

Integrated Application Template (Optional)

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**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

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)**

Our comprehensive needs assessment process includes a continuous feedback process. As this is the case, sometimes it can be difficult to define the time period we are pulling feedback from. This process includes feedback from our Strategic Plan, our last Student Investment Account Plan, and many feedback sessions held since both of those. Our relationship with our community continues to grow and change, just as our students do. Our goal is always to capture the widest range of feedback, review all of the data, and then narrow to particular areas of need.

We hosted in person listening sessions at every K-8 and K-5 school in our district. We listened to hours of public comment at board meetings. We used Youth Truth to survey our students and staff during the school day annually for 4 years. We also used Youth Truth to survey our parents annually for 4 years. Our teachers submitted an exit ticket after every professional development session.

We gathered historical achievement data from ODE around state tests, attendance, and graduation. We reviewed historical universal screening data and made a shift in screening tools to collect even more specific data. We reviewed office discipline referrals and other behavior data.

All of our data shows that historically, our student focal groups performance is below our typical students. Their achievement lines are practically parallel for the last 7 years. This continues to inform our equity based decision making. Our at risk high school students with trauma need a therapeutic educational setting, not just mental health support. Our resources will continue to be allocated to support this. This also informs our professional development plans - our teachers continue to need support to engage and instruct a variety of our student focal groups. Our LatinX students, our non-native English speakers, and our students with disabilities continue to need more support within our school system.

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

Integrated Application Template (Optional)

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)**

The first push of our plan revolves around 4 year and 5 year graduation cohorts. We need to continue to provide a therapeutic learning environment, Sequoia Falls Academy. We need to continue our dropout prevention support, as well as advanced learning opportunities and CTE opportunities. We need to engage in on-going community engagement and provide professional development for staff that will result in equitable learning outcomes for all students.

The second part of our plan includes ensuring all students are on track to graduate by the end of 9th grade. Focused, purposeful transitions that lead to a successful 9th grade year can be accomplished with counseling services specifically to assist students transition from 8th to 9th grade. This would also include summer courses and school courses, such as freshman seminar.

The third portion of our plan focuses on students reading on grade level by the end of 3rd grade. This includes implementing our guaranteed and viable curriculum and a district wide multi-tiered system of support.

The final portion of the plan focuses on students regularly attending school. The focus here is around engaging students in learning, including music instruction. Supporting students and families with school counselors and social workers to remove barriers to attendance. Continuing to engage with families in their home language with our bilingual Community Liaison and creating welcoming spaces for families and students at our schools. We also are ensuring students have enough time to play and supporting that with Playworks to design inclusive play activities for students in our elementary schools.

Equity Advanced

(250 words or less per question)

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

Our strategic plan focuses on creating a guaranteed and viable curriculum for all students. This focus around aligning instructional practices across grade levels and subjects in every school in the district is the heart and strength of our equity work. Every teacher is engaged in breaking apart each standard into learning targets, designing engaging instruction around these learning targets and designing common summative assessments to measure all student progress. This focus on instruction is targeting equitable outcomes for students while also providing access for all students to learning no matter what classroom they are in within our district.

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

Identified needs include mental health access, especially a therapeutic learning environment for students who are not able to access their education in a traditional setting. This need has expanded to include students slightly less impacted, but still need a connected caring adult to shepherd them during the school day. This looks like welcome centers, student success advocates and coaches, and bilingual community liaisons who are able to provide safe spaces for students and families to learn about the

Integrated Application Template (Optional)

education setting, take breaks to manage their own mental health during the school day, and provide specific adult oversight to help students persevere during their learning.

Another identified need is aligning instruction across the district. Our laser focus on common summative assessments will give our teachers immediate feedback on their students' learning across demographics in order to respond in timely ways to increase learning.

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

[SFSD Equity Lens Tool](#)

- Describe how you used this tool in your planning.

We combined the Oregon Department of Education's Equity Lens 10 questions with our district's strategic plan and goals visuals. The questions guide our big picture work as we make decisions around priorities and implementation.

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

Providing professional development for all teachers to support guaranteed and viable curriculum will impact all students, and especially our focal student groups who have been historically performing behind our typical student.

