

Integrated Application Template (Optional)

Applicant Official Name: Pleasant Hill SD 1

Link to plan on applicant website:

<https://resources.finalseite.net/images/v1676337660/pleasanthillk12orus/s5cso71cy1szhnf2nrzi/IGPlanPublicReview.pdf>

Application Set: District Independent with CTE program

Needs Assessment Summary

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

PHSD has engaged in a comprehensive approach to the needs assessment process utilizing Student Investment Account engagement data that the previous administration had formulated, Oregon Health Authority Healthy Teens Survey Data, PHIP team engagement data, and targeted outreach data from identified focal student and family groups. PHSD is in a unique situation in that the Integrated Guidance planning process began during the spring of 2022 and by the fall of 2022 it had a new Middle/High Principal, new High School Assistant Principal/Athletic Director, new Middle School Assistant Principal, and new High School Counselor. In addition, the PHSD Superintendent resigned in August of 2022 and an Interim was brought onboard in October of 2022. Our new administrative team quickly interviewed staff to identify existing resources while also leveraging existing teams such as the PHIP team to engage with further. In addition, administrative staff utilized our Student Support Advocate to identify and engage with focal groups of students and families. This process and the fact that the District has an entirely new administrative team created a unique engagement opportunity that was rooted in an approach to equitable outcomes. One where the new administration was able to engage with many stakeholders for the first time ever in order to determine if the identified data sources and subsequent feedback/information aligned with established needs with attention to disparities between student groups already prioritized by the previous administration in the SIA and CIP plans. What we learned was that for the most part they did, however they were just needing further articulation based on the new and additional information that was gathered through ongoing engagement specific to Integrated Guidance planning with the PHIP team and focal groups of students at the middle and high school such as students of color, students with disabilities, students experiencing poverty and students learning english.

The PHIP team had held regular meetings to analyze and examine historical student achievement data gathered from the Oregon Schools Dashboard, At-a-Glance profiles, OHA Health Teen Survey and feedback gathered from staff, students, families, and our community at large. Using this information and input, the group helped develop themes and strategies the district could take to improve outcomes for all students through allocation of resources associated with HSS, SIA and CTE. Using feedback from the PHIP team, steering committees made up of administrators, counselors, K-12 Curriculum and High

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School Success Coordinator, and Student Support Advocate analyzed disaggregated student achievement, attendance, assessment and CTE participation and information data from community partners gathered through ESD engagement events.. Using this deep well of feedback and data, the team developed a plan to prioritize resources designed to maximize impact and support of student achievement, reduce barriers, and increase opportunities for all students, including dedicated attention to help reduce disparities amongst students.

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.

Pleasant Hill School District (PHSD) has developed six comprehensive outcomes that fall within the scope of the four common goals of 1) providing a well-rounded education, 2) advancing equity, 3) engaging the community, and 4) strengthened district systems and capacity. Utilizing the Integrated Guidance model and the ability to blend and braid resources, PHSD will build a coherent model of instruction that clearly articulates the use of data and teaming structures aimed at providing an ongoing examination and identification of student supports meant to increase academic achievement and career and college readiness for all students.

Collectively, PHSD through the engagement and needs assessment process has prioritized 5 needs:

- (1) developing Social Emotional Learning supports,
- (2) develop learning teams to quickly and effectively respond to student(s) social, emotional and instructional needs,
- (3) develop written K-12 literacy strategies with identified progress monitoring targets and rules and corresponding professional development (especially at the secondary level),
- (4) develop multi-tiered systems of supports aimed at increasing high-quality, well rounded, student learning, and
- (5) increase career and college programs and support to help prepare and connect students for career and college opportunities.

Through iterative community engagements, these needs became six community-named outcomes.

- (1)PHSD develops and implements a Kinder, 6th, 9th grade transition program, with specific attention to students with disabilities and students receiving Tiered Supports.
- (2) PHSD implements a focused approach on student, family, and staff Social, Emotional, Learning (SEL) and SEL supports.
- (3)Care/Data teams are formed at each school to frequently review student data to inform decision making processes specific to individual student achievement.
- (4)Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to stakeholders.
- (5)PHSD will increase career and college readiness and support.

