

SFSD Response to ODE Feedback 5.19.23

Additional Needs for Plan Summary Needs Assessment and Equity Advanced

- Please provide more description of the needs of your stated focal groups.
- Please provide a description of the potential impact for specific focal groups

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.

We have identified a wide range of needs from our student focal groups:

- Students of color
- Students with disabilities
- Emerging bilinguals
- Students experiencing poverty
- Unique student groups from traditional cultural backgrounds
- Students experiencing trauma

Our student focal group data demonstrates a need to improve in 3rd grade reading, attendance across all grades, 9th grade on track and 4 and 5 year completion rates. When we attempt to connect our student data with Youth Truth survey results and listening sessions or empathy interviews, our team extrapolates that our student focal groups do not feel connected to our school communities. We find this especially true in our high school students - they clearly identify that the adults in our school system are not recognizing the trauma that they are experiencing and supporting them with navigating our school system. This is represented in the data by attendance rates, credits earned/9th grade on track, and completion rates. Our specific student and staff listening sessions at Sequoia Falls Academy gave us details around relationships, trust and safety.

Our 3rd grade reading data is also incredibly troubling. Our historical data going back 7 years shows that our student focal groups, students of color, students with disabilities, and students who speak a language other than English, consistently score less than other students.

SFSD also includes two large student groups that practice traditional cultures, Orthodox Russian and German Apostolic Christians. Parents require that students in these groups follow customs that may be contrary to today's expectations and range from religious holidays, required dress, use of electronics, and societal expectations. Each group has a different value on education and their education plan must sometimes be adapted to align with their cultural requirements. The high school staff works to help educate families about items that may be outside normative cultural scopes and works to help students be able to be included in activities.

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. We expect to see academic improvement in our 3rd grade reading data with this work for all students, and especially our student focal groups - students of color, students with disabilities, and

emerging bilinguals. We also expect that 9th grade on track data and 4 and 5 year completion data would improve for our student focal groups as we improve our instructional practices with guaranteed and viable curriculum. As our instructional practices improve, our students will be more engaged in learning as well. We also expect to see student engagement improve through our Open Houses and Parent Nights that allow students to show their families what they are working in and help families understand the education process. We expect that our student focal groups will build more relationships with peers and adults within our school system when they are more engaged in learning. Students experiencing trauma need a variety of supports as they navigate our schools, and we know that building trusting relationships is a support that we are able to provide.

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.

Additional Needs for Well Rounded Education

- Please include a description of post-secondary transition supports.

Silverton High School has created four specific Career Related Learning Experience Days that extend into their homeroom study as they explore careers. Each grade level has specific experiences designed to explore their interests and the opportunities around our area. All grades complete aptitude and interest exploration with YouScience and class bands focused on specific skills to help with their future plan and transition. Freshmen explore the community and occupations around them, visiting with our partners at Career Day that included 180 partners and 12 colleges / training programs, and identifying their interests. Sophomores explore presenting themselves for future employment with resume building, job skills, mock interviews, P-ACT and the Career Fair. Juniors complete the ASVAB or PSAT, Career Day, Cyber Security, and a full day Job Shadow. Seniors are working on their extended application with each student identifying their future plan for 2023-2024 and includes the action steps and progress they have made on this journey. Their experiences included a day of workshops based on their needs (resumes, FAFSA, Oregon Promise, job interviews, letters of recommendation, renting an apartment, community colleges, common application, etc.). They attended the Career Fair with many students making connections for Job Shadows and potential employment, shared their plan with 9th - 11th grade fair format that allowed students to ask questions and learn from peers, and service in our community.

Silverton High School's programs of study have a tight alignment with industry; students move fluidly between continued college education, training programs, and direct to work experiences. The work experience program had 150 students who earned credit in paid positions through community partnerships. Silverton High School also has a successful pre-apprenticeship program that works in coordination with Chemeketa Community College. Students who complete the program will have their required certifications and a digital portfolio that will support their hiring into the high demand, high

wage jobs. Students graduate knowing where their future interests and pathway lie, with many of the students possessing full time jobs that start the Monday after graduation.

Silverton High School is also implementing a Freshman Seminar Program for all 9th grade students. The program will focus on two areas. First is on skills, identified by incoming 8th grade data, necessary for students to be successful in high school. This could include; organization, study/time management, literacy, technology, self advocacy, and other skills. The second focus would be on academic support through goal setting, grade checks, peer learning, and ongoing adult connection/encouragement. With 9 different feeder schools, this allows us to identify gaps in learning as well as develop positive student culture that aids in a smoother transition into high school.

Additional Needs for Engaged Community

- It appears that the district sponsors the two charter schools and as such two attached Integrated Planning Budget Tools are uploaded as expected. However, they should have been included in community engagement and planning efforts with the district. *Please provide additional information on how the Charter Schools engaged throughout the planning process.*

Bethany Charter School and The Community Roots School engaged their communities and stakeholders to determine priorities. This included board meetings, newsletters, and other meetings. At Bethany Charter, all stakeholders groups quickly came to consensus around the use of funds to increase available learning space. For The Community Roots School, stakeholders came to consensus on using SIA money to fund professional development for continued DEI initiatives, a Garden Program Specialist, and a TOSA for reading support and assessments. The Directors of these two schools met several times with the district Integrated Guidance team to share their communities' feedback and to discuss how they would pursue this application. Their student data is similar to SFSD data, including student focal groups. Since their students mostly attend Silverton High School, the charter schools wanted to participate with our plans while also making their own unique plans to support their schools.

Additional Needs for Strengthened Systems

- Please provide more description for the transitions for students to post-secondary.

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Additional Needs

- Please provide a District Charter Program Agreement (DCPA) for both charter schools.

*We are still working on this portion.