

Philomath School District 17J

Aligning for Student Success: Integrated Guidance



Philomath School District

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General Information

School Year: 2022 - 2023

School District Name: Philomath School District 17J

Institution ID: 1900

Webpage: <https://www.philomathsd.net/>

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Philomath School District General Information

Philomath School District

Susan Halliday
Jennifer Griffith
Cynthia Barthuly
Mark Neville

Superintendent
Business Manager
Director of Student Services
Technology Director

Blodgett Elementary School

Bryan Traylor

Principal

Clemens Primary School

Abby Couture

Principal

Kings Valley Charter School

Diana Barnhart
Mark Hazelton
Kari-Anne Gonzalez
Athena Lodge

Director of Operations
Director of Business
Director of Behavior and SEL
Director of Education

Philomath Elementary School

Bryan Traylor
Mike McDonough

Principal
Assistant Principal

Philomath High School

Mark Henderson
Dee Dee Collins
Tony Matta

Principal
Assistant Principal
Assistant Principal/ Athletic Director

Philomath Middle School

Steve Bell
Jamon Ellingson
Chad Matthews

Principal
Assistant Principal
Assistant Principal

Philomath School Board

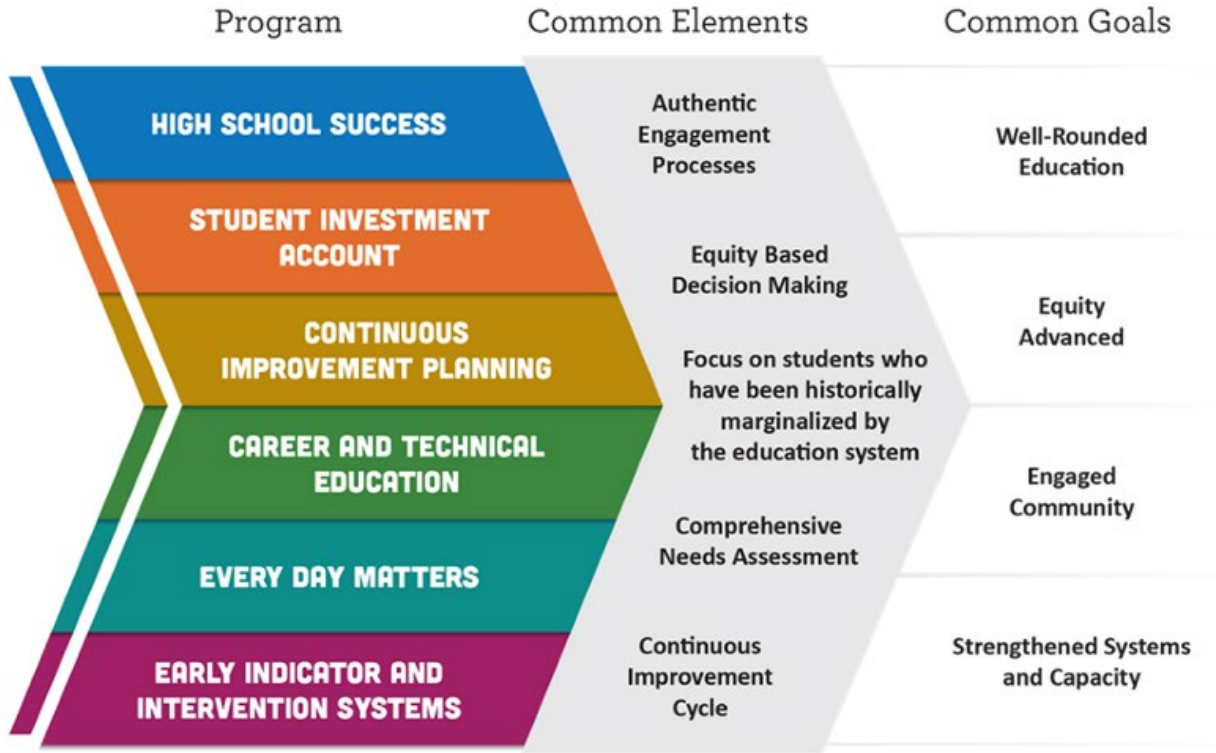
Susan Halliday (Superintendent)
Joe Dealy
Erin Gudge
Christopher McMorran
Karen Skinkis
Rick Wells

Kings Valley Charter School Board

Diana Barnhart
Sally Lammers
Beth Hoinacki
Bill Mahr

Aligning for Student Success: Integrated Guidance

The Integrated Guidance Plan is a comprehensive application that aligns and integrates separately created funding investments focused on educational improvement and innovation.



Oregon Department of Education, Spring 2022.

Four of the programs connect to once-independent funding streams. These programs are highlighted in yellow in the chart below. The remaining two initiatives are embedded in goals that match common elements with the funded programs.

Funds are not new to the Philomath School District. In prior years, each component has been requested in independent applications. This plan combines all into a single application.

Program Title	Goals
<p>Career & Technical Education (CTE) (Perkins V)</p> <p>Funded through LBCC Regional Consortium</p>	<ul style="list-style-type: none"> Develop the academic knowledge and technical and employability skills of secondary education students. Increase equitable access and inclusion in high-quality CTE and career-connected learning activities.

Program Title	Goals
Continuous Improvement Plan (CIP)	<ul style="list-style-type: none"> • Improve experiences and outcomes for all students. • Foster engagement in collaboration, data analysis, professional learning, and reflection. • Leverage multiple perspectives and equity-centered data analysis to identify strengths and areas of improvement
Early Indicator Intervention Systems (EIS)	<ul style="list-style-type: none"> • Gather, review, and analyze predictive data at the student level. • Identify strengths, assets, and areas to support individual students.
Every Day Matters (EDM)	<ul style="list-style-type: none"> • Addressing chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement.
High School Success Act (HSS)	<ul style="list-style-type: none"> • Improve student progress toward graduation. • Increase high school graduation rates. • Increase equitable access to advanced coursework. • Improve HS graduates' readiness for college and career. ("job, training, or college")
Student Investment Account (SIA) within the Student Success Act (SSA)	<ul style="list-style-type: none"> • Meet students mental or behavioral health needs. • Reduce academic disparities and increase academic achievement for traditionally underserved students.

Introduction

A small Willamette Valley community near the Coast Range, Philomath took its name from Philomath College, founded in 1867 by the United Brethren Church. Because of sharply declining enrollment, the college closed during the Great Depression. The name comes from two Greek words meaning “lover of learning.”

Incorporated in 1882, Philomath was a thriving farming and ranching center, shipping agricultural products and wool to nearby Corvallis warehouses and, eventually, to larger urban markets. By the early twentieth century, loggers were making inroads into the lush timberlands surrounding Philomath's hilly backcountry, transforming the town into a major logging and lumbering center. Those activities would remain the mainstay of Philomath's economy well into the twentieth century. When lumber production soared following World War II, sawmills dotted the countryside around the town, providing good paying jobs in the woods and mills.

The economy of Philomath began to change in the early 1980s as mills closed and unemployment soared. The industry made a slow recovery in the mid-1980s with a small number of highly automated mills that required fewer workers. The emergence of the high-tech industry in nearby Corvallis mitigated the losses, however, and Philomath increasingly became a bedroom community for people employed elsewhere.

