

## 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.

### Riverdale School District Draft, Revised 3/16/23

#### 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)**

The District used ThoughtExchange and/or surveys to gather input on needs across all constituents, parents, students, and instructors. In total the District collected over 1400 qualitative data points across five major buckets of work: *Campus Safety and Design; District Identity and Sustainability, Learning and Instruction; Community and Belonging, and Communication and Connection*. The leadership team refined the buckets of work using previous foci and interests and bound them within equitable definition and goals to ensure that equity and inclusion was infused throughout each. Over two evenings a diverse, representative group of parents and teachers gathered to “code” the data, organizing/grouping it. From that distillation process the District leadership team met for a half day to process the data into concrete and actionable ideas that aligned not only with consistent input but also District need as it relates to promoting and cultivating a more equitable learning environment, particularly for our most impacted youth.

The District also gathered input from high school students in the form of a survey, as well as individual meetings with Affinity Groups. That information was used to guide our decision making, planning, and resource allocation.

#### Plan Summary

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

The plan culminated into a revised plan of action with discrete actionable items for each of the buckets of work. The primary focus that surfaced via input was to maintain high rigor and access to quality instruction; to ensure that the campus was safe, secure, and maintained so that students could access their education; to facilitate and evolve existing equitable practices against identified needs such as the implementation of an equity audit and continuation/expansion of activities and programming (affinity groups, equity-centered training) that meets the needs and interest of our various and underserved constituent groups. The plan has built in check points, mid-year and end, where midyear program

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implementation and predicted impact are assessed and marked, to culminate into quantifiable impact against metrics for an end of year review.

### Equity Advanced

*(250 words or less per question)*

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

We have a number of strengths. One is the small size of our community - this enables us to roll out policy, curriculum, and professional development with consistency and timeliness across all constituents. Another strength is support of equity and inclusion and an openness to learning from the majority of staff. There is consistent professional development at both schools as well as active site equity teams. We are in our third year of established community affinity spaces for marginalized groups and have built trust with many people in those communities. We have built out affinity spaces for marginalized staff members and effectively recruited more staff of color to our school district. Students at the high school are helping lead DEI content to staff and students as part of No Place for Hate. There is a biweekly newsletter with DEI content sent to all community members. In the past two years, there have been student and community events focused on: Native American Heritage Month, the Holocaust and Antisemitism, Hate Speech and Bullying, Microaggressions, Down Syndrome and the R Slur, and Black History Month. This year there are already events planned for Lunar New Year, Asian American Heritage Month, and a Multicultural Day Celebration (led by students at the high school). We have built out gender neutral bathrooms at the high school and have provided free menstrual products in all bathrooms across schools - male, female, and gender neutral. There are mental health counselors at both schools providing support for students.

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

Due to the small size of our district, it was imperative for us to be thoughtful and intentional about the way we analyzed data. For example, in our HS Student Survey Artifact, you will note that our data is aggregated by "Students of Color," rather than by specific racial identities. This was done to protect the privacy of our students, as separating by racial identity would make it clear who the respondents were. Here are some of the needs that arose: There is a continued need for education for staff K-12 around culturally responsive classroom practices. At middle school, there is a need for consistency and clarity around responding to microaggressions and bias. At the high school, students identified a need for more staff of color. District wide, there is a need to increase the number of staff of color. There are currently no gender neutral bathrooms at the grade school/middle school, and no gender neutral bathrooms in either building. At the middle school and high school, there is a need for more student education around misogyny and a cultural shift in regards to this. There is a continued need for wider education around DEI topics in the community so that school affiliated groups, such as the PTC, are inclusive for all. There is a need for inclusive practices for students with IEPs at the GS/MS rather than a pull-out model. Teachers need more training around supporting neurodiverse students and understanding how to actualize accommodations listed on IEPs and 504s.

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

We use the [ODE Equity Lens](#).

- Describe how you used this tool in your planning.

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We used this tool as a guide and reference point for both our process and decision making. The lens provided us with prompts that led to meaningful conversations about how we would go about community engagement in a way that made our marginalized community members, staff, and students feel safe in sharing their truth. It also helped us think about the ways in which our current systems for collecting data (such as surveys in English only) are not accessible to all.