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(6)PHSD will increase high-quality, well rounded learning time and implement a system of academic support.

Over the next four years, PHSD will use board-approved early release days to provide a coherent professional development. Aligned to this professional development, each building will develop a team meeting structure that utilizes the newly created systems to review and examine student data and make tiered support decisions that can then be put into action and monitored for all students. The existing Pleasant Hill Improvement Team (PHIP) that is made up of administration, certified staff, classified staff, school board, parents, and community members will be the key to our Continuous Improvement Process ensuring that our strategies are working towards our outcomes and centering marginalized students in our system. PHIP will meet three times a year to examine, formulate, and support Superintendent/Administration reports to the School Board. Board reports are aimed at providing articulation and clarification to the following:

- (1) identifying the need associated with the outcome and strategy,
- (2) how the need is being addressed by the specific activity and or support and
- (3) how the outcome is being monitored through formative and summative measures including attendance data, student, staff, parent survey data, ELA and Math assessments, student grades and the 5 common metrics.

Equity Advanced

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

PHSD has made significant investments in professional development time, staffing and programs over the past few years to provide concentrated academic and behavior support to help address achievement gaps and provide resources through the collaboration of staff. There remains considerable work to be done in this area as we continue to ensure that all high school students have access and scheduled time with the counselor and career coordinator to discuss access to classes and future program opportunities that will maximize their success. Work that is in progress includes master schedule construction that aims to minimize access barriers for high level core, CTE, and enrichment instruction, Career and College Center development that aims to centralize adults and programming into one location so that services can be coordinated. In addition, PHSD is developing meeting structures and time so that there is adult accountability in the review of data, ensuring barriers are not only addressed but removed, and access to programming is available for all students.

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

PHSD has identified professional learning opportunities in the areas of Social Emotional Learning, PBIS structures, data review team development, tiered systems of support learning, professional development in content areas, development and review of course outlines for vertical and horizontal alignment. In addition, PHSD has identified the need to communicate and provide CTE and pathway exposure to all students beginning in middle school with particular attention to 8th and 9th grade students. PHSD has identified the need to provide certified counselors at all three

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levels and a family resource advocate at the elementary level and a student support advocate at the middle/high level. PHSD has identified the need to articulate and align the identified outcomes and strategies to activities in a focused manner using the resources provided. For example, PHSD has provided early release Fridays for staff development and teaming and these days need to be aligned to the identified strategies through clearly articulated activities that culminate in accountability reports to administration and the school board to measure return on investment. Lastly, PHSD acknowledges that we have a great amount of work in developing systems, culture and climate aligned to equitable outcomes for all students.

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

PHSD has undergone great change in the 22-23 school year with a new middle and high school administrative team and an Interim Superintendent beginning in October 2022. Work on a district equity lens was not complete, therefore we have utilized the ODE Equity Lens until such time that we can engage our School Board in the development of a PHSD Equity Lens.

Because the equity work is very new to PHSD we have utilized a graphic organizer (Continuum of Behavior Supports) during many of our teaming meetings as a means to direct adult conversations toward the development and discussion of tiered supports for our traditionally underserved students. In addition, PHSD has utilized our Student Support Advocate position as a point person for keeping the impacts of our decisions at the forefront of our discussions. Including considerations of who was included or not, and considerations of how we could mitigate negative impacts and reduce barriers for focal groups.

Work moving forward in this area will involve school board engagement in a three part equity series being conducted by the Oregon School Boards Association, development of the state required educational Equity Advisory Committee, and the development and utilization of a PHSD equity lens for decision making.

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

By increasing key staffing positions, identifying professional development opportunities aligned to outcomes and strategies, aligning activities to early release staff development and teaming time, developing systems and data to identify student needs, utilizing a collaborative process to meet the student needs, aligning behavioral and instructional practices and methodology throughout the buildings, and developing an accountability system of collecting and reporting progress to our school board, PHSD will have a demonstrated impact on increasing academic achievement for all students as measured in the aforementioned formative and summative measures. In particular, these investments will have particular impacts for our students navigating poverty, learning English, and receiving Special Education services because of the attention these students will receive from our Student Support Advocate position.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or

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otherwise experience the support or changes you hope your plan causes?