During its years as a timber town, Philomath's population grew slowly to about 2,500 people; then the community experienced dramatic growth during the 1990s and into the twenty-first century. Its 2022 population was estimated at just under 5,600 people. Philomath's beautiful natural surrounding and its location between Corvallis and the coastal city of Newport, provide an attractive site for business and tourist development. Nestled in the foothills of the Coast Range and Mary's Peak, the vineyards and wineries of Benton County enjoy the most scenic and favorable grapes growing conditions in the Willamette Valley. You will find friendly tasting rooms, usually staffed by winemakers and their families making Benton County a prime location for wine lovers.

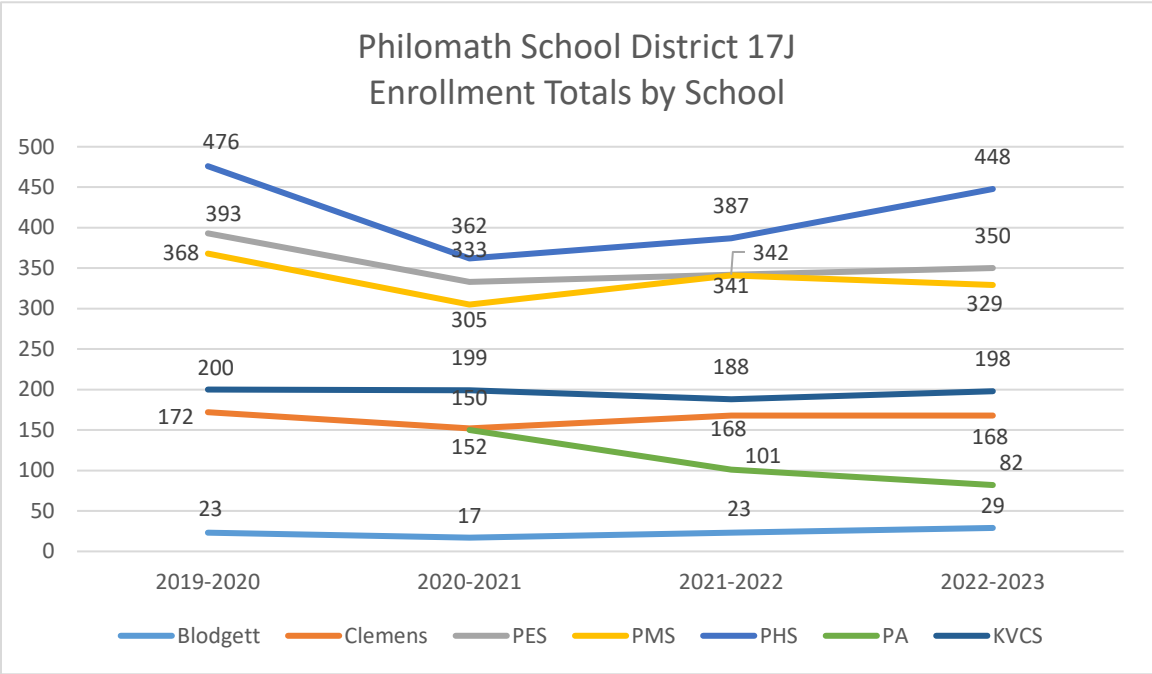
Data Adapted from Philomath Chamber of Commerce, <https://www.philomathchamber.org/> and Robbins, William. The Oregon Encyclopedia, <https://oregonencyclopedia.org/articles/philomath/#.XctatVdKjct>

District Narrative

Located in Oregon’s beautiful Willamette Valley, the Philomath School District serves approximately 1,600 students in Kindergarten through 12th grade. The school district operates seven schools, two of which are located in the outlying communities of Blodgett and Kings Valley. School names and grade configurations consist of the following:

- Blodgett Elementary School (K-4th)
- Clemens Primary School (K-1st)
- Philomath Elementary School (2nd-5th)
- Philomath Middle School (6th-8th)
- Philomath High School (9th-12th)
- Philomath Academy (K-12 Alternative School)
- Kings Valley Charter School (K-12th)

During its years as a timber town, the population in the community of Philomath grew slowly to about 2,500 people; then the community experienced dramatic growth during the 1990s and into the twenty-first century. Most recent population counts are estimated at more than 5,600 people. The community anticipated an increase in population with the recent development (or plans to develop) 536 new residences in the community, to include 184 affordable family homes; 10 Habitat for Humanity homes; and 342 apartment units. (Data from City of Philomath, March 2020). According to estimates from the Philomath Fire Department, these new developments were to demonstrate an estimated growth of 26.8% over the next few years. With this community growth, the Philomath School District anticipated an increase in our student population. As yet, the District has not realized the anticipated student growth.



Race and Ethnicity:

Student Population	% of Students
Hispanic	9.45%
American Indian/ Alaskan Native	0.55%
Asian	0.88%
Black	0.44%
Pacific Islander	0.19%
White	89.80%
Mixed Race	8.14%

LBL Student Information System, Philomath SD Data, 03/20/2023.

Additional student percentages in the district consist of the following:

Student Population	% of Students	Notes
Female	51.44%	
Male	48.31%	
Non-Binary	0.25%	
Economically Disadvantaged	28.85%	Free & Reduced Lunch Count
English Learners (Current)	1.19%	
Homeless	1.88%	McKinney-Vento Designation
Section 504	4.57%	
Special Education	13.08%	

LBL Student Information System, Philomath SD Data, 03/20/2023.

According to community survey results, the community of Philomath has strong interest in seeing all students graduate from high school ready to enter college, university, trade school, and/or military service. This desire matches the district vision to “Graduate EVERY student and transition each into a job, training, or college”. The District posted a 77.60% four-year adjusted cohort graduation rate in 2021-2022. This measure is down from an 89.80 graduation rate in the 2020-2021 school year.

School	4-Year Cohort Graduation	4-Year Cohort Completer	5-Year Cohort Graduation	5-Year Cohort Completer
Philomath High School	89.16%	90.36%	90.20%	94.12%
Philomath Academy	51.52%	93.94%	93.94%	96.97%
Kings Valley Charter School	66.67%	77.78%	84.62%	92.31%
State of Oregon	81.34%	83.78%	83.75%	86.48%

Secondarily, based on the same survey results, the community wants to graduate students who are productive citizens. Students, staff, and community members believe that Philomath “employs awesome staff” and “looks out for student safety”. Students and parents believe that course options are open to all students in the district.

Over the course of the past 5-10 years, staff have noted a change in our student and family population. We have witnessed an increase in students affected by trauma along with students requiring behavioral and/or mental health supports. As an example of impact, Philomath Elementary School currently provides a sexual assault survivors group for elementary students, which was highly unlikely 10 years ago. Additionally, kindergarten students are coming to school less prepared for kindergarten. Our youngest students arrive with lower academic skills and a decreased ability to demonstrate skills of readiness to learn and be in school. Philomath SD has also seen an increase in suicidal ideation at all levels.