Through professional development to support guaranteed and viable curriculum and building staff cultural proficiency and capacity to interact with sensitivity to students, our students who have been historically underperforming will make learning gains that will help them successfully navigate their future. Students will have more opportunities to explore their interests and potentially have better connections with teachers who understand their current situation. Smaller learning communities will be developed and students will find their niche that will bring more purpose as they plan to navigate their pathway. School teams will develop to support these students in cross-curricular ways that have not previously been implemented and create a team approach towards shepherding students towards graduation. Students and their families will be known as we more effectively provide outreach and adopt strategies that take into account students' and families' cultural and linguistic characteristics. Parents will be engaged by students and teachers who are reaching out to them, rather than expecting parents to come to the school for a conference during their workday. As students adopt their pathways to their future, they own their future and their college and career planning will be more purposeful and impactful.

- 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?

In order for our focal students to meet our Longitudinal Performance Growth Targets, we will need to provide high leverage instruction that closes the gap in their learning. They must grow at least twice as fast in order to make these targets. We will need to form school teams and district teams to monitor all student data, but especially our focal student data every 9 weeks in order to make real time adjustments in instruction and intervention.

Integrated Application Template (Optional)

A very real barrier we have faced and potentially continue to face is financial. Even with extra dedicated funds from the state, we must prioritize outcomes, strategies and activities each year and are not able to implement all best practices or choices for our students.

- 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?

We have added more student support personnel with the purpose of supporting children and youth navigating homelessness. These trusted adults are able to build relationships with students and families in order to offer more immediate and direct support. This includes home visits, social workers to connect to community resources, transportation to remove barriers and more.

CTE Focus

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

The number of students in our CTE Programs of Study are very near the same demographic rate we have at the high school overall. We have very successful programs that attract students to find a niche and a place where they belong. All students are welcome and have access to our classes with entry level courses available to all students without prerequisites, that may cause barriers. We have nine successful High-Quality Programs of Study and one college ready trade program (Pre-Apprenticeship).. [Participation](#) rates.

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

Students who have an intervention period (LRC, ELL, Lab) give up an elective to have time for individual and small group instruction with a teacher, who can help them be successful and learn to navigate the education system. For example, a student who is an ELL student and is low in math or reading, will have an ELL class and a Math lab and/or Read 180 course to help them move towards their grade level. In order to bridge those barriers we would like to ensure that all students have equitable opportunities to connect our Programs of Study to core content and create cross-curricular pathways. We also need to develop academies that can help support this cross-curricular alignment. We believe that through the development of Career Academies, our educators will be able to form cross-curricular teams that support students to pursue career pathways of their choice that lead to high-skill, high wage jobs. This would include ensuring that each academy is a welcoming and supportive place for students of all demographic groups and their families, and that educators are culturally proficient and able to help students capitalize on their diverse strengths.

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

Lack of knowledge or potentially understanding of the opportunities that are available for students through CTE POS is a barrier in some focal groups. In order to overcome those obstacles, we are providing opportunities for families to be on campus and see the classrooms,

Integrated Application Template (Optional)

labs, and learning spaces that students will be utilizing. Last year we hosted a family night to bring families and students into the school and learn more about the options available at the high school. This was successful because parents better understood courses and saw the direct lines to high wage, high demand occupations. Silverton High School also hosted the CTE Showcase for 8th grade students to have a chance to visit their future school in person, during their school day and participate in two different POS. We are using YouScience to help students connect their interests and aptitudes to careers and programs of study. Insights from YouScience have a wealth of data that helps us identify students who have interests and aptitudes in a program but are not traditionally involved. Student experience and one-on-one conversations are key to help students advocate for themselves and pick classes that will lead to a fulfilling career pathway.

This Spring we are hosting an AP/Advanced courses night for parents and students. We believe that the more personal one-on-one conversations are the best way to recruit underrepresented groups. We hope to be able to offer an AP Study Skills course that will help students successfully remove some of the barriers that have prevented them from participating in the past.

- 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?

