Integrated Guidance Application Template

Goal 1. Engaged Community

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

1. Who was engaged in any aspect of your planning processes under this guidance? (Check all that apply)	
x☐Students of color x☐Students with disabilities x☐Students who are emerging bilinguals x☐Students who identify as LGBTQ2SIA+ x☐Students navigating poverty, homelessness, and foster care x☐Families of students of color x☐Families of students with disabilities x☐Families of students who are emerging bilinguals x☐Families of students who identify as LGBTQ2SIA+ x☐Families of students navigating poverty, homelessness, and foster care x☐Licensed staff (administrators, teachers, counselors, etc.) x☐Classified staff (paraprofessionals, bus drivers, office support, etc.) ☐Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)	☐Tribal members (adults and youth) x☐School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) x☐Business community x☐Regional Educator Networks (RENs) ☐Local Community College Deans and Instructors; Local university deans and instructors x☐Migrant Education and McKinney-Vento Coordinators x☐Local Workforce Development and / or Chambers of Commerce x☐CTE Regional Coordinators ☐Regional STEM / Early learning Hubs ☐Vocational Rehabilitation and pre-Employment Service Staff ☐Justice Involved Youth x☐Community leaders ☐Other _____
2. How were they engaged? (Check all that apply)	
x☐Survey(s) or other engagement applications (i.e., Thought Exchange) x☐In-person forum(s) x☐Focus group(s) x☐Roundtable discussion x☐Community group meeting x☐Collaborative design or strategy session(s)	x☐Email messages x☐Newsletters x☐Social media x☐School board meeting x☐Partnering with unions x☐Partnering with community-based partners

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☐Community-driven planning or initiative(s) X☐Website x☐CTE Consortia meeting	x☐Partnering with faith-based organizations x☐Partnering with business ☐Other _____

3. 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.

We used multiple strategies and levels of community engagement in an effort to engage as many stakeholders as possible, including those students and their families who are considered focal groups. We administered our second annual Youth Truth survey to students and staff, but this year also engaged the parents and community in this effort.   We engaged parents and community members in multiple in-person meetings to rewrite our mission and vision statements. Building leadership/committee teams were developed. These committees are aligned to each focus area represented in our strategic plan. These committees will move us forward as we examine the needs of our district on a building level and a district wide level; set goals and outcomes directly related to the needs in each building, and reflect on our strengths and/weaknesses in moving forward to meet these goals. We engaged our LatinX parents by holding in-person meetings for the purpose of examining their unique needs and barriers, and we engaged our high school students in listening sessions that related directly to barriers to their education. We followed these survey and listening sessions with a distilled needs survey, to all stakeholders, meant to solidify, and resolve the issues brought forward from earlier survey and listening sessions. We actively listened to understand and synthesize investments from both SIA and HSS dollars that were working and needed to be continued, and what needed to change and become a priority for our district.

4. 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.

Building Leadership/Committee teams (Level 3 community engagement)

Youth Truth Survey (Level 2 community engagement)

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Listening sessions with parents, community members and students (Level 3 community engagement)

Synthesized Needs Survey to further develop identified needs from Youth Truth and listening sessions (Level 4 community engagement)

LatinX Parent listening sessions (Level 3 community engagement)

In-person meetings that included staff, community members, board members, and administration to rewrite mission/vision (Level 4 community engagement)

Communication on our website regarding the work (Level 1 community engagement)

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

We learned that many of our students, along with their parents, did not feel safe in our schools because of the social emotional needs of other students. We learned that parents, staff and students all believed that providing a place for students who were dysregulated, outside of the education classroom, was one of their highest priorities for our schools. This priority drove all the other priorities that included student behavior support and bullying prevention, especially for the younger students, the need to secure the social-emotional well-being of our students, and to continue to provide real-world, well-rounded education to our students. Our goals will be written to support these things: to provide support for dysregulated behavior in our classrooms, to continue to support CTE and well-rounded education, and to provide bullying prevention instruction for our schools.

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

We have synthesized the information that was gathered in our community

engagement, in-person sessions, and our student/staff/parent surveys, and our building leadership teams into a needs survey that further narrowed our lens for improvement. The results of the needs survey showed the highest priority needs for our students, staff and parents. From this information we have developed goals and an implementation plan. We will push our goals/plans out to the stakeholders for comment, and will continue to survey and engage our stakeholders as a means to monitor and reflect on how we are doing addressing the priorities they established.

