and student projects.

Middle School - Electives offered during school include: choir, bucket drumming and ukulele, drama, art, and photography classes. After school classes include dance and Mexican culture art. Various projects are also included in both the science and history classes that include visual art.

GHS - Three Music courses are offered, as well as an entire ART CTE pathway. Also, GHS has an annual Mr. and Miss Doernbecher Pageant in which certain Seniors showcase their artistic talent. Also, we have a quarterly Arts Night for the community.

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

GES students grades K-2 participate in library specials for 45 minutes every 3 days with grades 3-5 able to sign up for time in the morning to access the library to check out books, do research, or use the STEAM Maker Space.

The high school and middle school share the librarian allowing her to have strong relationships for many years with many students. She is very knowledgeable and she conducts book talks and promotes various books to all the students. The middle school has a Scholastic Book Fair in the spring.

GHS - We have a part-time librarian who ensures hard-copy literature is available to all students. Also, we have an electronic book checkout system as well. The librarian works with teachers to ensure all literature is available as necessary.

All library spaces are open before and after school and during breaks/recess times.

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

GES students all have 15 minutes to eat breakfast in the classroom and 25 minutes to eat lunch in the cafeteria. They also have a 20-minute recess before lunch. Grades K-2 participate in PE specials for 45 minutes every 3 days and have an extra 15-minute morning recess each day.

Grades 3-5 participate in PE specials for 45 minutes 3 days. There are also several athletic after school clubs available for grades K-5 (e.g. soccer, basketball, hockey, and baseball).

GMS - Every day the students have 30 minutes to eat lunch and have recess where they can be athletic, talk to friends, and play games. They also have a 45 minute PE class and are provided with breakfast, lunch, and after school snacks.

GES and GMS have also subscribed to Playworks (recess games that can be both for individuals or groups) and provided professional development to staff to implement these programs.

GHS - students are required 1.0 credits of PE. Breakfast, 2nd Breakfast, Lunch and After School snack are provided daily. Gyms are open before school and during lunch for student use.

The whole district is 100% free lunch so all students eat for free. The district also makes sure to include meals for student athletes when they travel to away competitions.

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

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GES has an adopted science curriculum aligned with NGSS science standards. There is also a 45-minute STEAM time built into the schedule every early-release Wednesday. Many of the after school clubs are also STEAM-focused (e.g. coding GOzobots, Lego robotics, and STEAM). GES is a member of the South Metro STEM Partnership, the Oregon Department of Fish and Wildlife Eggs to Fry program (both salmon and trout), and received a grant to participate in the SMSP Family Code Night.

GMS - Elective classes include: STEAM, coding, and strategic thinking. The school had a NASA project for the 8th graders to participate in and will be having a Science Fair in the Spring.

GHS - We have a STEM Science class all students in the 9th grade are required to take. Furthermore, Science, Math and Art departments meet to plan cross-curricular coordination in academic planning to promote and use STEAM practices.

2.6 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.

The district has a rigorous curriculum adoption process that includes multiple stakeholders which is aligned K-12 and to the state standards from the state-approved curriculum adoption list. A TOSA for Teaching and Learning is responsible for this coordination using district policy and at the direction of the superintendent. All classroom teachers and specialists have then developed a detailed scope and sequence for each content area and those are posted on the district website including which materials are used for instruction and the timeframe the instruction takes place. With the newly adopted curriculum, the leadership team then reassesses multiple times if the scope and sequence is realistic and viable given the master schedule. Those issues are then addressed and the changes made to the master schedule moving forward that will allow adequate time to teach the content. The district also heavily invests in professional development focused on the implementation of the newly adopted materials as well as high-leverage instructional strategies.

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

All schools and programs have adopted curriculum in every content area that is rigorous and aligned to the state standards. I-Ready math and reading k-12 help provide a diagnostic tool and leveled lessons that help provide targeted lessons for student self-pacing. Due to very little turnover, all three schools have experienced classroom teachers that have excellent classroom management skills, content knowledge, and the ability to engage students.