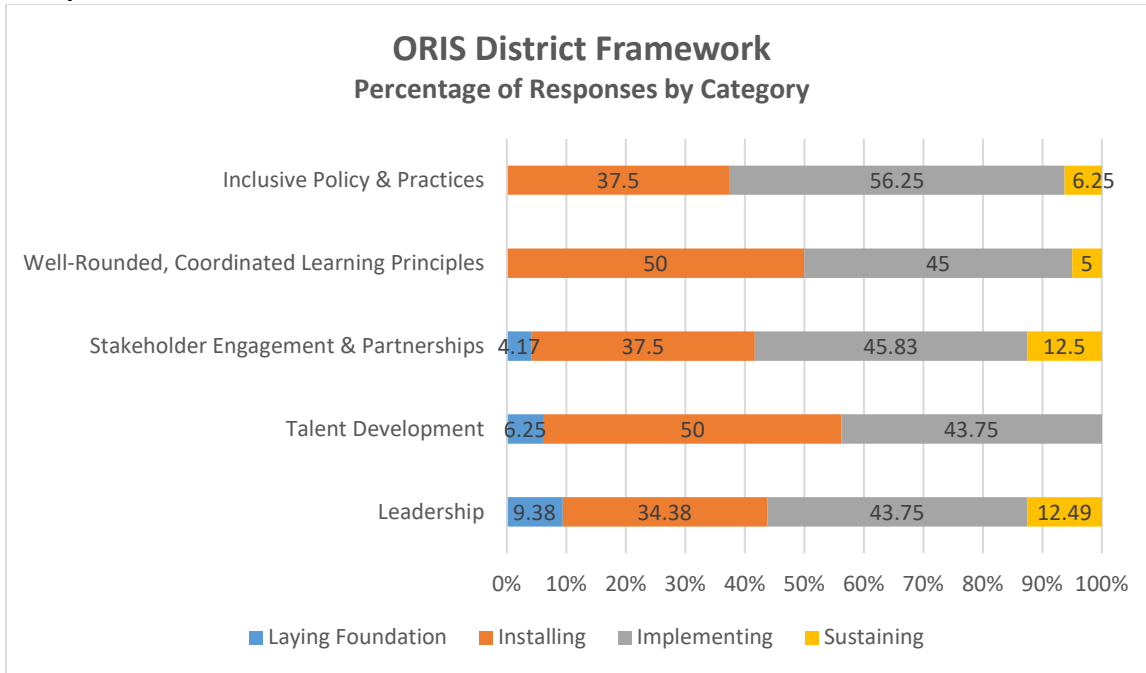
Philomath School District Vision:

Graduate EVERY student and transition each into a job, training, or college.

Key Success Factors:

11 th Grade	Attendance and Post-Graduation Plans
10 th Grade	Credits on Track
9 th Grade	Attendance and Credits on Track
8 th Grade	Math at or Above Grade Level
7 th Grade	Technology and Literacy (Reading and Writing)
6 th Grade	Attendance and Engagement
5 th Grade	Math at or Above Grade Level
4 th Grade	Technology Literacy
3 rd Grade	Reading at or Above Grade Level
Kindergarten	Attendance
Pre-K	Kindergarten Academic Readiness

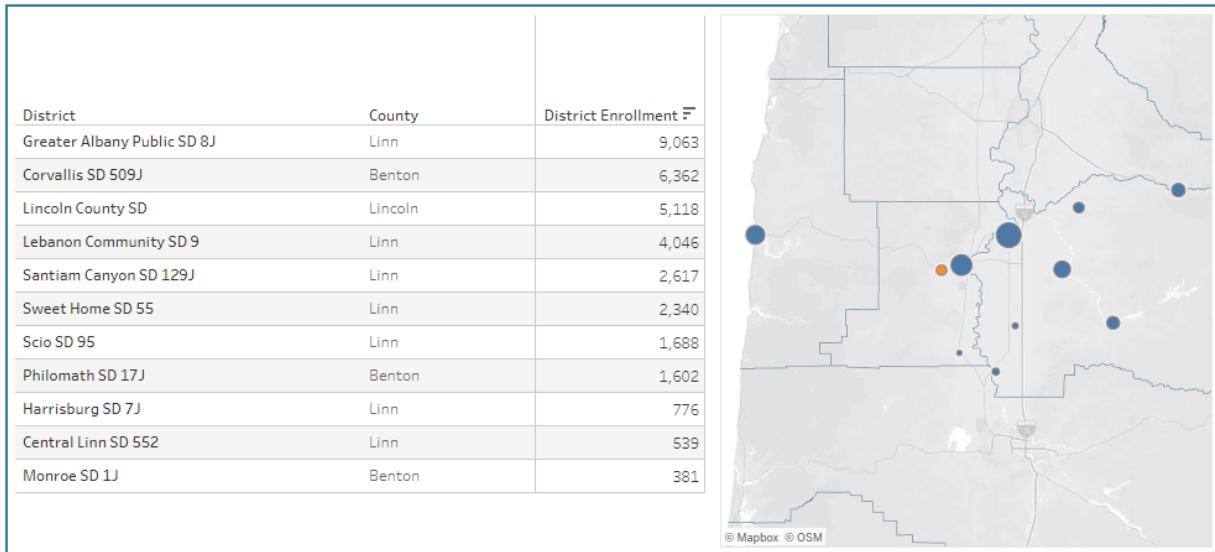
Comprehensive Needs Assessment:



Completed 03/20/2023.

Philomath SD 17J: State of the District

Peer Summary

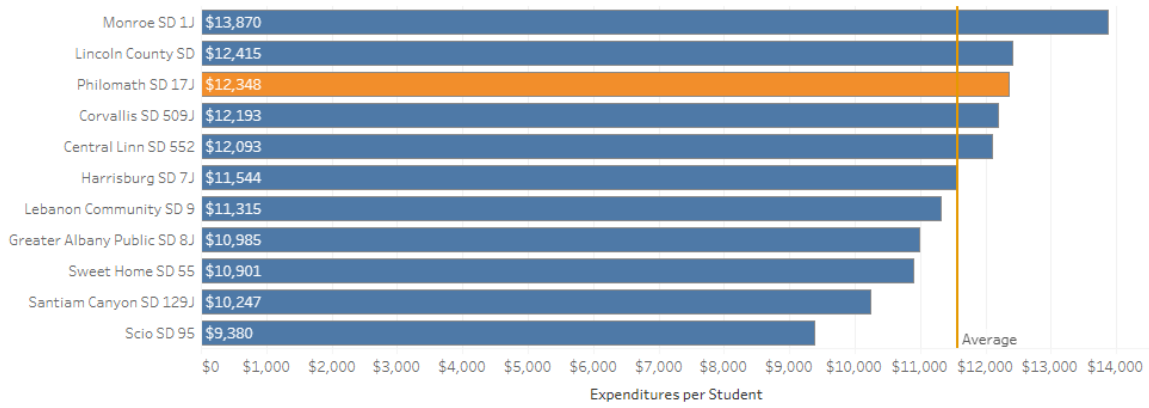


Enrollment data presented is from 2023.