PHSD has identified staff development in the areas of Social Emotional Learning and classroom management and is undertaking PBIS development. These will be large shifts to the culture and climate, particularly at the middle and high school level, where traditionally students were left to their own decision making with little to no comprehensive system of support or accountability reporting measures in place. In addition, developing a system where district - wide learning opportunities are identified and aligned to early release time will also be a shift in a climate and culture where that time has been primarily directed at the individual teacher level with little to no alignment. PHSD expects these shifts to impact students of color, students who are learning English, students being served on an IEP and students navigating poverty because they align to the Quality Education Model.

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Identified targets will guide learning goals for both staff and administration. For example, outcomes specific to regular attendance will guide data collection, data review, and data response from identified data and care teams composed of staff members. Utilization of graphic organizers specific to continuum of supports will aid in supporting work that minimizes and or removes barriers to learning. Through system and staff development we aim to build internal and external accountability measures. These accountability measures will ensure that the unique needs of our students and families navigating homelessness are recognized and met in a timely manner.

Equity Advanced CTE Focus

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

We see a clear interest and parity between genders of students accessing our CTE Programs. CTE teachers have shown a desire to grow and expand their programs including seeking professional learning opportunities for themselves.

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

1. Increase CTE Programming that is aligned to focal student survey data.
2. Increase CTE survey opportunities for 8th and 9th grade students, particularly for focal groups of students.
3. Ensure CTE program scheduling opportunities for focal groups of students.
4. Provide professional learning opportunities for staff.

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

1. Develop 8th grade CTE survey for all students.
2. Develop master schedule inclusive of focal groups access to CTE Programs of study.
3. Survey students through the counseling department to ensure access is being provided.
4. Develop individual scheduling opportunities through the counseling department to work with students 1:1 on scheduling opportunities.

These systems and methods ensure equitable access by aligning the access as close as possible to the individual student.

1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

With administrator, student support advocate oversight, and student voice PHSD will update its course handbook annually, examining any and all prerequisite courses to ensure that our procedures do not unintentionally prohibit focal student groups from accessing CTE programming. In addition, professional development aimed at social emotional learning, data and care team development aimed at increasing collaboration and development of student learning supports will increase equitable access to CTE programs of study.

Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Elementary: At the elementary school students are provided access to the state standards. We offer a walk to read model of instruction aimed at identifying and responding to individual student needs. We work with community partners to offer access to facilities for after-school sports and activities on site. Our family resource center and coordinator supports students with any potential barriers to attending activities. We offer a full time, licensed, counselor to provide a comprehensive elementary counseling program.

Middle: At the middle school we are developing course outlines to clearly articulate the scope, sequence and alignment of our curriculum. We are developing a schedule that provides survey opportunities for students to examine course offerings for when they reach high school. We are developing a schedule that aims to block our 6th grade students together to provide a more coordinated data/care team approach to identifying and providing social, emotional, health and instructional support. We offer a student support advocate on-site to assist students with advocating their needs in addition to providing

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support aimed at reducing personal barriers to attending school and class. We offer access for all students to after-school sports and activities on site. We offer a full time, licensed, counselor to provide a comprehensive middle school counseling program. We are holding social emotional learning professional development opportunities for all staff.

High: We offer a student support advocate on-site to assist students with advocating their needs in addition to providing support aimed at reducing personal barriers to attending school and class. We offer access for all students to after-school sports and activities on site. We offer a full time, licensed, counselor to provide a comprehensive high school counseling program. We are developing course outlines to clearly articulate class alignment. We are updating our course scheduling handbook and putting processes in place to ensure equitable scheduling opportunities for all students. We are holding social emotional learning professional development opportunities for all staff.

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

Elementary: All students attend music, PE twice a regular school week, library once a week and second step lessons through our onsite counselor once a week. Teachers schedule visual art within core content.