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

Between Riverdale's existing leadership structure, particularly the central-positioning of its Equity Director, and the leadership team's framework for monitoring and adjusting both action and plan, there is a consistent and applicable structure to review, monitor and adjust, specifically against the impacts and institutional barriers for our most underserved populations. Framing this within an already academically demanding environment, complemented by small classes and a philosophy of knowing "each and every child," allows the District to actively monitor and support marginalized focal student groups. At the grade school, the Literacy & Math Specialist position serves our Tier 2 and Tier 3 students, many of whom are from focal student groups. At both the grade school and high school, Jory Mental Health Counselors provide social emotional support for students, and research has shown that students who are socially and emotionally regulated make more academic growth.

- 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?

The barriers are primarily defined along the lines of history, reputation, and stigma and how this has negatively impacted equity and inclusion, both in recruiting and retention. Riverdale has long been marked as a school for the privilege that has been characterized by being unwelcoming, though to note, most specifically in the last 3 years, the school has significantly diversified and stabilized admin turnover, in addition to taking the necessary lengths to evolve its equity and inclusion programming. Considering the impacts of the pandemic, there is a challenge centered on marketing the school for its strengths and inherent diversity to counter the school perception.

- 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?

During the 2022-2023 SY the school District revised the entirety of its policies to be legally and pedagogically current. Included was a specific review of policy and AR that facilitated equal access to education. Within, the District has an identified Title IX coordinator and through required process and procedure evaluates each homeless child family situation noting barriers and ways to navigate. To further facilitate this process, the District leverages the position of the District Equity Director, allowing for direct access and frequent check-ins with those homeless members of our community. Due to our intimate size, check-ins and needs are more easily identified and addressed.

### ***CTE Focus***

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

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The program is open to all, is designed for access with zero prior experience, and requires nothing in terms of personally owned hardware. Tools used are accessible via the web regardless of platform wherever possible. Orientation for the program occurs through the Tech Survey course which all freshmen take. Students have indicated through surveys that they agree there is adequate access to a variety of CTE programs (avg 3.36/5, most frequent answer 4/5). Average agreement dipped slightly to 3.15 / 5 for LGBTQ students, but rose to 3.73/5 for non-white students. Data disaggregated by gender was within similar ranges, though students identifying outside of the traditional male/female binary indicated the lowest agreement with this statement, though it was still at 3.08 average. Students did not indicate any significant barrier to accessing the CTE courses when asked to describe barriers they faced.

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

Our CTE program director continues to focus on bringing more gender diversity into our CTE programs. Since our CTE programs are IT focused, and commonly IT is seen as a male dominated field, encouraging students of other genders to take part in the program remains a focus. Specific steps to bring more gender diversity into the program include program review to ensure that courses and topics are diverse and encourage participation by all genders, advocating for gender-diverse students to enroll in the courses at school-wide meetings, and requiring all freshmen to enroll in tech survey to encourage exploration of technology pathways by all students. Our survey results indicate that gender diverse (non-binary or fluid) felt the least agreement that appropriate CTE programs were accessible to them (3.08/5), but were not able to indicate what courses they felt may be better suited to their needs in short answer format.

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

Primary recruitment is achieved during the Tech Survey course that all freshmen take each year. The program is described and all students are encouraged to consider our CTE programs. Moving forward, it seems that we need to plan a course of action specifically to encourage gender-diverse students to consider our CTE program of study.

- 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 will eliminate all barriers to entry for students. Specific plans are to provide one-on-one counseling for all students considering the CTE programs, planning inclusive and equitable representation within the coursework and topics covered, and we will create a plan to specifically reach out to gender-diverse students, neuro-diverse students, and students of color. In eliminating discrimination we are requiring all students to take our Tech-Survey course freshman year to ensure they are fully informed about the CTE programs that they are able to take.

**Well-Rounded Education**

*(250 words or less per question)*

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- 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).