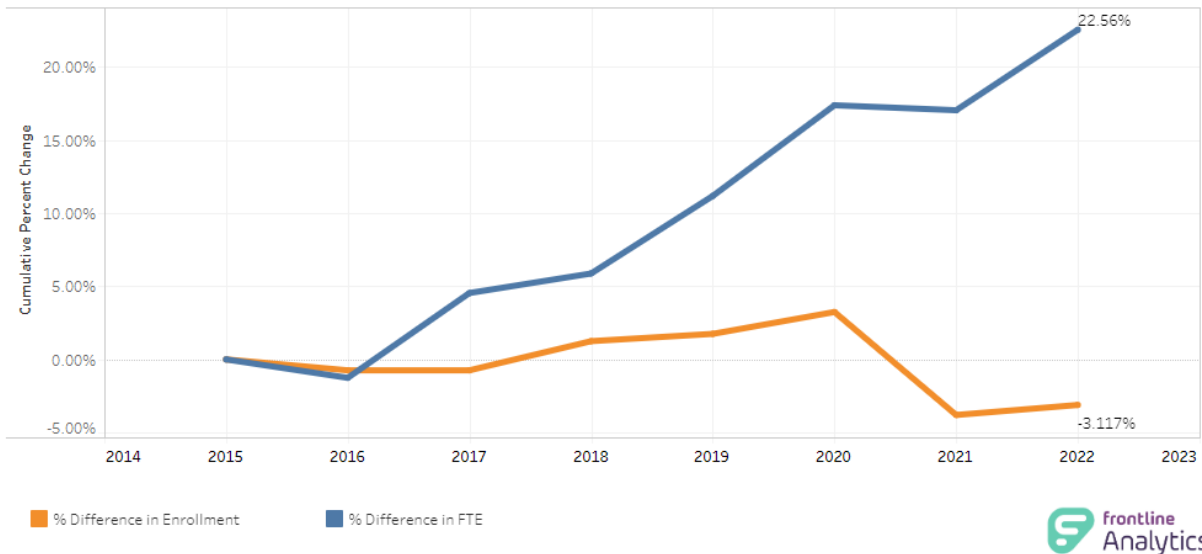
Philomath SD 17J: State of the District

Expenditures per Student is a reflection of available resources and student needs. The chart below shows the district's General Fund expenditures per student for 2021 compared to its peers.



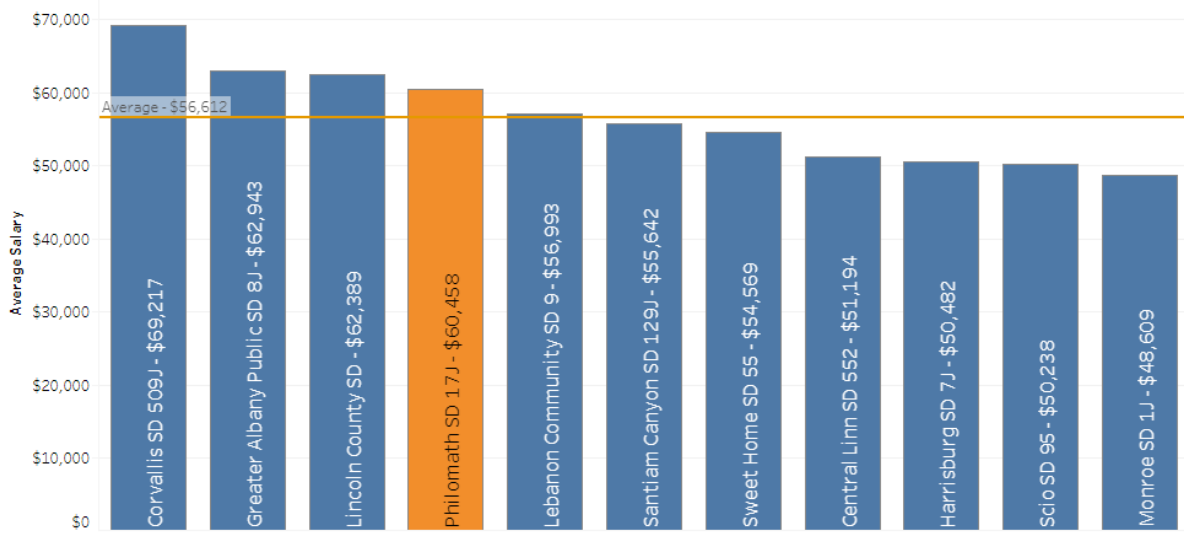
Philomath SD 17J Expenditure Story

The graph below show the cumulative percent changes in Teaching FTE and Enrollment from 2015 to 2022.



Philomath SD 17J: State of the District

2022 - Teacher Salary



Needs Assessment Summary

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

The Philomath School District used the following sources of data for our Needs Assessment:

Student Achievement: Data used to analyze student academic achievement, disaggregated by different sub-groups. When viewing data from the Oregon Statewide Assessment (OSAS), the district needs to increase overall participation in order to obtain a healthy data set. In addition to OSAS, PSD utilizes benchmark data from STAR for all students in grades K-8 to assess ongoing progress in reading.

Student Attendance: Data displays a need to improve strategies to keep students engaged in school and attending school more frequently. During COVID, some high school students liked the ability to complete school work at any time of the day or night, allowing them to also hold a job. Now that school has returned to more of a standard routine, some students have chosen work over completion of school. This has led to additional GED completions instead of the standard high school diploma. Center for High School Success work has encouraged greater participation in school during the past year.

Student Behavior: Student behaviors have become more noticeable and, in some cases, more severe than in prior school years. A higher percentage of students are coming to school with anxiety issues and/or being trauma-affected.

High School Success: With the support of the Center for High School Success, sponsored by LBL, high school staff have taken great ownership in high school success for all students. The same indicators are being used to address 8th grade students at Philomath Middle School.

CTE Participation Rates: During COVID, participation in CTE programs at Philomath High School dropped significantly. Without the opportunity for hands-on participation, students were not as invested in participation. The 2022-2023 school year has seen increased participation. Current CTE programs consist of the following:

- Business Management and Administration (Business and Management)
- Health Occupations (Health Sciences)
- Hospitality and Tourism (Business and Management)
- Manufacturing Technology (Industrial and Engineering Systems)
- Natural Resources Management (Agriculture, Food, and Natural Resource Systems)

Community Engagement: Community engagement is welcome at any time throughout the year. Over the past three months, the community has been provided the opportunity to weigh in district and school goals, district calendars, and program opportunities. Much of the input in this year has included student insight, as this has not typically been an area of rich data. What our students have to say matters! Emerging themes include the following:

- Keep lines of communication open to all members of the school community;
- Continue to center equity, diversity, and inclusion;
- Comprehensive, whole-student education available to all students; and
- Supporting social and emotional learning needs for students.

Plan Summary

The vision of the Philomath School District is to “Graduate EVERY student and transition each into a job, training, or college”. Established goals, recognized in the PSD Continuous Improvement Plan, are as follows:

1. All students will be capable and competent readers, writers, listeners, and speakers demonstrating confidence in literacy knowledge and skill.
2. All students will be competent and capable mathematics problem-solvers demonstrating confidence in making sense of a task, representing and solving a task, communicating reasoning, accuracy, and reflecting/ evaluating.
3. All staff members will actively participate in on-going, high quality professional learning opportunities.
4. All school community members will feel part of a positive, supportive, safe learning environment that promotes respect, trust, and responsible decision-making.