Middle: Offers band, choir, and art as full classes during the school day.

High: Offers, choir, band, yearbook, and art.

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

Each school in PHSD has dedicated library staff, contributing to a healthy library program.

Each school has a library budget to ensure that relevant and current novels and information texts can be purchased for students. The school district partners with LaneESD in ensuring a robust library program.

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

Elementary: The school cafeteria opens up 20 minutes before the morning bell for students to eat breakfast. Students attend 20-minute recess before a 20-minute lunch period daily. Grades are scheduled for an additional 15 minute recess and each class builds in time for short movement breaks as needed.

Middle: Students have 20 minutes to eat breakfast, and 35 minutes to eat lunch. All meal times are long enough to allow students ample movement. Students are allowed to have snacks and water in class. In addition, all students have a physical education class daily.

High: Students have 20 minutes to eat breakfast, and 35 minutes to eat lunch. All meal times are long enough to allow students ample movement. Students are allowed to have snacks and water in class.

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

Elementary students have an array of opportunities that include building Leprechaun Traps, Architects in Schools, aquaponics, mini stem challenges, including the study of salmon life cycle, crystal growth, solar heat study (greenhouse design, roller coaster design, and explorer boat designs).

Middle / High: Through math instruction we incorporate real world examples of concepts (connecting slopes in math with objects falling at the same rate, or use of compasses to explain vectors). In Physics we utilize hands-on activities like small engineering challenges including building towers out of spaghetti and marshmallows and in Robotics we explore computer and robotics technologies, including both hardware and software.

While not part of our formal IG plan, PHSD recognizes that there is a need to build in professional development activities for our staff to ensure that all teachers have the skills and abilities to enrich and enhance student instruction in the area of science, technology, engineering, arts and math and that our course outlines need to deliberately address enhancement opportunities across all grade levels.

2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

PHSD elementary school has developed grade level PLC teams that regularly align curriculum and standards to state standards and they utilize a standards based reporting system.

PHSD middle and high school are engaging with LaneESD in developing course outlines and have hired a Curriculum Coordinator to coordinate the adoption and course alignment process. As part of our work with the labor unions we aim to provide time, in part, for this work during our dedicated early release time as identified in our academic calendar.

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

PHSD is engaging staff in professional development around Social Emotional Learning and developing course outlines for the middle and high school. PHSD is working with labor unions to develop systems to align activities associated with our identified strategies so that our early release time is best used in an aligned K-12 framework. In addition, administrative staff is developing evaluation tools and reporting measures to ensure accountability for ensuring that classroom instruction is intentional, engaging, and challenging for all students.

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

PHSD staff provides onsite preschool programs for children ranging in age from 2 to 5 years old that support children and families as they get ready to enter school. PHSD pre-school provides

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hands-on learning, social skill development, communication development, early reading, math and science skills, and key life skills experience. This program also helps facilitate and support the transition into our regular full-day kindergarten by connecting children and families to school staff, kindergarten orientation, and through developing a connection between goals and outcomes that are aligned between the preschool and regular school programs.

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

PHSD will hold collaboration meetings between staff at the transitioning grade levels. PHSD holds a “6th Grade Welcome Day” for incoming students transitioning from elementary to middle school and a “9th Grade Forecasting Day” for incoming 9th grade students. Parent Nights are also held to provide parents information about the school sites and expectations.

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Elem: Intervention opportunities and supports are built into the elementary school day with established PLC teams leading the work to respond to student needs utilizing data.
Middle / High: This has been identified as a need and we are currently establishing systems of support and data collection as part of our plan.

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

Elem: Teachers use data to determine if a student should be promoted in Language Arts or Math to a higher grade level/section of study. In addition, TAG students are given additional opportunities (including but not limited to field trips, after school enrichment, and a TAG activity (Destination Imagination)) Teachers provide enrichment within their classrooms. A TAG stipend position ensures compliance.
Middle/High: We are currently identifying needs and developing methodologies and practices to better provide consistent, equitable, enrichment that is coordinated within classroom instruction. A TAG stipend position ensures compliance.