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

We plan to communicate using technology (website, Blackboard, social media) on a regular basis. Our superintendent will continue to have regular availability for formal and informal conversations with all stakeholders. Building leadership teams will continue to pursue excellence by developing, implementing and refining goals that both align with the strategic plan, and meet the priorities of the district and its constituents. We will administer a Youth Truth-like mini survey at parent/teacher conferences to check for improvement over the fall survey. We will administer additional Youth Truth surveys annually, in a variety of platforms to get maximum participation in the future.

Feedback, evaluation and revision are important factors in the cycle toward excellence. We will use this continuous cycle to improve our work.

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

Finding time to engage in a meaningful way is difficult, especially in a small district with limited staff members, however those staff who are involved have been willing to go the extra mile to make sure that our stakeholders are valued and have a voice in the forward movement of our district. Another constant in moving a small district forward is the lack of available resources. We would like to see ODE provide funded mandates, and funding for personnel who oversee these grant dollars.

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9. How do you ensure community members and partners experience a safe and welcoming educational environment?
These two ideals are definitely considered as part of surveys, conversations, and data collection. The areas of safety and a welcoming–culture are areas in which we constantly want to do better. We make certain that all documents are translated into Spanish. We make sure that we have translators at each and every event. We provide baby sitting so parents of young children are able to attend events. We host events on different days and at different times so that all parents can attend regardless of their work schedule. We offer both in-person and virtual opportunities, and provide internet to families who can't afford it. We look for ways to break down barriers and ensure that everyone has a voice.
10. If you sponsor a public charter school, describe their participation in the planning and development of your plan.
NA
11. Evidence of Engagement - You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts. **Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?**
Evidence of Engagement: 1) Youth Truth data, including the JES, JMS, JHS and District Synthesis Reports, 2) meeting agendas, sign-in sheets and minutes from the the mission and vision engagement sessions, LatinX parent meetings, parent listening session and student listening session, 3) distilled needs survey data, 4) building committee rosters/goal setting meeting agendas and minutes, , and 5) strategic planning documents.. These particular artifacts show evidence of ongoing goal setting and data review within our buildings, attention to community collaboration, input from our stakeholders, the involvement of all stakeholders to provide data and feedback on issues that are important to them, and continuation to develop focal populations when seeking feedback.

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12. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	
With the addition of a college/career specialist, a students support specialist, and the Naviance platform at the high school, students are introduced both in-person and virtually to many college and career opportunities. Students go on field trips to visit colleges and local career opportunities. We have an in-house college and career fair to bring many opportunities to our students. We have newly developed partnerships with both Garmin and Knife River. The addition of a college/career specialist has allowed us to have an FTE to explore and create new learning opportunities for students.	

Needs Assessment

Directions: For each data source reviewed, provide a summary of the STRENGTHS, OPPORTUNITIES, and BARRIERS identified in discussions of your data. Then identify a COMMON OUTCOME to address the needs assessed.

	DATA SOURCE A - Needs Survey	**DATA SOURCE B - YouthTruth Survey**	**DATA SOURCE C - Parent Forum/Listening Session**
Summary of observed STRENGTHS	Number of surveys returned School safety does not require the level of need of SRO	Engagement Relationships Academic Challenge	College Credit Classes Professional Development
Summary of potential OPPORTUNITIES	Classroom behavior/dysregulated students After school clubs	School Safety School Culture	Safety for all students Recapturing academic content lost during the pandemic

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	Bullying prevention		
Identification of possible BARRIERS to success	Time Available personnel Money	Communication Confidentiality Staff responses vs. Family/student responses	Communication Competing interests Attendance - getting students to want to come to school

OUTCOME: **Increase students' sense of belonging, safety and well-being at school, by implementing alternative education placement opportunities for students with increased need for academic and emotional support.**

GOAL: **Increased K-12 attendance**

STORY: **Increased attendance, decreased behavior incidents. Students, staff members and parents have great concerns around safety at school due to dysregulated students.**

STRATEGY: Create and implement alternative education placement (alt ed and EGC) opportunities for those students who need academic and emotional support. These placement opportunities will be staffed by effective teachers, and well-coordinated support staff.