Students are exposed to a variety of subjects, perspectives, and curriculum from kindergarten through 8th grade. All teachers approach their instruction through an equitable lens which allows a variety of angles for students to examine a particular topic. Teachers will intentionally supplement their lessons with materials that offer a well-rounded and diverse view of the world in which our students live. Our adopted curriculums also provide a variety of modalities in which students can learn: reading, writing, hands-on experiments, collaborative projects, and videos are some examples. In the K-4 classes, teachers use StemScopes for science curriculum, project based learning for social studies, Bridges for math, and 95% and potentially Wit and Wisdom for language arts. For 5th through 8th grade, our teachers use the following curricula: StemScopes for science, 95% and Great Minds for language arts, History Alive and My World Geography for social studies and Connected Math, Bridges and Big Ideas for math. At the high school level, our high school is fully accredited by AdvancEd with a comprehensive academic program. We offer instruction in all core academic areas, enrichment through electives and co-curricular activities such as Mock Trial, Model UN, and Robotics, and offer programs in the arts, including visual and music arts and technology. RHS ascribes to the Coalition of Essential Schools model of instruction with a focus on individualized, high-quality instruction, student-led learning, and depth of knowledge over breadth of subject. We are also currently focusing on implementing MTSS practices across all classrooms with fidelity.

- 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?

We have a full-time music, art, PE and library specialist. These teachers offer a wide-range of exposure to all arts-based disciplines. They also collaborate with teachers K-8 to create interdisciplinary units. For example, when 1st grade is studying Native Americans, the art teacher will teach and assist students in creating Native American art pieces. In addition, the music teacher will collaborate with teachers to expose them to a variety of musical genres based on subjects being taught in class. At RHS we offer visual arts, media arts, and choral music through curricular programs. We also offer co-curricular programs in theater and instrumental music.

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

By having a full time librarian at RGS and RHS, we have created a library program that is accessible to all K-12 students. Recently, our library received a large amount of money to update materials and programming. With the help of a library specialist, we rebuilt our program and materials to be culturally diverse as well as equitable for all grade levels. At RGS and RHS, our teachers regularly utilize our library to support classroom instruction and student knowledge acquisition.

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

We are fortunate at Riverdale to have a six hour and 50 minute school day. Within this day at the grade school, we are able to offer a morning recess (15 minutes), afternoon recess (15 minutes), as well as a lunch period and recess of 45 minutes. In all, students have over an hour a day to socialize, eat and engage in unstructured play. K-6 students also have PE 50 minutes per week while 7th and 8th grade

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students have PE daily for a quarter each year. At the high school, students have a ten minute snack break in the morning and a 35 minute lunch break.

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

In the last two years, RGS has created pathways to bring STEAM into all classrooms. With the addition of Maker Carts and our garden program, we require that all teachers take part in bringing a STEAM focus in their classrooms. By offering collaboration time and professional development in STEAM, our teachers have the time and tools to be successful in this area. Recently, our 2nd grade class did a unit on the history of Indigenous people. They worked closely with our art and music teachers to bring a cross disciplinary perspective.

- 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.

All our adopted curricula have a clear scope and sequence. Teachers spend time yearly ensuring the alignment of standards with our curriculum. This year, RGS has focused on early literacy through the adoption of materials that meet the needs of our demographic based on assessments. Not only are all our K-4 teachers being trained in the science of reading, we have also adopted materials that are skill based and sequential in order to ensure students have a foundation for strong reading skills going forward. We are currently teaching using the 95% curriculum in order to achieve this. In order to balance our early literacy teaching we have also adopted Wit and Wisdom and Reading Side by Side to meet the standards for comprehension and non-phonics reading skills. Teachers cross-reference standards with the adopted materials to ensure instructional completion of the standards by year-end. We are also implementing practices when adopting curriculum to engage teachers from RHS and RGS together to ensure that scope and sequence expectations are shared between schools to ensure vertical alignment. RHS teachers also work with RGS teachers, specifically in math, to ensure that they are aware of the strengths and weaknesses of upcoming students in order to best serve them during their transition.

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

Through observations, conversations, and ongoing progress monitoring, administration is able to witness the differentiation and engagement that my teachers provide daily. If administration witnesses or is informed of a teacher not providing engaging and challenging instruction, then they will observe and communicate with the teacher to ensure this changes. Specific areas of instruction observed are clear and effective learning targets, strong best-practice teaching strategies, the number of students responding to higher order questions, and material to meet the need of the different levels in the classroom in order to make teaching accessible for all.

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

Through our partnership with MESD, we bring early childhood resources to our teachers in the form of PD, additional services, and information.



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

Our district schedules one district alignment day per trimester where teachers can collaborate across grade levels. Our 8th grade language arts and math teachers collaborate with the high school freshman math and language arts teachers on curriculum alignment and student performance. Our 8th grade language arts teacher works with the high school language arts teacher annually on a gentrification unit. As a culminating project, the 8th graders go up to the high school for a day to debate in teams with the high school students who have also been studying the same topic. This allows for our students to experience a day at the high school, get to know some teachers, and meet high school students.