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

PHSD currently provides career exploration through individual teacher instruction in our FFA / Agriculture courses and through a career fair day at the middle and high school. Our high

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school is developing a career and college counseling center that will include the use of data management systems (ie. ASPIRE, Naviance, GroupTrail) to further develop this area.

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

Creating a college and career counseling center and providing a K-12 comprehensive counseling plan differentiated by level (k-5, 6-8, and 9-12).

Coordinating with Hope Factory Project and with the other Lane County Schools and LaneESD.

Equity:

Provide transportation where feasible.

Support students with necessary clothing and equipment based on need.

Develop “pre” work-based learning opportunities to help prepare students of all learning levels for placement.

PHSD is currently working to provide seamless systems of adult support from K-5 to 6-8 to 9-12 to college and career to identify and remove barriers.

2.14 Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

PHHS offers five AP courses in Biology, English, Calculus, US History, and Government. Three College Now courses through Lane Community College in Writing 121, Math 111 and 112, and Horticulture 120, and one course, Spanish 201 through Willamette Promise (Spanish 201). These opportunities require students to demonstrate learning at high levels and integration. See our prior responses for ample examples of how PHSD engages our students, K-12, in integrated, coherent, rigorous, challenging and relevant learning experiences.

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

PHSD will offer work-based learning opportunities in-school and out of school (including internships) by utilizing instructional methodologies that use the workplace and real work to provide students with the knowledge and skills that will help connect school experiences to real-life work activities and future career opportunities. As an example, all Lane County schools are participating in the Hope Factory Project which will provide on-site instruction combined with on-site work based learning in the development of tiny homes. In addition, PHSD will provide job shadowing, career mentorship, information interviews, service learning, simulated workplace experiences, volunteering, and workplace tours/field trips

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through its college and career counseling program. Through our partnership with Connected Lane County, our students have access to a spectrum of career connected learning opportunities.

Well-Rounded Education CTE Focus

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

1. Develop 8th grade CTE survey for all students.
2. Develop master schedule inclusive of focal groups access to CTE Programs of study.
3. Survey students through the counseling department to ensure access is being provided.
4. Develop individual scheduling opportunities through the counseling department to work with students 1:1 on scheduling opportunities.

These systems and methods ensure equitable access by aligning the access as close as possible to the individual student.

With administrator, student support advocate oversight, and student voice PHSD will update its course handbook annually, examining any and all prerequisite courses to ensure that our procedures do not unintentionally prohibit focal student groups from accessing CTE programming. In addition, professional development aimed at social emotional learning, data and care team development aimed at increasing collaboration and development of student learning supports will increase equitable access to CTE programs of study.

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

Through our college and career counseling program and IG planning, PHSD will provide the following:

1. Workshops, career fairs, career panels and other events that highlight nontraditional occupations.
2. Discuss local employment opportunities for those with training in nontraditional fields.
3. Emphasize the potential earnings of nontraditional careers to students and parents.
4. Invite students and parents to a program site to eliminate misconceptions about CTE programs and nontraditional careers.
5. Create relationships with employers to provide accurate information and facilitate contact with potential speakers and resources.
6. Review all current materials and processes and remove any inadvertently discriminatory messages.
7. Ensure that recruitment materials reflect a diverse representation of students, including gender, age, race, and disabilities.

2.18 Describe any new CTE Programs of Study to be developed

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PHSD does not anticipate any new CTE Programs of Study to be developed during the current plan timeline, but plans to revitalize our Health Occupation pathway that is currently dormant.

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

PHSD has made good strides in this area since returning to in person instruction from the pandemic. PHSD has invested in a third party translation company to facilitate translation of our communication systems into a number of available languages including Spanish.. This platform allows for more equitable communication options for our families. Our school buildings provide monthly newsletters while our district office provides a quarterly newsletter. In addition, our district provides dedicated staffing to ensure that our website is up to date and that our other modes of communication (Blackboard) are effectively reaching our parents. PHSD is currently in the process of transferring over our student information system to Synergy which will provide a much broader application base to connect teachers and families.