Suggested Data Sources to Review:
- ☑ Community Engagement: Staff Surveys
- ☑ Community Engagement: Students & Family Focal Groups Surveys
- ☑ Community Engagement: Community Partners Surveys
- ☑ School and District Calendars
- ☑ Committee Participation by Parents/Community Members
- ☑ Board Meeting attendance and minutes
- ☑ School and District correspondence with parents
- ☑ IG Community Engagement Input - Results
- ☑ IG Community Engagement Participation- Who was NOT represented at the table?
- ☑ CTE Advisory Notes & Participation
- ☐ _____
- ☐ _____

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Summary of Needs Assessment: Our needs survey was created based on data we had already collected via the Youth Truth survey, parent and student listening sessions, and on our strategic plan. We distilled all of this information and created a needs survey to get additional input and clarity on what the initial pieces of data revealed. This needs survey went to all students, staff and parents. From this distilled data we designed our plan, using our strategic plan as a road map, while the distilled data became our destination. All decisions were made using the Oregon Equity Lens, asking tough questions, and receiving critical feedback. We took ODE's suggestion of braiding and blending funds, and we were able to create a plan that we believe will support our students and staff in the areas that they told us they need additional support.

After the initial plan was created, we reviewed the work to make sure that we hadn't missed anything that our evidence showed. We presented this plan to our Board, and they asked critical questions throughout the presentation. We also had community members who attended the Board meeting and provided feedback and input. At the end of the presentation and feedback portion of the meeting, the Board unanimously agreed to the plan that we proposed.

Plan Summary: Our initial Youth Truth survey, which was taken by students, staff members and parents/community members showed that survey participants no longer felt safe at school, that classroom time was being disrupted by dysregulated students and that our attendance rates had plummeted. While we recognized that the YT survey was taken during a time of unrest, we also realized that we needed to address these concerns immediately, and over time. We took immediate action to address the critical needs of our students, and sought to get clarifying information from all of our stakeholder groups. We created and sent out a needs survey, held parent and student listening sessions, worked with our staff to develop goals and strategies that answered these particular questions and needs, aligned to our strategic plans, and began to develop our plan. We used a "needs tree" to make certain that our decisions made sense, and gathered additional data from any source we could.

With all that said, our plan will address student safety. We will be adding elementary and secondary Emotional Growth Centers for special education students who have the correct placement agreed upon by their IEP team. We will be adding a high school alternative school, which will have in-person, online and hybrid options for those students who are afraid to come to school. We will continue to have an additional elementary classroom teacher to reduce class size. We will continue to have an additional .5 electives teacher at JMS, and a .5 digital arts teacher at JHS to provide well rounded educational opportunities. We will add a campus monitor and a reset room at the high school to secure a sense of student and staff well-being, and will continue to support a full-time reset room at JMS. We will also hire instructional assistants to round out our overall plan of supporting students.

We will monitor these additions by re-surveying our stakeholders, inviting parent, community, staff and student in-person engagement sessions, and by formal and informal conversations. We will report these findings to our Board and to ODE.

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Goal 2.   Equity Advanced

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

1. What strengths do you see in your district or school in terms of equity and access?
We have increased access to resources that value and respect people of various backgrounds by purchasing over 1,000 books that are representative of our populations for our libraries.

We have equity teams in each building that examine our current practices.

We are updating our curriculum to ensure all students are getting a quality education.

We look for barriers, especially in our focal populations, and address them with prompt response.

We use an equity lens when making decisions.

We have hired student support specialists to build relationships with students and families in an effort to identify barriers for our students. |

2. What barriers/needs were identified in your district or school in terms of equity and access?
According to the YouthTruth survey, parents and students expressed "feeling unsafe in their school" as a barrier to attendance and involvement. When we distilled this data and sent a followup needs survey, parents, students and staff alike asked for a safe space for all students when they are dysregulated. In further identifying this need, we realized that our general population and our special education populations need a safe space for them and their fellow students. This priority will be managed by the creation of an ECG in both elementary and secondary, and a secondary alternative education option. We believe that the

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addition of these two options will positively impact all of our staff members and students, and will meet the request of our stakeholders..

3. Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.

For this process, and all decision making, we used the Oregon Equity Lens as outlined in Appendix E in our Integrated Plan workbook. We used this lens as a means to deepen our understanding of the data we received, and in moving the data into an action plan. We asked the following questions: What is the impact of what we are proposing? Where will we get the best return on our investment in terms of what our students, staff and parents are asking from us? How does the investment help our students, especially those who are struggling with social/emotional/mental health issues? How will our special populations be affected by these implemented plans?