- 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?

Through a multi level system of support we consistently (8 weeks) meet with students to review data and ensure that our intervention resources are allocated to those that need support. Once identified, intervention is given and monitored. If adequate growth does not happen, students will go through the process and be evaluated for SpEd. In addition to whole school support, teachers teach small group intervention in the classrooms to give additional support for the focal groups of students.

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

One of our focuses this year and last year has been the development of our TAG program. Teachers have been trained on characteristics of gifted students, how to meet their needs, and how to differentiate above (and below) standards. Each TAG student has a TAG plan which teachers report on monthly. Teachers make thoughtful and intentional assignment and project opportunities for students that can academically tackle material above grade level. In addition to classroom extensions our TAG students receive project based learning projects 3 times a year that culminate with detailed feedback to the parents and teacher.

### ***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?

At the beginning of 9th grade, students are guided through the registration process for Naviance, which helps Riverdale provide individualized college planning and career exploration. During several advisory sessions throughout the year, students are assigned different self assessments to be completed as they progress from 9th to 12th grade, including AchieveWorks' Do What You Are, Learning Style Inventory 2.0, MIAdvantage 2.0, Skills Assessment, and Myers-Briggs Personality Typology. Students then explore connected career paths as well as related degrees, skills, and trades. When students are juniors, they are led through a series of college and career workshops to begin planning for the future. Senior year, the college counselor works first hand in the fall with students who are applying to 4-year colleges/universities, and in the spring, students who intend on applying to community college or trade school are guided through the application and registration process. Job Opportunities are posted on

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bulletin boards. Career Research activities (at least one per trimester) are provided in advisory class. Career interest surveys are done in advisory through Naviance.

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

They receive communication directly from the school in the form of electronic communication about course offerings. All students are informed of the course offerings by our counseling staff, and by our CTE teacher during their freshman year tech survey course. Beginning this year we are reaching out directly to the gender-diverse group based on the information gathered from our recent survey indicating a lower awareness of our programs.

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

All students will be participating in a number of programs throughout the year to offer work-based learning experiences. We have programs that include work experience as parts of classes, require all students to complete at least 80 hours of service based experiences prior to graduation, involve students with working experts in their capstone graduation project senior exhibition, and we are bringing back week-long field experiences with access to work-based learning experiences. We support all students to access these experiences, and give special attention to helping students access them who may otherwise not be able to, such as developing specific experiences for neuro-diverse students and offering financial aid to cover extra costs for those that need it.

- 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.

Students at Riverdale are encouraged to complete the Riverdale Diploma, which requires more credits than the basic Oregon Diploma. All students take courses in the arts, technology, core areas, and electives that constitute a well-rounded education. As a Consortium of Essential Schools school, we also focus on engaging students in meaningful contributions to their own learning experiences and real-world application of concepts and skills. There are significant post-secondary credit opportunities for students at Riverdale. Students can remotely access credit through Portland Community College, Portland State University, Oregon State University, and other post-secondary institutions. Students can enroll in enough credits, all taught by teachers at Riverdale High School, to be considered full-time college students. Through our Creative Writing, Geography, and Global Cities courses, students can enroll in up to 13 credits the fall of their senior year. Students can also enroll in-person at Lewis and Clark College for courses through the Templeton Scholars Program.

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

All CTE classes are designed with progressively independent and self-guided activities. By the time they are done, students should be able to do the actual work without guidance. Many culminate in a larger scale project that runs them from ideation through polishing of the product. Our senior level capstone project, senior exhibition, also requires students to go deep into a subject and question of their choice and complete a report and research paper that is of college and/or career quality. Students often report that they do not face a challenge as significant as our senior ex project until their capstone degree



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projects or even into post-graduate work. We require students to work with industry experts in the field of their choice, and many engage with professors that they will work with in college.

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

Competence and fluency yield flexibility. With a focus on building both in our programs, students will have the tools necessary to apply their skills in other areas, including nontraditional fields. As a CES school we have a particular focus on learning to use one's mind well. This means that we ask students to develop ways to apply thinking skills and concepts to diverse areas of interest, leading to an ability to move outside the traditional core and/or CTE areas.

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

We are not currently developing any new programs of study. Our focus, after re-certifying our CTE programs last year, is to implement those programs we have in a high-quality manner.