Reflecting on our engagement, one key area for future community engagement progress involves PHSD's efforts to build and expand our partnerships with local community-based organizations. During our needs assessment, families indicated their desire to see increased engagement with area and regional businesses to further educate students about career options and post-secondary pathways available to them. One way of addressing this barrier is to develop a comprehensive college and career counseling center and program at Pleasant Hill High School.

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

PHSD is currently fostering a deeper relationship with our LaneESD partner. This is an area that has been untapped since returning to in-person instruction from the Pandemic.

In addition, through the Integrated Guidance planning process PHSD has become connected with LCC and LaneWorkforce partners. We aim to continue to engage with those partners to ensure that our students' pathways to college and careers are seamless. Finally, we will build off of a robust career fair where Lane County businesses are invited to PHSD to speak to our students about career opportunities in our community.

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

Continued, centralized support through LaneESD, LCC and Lane Workforce will be important.

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

PHSD board policies ensure a safe and welcoming environment. In addition, we review these policies annually with our staff and monitor/correct behaviors that do not meet our policy standards. In addition, PHSD utilizes school to home communication fliers, electronic communication and paper newsletters to engage with our community on a regular basis.

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

NA

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

CTE Regional Coordinators

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

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

Community leaders

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students with disabilities

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

Local Community College Deans and Instructors; Local university deans and instructors

Local Workforce Development and / or Chambers of Commerce

Migrant Education and McKinney-

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Vento Coordinators

Regional STEM / Early learning Hubs

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

Students navigating poverty, homelessness, and foster care

Students of color

Students who identify as LGBTQ2SIA+

Students with disabilities

3.7 How were they engaged?

Community group meeting

Community-driven planning or initiative(s)

Email messages

Newsletters

Partnering with community based partners

Partnering with unions

Roundtable discussion

School board meeting

Survey(s) or other engagement applications (i.e. Thought Exchange)

Website

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

1. Pleasant Hill Improvement Team (PHIP) engagement notes. Composed of administrative, certified, classified and school board.

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2. SIA / CIP / RSSL Survey - Summarized survey data from the entire community.
3. Regional Integrated Guidance planning meeting notes. Composed of Administration and SPED.
4. Focal Group Interview Notes. Composed of Student Support Advocate and Focal Group Students.
5. OHA Healthy Teen Survey (6th, 8th and 11th grade).

PHSD is a small rural district just outside the Eugene / Springfield area that has recently undergone great change. PHSD has an entirely new middle and high school administrative staff, new high school counselor, new elementary counselor, and an Interim Superintendent that was brought on board in October of 2022. Pleasant Hill (PHill) is also unique in that it is almost entirely zoned agriculture and does not have a city council, mayor or police force. PHill does not have a community center, community library or any other community gathering place other than its schools. The artifacts chosen represent a solid cross section of stakeholders that honors recent engagement work that was previously done and new (2022-23) engagement work .

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

Interviews were conducted with identified focal group student populations, including students of color, students with disabilities, multilingual students, and students experiencing poverty, using one to one and small group methods.

OHA Healthy Teen surveys had a completion rate of 72.3% 6th grade, 89.8% 8th grade, and 80.6% 11th grade.

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

Family surveys - This strategy was used as a means to quickly gather data from families in a space that was comfortable for the end user. Working with our counselors, we were able to connect personally and ensure that our focal student groups and their families were personally invited to share their opinions and experience as part of our needs assessment.

Student / Family Focal Group Interviews - To ensure that we heard from our focal group of students PHSD utilized our Student Support Advocate to identify and engage focal student groups in one on one and group interviews to ensure that we were engaging directly with the stakeholders closest to our work.

These strategies range between ODE's Consult, Involve, and Collaborate levels of engagement.

3.11 Describe and distill what you learned from your community and staff. How did you apply that

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input to inform your planning?

Staff feedback from all employees was invited in our district needs assessment survey, including specific questions targeted towards educators regarding supports and professional development needs. The survey also gathered feedback about resources and professional development that staff feel would be helpful to support students from diverse backgrounds and suggestions for ways to promote an increased sense of belonging and inclusion in PHSD schools.