Talent Ed is used to create both professional and student goals. Both formal and informal classroom observations are done throughout the school year. Also 5-10 minute drop-ins are conducted continuously the entire year in all classrooms to monitor instruction.

Students, families and staff complete the YouthTruth survey once a year to help foster positive change in the schools including addressing school climate and culture issues, academic rigor and

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opportunity.

One of the goals in the strategic plan addressing using high-leverage instructional strategies. The TOSA creates lessons on a focused instructional strategy which is then provided as professional development to staff. Staff are asked to come back to a follow-up staff meeting to share what went well with the strategy and what could be improved. Principals spend the month observing the different strategies implemented in classrooms and providing feedback.

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

GES includes incoming kindergarteners in its summer school program in July. Kinder teachers also prepare a JumpStart program that brings in every student and family to complete some activities and some initial academic and language screening.

The district has a robust PreSchool Promise Program and includes those teachers in PreK-3 conversations, professional development, and curriculum adoption. When the district purchased curriculum, the early childhood curriculum is included for alignment. Teachers in the PreSchool Promise program provide transitional planning for incoming kindergarten students.

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

The high school and middle school have a shared counselor. This helps build that relationship with students. We also have a 6-12 student advocate that often continues with students from middle school through high school. Bridge 9 - a one week summer program introducing incoming 9th graders to high school. This week includes: team building, meeting staff, visiting colleges, and allowing students to feel more comfortable with the transition to high school. Finally, the high school and middle school has an 8th grade/Junior High School Mentor/Mentee program starting this year. The relationship begins in the middle school and then will continue into high school.

GHS - middle school students attend a Summer opportunity to engage in high school activities prior to attending the regular school year.. Furthermore, GHS hosts a family evening in the spring for 8th grade students. We also have middle school students enrolled in a high school CTE course. GMS and GHS also have peer mentors (8th grade and 11th grade). Post-secondary opportunities are offered by our high school counselor - this staff member monitors all Seniors and establishes plans for students to be successful after high school.

Multiple types of field trips are planned for students in grades 7-12 to visit college campuses, trade schools and apprenticeship programs. Additionally, visitors from those same post-secondary opportunities come to campus for lunch presentations, career day and parent nights.

2.10 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?

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GES has both reading and ELD interventions built into the master schedule. Reading interventions are led by a specialist with 4 instructional assistants who work with students in small groups. ELD interventions are led by 2 specialists and an instructional assistant. Classroom teachers also provide reading and ELD instruction during this same time for students at or near grade level. Middle School - All students have access to Chromebooks in the classroom. Students can also check out Chromebooks to take home should the need arise. There is both during school study hall and after school study hall for struggling students to get extra help. There is a Sheltered Language Arts class for all 6-8 grade students who are need that extra help in a smaller class environment. The adoption of the I-Ready assessment and intervention system also helps to provide immediate data for teachers to know which students are struggling and create an intervention program immediately.

GHS - any technical need a student encounters that is brought to attention is addressed by the district - the district works to ensure no student is without the proper tools to be successful. Formative assessments are given in order to maintain and apply intervention to learning gaps as well as supported study halls and additional instructional opportunities during after school or evening tutor hours. These are provided by licensed staff.

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

GES does not have a TAG program but does offer leveled math and reading instruction to meet the needs of high achieving students There are a variety of enrichment activities through assemblies, field trips, after school clubs, and family activities.

Middle School - There is potential for all students who exceed state and national standards to take higher level math classes or extended opportunities in other core content areas.

GHS - Honors Credit options are offered at the high school and imbedded in all core classes so students do not have to fit in another specialized class. This also provides students opportunities to extend themselves who may not have considered themselves to be performing above standards.

The district's Talent and Gifted program is emerging and we have identified this as an area needing to be addressed in the Division 22 standards for the last two years. The district has dedicated funding for a staff position to build this program for students.

2.12 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?

At the elementary level, students are exposed to a variety of careers as they explore themes in the STEM activities as well as in the general education setting during specific units of study.