### 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?

The District frequently and consistently solicits community feedback, whether via feedback, interviews, or town hall, and the goal is always to solicit candid feedback in a safe and open environment. The processes are in place, the precedence is being established, and the tools being refined. Qualitative and quantitative feedback metrics are embedded within a mid-year and end of year cycle of improvement. The primary challenge lay within the make-up of enrollment. The school is a neighborhood school yet draws a significant portion of its students via transfer and tuition. As such, the interests between the various constituents don't always align and have at times come into conflict with one another. The manner in which to address these issues is the continued use of purposeful and thoughtful community engagement, ensuring that all the voices that need to be heard are at the table or minimally have safe forums for expression.

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

An area for growth, which would correspondingly improve future engagement, is how we engage our underserved/underrepresented populations. Currently, we have affinity forums where these often marginalized voices can be heard in a safe and respectful environment. Sometimes, but not always, these voices do not always feel comfortable expressing opinions in a larger setting. By further cultivating these forums, in turn growing trust and advocacy, and by structuring the larger forums to be inclusive, whether by process or intervention, engagement will improve. We have many local business leaders as members of our community and that is a resource we want to be more intentional about engaging with in the future - some examples: a career day, field trips to businesses, and seeing if they want to partner with any of our current projects and goals.

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

As noted in an earlier prompt above, the District purposely facilitates affinity sessions for each under-represented group to ensure there is a safe environment for expression and sharing of thought. These sessions are not one-off, protocol driven, and guided by the tenants of inclusivity and tolerance while not minimizing concern/issue. This is often where some of our community members build trust and confidence so that where there are larger, more District-wide forums, they can safely share concerns and ideas.

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

The District consistently looks for ways to ensure those who are not at the table get to the table or minimally their voice is heard, whether that be through town hall sessions or affinity group discussions. The District approach is one that is hand-tailored and responsive to constituent need, most specifically those who are underserved. To measure impact and access, the District uses robust and meaningful data collection tools, both qualitative and quantitative, to adjust both tactics and approach.

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

Not applicable

- 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

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- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other \_\_\_\_\_

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

- 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.

- 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 following artifacts, The Student Engagement Survey, Strategic Planning Thought/Exchanges and Interviews, and the input gathered from the District's Community Affinity Groups were chosen as the input gathered, spanned all the respective constituent groups on a macro and more intimate micro level. It is a true 360 view of the District and its needs. At both a macro and micro inspection of input, a clear view of individual need, particular to the population as a whole and marginalized groups, is garnered with clear points of overlap and points accentuating individualized group need.*

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- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Due to the small size of our school and the need for student privacy, we felt it would be best to anonymously survey all students 9-12 and then aggregate the data by race, and sexual orientation. Marginalized high school students in our community are reluctant to share in small group conversations or forums because they do not necessarily feel safe sharing their truth or will be less forthright when with their peers. This places us in the “consult” stage on the Community Engagement spectrum.

For grades K-8, our Communications coordinator interviewed a random sample size of students from each grade and did focal interviews. We choose this method of engagement due to student age and concepts discussed. This places us in the “consult” stage on the Community Engagement spectrum.

For our focal groups for community members, we had a listening session with Caregivers of Students of Color and Caregivers of Color, a listening session with Caregivers of LGBTQIA2S+ Students and Caregivers who are LGBTQIA2S+, and a listening session with Caregivers of Neurodiverse Students, Caregivers of Students with Disabilities, and Caregivers who are Neurodiverse or have a Disability. These were previously established groups that have met with the Director of Equity and Inclusion twice a year for the past two years. This structure was chosen because we have already established these as safe spaces for community members to share their needs and have used the input to guide our strategic plan. This places us in between “consult” and “involve” on the Community Engagement Spectrum.

- 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.

We used Thought Exchange with students in grades 9-12, community members, and staff - certified, classified, and admin. This information can be aggregated out by race and affiliation with school (student, staff, or community member). We used this strategy so that all members of our community across groups could interface and interact with each other. It was important to get as many stakeholders involved as possible in this process. After the initial thought exchange was completed, groups comprised of staff and community members sorted the data into areas of priority and theme. That information was then shared with staff for further input. This places us in between “consult” and “involve” on the Community Engagement Spectrum.