To meet these goals, we seek to know every student by name, strength, and need, developing plans to address the individual learner. Student data, as well as student, staff, and community input, has raised some clear priorities for the Philomath School District. These priorities include:

- Increasing behavior and/or mental health support for students;
- Providing well-rounded variety of learning opportunities for all students;
- Providing additional learning opportunities for students;
- Addressing student fees to support participating in extra-curricular programs; and
- Providing transportation for after-school activities.

Philomath SD recognizes the value of involving students and families in conversations about barriers to engagement and access to welcoming school environments.

Philomath SD also sees a need to increase the academic achievement of our elementary and middle school students. Although still above the state average in all content areas for all students, Oregon Statewide Assessment scores have dropped since the COVID pandemic. Many identifiable sub-groups score significantly lower. As a result, the plan addresses the need for increased academic interventions for students in reading and mathematics at the K-8 levels. Philomath SD will build on RTIi (Response to Instruction and Intervention) already started to hone services in support of student success. Specialists will be available to support students with the greatest achievement and/or opportunity gaps. The plan also includes after-school opportunities for students to obtain assistance with their learning.

Data shows that students in all Philomath schools feel a sense of safety and support. While highly encouraging, as students seek support where they feel safest, this means that school staff are dealing with many more behavioral and mental health issues. To assist with these issues, Philomath SD proposes to add Behavior/ Mental Health support personnel at each school level. The District will also continue strengthening relationships with Benton County Mental Health, Trillium Family Services, and Old Mill Center for Children and Families. Funds will provide opportunities for investment in research-based intervention materials as well as professional learning support for staff and community.

As this plan is built around the construct of equity, funds will also be available to continue our District responsibility to better understand and own this clear directive. Growing and refining our equity lens is integral to ongoing success.

Equity Advanced

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

Policy JBB, Educational Equity, states:

“The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving educational equity” means students’ identities will not predict or predetermine their success in school. Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student. Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.”

PSD has a strong Equity Committee, seeking to complete initial professional learning in the area of racial equity. The committee consists of licensed, classified, and administrative staff, and members of the PSD school board.

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

Information provided by students, staff, and community provided the following feedback on advancing equity in the Philomath School District.

- **Student Involvement:** Increase student voice; include students in conversations that matter to them.
- **Communication:** Continue to translate written materials into Spanish to support ongoing, clear communication to all students and families. Also, continue to host Emerging Bilingual Advisory Committee (EBAC).
- **Staffing:** Focus on recruiting and retaining a diverse staff to best represent our student population.
- **Professional Learning:** Provide ongoing professional learning opportunities, beginning with racial awareness.
- **Instruction:** Encourage teaching equity across the curriculum in all schools.

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

The Equity Lens tool is uploaded. Rating areas included the following:

1. Reduce Academic Disparities;
2. Meeting Students' Behavioral and/or Mental Health Needs;
3. Providing Equitable Access to Academic Courses;
4. Allowing Teachers and Staff Additional Opportunities to Collaborate, Review Data, and Strategize; and
5. Establishing and Strengthening Partnerships.

Describe how you used this tool in your planning.

PSD is seeking to refine our Equity Lens to apply to multiple areas across the District. This will include utilizing the Oregon Equity Lens questions and definitions. We are seeking to make such a lens a part of ongoing work across multiple areas of the organization.

As we worked to determine academic and social emotional impact for our students, we sought to consider how the plan aligns with our District Vision, unintended consequences, and the sustainability of decisions.

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

PSD plans maintain ground in RTII and MTSS practices. This places academic expectations and accolades on more than just our high schools. Instead, a K-12 system shares opportunity and responsibility for ongoing student success.

PSD expects that students who have historically been underserved will show higher levels of student achievement and opportunity. We are careful to monitor reading levels for our 3rd grade students, as this target is shown to be a significant factor in future student success. Specific academic focus is in the following areas:

- K-12 Student Attendance
- 3rd Grade Reading Achievement
- 5th Grade Mathematics Achievement
- 7th Grade Reading Achievement
- 8th Grade Mathematics Achievement
- 9th Grade On-Track to Graduate
- 12th Grade Four-Year Graduation Rate and Five-Year HS Completion Rate

Consistent evaluation of data will help to ensure success for each and every student.

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?

Prioritizing commitment to areas of need for our traditionally underserved populations will support overall growth within the District. With an impending general fund deficit in the 2023-2024 school year, it is more important than ever that we do not lose programs developed to support these students.

A possible misconception is found when there is a belief that the funds within Integrated Guidance can, for example, be used to increase salaries for all current staff members should there be a shortfall in the General Fund. The District strongly supports representation of the needs of all students, including goals, outcomes, strategies, and activities incorporated in the Integrated Guidance Plan.

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?

The school counselors in the Philomath School District take leadership in the identification, appropriate information sharing, and services to our students experiencing homelessness. A Family Support Liaison, provided by LBL, also assists with this work. The counseling team meets regularly to discuss students and families, with specific attention paid to keeping students engaged in school. Students and families are supported with coordinated services, supporting basic needs first.

The District operates a Weekend Food Pack program for students in need. Staff in each school are trained to deliver food packages to student backpacks (K-5) or lockers (6-12). This delivery model allows for students to receive food without any stigma surrounding delivery. The same is true when students receive clothing items, most often from Operation School Bell or the Oregon Education Association.

CTE Focus

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

Philomath High School currently offers five Programs of Study. Staff are working with the Perkins Regional Coordinator on the approval of one more program. Each program allows students rich and diverse experiences. Each year, CTE staff evaluate student interest and need to determine any needed course adjustments. For example, in 2022-2023 courses were added to the Industrial and Engineering Systems program in order to allow students to take Shop Assistant classes, allowing focus on projects of greater interest.

Strengths include facilities; up-to-date equipment; skilled staff members; non-traditional learning environments; student connection to college and career-pathways; and personalized learning.

The District utilizes “You Science” with all students. This screening tool, purchased through the Regional Consortium, is an aptitude-based guidance platform to help individuals identify aptitudes, validate skills, and get matched with educational and career pathways.

Kings Valley Charter School (KVCS) offers two Programs of Study:

- Natural Resources Management (Agriculture, Food, and Natural Resource Systems)
- Restaurant, Food, and Beverage Services (Hospitality and Tourism)

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

When we look at forecasting numbers, we see a lack of FTE and space for students in some of our CTE classes. For example, Today’s Foods is one of the most forecasted classes, but we do not have the teaching ability to meet the demand. We have master scheduling conflicts between programs and CTE classes with core classes. Within our Health Occupations program, we have seen areas of concern from students in needing to have transportation to sites for job shadows and needing up-to-date immunization/vaccine records. The up-to-date vaccination status is in place due to requirements in the medical field.

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

The following strategies assist in recruiting students into CTE programs:

- Video clips shared during annual schedule forecasting;
- Bulletin boards and display cabinets visible in school hallways;
- CTE Night to focus on sharing program activities;
- Freshman Open House, focusing on CTE offerings.

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?

Equal access and participation in CTE programs requires consistent review of course request and access. Philomath High School has a part-time CTE coordinator to assist with student enrollment. This includes both student recruitment and student retention in the various programs offered.

When scheduling classes, possible conflicts must be considered in order to allow access.