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Middle and High School - We have had a career fair every year for approximately 10 years. Inviting various presenters from many career paths to meet with students. One day a week in advisory groups students are exploring various careers, employment paths, and have a Personal Education Plan which includes goals, academic preparation, and career exploration. CTE programs are promoted at the middle school prior to students attending GHS. Also, we partner with Willamette Career Academy for CTE options we do not offer. We are currently working with a local community college to offer even more CTE opportunities for students. All students take a annual career inventory in their advisory class and fill out their personal education plan. Finally, specific field trips are provided free of charge to all students to explore different careers in CTE areas.

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

Middle and High School - CTE classes and visits to Willamette Career Academy in Salem. This is a program students in the high school can access. CTE teachers allow students to attend regular field trips to enhance understanding and experience in the work-field. We also host visitors and presentations on-site regularly from the work-field.

2.14 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.

Different ways students can show their skills and abilities other than tests. Student projects can be used to challenge students of all abilities. There are numerous opportunities and electives students can take at GHS to enhance their interests and skills. We also offer an Honors Option for certain courses for students to earn an Honors Certificate at graduation. We partner with Willamette Promise to offer dual-credit, as well as College Credit Now.

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

Middle and High School - Personal Finance class and all students take the career interest survey for future careers through Oregon Connections. Partnerships with local career opportunities and our counselor monitors students post-secondary plans.

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

Middle and High School - Each student receives the elective choices and explanations to choose their next semester classes. At the high school, the curriculum guide is published and posted online with courses that are CTE offerings highlighted. Information is provided to parents ahead of time as well in both English and Spanish. Parents are required to approve elective offerings. These programs are highlighted during Parent Meetings, Open House and Parent/Teacher conferences as well as student showcases.

The high school also sends out email blasts and creates social media posts and the district newsletter which is mailed in both English and Spanish to every household in the district is also posted online and features different CTE programs.

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

Make sure all CTE classes are offered to everyone.

Our CTE department does ample research to address any specific career field a student may be interested in, and partners with our counseling department to ensure we are meeting the needs of all students post-secondary plans. The district also partners with outside agencies including post secondary and business partners to learn and share current trends and new, emerging careers or opportunities.

2.18 Describe any new CTE Programs of Study to be developed

Possible opportunities for EMT program in partnership with Chemeketa Community College paid for by SIA and CTE funds. If the CTE revitalization grant becomes available again the district would apply for it in hopes of adding a Business/Hospitality strand.

Engaged Community

3.1 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?

It is a continuous cycle. With every new or different engagement opportunity, the district reflects, implements, adjusts, receives feedback, etc. The district also references previous engagement opportunities and reviews what was learned or discussed at the last opportunity so participants gain a sense that their feedback is being used and considered.

Barriers—we have learned that if we offer only one method to engage or receive information or just a onetime opportunity, the sample size is too small to really make decisions. Our community

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wants to be in a relationship with the district requiring multiple efforts. This means we have to plan far enough ahead to make sure we have the time to do multiple engagement attempts and in a variety of languages.

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

Making every effort to communicate effectively with parents and to help them feel welcome and wanted in the schools is vitally important. There is a tremendous need for increased family support and engagement. Leveraging opportunities such as STEAM programs, assemblies, Open House, Community Celebrations and after school activities to engage other community partners (e.g. Marion County Sheriff's office K9 units and ENLACE Community Development).

Besides parents, really focused efforts on Russian old believer community will be important. Building trust with that focal group takes time and consistent effort. Building relationships with the Latinex community is always ongoing because this community is mobile and experiences a high turnover. Potential needs also include engaging new demographics of students, as we have had a number of new ethnic cultural identities enroll in the district.

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

The schools are the only event and athletic facilities available in the community, besides small Gervais city parks. Any improvement to the school facilities would not only improve academic outcomes for the students, but also family engagement in the community. Additional funding for after school programs (e.g. ODE Latinx Student Success Grant) that allow our students to access enriching extra-curricular activities at no cost to families is important. Summer school learning with adequate funding to include academics as well as enrichment for students in all grade levels has been well received during the last two summers and should be a priority.