We had listening sessions with certified staff K-12 in each school. We used this strategy so that there was opportunity for conversation and collaboration between staff members. Staff were able to write down their ideas and then that information was compiled into a document for further staff feedback. This places us in between “consult” and “involve” on the Community Engagement Spectrum.

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

Through comprehensive input gathering, complemented by more specific data gathering via affinity groups etc., a clear message of desired stability and predictability came through. The District has had significant turnover in admin/leadership and as result has had a lack of focus and uncertainty that has

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made all its constituents feel untethered/uncentered. Much of the planning and related action centered on providing a solid and predictable foundation, building off known strengths and assets, and making tactical advances forward governed by transparency, communication, and mutual thought-exchanges.

### **CTE Focus**

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

Efforts include staff reaching out to local employers to create meaningful field experiences for our students and to bring employers or members of different industries into our building to speak with students. Specific examples from this year include a STEM career based field experience being planned in March, and having investment bankers, accountants, and other relevant careers coming in to speak to our students in our Economics class. Our CTE staff is utilizing the new community based approach offered by ODE to engage with employers regarding in demand skills and student opportunities. Due to the nature of our district, we have a broad base of high earning careers represented within our community and parent group, leading to diverse opportunities for students to get real-world career experience and guidance.

### **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.

Not Applicable

### **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?

In order to recruit, onboard, and develop amazing teachers and leaders we need to be intentional about our hiring process. We identify and post vacancies early so we can get the most qualified pool of applicants to choose from. Vacancies are posted locally on the Partners in Diversity and TalentEd job boards and nationally on School Spring.

We have an Equity Statement on our job postings that encourages applicants to apply who are from historically marginalized populations.

After the initial screening process, candidates are interviewed by a committee of staff, students, parents and community members from throughout the district and since education, and experience aren't always the best predictors of a teacher's performance in the classroom

## Integrated Application Template (Optional)

sometimes candidates are sometimes asked to complete a performance-based task like teaching a mini-lesson to help in identifying the best candidate for the position.

- o Identify/post vacancies early to get the most qualified applicants
  - o Job postings contain an Equity Statement and language encouraging applicants to apply even if they don't meet 100% of the qualifications
  - o Positions are posted across the US (SchoolSpring)
  - o Positions are posted on Partners in Diversity
  - o Interviews are conducted by a committee sometimes having candidates complete a performance-based task like teaching a mini lesson.
  - o Mentor program for new teachers
  - o Staff Affinity groups for Staff of Color and LGBTQ+ Staff
  - o Partnership with Multnomah-Clackamas Regional Educator Network for supporting Staff of Color
- 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?

Our school is very small and because of that all of our students are typically taught by all of our teachers through the course of their academic career at RHS. Specifically, all students will have the same teachers for each core course (i.e. Physics, Biology, English 9). Because of the consistency in our scheduling practice and small size, there is very little opportunity for disparity in scheduling. Currently, we have one teacher with a License of Conditional Assignment (LCA) because they do not have the proper endorsement—this will be rectified once the teacher completes their graduate work. All other teachers are properly endorsed for the courses they are teaching.

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

Our guiding principles are to provide clear guidelines and structures for students to follow, collaborative problem-solving and restorative practices for resolution, and transparency and clear communication with families and students moving forward. To ensure we meet our guiding principles, we consistently review the data calling out trends/patterns, frequently consult with one another across divisions, to not only ensure congruence but objective application of our discipline policy.

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

All District expense and action is tied to its dynamic strategic plan, which is reviewed and adjusted minimally twice a year for both implementation and impact. The needs are clearly identified and laid out, metrics are established, and forums for discussion and calibration are frequent and inclusive. If the data states an adjustment is needed, whether qualitative or quantitative, then action is discussed and plans adjusted.

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



## Integrated Application Template (Optional)

Through a strong evaluation process, teachers are observed on a consistent basis which allows for identifying the needs of the staff. Once these needs are identified, PD is offered as a group or individually for areas that need strengthening.

At RHS, we utilize a Danielson-based approach through Frontline to observe, provide feedback, and evaluate our teachers. This year, all teachers will be observed and provided feedback to improve teaching and learning, and all required evaluations will be completed prior to the end of the school year. Specific areas of focus this year are on ensuring that all tier 1 MTSS supports are in place and utilized appropriately in all classrooms. Much of the observation feedback at RHS is geared toward properly implementing tier 1 MTSS practices.