We have worked with clubs and specific staff members that work with students, who have traditionally had participation barriers, to try to eliminate those issues by helping students become more familiar and comfortable with courses. We are working to educate families on the opportunities that are available through CTE and AP courses and hope that we can overcome some of the traditional preferences in class choices. Using our YouScience data and demographic information that is available to us this year and further expanding our information gathering with the use of Synergy next year, we hope to drill down further and remove barriers. We will look at the participation rates in these areas and work to ensure that we are not discriminating against any student groups and that everyone is welcome. We also have eliminated fees from our CTSOs, preventing funds from being a stopping point and are providing students with uniforms and materials that are needed to participate. This has been made easier by embedding opportunities to learn more about programs during the school day. In the past four years we have been able to add introductory courses to all of our POS and each program has a CTSOs in their classes and may even prep for events as part of their learning, but we also have time during the school day (three days a week) when students can meet with clubs, student organizations, and teachers to help extend, enrich or remediate understanding. We will also avoid imposing entrance requirements to our introductory level courses; we will use a lottery approach if there are more applicants than places available.

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).

Integrated Application Template (Optional)

The elementary grade band offers all students music instruction, PE, and library time. Our elementaries also use Playworks Recess strategies to design inclusive play for all students.

The middle school grade band is complex simply due to the variety of middle school grade bands at our different school settings. At our comprehensive middle school, we are able to offer music, art, technology and other elective courses. In our smaller, rural K-8 schools we have just begun to offer music instruction as well as elective rotations.

The high school grade band provides the most well-rounded course offerings in our district. They offer a variety of CTE courses, fine arts, languages, and advanced placement courses.

- 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?

In the high school grade band, theater, visual arts, music and media arts are all offered as courses. In our middle school grade band music, drama, and visual arts are offered as separate courses. Theater and media arts are often offered through integration of content or as an outside of school club. In the elementary grade band, music is offered as a separate course and visual arts are often integrated into courses.

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

All elementary and K-8 schools have a full time media assistant position in order to operate a library time at each school. All students have scheduled times to check out books. Our community library is engaged in our schools and offers many extensions for students.

Our comprehensive middle school and high school both have a full time librarian that provides library programming.

At the high school level it is important that the library program continues to change with the technology that is developing around us. Our librarian constantly is looking for books that students are interested in and offering strategies to help students become readers. This has been improved with the transition of the Language Arts program to allow student choice texts that bring students to the library to read something they are interested in. Besides hands-on books, we have expanded our library resources online that help our students with their research. Students who are enrolled in the College Credit Now courses have access to the Chemeketa Community College Library services and search engines to help them find further sources. The library is a safe and welcoming environment, where students can explore and find avenues of interest and find support from an adult who has a different responsibility in their education.

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

All K-8 schools have guaranteed minimums and maximums in their school schedules to ensure students have enough time to eat breakfast and lunch at school as well as recess times. Recess staff all participate in professional development with Playworks in order to provide inclusive play activities despite

Integrated Application Template (Optional)

playground equipment at each sight. Playworks staff are in person at each school to review and provide feedback at least once per school year.

At the high school level we have implemented brain break into our curriculum to help students focus and keep engaged in their daily learning. We have provided professional development to our staff that uses a wide variety of ideas to help our students relax, take a deep breath, refocus, and be ready for the next steps in their learning. The high school has a 30-minute lunch break and students also have time available in the homeroom class to snack and mentally prepare themselves for their day.

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

We are still growing in our incorporation of STEAM instructional practices. We have one K-8 school leading this work, as they have participated in STEAM grants. We have had school teams visit other schools to learn more about implementation. We share all of our local STEAM hub professional development opportunities with our staff.

At the high school level, we have paired several elective science courses into Programs of Study, giving students a chance to go deeper with a science expert and allowing deeper thinking and inquiry that can be shared across their learning. This can be seen in our Protective Services program that works closely with the Forensic Science instructor and with the Environmental Biology Forests and Streams that link with our wildland firefighters. Our CTE department is completing Project Based Learning instruction this year and are working with their academic counterparts (Science, History, Language Arts, Math, PE) to allow students further exploration across disciplines. Students in science courses also have the opportunity to become camp counselors at our summer [Camp Invention](#). This gives students a chance to teach and demonstrate their science skills with young students who are just developing an excitement for science.

- 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 adopted standards are our curriculum. Teacher teams laid out standards for each subject and grade level across the school calendar to create projection maps. These maps are published on our website and are approximately what will be taught in each course.