Ensuring funds are available to carry out these activities. Reworking deadlines and being aware of how much ODE is asking for in different departments—stop putting deadlines in the middle of the month that requires board input. Half of us have not had our board meetings at this point. Community liaison officer between small districts to help in this work (St. Paul, Gervais, Mt. Angel) funding one person to help in this work.

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

Schools created multiple ways and opportunities for families to feel welcome. These include open house, parent education events (e.g. kinder parent meeting, student safety presentation), student recognition and attendance assembly, parent chaperones on field trips, and monthly family activities in the evening. There are also staff posted at every entrance of the school for arrival and dismissal to engage warmly with families. Schools also use parent meetings and home visits to discuss individual

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concerns.

Being sensitive to unique needs which may impact a person's ability to participate, the schools provide things like meals, childcare, and home language interaction so when the public shows up to an event, there are systems in place to include them. Also, using specific and targeted efforts to show reflection and respect for specific community demographics (hispanic, russian, etc.) when providing follow up information and "next steps" so that participants are able to see a clear connection to the previous engagement event and how that feedback moved the work forward to the next step.

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

N/A

3.6 Who was engaged in any aspect of your planning processes under this guidance

Business community

CTE Regional Coordinators

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

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

Community leaders

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students who are emerging bilinguals

Families of students who identify as LGBTQ2SIA+

Families of students with disabilities

Justice Involved Youth

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

Local Workforce Development and / or Chambers of Commerce

Migrant Education and McKinney-Vento Coordinators

Regional STEM / Early learning Hubs

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

Students navigating poverty, homelessness, and foster care

Students of color

Students who are emerging bilinguals

Students who identify as LGBTQ2SIA+

Students with disabilities

Vocational Rehabilitation and pre Employment Service Staff

3.7 How were they engaged?

CTE Consortia meeting

Collaborative design or strategy session(s)

Community group meeting

Community-driven planning or initiative(s)

Email messages

Focus group(s)

In-person forum(s)

Newsletters

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Partnering with business
Partnering with community based partners
Partnering with unions
Roundtable discussion
School board meeting
Social media
Survey(s) or other engagement applications (i.e. Thought Exchange)
Website

3.8 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 GSD activities brought in a lot of local organizations, businesses, vendors, and civic leaders. Each of these also included a lot of families and helped them engage with the school in a non-academic setting that helps many feel more comfortable and welcome in our schools as community centers.

3.9 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.

(Parents and Students) YouthTruth Survey

Community Engagement Level: consult, involve, collaborate

Students—DESSA/BASE; Focal Groups

Community Engagement Level: consult, inform, collaborate

(Parents) In-person events including health fairs, cultural celebrations, family partnership nights

Community Engagement Level: consult, inform, collaborate

The district uses YT/DESSA/Base because they are nationally normed assessments that provide valuable information broken out into easily usable categories which influence students social/emotional status and academic achievement. The district uses the short term (DESSA and BASE) tools to gauge more frequently how students are feeling about their lives and education while YT provides the annual feedback.

In-person events are used to bring parents and community members into the buildings/environment and facilitates honest conversations in a manner that is more informal, not high stakes, safe, organic in nature

Integrated Application Template (Optional)

Student Focal Groups: Advisory Council and Leadership. These two groups support the staff on various activities around the school and the positive atmosphere of the schools.

3.10 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.

Strategy One: YouthTruth and separate needs assessment (EOY)

Level of Community Engagement: consult, involve, collaborate.

The district uses the YouthTruth survey because it is a nationally normed assessment that provides valuable information broken out into easily usable categories in areas which influence students' social/emotional status or academic achievement. Because it does a year to year comparison and also compares the school to "similar" schools both in Oregon and across the nation, the district feels it is an objective tool to gauge impact of efforts.

Strategy Two: Committees and work guided by consultants or facilitators (leadership teams)

Community Engagement Level: involve, consult, collaborate.

The district uses Committees/Consultant Work because it generates earnest, organic feedback and participation that address unique building-level voices that can then be developed back into a district-wide perspective (moving siloed voices into K-12 aligned goals and direction); facilitated by either building administrators or professionals with experience in guiding this work in a timely and efficient process.

Building level Site Councils were included in all engagement processes as a "committee."