- Reduce conflicts between CTE and English Language Development (ELD) classes;
- Reduce conflicts between CTR and Special Education classes;
- Monitor student exclusion to determine barrier(s):
 - Needing to retake a specific class due to failing grade;
 - Needing to participate in Full-Year Algebra I (instead of only two trimesters);
 - Required to take Freshman Success (if not offered to all 9th grade students); or
 - Other.

Well-Rounded Education

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 at the elementary level experience the following learning opportunities:

- Language Arts
- Mathematics
- Music
- Physical Education
- Social Science
- Science/ Health

All elementary school students focus on building social and emotional learning strategies that transfer across all content areas, spanning the school day and year.

Students at the middle school level experience the following learning opportunities:

Electives (6th Grade = Music; 7th/8th Grade = Additional Offerings)

- Language Arts
- Mathematics
- Physical Education
- Social Science
- Science/ Health
- Technology
- Electives

All middle school students focus on building social and emotion as well as AVID knowledge and skill during their Advisor class, held on four days of each week.

All high school students experience classes in the credit areas required for graduation. A robust offering of electives rounds out the specific requirements, including CTE, Arts, Second Language, and others. Students have the opportunity to enroll in Advanced Placement offerings.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Elementary students have access to 70 minutes (K-3) – 80 minutes (4-5) of physical education and music each week. Art instruction occurs in the general education classroom. Optional “Early Bird” Choir and Band is available to 4th and 5th grade students as well as a “Lunch and Learn” recorder group. At the middle and high school levels, students have access to Visual Arts and Performing Arts through elective course offerings. Broadcast Media offers a video arts component for interested students.

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

The Library Media program in the Philomath School District is strong. The District has a full-time library media director and a part-time library assistant at each school. The Director also works closely with our Technology Department on integration of instruction and technology. This includes work with two committees representing STEAM (Computer Science for All) and a Technology Advisory Committee.

Library Assistants in our elementary schools provide students with 30 minutes of instructional time each week. This includes time to focus on library, technology literacy, and digital citizenship.

Libraries in each of the schools provide an inviting atmosphere for students. Remaining open throughout the school day means that students can access the library during lunch and break times. Acquisition of updated books, representing multiple genres, has been a priority. The ability to place relevant books into the hands of students supports both learning to read and reading to learn.

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

Each year, school schedules are reviewed to verify adequate time for meals, movement, and play. In addition to scheduled times, teachers at the elementary level utilize “Go Noodle” activities in classrooms as brain breaks are needed.

Elementary students have up to 30 minutes of a combination of breakfast and play time each morning. Students have twenty minutes to each lunch and an additional twenty minutes to play. Schedules vary based on facility and space availability, with some classes having recess prior to eating lunch. Students also have a morning and afternoon recess each day. Students participate in PE classes every other day.

At the middle school level, students eat breakfast during the morning break time, which begins at either 8:50am or 9:39am. This has increased the number of students eating breakfast at the school each day. Lunch for both middle and high school students is a half hour in length, providing time to eat as well as to play and/or participate in intramural activities.

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

The Philomath School District is fortunate to have a partnership with the Mid-Valley STEM Hub, supported by Linn-Benton Community College. A representative of the Hub participates in our District committee, Computer Science for All (CS4All). Represented by all schools, the District leadership for this committee is our Library/ Media Director.

We continue to grow “Maker Spaces” in each school library and to provide access to STEM kits in classrooms. At present, we have some teachers experimenting with STEAM who are also working to spread the knowledge, skill, and energy to other teachers. Both the middle and high school have a dedicated STEM class.

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.

Defined curriculum in the Philomath School District is rooted in alignment to Oregon content standards.

Rigorous:

- All review of instructional materials are focused on academic content standards.
- Purchased curriculum materials address academic content standards.
- Students assessed annually on state tests and classroom work samples.
- Student performance is measured against state achievement standards.
- Annual analysis of State and local student achievement data.
- Utilize current materials in classrooms.

Aligned:

- In-depth review of content standards during curriculum adoption year.
- Biennial review of content standards for each curriculum area.
- Alignment of content standards with curriculum, instruction, and assessment.

Lesson plans identify standards that are being taught in the classroom. Formal and informal observations, including classroom walk-through's, as well as review of student performance data helps to ensure instructional alignment.

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

Through the Center for Educational Leadership, operated out of the University of Washington, administrators are experiencing Learning Walks to assist with the development of student inquiry experiences. The District constantly provides feedback to teachers related to deep learning, inquiry, and engagement.

All K-12 staff are provided early release time each week to participate in relevant professional learning and Professional Learning Communities (PLC). This allows time to meet with colleagues to discuss strategies that are intentional, engaging, and challenging.

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

In collaboration with Strengthening Rural Families (SRF), a pre-school program operates at Clemens Primary School. Funding for the program is provided by a Kindergarten Readiness Partnership and Innovation grant (KPI) and general funds.

Philomath High School operates a morning pre-school program. Aside from serving pre-school students, the program provides an opportunity for high school students to gain experience in the childcare and education fields. Philomath High School hopes to approve this as a CTE program in the next school year.

Summer funding has provided a two-week Jump Start program for incoming kindergarten students. The District also utilizes a slow-start model to acclimate kindergarten students at the beginning of each school year.

The District is also connected with Early Intervention, through LBL, to provide a seamless transition for students needing special education support.

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

Facilitating effective transitions from middle to high school consists of the following:

- Spring transition meetings, facilitated by counselors and administrators;
- Counselor visits to middle school to discuss class forecasting;
- Summer Bridge Program participation for students at highest risk of not remaining on track to graduate.

Facilitating effective transition to post-high school next steps, including post-secondary education, consists of the following:

- CTE courses connected to Linn-Benton Community College;
- Dual-credit courses with Linn-Benton Community College;
- AP courses, with District paying exam fees;
- Host job, trade, and career fairs;
- Organize college and worksite visits

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?

The Philomath School District utilizes RTIi in grades K-8 as a component of a robust (Multi-Tiered Systems of Support) MTSS system. RTIi teams meet every 9-10 weeks to analyze data and determine student interventions and enrichment. Most data comes from STAR assessment.

At the high school level, school data teams analyze a compilation of data to make decisions about student intervention and enrichment needs. Teams meet regularly throughout the school year.

Until the current school year, RTIi included reading and, to a lesser degree, mathematics. We have now added student behavior to the RTIi milieu.

As a smaller district, Philomath takes pride in the ability to get to know each and every student. This helps our schools to support individual student strength and need.

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

The Philomath School District utilizes RTIi in grades K-8 as a component of a robust (Multi-Tiered Systems of Support) MTSS system. RTIi teams meet every 9-10 weeks to analyze data and determine student interventions and enrichment. Most data comes from STAR assessment.

At the high school level, school data teams analyze a compilation of data to make decisions about student intervention and enrichment needs. Teams meet regularly throughout the school year.

Until the current school year, RTIi included reading and, to a lesser degree, mathematics. We have now added student behavior to the RTIi milieu.

As a smaller district, Philomath takes pride in the ability to get to know each and every student. This helps our schools to support individual student strength and need.

Well-Rounded Education – 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?