Teachers work in teams to then create more detailed unit maps. These maps include a variety of materials and instructional strategies that teachers employ in their classrooms. The district purchases materials to support teacher instruction of the standards across the grades levels and content areas in compliance with the Oregon Department of Education's guidelines.

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

Teacher teams use their weekly early release time to meet and align their instruction. They plan instruction together in their unit maps. These include standards broken into learning targets, high impact instructional strategies, and differentiation plans. All principals monitor teacher progress and

Integrated Application Template (Optional)

provide feedback monthly on both unit maps and instruction in the classroom by conducting walkthroughs.

At the high school level, teachers are responsible for sharing learning strategies at our building level PD and are encouraged to try new ways of delivering instruction. Through Perkins funds, our CTE Department has attended the ACTE Conference each year to help them strengthen their understanding of the evolving workplace and learn more ways to engage students. The Silver Falls SD also offers opportunities for teachers to apply for specific funds for further inquiry into a topic.

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

At this time, we have one preschool class as part of our district. We include the preschool in all of our instructional work described previously.

We are currently in the process of remodeling one of the buildings on the high school campus to be able to move the Silver Falls Preschool to the high school campus. The purpose of doing this is to expand our CTE offerings and help students explore and potentially earn industry recognized credentials that will give them a step ahead in their career interest. With our preschool teacher working closely with high school students, we will offer a unique learning opportunity that helps everyone involved.

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

Our high school offers a variety of strategies to transition middle school students to the high school. This begins in November, when CTE begins working with 8th grade teachers to help students pick two high school Programs of Study that they would like to explore. In January, all 8th grade students come to the high school to explore the choices that they made. Students are assigned to groups and are led by high school students who are active in the program. Through hands-on demonstrations and experimentation, students interact with the Programs of Study and learn more about the high school. The building tour is always one of the most important aspects of the day, because students need to see where they are going and what their next steps may look like. Showcase Day is strategically placed before 9th grade scheduling in order to expose students to the high school. CTE and Fine Arts programs regularly visit the elementary and middle schools in the district, throughout the year, to help build interests and future enrollment.

Our high school counselors visit all 8th graders in person in the spring, introducing forecasting and parents and students are invited to several opportunities to learn more about our schools. After forecasting is complete, high school programs invite future enrollees to participate in summer events that will prepare them for the following school year.

Last year we introduced Fox Camp 9, a four day summer bridge program to help 9th grade students transition to high school. Attendees attended sessions that focused on social and community building, building orientation, tips and tricks for high school success, study and organizational skills, math, reading, writing skills, and what it means to be a Fox. We hope to further extend this into a 9th grade freshman seminar course that will help students continue to transition throughout their freshman year in high school.

Integrated Application Template (Optional)

- 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?

Our secondary schools use an early warning system approach to weekly meetings. Data is reviewed weekly and rotates by grade/class in order to ensure all students are monitored. Intervention plans are made and monitored regularly. Our students are in grade level homeroom groups and meet three days a week. Homeroom groups form “family” ties and give students a chance to get to know each other at a much deeper level; they see each other in new ways and learn about different cultures, traditions, and lifestyles. On Tuesdays students review their grades and make plans to get caught up, extend learning, or attend clubs and activities. Some students choose to receive help through peer tutoring, while others work with a teacher. This dedicated time has helped us raise our graduation rates, improve student proficiencies in reading, mathematics and science, and gives students the opportunity to meet with post-secondary groups that come to the school, removing barriers for students to meet college guidance and recruiters in person.

Our K-8 and K-5 schools utilize 100%, 20%, and Individual Problem Solving meetings to monitor all student data. These team meetings provide time for detailed intervention plans and regular monitoring of student data. Introducing Synergy’s MTSS data software will be a significant tool for our staff to monitor our student data next year.

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

Our weekly teacher team meetings are the first place that academic needs are met. Student data is monitored and differentiation plans are made for all types of learners. We also have a district TAG coordinator and building TAG coordinators who monitor student data across the district. They then meet with teachers, students, and parents in order to make appropriate learning plans.