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

Community: Hands on and in-person engagement works well in our community because of language barriers as we are able to provide information in Spanish both written and oral. Large Hispanic community culturally places an emphasis on the relationships and that decisions and feedback are more meaningful while shared over a meal or an event. Community has expressed desire to be culturally engaged with schools.

Staff: Feel overwhelmed with all of the different needs and requirements/mandates. Looking for specific direction and targeted activities, looking for specific assistance to help improve mental and emotional health of students, attendance, language acquisition, reading skills. Wanting a meaningful assessment system k-12 to further curriculum alignment. Wanted space and skills to share their ideas and move buildings forward.

The district is creating more time for the community to gather with the sole purpose of being

Integrated Application Template (Optional)

together. This comes in the form of family nights, community celebrations such as Day of the Dead, Family Game Night, Health Fairs, etc.

For staff, creating more time in the master calendar for early release days dedicated to staff development, data analysis and wellness activities such as utilizing the walking path.

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

Utilize our college and career professional staff, CTE staff and partnerships, and neighboring organizations we already partner with such as Willamette Career Academy and Chemeketa Community College.

Engage both the Brooks and Gervais community and businesses more. Talk to businesses to put out communication about upcoming events: various school fairs, fundraisers, etc.

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

Strengthened Systems and Capacity

4.1 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?

The district is fortunate in that there is very little turnover even with the pandemic. However, to keep and retain current staff, the district works hard to ensure they have access to professional development and extra duty timecards to reflect on and improve instruction, adopt new materials, attend any workshop or seminar that they feel may improve their craft, keep class sizes small and hire support staff for high needs classrooms. We try to hire mentors for our newer staff which has been challenging in the last two years. The district “grows our own” by supporting classified staff in receiving their college degrees through tuition pools and sponsoring them for teaching licenses. The majority of the district teachers are white which is not reflective of the student groups but the majority of the classified staff are representative of focal groups and a significant number of those staff members have either earned their college degree or are in the process and want to become teachers.

When the district does need to recruit, we attend job fairs, work with local colleges that provide

Integrated Application Template (Optional)

education programs and often hire college students who are pursuing educational degrees for our summer school or evening tutoring opportunities. We also provide one-on-one onboarding to take the extra time to answer questions and set the new employee up for success.

4.2 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?

As stated previously, because the majority of our students are students in the focal groups, this is not a practice that the district has to monitor. With very little turnover, teachers are experienced veterans and there is no classroom with an ineffective, inexperienced, or out-of-field teacher. The reading and ELD specialists that work closely with our students who have academic disparities, are some of the most talented and passionate teachers in the state. All students are given the same opportunities. Teachers are trained in practices that are “inclusive” and encouragement is given to all members of the faculty to include all students, regardless of disposition.

When the district does need to hire teachers, the position continues to be posted until the right candidate is found. The district also supports all new and inexperienced staff with mentoring or opportunities, while limited, through the REN. However, these teachers are not “assigned” to classes or groups of students who may have lower academic achievement.

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

GES incorporates principles of PBIS and restorative justice to help students feel safe in school and a real sense of belonging. Student discipline always involves teaching social and coping skills. The goal is to help students remain in the classroom as much as possible, with students only being removed to receive counseling services (individual and group sessions) or to provide a place to calm down when they have become escalated or dysregulated. Peers are often used to create a sense of community.

GMS - The administrator tries to speak with students during their advisory, PE, or elective classes as much as possible or before or after school. The school utilizes the counseling department to focus on mediation and problem-solving with students so that next levels of discipline are not needed.

GHS - all discipline practices are reviewed regularly to ensure certain demographics are not being overly-targeted by the Student Support Team.

All schools are being required to enter discipline into a database for easier analysis. This is a practice that just began February 2023.

4.4 How do you align professional growth and development to the strengths and needs of the school,

Integrated Application Template (Optional)

the teachers, and district leaders?