In order to boost participation in CTE programs, PSD has devoted funding to a 0.5 FTE CTE Coordinator. This individual, also a CTE teacher, helps to increase program participation and retention. In addition to CTE staff members, high school administrators and counselors have also attended the Annual Oregon CTE Conference to better understand these learning opportunities.

A few opportunities to support student exploration includes the following:

- Annual Career Fair;
- Sharing Program Video Clips;
- Participation in “You Science” Interest and Aptitude Inventory;
- Visitation to Linn-Benton Community College;
- Job Shadow Opportunities;
- Job/ Internship Placements; and
- Student Interest Interviews.

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

All students and families learn about CTE programs through the following:

- High School Course Catalog;
- Forecasting Videos;
- Open House;
- CTE Night (February).

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

To be in compliance with Perkins V, CTE teachers continue working with community partners to develop meaningful work-based learning experiences. The CTE coordinator is emphasizing opportunities in this area.

In addition, programs are supported with industry-recommended equipment. The program also is establishing a “Clothing Closet” for students in need of both work and professional attire. The program is also seeking to remove as many barriers as possible, including such things as payment for Food Handlers cards or necessary TB tests for students in Health Occupations.

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.

PHS added two new AP courses in the Business Program of Study to provide students rigorous learning opportunities in JavaScript. All CTE programs offer college credit through Linn-Benton Community College and the College Now partnership.

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

In partnership with Linn-Benton Community College, Oregon State University, and industry partners, we believe we are supporting self-sufficiency. Students in programs state that CTE courses prepare them for their individual next steps. Courses are relevant to interest; personalized; creative; exploratory; accessible; and collaborative.

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

Each year, PSD examines CTE participation data. Data helps to determine recruiting strategies for not-traditional participation. Data from "You Science" will also assist with student data, allowing us to best shape available programs. Mentors working in non-traditional fields also provides encouragement to students.

Describe any new CTE Programs of Study to be developed.

There is potential for our Child Development program to become an Early Childhood Education Program of Study. We are having conversations regarding the number of credits available and the potential of adding additional courses to meet the Program of Study criteria.

Engaged Community

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?

Community means a great deal in Philomath! An integral part of what we do involves connections with our families and community as a whole. Each of our schools put out weekly newsletters to families. The District communicates with families at least one time each month. Input is requested, when necessary, via e-mail, phone call, and/or survey.

Aside from regular family communication, PSD has great relationships with the following teams:

- Blodgett Parent Club;
- Blodgett/ Summit Community Club;
- Emerging Bilingual Advisory Committee (EBAC);
- Philomath PTO (Clemens Primary and Philomath Elementary);
- PSD Equity Team; and
- Special Education Advisory Committee (SEAC).

Philomath High School also supports student groups in the following areas:

- Chess Club
- Fellowship of Christian Athletes
- Green Team
- Multicultural Club
- Nintendo Club
- Oregon Battle of the Books Team
- Pride Club
- Sign Language Club
- Surf Club

The ability to stay on top of communication in ways that meet individuals with their best mode of communication can be difficult. Seeking to increase modes of communication are key to our success. This also includes translated materials for our Spanish-speaking families.

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

Two groups to be better supported through advocacy and intention. We struggle with communication to students and families living in poverty and/ or experiencing homelessness. Our counselors and Family Support Liaison meet with individual families, however struggle with ongoing engagement. Developing and maintaining relationships of trust is the most important way to cultivate engagement.

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

True engagement requires time, planning, and resources. PSD needs to establish a common format for review and comment that can be easily reviewed. ODE can provide support with software tools and standardized data sets to summarize data for practical use within a school district.

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

- If the district and schools **provide lessons related to Social Emotional Learning**, Then staff will use the same approaches when working with students, Allowing all students to improve attendance and receive quality instructional time.
- If the schools provide **quality, evidence-based intervention and enrichment materials and/or environments**, Then teachers will utilize materials to meet targeted areas of strength and need, Allowing students access to continue making academic gain at an individual rate and level.
- If schools provide **additional staffing (e.g., School Counselors, Intervention Coaches, Family Support Liaison, School-Based Therapists)**, Then teachers will get needed support when working with struggling students, Allowing students to demonstrate growth in targeted areas of functional and behavioral need.
- If the district and schools provide **proactive SEL and life-long learning instruction to all students**, Then staff will use common lessons in all classrooms, Allowing all students to be caring, considerate, and supportive friends and learners.

Board Policy ACB, *Every Student Belongs*, supports belonging for all. *“All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.”*

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

Conversations with the administrative team at Kings Valley Charter School are ongoing and productive. KVCS partners cooperatively with PSD for service opportunities to support students and families. KVCS is also provided latitude needed to honor their instructional delivery model.

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

- 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
- Confederated Tribes of the Siletz Indians (CTSI)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Regional Educator Networks (RENs)
- McKinney-Vento Coordinators
- Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs

How were they engaged?

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- Focus group(s)
- Roundtable discussion
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with community-based partners

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.

1. Student Empathy Interviews
2. Community Input
3. Goal Alignment
4. Special Education Advisory Committee
5. Governor Kotek "One Oregon" Visitation

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?

Artifacts were selected as an opportunity to hear primarily from student voice. This area was not as present in the prior application for the Student Investment Account (SIA). Student voice is so important to our work. Other artifacts share the primary emphasis that we need to continue the course of providing for our students in the ways that have proven to be successful.

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 initial strategy, used with our students, involved empathy interviews completed at the Philomath Academy and Philomath High School. Interviews provided more personal insight rather than simple survey data. The second came recently in the form of a surprise visit. Governor Tina Kotek visited Philomath High School on her One Oregon Listening Tour. She interacted with a group of CTE students from Philomath High School. Information was very insightful.

The primary category on the SIA Community Engagement Spectrum fell between “Consult” and “Involve”.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

CTE staff were involved as we attempt to rejuvenate these programs following COVID closures. We also utilized high school staff as they worked throughout the year with the Center for High School Success. Seeking information about the merits of our connections with HSS has been essential.

The primary category on the SIA Community Engagement Spectrum fell between “Consult” and “Involve”.

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

Information from all referenced the need to continue our work on student success, using slightly modified goal statements with very comparable strategies and activities. We also learned of the need to listen to our students as well as staff, family, and community. The balance of all input makes for the provision of well-rounded opportunities for our students.

CTE Focus – Engaged Community:

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

Partnerships are essential to this work. We currently collaborate with LBL, Mid-Valley STEM-CTE Hub, Linn-Benton Community College, Oregon State University, and community businesses to expand work-based learning opportunities. Area Advisory Committees are a vital component as well.

Linn-Benton Community College has provided a strong partnership, inviting students to see all that is available. This has also been true of community business.

While seeking work-based learning opportunities for our CTE students, we are also seeking such experiences for our PHS Transition Students. This includes students, age 18-21, served through special education.

Affirmation of Tribal Consultation

While not required to do so, the Philomath School District has created a great relationship with the Confederated Tribes of the Siletz Indians (CTSI). Some recent activity and consultation includes the following:

- March 2023: Consultation for Summer Learning Opportunity (ELD Students)
- November 2022: Approved Mascot Agreements
 - Philomath High School Warriors
 - Philomath Middle School Braves
- November 2022: Agreement with Benton County Schools Credit Union
Use of Warrior Logo on BCSCU Debit Card
- October 2022: Professional Learning: History of the Siletz

Strengthened Systems and Capacity

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?