Students at the high school are enrolled in homerooms that meet for 30 minutes three times a week. The purpose of these groups is to help students connect with an adult in the building and create a group that works with each other throughout high school. Students have time during Homeroom to extend learning through opportunities set up by teachers to explore deeper (forensic crime scenes, guest speakers, chemistry labs), attend college visits, and tutor students.

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 career exploration through several avenues in both our high school and middle school. Students in middle school work in their advisory groups to learn more about employability skills, careers, and jobs. Students participate in the high school CTE Showcase Day and explore areas of interest. They also are completing YouScience SnapShot this spring. YouScience SnapShot’s (an aptitude-based career guidance tool to align education with workforce demands) game-like aptitude assessments and interest-based survey, capture and measure students’ natural abilities in middle school. Students are then matched to their best-fit career cluster, based on how their aptitudes and interests align. This is our

Integrated Application Template (Optional)

first year using the system and we hope that it will help our 8th graders find better “fits” more quickly in high school and help them move towards a career pathway that captures their minds and interests.

At the high school level, students participate in four Career-Related Learning Days throughout the year to help them investigate and navigate careers near and far. Career Day brings local workers to talk about their career and pathway to that position; all students have a chance to interact and learn more about these jobs. Our sophomores complete mock interviews with local businesses leaders, our juniors complete an all day job shadow, and our seniors complete their Extended Application Project. All Programs of Study are closely linked with their working counterparts and students have a regular opportunity through classroom visits and field trips to learn more about the workplace. This year we started YouScience Discovery and the results are helping young people maximize their talents as they identify in-demand careers that may be a great fit for them. YouScience also allows our high school staff to drill down the information to identify occupation fits that would be considered non-traditional careers. For example, we have a smaller number of girls currently enrolled in our Construction, Fabrication, Mechanics, Computer Programming courses. YouScience results show that more than 60% of our female students have the aptitude for those high-demand STEM careers. It helps us identify and recruit students into areas that had not previously been exposed to such professions.

The high school also has counselors who are assigned by grade band and travel with students throughout their time in high school. The addition of a transitions specialist will be a huge help as it opens new doors to scaffold assistance from adults who understand the systems.

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

CTE Programs start visiting the elementary schools when students are very young. The high school hosts Food for America Day where third grade students from across the district come to the high school and learn about how food is grown, cared for, harvested and then brought to the table. They also learn about animals (pigs, goats, horses, cows, chickens) and learn how these animals are cared for. Parents can also attend this day with students, participating in the day as chaperones with their children. The high school Programs of Studies also visit each of the middle school classrooms in the Spring and share about their programs and also give students a chance to investigate more through hands-on demonstrations and learning experiments. In January students participate in the CTE Showcase and in February students and their families come to an open house to learn more about programs. These open houses are oftentimes a key moment when parents recognize misconceptions about their thinking of what high school CTE looks like; there are high wage, high demand jobs associated with these programs that parents would approve their children to pursue. CTE students serve as ambassadors in the community and can be found presenting their learning and success in multiple community forums (Rotary, Lions, Chamber, etc.).

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

We look to align all of our programs of study with work-based learning opportunities and recognize that a majority of our upperclassmen have paid employment. We have worked hard to align courses with frequent hirers - Wurdinger Fabrication needed Flux Core welders, so our instructor change some of the curriculum to allow students to also train, test, and earn credentials as Flux Core Welders. Some of those students are now employed part-time and have the option to move full-time when they graduate. We

Integrated Application Template (Optional)

currently offer a Work Experience course that connects students with positions and at the same time helps them explore their employability skills and talents. More than 150 upperclassmen are currently enrolled in this class. Work-Based Learning (WBL) opportunities offer young people the opportunity to practice their technical, academic, and interpersonal skills that they will need to function in the workplace. Students enrolled in these courses have a work supervisor who recognizes that they are high school, entry level workers and help them navigate their jobs. Students have a teacher, who can assist them as they work through problems (right clothing, resumes, etc.) and employment nuances (taxes, showing up on time). More importantly, students have a chance to connect with adults in a broader social and professional network and give them an authentic work experience that provides hands-on learning and chances to take on new challenges and responsibilities.

- 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.