- 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?

We have an MTSS (Multi Tiered Systems of Supports) team which meets every eight weeks with grade level teams. During these meetings, we discuss concerns regarding attendance, academics and behavior. Action plans are developed for each student that requires further support. During the intervention period, we offer support through our behavior coach, reading and math interventionist, and/or counselor. After the intervention of eight more weeks, the team revisits the effectiveness of the intervention. If the student is showing progress, the intervention will continue or stop. If the intervention is not working, then a different intervention will be tried. If after one or two rounds of intervention is not showing success for the student, then a special education or 504 referral may be made, if appropriate and the team agrees.

At RHS, we utilize multiple approaches to addressing students at risk of academic failure. We have weekly Student Support meetings and weekly grade-level meetings to review data and determine supports that may be necessary. Weekly grade-level meetings involve all teachers that work with a specific grade level. They bring their classroom data and inform each other and our team of any students that are at risk of academic failure. Following this, our counseling and administrative team follow up with the individual students and parents to discuss possible interventions and supports that will allow the student to be successful. Our weekly student support team meetings bring together an interdisciplinary team including counselors, administration, special education staff, and other staff to determine what levels of support are needed for students identified through the grade level process or other meetings. The team then determines the next steps necessary to support those students, including Tier II and Tier III supports as necessary.

- 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?

Being a unique district with only two schools, we are able to effectively work with the high school to support their transition from middle school to high school. Very early in K-8, we will host events with the intention of facilitating these transitions. In the past we have offered preschool, but at this time, our kindergarten teachers will use developmental skill building to ensure students are ready for grade school. Being a K-8 the transition to middle school is supported through collaboration (academically and

## Integrated Application Template (Optional)

socially) between all involved teachers. From middle grades to high school, we are developing a process of integrated activities between our 2 schools to support transition. These include opportunities for students to shadow, interact with, and learn information about our school. RHS staff will work with RGS students to begin informing them of expectations, opportunities, and important information that they need to be successful in the transition to RHS. When students arrive as freshmen, all students participate in an orientation day in August, and then are enrolled in our Freshman Academy course for the first trimester. This course involves teaching students important skills to be successful at RHS, social-emotional skills they will need in high school, and academic planning for their high school career. For students transitioning to college, we provide a full-time college counselor that begins working with them as early as the middle grades to plan what they will do following high school. Our college counseling, Naviance, and senior capstone experiences are all geared to building the knowledge and skills they need to be successful beyond RHS.

### 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, 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
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)

<b>Measurable Component: (All goals should be measurable within the action plan as SMART: S-Specific, M-Measurable, A-Achievable, R-Realistic, T-Time bound)</b>
<p><b>Learning and Instruction:</b> &gt;75% of students perform above the US/Other normed reference in reading, language usage and math; &gt;75% of students perform above the norm in PSAT &amp; SAT; &gt;75% of students perform above above the US/Other normed reference in science; &gt;85% score a 3.0 or above in aggregate for all AP tests taken; &gt;3.75 aggregate for all AP tests taken; increased participation in AP and PSAT/SAT/ACT testing from previous year. &gt; 90% of seniors graduate with a Riverdale Diploma.</p>
<p><b>Campus Safety and Design:</b> 100% compliant on all yearly/cyclical county/state/city regulations and reporting; 100% completion on all yearly identified and targeted physical plant needs for the identified year; 100% of all reports/plans completed and presented at Board mtg.</p>
<p><b>District Identify and Campus Sustainability:</b> &gt;100% target completion on enrollment objectives/goals; &gt;95% completion rate on all marketing goals outlined on work plans; 100% of all handbooks/manuals completed/revised (HR, Business, Student Handbooks as listed in the actions); 100% of committees convened with charters fulfilled.</p>

## Integrated Application Template (Optional)

**Community and Belonging:** >85% satisfaction with all constituent groups on related surveys; **100%** of audits conducted/plans presented/literature reviews completed and presented to the Board; progressing against the SIA metrics outlined within the *Community Engagement Toolkit*.

**Communication & Connection:**

Priority (Communication): give end of year surveys assessing communication at >85% satisfaction with all constituents; give end of year surveys assessing connection and school climate at >85% satisfaction with all constituent; give end of year surveys assessing school perception at >85% satisfaction with all constituent groups

- Affirmation of Tribal Consultation **Not applicable**

### 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.