As a District, we have become much better at hiring for positions as soon as we know of a vacancy. This allows us ample time to complete a full search for the best candidate. We are seeking to expand our circle for job postings so that we can better reach candidates that are represented by our student population.

While positions can be widely advertised, educators representative of our student population may not accept a position in our District. As a result, we need to expand our recruitment strategies to establish a compelling reason for diverse applicants to believe in Philomath.

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

The PSD annual staff evaluation system is in place for all staff members. The process begins with a self-evaluation to reflect on knowledge and skill. This provides insight for the initial conference with a supervisor to begin to shape goals for the school year. The evaluation process asks teachers to establish student learning and growth goals as well as a professional goal. Observations and conferences consistently reflect on teacher strength and need. The conversations are probably the richest part of the process. This ongoing cycle supports educator growth and development. Information also supports determinations about professional learning needs.

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 student-centered school district, PSD always seeks to put the most qualified staff members with students. All teachers are licensed through the Oregon Teacher Standards and Practices Commission (TSPC). We do our best to place the most experienced teachers with our traditionally underserved students.

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

PSD supports positive school climate with clear and consistent student behavioral expectations, trauma-informed classroom strategies, developmentally appropriate practices, family engagement, culturally relevant teaching, and teaching emotional regulation skills. The goal is to find ways to support the success of every student.

Adding student behavior into our RTIi program should prove to be a benefit in planning appropriately for student success.

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

PSD is fortunate to have an early-release opportunity for staff on Friday afternoon of each week. This provides ongoing, relevant opportunities for professional learning. Overall areas of focus include:

- Academic Achievement in Language Arts and Mathematics,
- Equity for All;
- Social Emotional Learning, and
- Student Engagement.

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?

The Philomath School District utilizes RTIi in grades K-8 as a component of a robust (Multi-Tiered Systems of Support) MTSS system. RTIi teams meet every 9-10 weeks to analyze data and determine student interventions and enrichment. Most data comes from STAR assessment.

At the high school level, school data teams analyze a compilation of data to make decisions about student intervention and enrichment needs. Teams meet regularly throughout the school year.

Until the current school year, RTIi included reading and, to a lesser degree, mathematics. We have now added student behavior to the RTIi milieu.

As a smaller district, Philomath takes pride in the ability to get to know each and every student. This helps our schools to support individual student strength and need.

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?

Facilitating effective transitions is essential for student success. PSD does the following to support students during these times.

- Early Childhood to Kindergarten:
 - Kindergarten Open House;
 - Pre-School Outreach;
 - Summer Kindergarten Jump Start; and
 - Connection with Early Intervention for students served by special education.
- Elementary to Middle Grades:
 - Spring Transition Meetings;
 - Student Visitation; and
 - 6th Grade Only on the First Day of School.
- Middle to High School Grades:
 - Spring Transition Meetings;
 - Student Visitation;
 - Summer Bridge Program for Incoming Freshman; and
 - Freshman Only on the First Day of School.
- Transition Beyond High School:
 - CTE courses connected to Linn-Benton Community College;
 - Dual-credit courses with Linn-Benton Community College;
 - AP courses, with District paying exam fees;
 - Host job, trade, and career fairs;
 - Organize college and worksite visits

Attachments Completing Your Submission

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

Assurances

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

After Application Submission

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

APPENDIX A

PSD Equity Lens

Philomath SD created a matrix, listing all community forum recommendations against the subgroup populations. This is the same tool used for the prior SIA application. District staff had the opportunity to complete the matrix and provide additional feedback. The process used a “0, 1 or 2” rating, for how closely the recommendation applied and would impact each subgroup.

The scores (total of points in each row) informed the plan, goals, strategies and activities. As Philomath SD gathers more feedback from stakeholders, a similar process will be used.

Equity Data Gathering Template:

SIA Priority Area #1: Reduce Academic Disparities								
Intent: Reducing academic disparities, specifically for students of color; students with disabilities; emerging bilingual students; and student navigating poverty, homelessness, and/or foster care.								
Points: Yes = 2; Maybe = 1; No = 0								
Suggested Action	1	2	3	4	5	6	7	Total Points

1. Provide specific academic services/ support to narrow the achievement gap for students with special needs.
2. Provide specific academic services/ support to narrow the achievement gap for students experiencing homelessness.
3. Provide specific academic services/ support to narrow the achievement gap for students experiencing poverty.
4. Provide specific academic services/ support to narrow the achievement gap for students of various racial and ethnic groups.
5. Ensure that individual and cultural needs are met.
6. Aligns to the Continuous Improvement Plan (CIP).
7. Generates results that can be measured.

Equity Data Gathering Template (continued):

SIA Priority Area #2: Meeting Students’ Behavioral and/or Mental Health Needs								
Intent: Promoting social-emotional learning and support systems that lead to better relationships and/or improved well-being.								
Points: Yes = 2; Maybe = 1; No = 0								
Suggested Action	1	2	3	4	5	6	7	Total Points

1. Provides a service that will extend opportunities to ‘hard to reach’ youth and family members.
2. Provides a service with the capacity to individualize for the unique needs of each child.
3. Provides direct mental health support that contributes to student progress.
4. Provides direct behavioral support that contributes to student progress.
5. Provide specific academic services/ support to narrow the achievement gap for students in typically underserved populations.
6. Aligns to the Continuous Improvement Plan (CIP).
7. Generates results that can be measured.

SIA Priority Area #3: Providing Equitable Access to Academic Courses								
Intent: Provide equitable access to academic courses across the school district with specific emphasis on access specifically for students of color; students with disabilities; emerging bilingual students; and student navigating poverty, homelessness, and/or foster care.								
Points: Yes = 2; Maybe = 1; No = 0								
Suggested Action	1	2	3	4	5	6	Total Points	

1. Contributes to increased participation from students with special needs.
2. Contributes to increased participation from students experiencing poverty.
3. Contributes to increased participation from students experiencing homelessness.
4. Contributes to increased participation from students of various racial and ethnic groups.
5. Aligns to the Continuous Improvement Plan (CIP).
6. Generates results that can be measured.

SIA Priority Area #4: Allows Teachers and Staff Additional Opportunities to Collaborate, Review Data, and Strategize					
Intent: Collaborative professional learning informed by student outcomes					
Points: Yes = 2; Maybe = 1; No = 0					
Suggested Action	1	2	3	4	Total Points

1. Promotes collaborative analysis of student data by teaching teams.
2. Promotes ongoing growth for teachers.
3. Aligns to the CIP.
4. Generates results that can be measured.

Equity Data Gathering Template (continued):

SIA Priority Area #5: Establishing and Strengthening Partnerships							
Intent: Strengthen multiple pathways and feedback loops that promote effective communication and genuine partnerships among all stakeholder groups.							
Points: Yes = 2; Maybe = 1; No = 0							
Suggested Action	1	2	3	4	5	6	Total Points

1. Increases communication between the district and stakeholders (parents, community, staff, students).
2. Increases stakeholder participation in district-sponsored activities.
3. Taps into community resources.
4. Increases student attendance.
5. Aligns to the Continuous Improvement Plan (CIP).
6. Generates results that can be measured.