We currently offer technical and post-secondary credit within our 10 pathways; 38 courses have post-secondary credit options. We also have 15 professional credentials that allow students to enter the workforce with the training that is required to start work successfully. Since 2019, our CTE team has been learning and working with Alignment Nashville to explore greater opportunities to improve the connection and alignment of our core curriculum with the students' pathway interests. This is a major focus for us this year and next year and potentially for the years to follow, as we look to develop academic academies linked to specific career and interest pathways through cross-curricular learning in our high school. This will allow more purposeful, cross-curricular activities to create a more relevant core content experience for students. Teachers will work in cross-curricular teams to grow a spirit of innovation and continual growth for each and every student experience; opportunities that are relevant for their future.

Students would be able to have math, science, social studies, english, PE, health, etc. courses that are linked to their pathway interests. Connecting courses also allows more opportunities to connect with business and industry. We have adjusted our schedule to a modified AB Block, to give students more time to complete labs and extend time in the classroom for students to practice, extend and get the help they need during their scheduled day at school. Our goal is to infuse the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of CTE. This integrated approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

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

We are training students to be able to think critically, solve problems, and perform work without constant supervision. Students work their way towards this from their entry level introductory course as they learn skills, complete tasks, and make their way through upper level courses where they are running their own businesses and/or working for a school enterprise, or participating in work-based learning experience as a paid worker. As students continue to learn and grow their skills, teachers give them greater responsibilities and opportunities to extend their learning in the course, they become group leaders, supervisors, teaching assistants, etc., that are relied upon to help students learn the material

Integrated Application Template (Optional)

and offer critiques to other students.. Students who distinguish themselves with a safe record, good work ethic, and maintain a good reputation have the doors wide open for them to a very successful future.

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

We are holding demonstrations for 8th graders and their parents to show students what our CTE programs are doing. We are also offering extended opportunities for students to learn more about the offerings through CTSOs, club activities during homeroom and open labs after school. CTE POSs go to the elementary schools and participate with students to bring hands-on learning opportunities into their classroom. On Career Day, all high school students participated in a career related learning opportunity that included specifically recruited individuals, who worked in non-traditional or under-represented fields. Students were able to converse with people who looked like them and had similar upbringings, as a diverse workforce of over 160 adults joined us to share about their careers and pathways.

A new option that we are still unpacking is YouScience Insights. The system allows the school to drill down the students who are naturally gifted by their top three career pathways and allows us to invite students to learn more about the topic of interest. This year we have invited young women to join us in the fabrication lab to learn more about welding and the art of welding. We are also teaching a Metal Art Welding course that is designed to attract underrepresented students. Students learn the basics of welding, through the lens of art; we are hopeful that this will lead to some of the students signing up for advanced welding and diving deeper in the topic. This spring we have lined up other underrepresented individuals to share during our homeroom time and have specific invites out to students who Insights identifies as naturally gifted, while keeping the door open for all students to be welcomed.

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

We are pursuing an Education (Pre-School & K-12) and are currently remodeling a building on the high school campus for the Silver Falls Preschool. The preschool is currently established in another building off-campus; moving the group on campus will allow our students to not only participate, but also prepare and teach lessons. Students will start in child development and move towards cadet teaching, as they learn about children, classroom management, curriculum development, methods and strategies, and the importance of play and social development. We acknowledge that we have a teacher shortage and recruiting new teachers who can pursue and degree and return to our community is a priority with this program. Students involved in this POS will have the opportunity to be a member of the Future Teachers of America organization.

We also want to re-establish our Information and Technology options, allowing students to connect our Computer Programming POS with the hardware and repair aspects of the workforce, creating a course(s) paired with our School District Technology Department. We have had a very successful program in the past and have the key components; our teacher moved away and funding has not been available to fill the vacancy. We see the need in the district to have more assistance within the IT department immense, but even more so since moving to 1:1 devices in 2020. Students can be trained to learn the skills and be very successful in this field, filling a void that we have where we can currently not find entry level employees.

Integrated Application Template (Optional)

Both the creation of an Education POS and expansion of the Computer Programming POS will create more work-based learning experience within our school environment and give students opportunities for both unpaid and paid positions. Students will also have a chance to practice customer service in a safe environment, working with a team to explore and expand their knowledge and connect their interests with a future career.

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?

We are able to engage with all students and staff through the Youth Truth survey annually. We are able to engage with parents who engage digitally with the Youth Truth survey. We see these results higher in our K-8 communities and elementary school communities.