PHSD's PHIP planning team had a significant number of teachers and staff representatives from a variety of departments. Their input was an invaluable part of the needs assessment process.

These strategies range between ODE's Consult, Involve, and Collaborate stages of community engagement.

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

As demonstrated in our needs assessment - there is strong community interest and support for expanded partnerships with employers and work-based learning opportunities. To continue to develop these partnerships we will:

Schedule meetings with local employers in each of the pathways.

Continue to partner with Lane ESD's CTE program for project based learning opportunities, including: Sheds of Hope, The HOPE Project, Pathways Career Expos, etc.

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

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

PHSD currently has a new Interim Superintendent, new payroll/HR specialist, new Mid/High School Principal, new High School Assistant Principal, and a new Middle School Assistant Principal. These processes will need to be reviewed and refined as we move into the hiring

Integrated Application Template (Optional)

season in order to assure equitable hiring practices and retainment of a quality, diverse staff to help us achieve these ambitious initiatives.

PHSD currently has a new Interim Superintendent, new payroll/HR specialist, new Mid/High School Principal, new High School Assistant Principal, and a new Middle School Assistant Principal. These processes will need to be reviewed and refined as we move into the hiring season.

PHSD has just hired a new Administrative Assistant at the District office who is, in part, tasked with recruitment efforts. This process and plan is still being developed. Retention efforts are underway through labor relations meetings with new administration and union leaders.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

PHSD currently has no coordinated K-12 systems in place that addresses disparities resulting 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 small district, all our students receive instruction from all our teachers at some point, and this is especially true at the middle and high school. As such, these disparities do not largely present. However, through this plan, PHSD will invest in data systems that will ensure disparities that may exist in our service to focal groups are identified and addressed.

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

PHSD administration and counseling staff are implementing systems that aim to reduce disparate discipline practices. Currently starting to provide professional development focused on social, emotional learning, common equitable classroom behavior management strategies through Safe and Civil Schools, and develop PBIS systems.

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

PHSD has aligned professional growth and development through the needs assessment, strategic outcome and strategy planning processes. We've identified areas where little or no previous professional development has taken place from a systems / all staff standpoint that directly align to the 6 identified outcomes and subsequent strategies. The administrative planning team, with assistance from the Student Support Advocate and K-12 Coordinator of Curriculum and High School Success then prioritized these areas from a foundational standpoint (what do all staff need and where can we align K-12) addressing 1) what has to happen, 2) what needs to happen

Integrated Application Template (Optional)

and 3) what would be nice to have happen. PHSD will begin labor relations meetings to further discuss professional growth opportunities within our evaluation systems.

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

Elem: Through administrative and reading specialist support, evaluative and non evaluative feedback and coaching is provided throughout the school year utilizing early release time for consultation, professional development and coaching specific to the improvement of teaching and learning.

Middle: does not currently exist other than end of year evaluation.

High: does not currently exist other than end of year evaluation.

4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Elem: Data team meeting once every six weeks and weekly student study team meetings review data, identify students for discussion using identified criteria and develop plans for getting additional information and or supporting students. Methods for gathering data at checkpoints are agreed to and data is continually monitored with support methods adjusted based on data and needs.

Middle: Care teams are being set up with systems developed and initiated.

High: Care teams are being set up with systems developed and initiated.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Currently no systems are in place. PHSD under new administrative leadership is working with administration and student support staff to identify processes, systems, staff leads and dates for transitions to begin occurring in the spring of 2023.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
 - o 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

Integrated Application Template (Optional)

your expected use of grant funds associated with the aforementioned programs.

- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

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

True

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

True

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

True

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

True

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

True

Any additional links provided by the applicant

<https://resources.finalsite.net/images/v1676337660/pleasanthillk12orus/s5cso71cy1szhnf2nrzi/IGPlanPublicReview.pdf>

After Application Submission



Integrated Application Template (Optional)

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

Application submitted by: Jim Crist

Submitter email: jcrist@pleasanthill.k12.or.us