The district reviews student achievement subgroup data including ELPA 21 scores, SBAC and building level assessments such as I-Ready as well as those state-determined markers (regular attenders, 3rd grade reading, 9th grade on track and 12 grade graduation rates and 5th year completer rates). Once the district determines which strand areas students are doing well in as well as which areas they need to improve, we then go to our teaching force to determine, based on direct observations and evaluations, who may be best to provide building and districtwide professional development opportunities to their peers. The district engages in a yearly strategic plan evaluation process where staff come together to analyze how well the district did in meeting the goals as outlined in the plan and this committee adjusts the strategies every year to further progress of the plan.

Specific programs such as ELD also completes their own analysis to create PD that centers on research based best practices. During in-service week, ELD teachers met with an ODE Title III specialist to review historical district ELD data, which helped inform and guide their work this year.

Sped case managers have access to iReady data, among other sources, to ensure that IEP annual goals of students are highly informed by the most recent growth and achievement data possible. Sped Case managers received PD during in-service week that was specifically focused on inclusion and equity, and case managers work with building administrators to provide PD to all staff several times each year.

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

The district has a Teaching and Learning TOSA who, at the supervision of the superintendent and building principals, is directing the 3 schools in research-based teaching to improve all grade levels of learning. This TOSA prepares effective teaching strategy presentations that are then presented to every building staff by their administration. In addition, staff participate in ongoing professional development and regular virtual trainings for each of their content areas to learn how to improve teaching and learning in each of these areas. Building administration can also use TalentEd informal/formal evaluation feedback tools to provide more specific coaching.

4.6 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?

GES students are monitored regularly in reading, math, and English language development and are placed into leveled intervention groups. iReady, Really Great Reading, and Flashlight 360 diagnostic testing is used to inform these intervention placements. GES data team PLCs then

Integrated Application Template (Optional)

meet every 6 weeks to analyze the achievement data with classroom teachers, specialists, and instructional assistants.

GMS and GHS--All students take 3 i-Ready diagnostic tests throughout the school year in both Reading and Math. This data is used to track the students' learning and possible need for interventions. Progress reports and grade report cards are given each quarter. Every week the Behavior Support Team for the district meets and discusses students who are struggling in school. If it is determined a student needs extra help the student can be switched into a different class, receive academic assistance for 1 class period, or be referred for testing. After School tutoring sessions are offered twice a week as well as evening tutoring sessions. Weekly grade checks occur in advisory groups and teachers help students create a plan for addressing failing grades. Grades are reviewed throughout the semester by administrators who will also work on implementing support systems for students to prevent failing grades and loss of credit.

4.7 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?

Our Early Learning Center has one room assigned to students who are transitioning to Kindergarten the following year, and as the year progresses, instruction and routines begin to mirror kindergarten expectations. Curriculum, when possible, is aligned between PreK and Kindergarten, and the district leverages the ODE Jumpstart Grant to provide PLC work between Kindergarten and PreK teachers in the Spring, as well as a comprehensive month-long Jumpstart summer program in July. Preschool students also participate in music specials at GES to help them feel more comfortable in the bigger school.

From elementary to middle school - During the Spring: Elementary school 5th graders are introduced to the 6th grade teachers, counselors, and principal of the middle school. They then come to the middle school for an assembly and tour of the school. In the Fall, at the start of the new school year, an open house happens allowing all students to meet their teachers, explore the school, and get their schedules.

From middle school to high school: In the Spring - 8th grades and their parents have an introductory meeting giving them a chance to meet the administration, talk about credits, and request classes for next school year. In the Fall: There is a high school open house allowing all students to meet their teachers, explore the school and get their schedules.

GHS - middle school students attend a Summer opportunity to engage in high school activities prior to attending the regular school year. Furthermore, GHS hosts a family evening in the spring for 8th grade students. We also have middle school students enrolled in a high school CTE course. GMS and GHS also have peer mentors (8th grade and 11th grade). Post-secondary opportunities are offered by our high school counselor - this staff member monitors all Seniors and establishes plans for students to be successful after high school.

Integrated Application Template (Optional)

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
 - 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, EIS, 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 - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

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

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True



Integrated Application Template (Optional)

Any additional links provided by the applicant

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.

Application submitted by: Dandy Stevens

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