We value in person engagement such as Listening and Learning sessions, Parent Teacher Clubs, Site Councils and more. We also know that our community is very busy! We utilize the digital platform ParentSquare for messaging and direct communication between teachers and parents. We also use a variety of social media platforms and our website as well.

Barriers that we face with both of these engagement strategies are trusting relationships and language. We do not have an attendance percentage of families of color or families who speak languages other than English that is the same percentage as our student population.

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

We will continue to partner with the WESD migrant department and our bilingual Community Liaison to build relationships. We are also working with Willamette Workforce Partnership (WWP) to build more opportunities for Work-Based Learning opportunities and are also willing to help us place students into internships. WWP has opened up doors with several of our best business partners; when we are introduced to these partners, they are ready to work with high schools, the pre-ground work has been laid and it is much easier for everyone to get connected.

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

Resources that would enhance our engagement efforts include technology that enhances bilingual simultaneous communication, increased funding to spend on facilitators, transportation, employee wages to work outside of the school day, childcare, and food.

Continuation of YouScience and licensing of similar products that allow students to dig deeper into pathways and connect their interests to occupations. Offering strategy training like Project Based Learning and Experiential Learning that could be taken by an individual or by an interdisciplinary team.

Integrated Application Template (Optional)

Opportunities for academic teachers to learn about teaching through the lens and connecting learning with CTE courses.

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

We must always support community members to be able to communicate in their home language. Ensuring we have these welcoming environments with bilingual staff who can personally invite the community to provide feedback is a large component of our plan. We also need to offer more opportunities for families and community members to come inside the school and experience what students are doing, with opportunities in the evening for engagement. Open Houses, Career Pathway Showcases, Mock Interview, Job Shadows are all ways that we are looking to connect and bring the community inside our school. As community members join us, we want them to experience the supportive community that we are building in the Silver Falls School District.

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

The two charter schools in our district have their own plan.

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators

Integrated Application Template (Optional)

- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

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

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

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

[SFSD Artifacts](#)

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

The artifacts show the vastness of our district. We have many unique communities that have their own unique values to represent in our plan. The in person Listening and Learning sessions engaged a high percentage of families and the community within each unique school community. These sessions were hosted by a third party facilitator, which allowed district leaders to truly engage and listen to the feedback.

The Youth Truth survey allows us to analyze responses by school, student grade level, and demographics.

Integrated Application Template (Optional)

Many of our focal student groups were engaged using empathy interviews and student club meetings. Parents of our focal student groups received personal outreach in order to continue to build relationships and to solicit feedback.

- 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.

The Youth Truth survey is a low risk engagement tool that engages all students because we build in the survey to the school day. This survey also allows families of a variety of backgrounds to respond in a low pressure, anonymous environment. The questions are nationally normed, which gives us reliable data to analyze. This survey falls under inform and consult.

In person Listening and Learning sessions with focal student groups, parents and community members has been a successful strategy for us. This strategy allows us to gather feedback while also building relationships. These relationships have been vital in implementing continual feedback. This falls under inform and goes up to involve.

Work group meetings were also very valuable for our community. The work groups for music instruction and student code of conduct included staff, parents, community, and board members. These groups learned together and presented their recommendations to the superintendent and school board. This began as inform and moved to collaborate.

- 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.

The Youth Truth survey is a low risk engagement tool that staff complete during their work day. We build in time to schedule staff meetings that allow staff to complete the survey anonymously. The survey itself falls under inform and consult. Many school leadership teams review the survey results and use it to create plans for the next school year, this would then fall under involve and collaborate.

We also engage staff in monthly union communication meetings for both licensed and classified staff. We have included union members on our Integrated Guidance planning team. This ranges from inform, consult, involve and collaborate.

Work group meetings were also very valuable for our community. The work groups for music instruction and student code of conduct included staff, parents, community, and board members. These groups learned together and presented their recommendations to the superintendent and school board. This began as inform and moved to collaborate.

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

Integrated Application Template (Optional)

Our community wants to maintain small, caring school environments. They want to see engaging, intellectually stimulating instruction which includes music. They want to see their student needs met from all angles - mental health, rigor, and social emotional learning.

Our staff wants to see increased support for students in their mental health and social emotional learning. This includes professional development, materials, and expanding staff such as counselors and social workers to directly support students.

CTE Focus

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

Silverton is a bedroom community, with the Silver Falls SD being the largest employer in town, followed by the hospital. Work and work ethic is important to both our students and community members. In 2022 Silver Falls SD was awarded a CTE Revitalization Grant that challenged us to build our industry partners. As we started expanding one CTE program, we found ourselves building all of our partnerships and learning about specific needs of our community. We have adjusted the curriculum, to meet industry needs and give students more opportunities to work. We hosted our first career fair in December, more than 160 professionals joined us to share about their jobs and career pathways. Students learned about what their community members do for jobs across the Willamette Valley and further explored those careers. Connections were made and some students found employment and started working over the winter break. We have offered work experience credit for many years to help our students gain more hours and help our community fill their required workforce. We have a component of the course that has students investigate their learning as they work; students journal and respond to questions that associate their work to learning. This year we have more than 120 students enrolled in Work Experience, which is roughly 10% of our student population; that means over 20% of our juniors and seniors have jobs.

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.

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 actively promote the successes of the Silver Falls School District and use our existing networks to recruit new talent. We participate in traditional practices, such as job fairs and social media to promote

Integrated Application Template (Optional)

the positions we have available. We are in the midst of a pilot mentoring program with 12 teachers receiving training in mentoring. We will be expanding that number this spring. Members of the pilot program are developing a mentoring handbook to improve the onboarding process for all new hires. Leadership positions undergo a rigorous hiring process that includes a wide variety of stakeholders, including parent input. All leaders are paired with an outside consultant coach. If new to leadership, they will be given an additional coach to help with logistics and the management aspects of leadership.

We have room for growth in this second area. We have improved the gender balance in our leadership positions, but we need to focus on increasing the number of educators who are BIPOC to improve representation in that group.

- 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 a district, we have increased the number of observations taking place in classrooms. District level leaders are meeting with principals to review the effectiveness of newer or inexperienced teachers to the district to ensure they either have the resources to improve or determine whether they can help students who have historically been marginalized thrive in school. We will also analyze the percentage of students historically marginalized who have inexperienced or out-of-field teachers to make sure there is not an overrepresentation of teachers working with these students.

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

This has been an area of focus for our district over the last few years. Last year we had a student code of conduct work group made up of different employee groups, community members and board members. This group reviewed policies and handbooks and created a new district wide student code of conduct. In partnership with rolling this out, we also are calibrating with principals quarterly on MTSS systems, reviewing data, and aligning practices.

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

Professional growth and development is first influenced by our student data. Our students drive all of these decisions. When we see our focal student groups underperforming, we design professional development to meet those needs for schools, teachers, and district leaders.

Our student data is currently driving our implementation of a guaranteed and viable curriculum. Next year, when common summative assessments are in place our teachers will learn how to implement full data cycles. Then we will design professional development to focus on differentiated plans needed based on this specific student data.

Integrated Application Template (Optional)

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

We began by contracting with consultants to provide professional development on research based instructional strategies. We plan to add instructional coach positions to continue supporting this work and phasing out our consultants as our internal capacity increases.

We also adjusted our school calendar to include weekly early release time to ensure all staff have the same access to high quality professional development.

- 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?

Across our district we are in the beginning stages of a robust MTSS implementation. This is beginning with the small steps of aligning our reading data in K-5 and holding weekly 20% meetings by grade band. This provides a systematic way to review student data and progress. Students who are not growing then move into individual problem solving. At the secondary level, we are using the same approach with early warning system data.

Students who are identified as needing additional support are monitored a minimum of every 9 weeks. Our MTSS capacity is in the growing stages. Purchasing Synergy is the next step we are taking to ensure our student data is consistently being monitored.

- 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?

Communication to all stakeholders is key in any transition. We believe that in person visits to the new setting is essential for transitioning. We also believe that building and maintaining trusting relationships is also important. With this in mind, each level is able to work as a team to design a custom transition plan annually in order to respond to student needs. We also see an advantage with our K-8 school communities because they have fewer transitions.

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)

Integrated Application Template (Optional)

- 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.