In Jefferson, our goal is to always be student centered. This means ALL students. If we truly believe that ALL means ALL, then it is up to us to own the responsibility of answering the above equity lens questions honestly and authentically. It is only when we do that we become ready for implementation of the next steps.

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

We have robust policies and procedures that protect our students who are navigating homelessness. We have a step-by-step identification process that is part of enrollment/reenrollment so that no student falls through the crack. Our office managers, secretaries, counselors and administrators are trained twice yearly on identification processes by our district liaison. Once qualified we have follow-up conversations with students and/or their parents so that we can assist these students as needed. We also do quarterly attendance and grade checks for all students who are experiencing homelessness.

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

If students feel safe in their learning environment, their affective filter will lower,

allowing them to learn without being stressed.By ensuring additional support for dysregulated students we believe that all students will have the safe learning spaces they deserve. Dysregulated students will benefit from extra support, learning strategies for regulation, finding a safe space for reset, and even having specialized learning environments, while regulated students will be able to learn without the fear of their personal safety will enhance learning for all students.

6. 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?

Our students currently do not feel safe at school. That result crosses all students, even those who are members of focal populations. We know that creating a safe place where all of our students have a sense of belonging will positively impact all student groups including focal groups. If students, and their parents feel that school is a safe place, student attendance will increase, which will impact student learning in a positive way. We believe that the changes to our schools, using integrated plan dollars will provide a very good return on the investment.

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

Our strengths are certainly that we have 4 programs of study, and 12 different CTE classes, in multiple sections, offered for our students. Students forecast for all of the classes that they want to take, and are awarded those classes based on need (credits for graduation), however almost all of our students get their first elective choices. Students can learn about CTE courses by visiting the classrooms, word of mouth from other students, our credit and forecasting guide, and from adults who visit their classes and talk to them about their forecasting choices. Students can also make appointments with the guidance counselor, and the college and career specialist whenever they have questions.

Our juniors and seniors can also attend Willamette Career Academy, which offers 6 additional programs of studies.

We are adding some after school clubs that have CTE focuses. We believe that this

will serve to enhance and engage our students even more.

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

All of our secondary students have access to the electives that they are interested in. We have created a master schedule with additional sections. Students will continue to voice the need for additional CTE classes during school surveys, annual forecasting, course enrollment, and master schedule limitations. All efforts will be made to mitigate any potential barriers as they become known.

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

We send our CTE teachers and a team of their students to visit the 8th grade classes prior to forecasting to identify all of the opportunities for CTE classes and CTE clubs. Eighth grade students also visit the high school, prior to forecasting, to see the CTE classes in action. This helps them make informed decisions regarding their high school plan. We always make sure that the teams we send to the middle school are representative of our student populations.

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?

We will continue to look at data for continuous improvement for ALL students. CTE teachers will be part of each committee in each building to represent their students. They will be cognizant of every potential barrier (i.e. master schedule issues, transportation, enrollment issues) as it becomes known. All district staff members will work together to eliminate barriers as they become known.

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Needs Assessment

Directions: For each data source reviewed, provide a summary of the STRENGTHS, OPPORTUNITIES, and BARRIERS identified in discussions of your data. Then identify a COMMON OUTCOME to address the needs assessed.

	DATA SOURCE A JHS Forecasting/Student schedules/master schedule	**DATA SOURCE B Youth Truth Student Survey (High School)**	**DATA SOURCE C**
Summary of observed STRENGTHS	A master schedule with a lot of CTE courses. Four CTE Program of Studies Willamette Career Academy	63% of high school students feel There is an adult at the school who would write a recommendation for a job, program scholarship, or college for them.	
Summary of potential OPPORTUNITIES	After school club interest Adding CTE opportunities after school	To re-engage students regarding outstanding opportunities After school opportunities for CTE	

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		and fine arts	
Identification of possible BARRIERS to success	Knowledge Understanding	Student attendance Student apathy	

OUTCOME: Increase all students' sense of belonging (including focal groups), safety and well-being at school.

GOAL: Increased K-12 attendance.

STORY: Increased attendance and decreased behavioral referrals.Increasing our student's sense of belonging using a wide array of academic opportunities for all students - providing a variety of CTE courses, fine arts courses, accelerated and dual credit courses, and college credit courses at both the secondary level, and to continue to develop partnerships with local colleges and universities, industry, and community groups, which will help our students with their post high school goals.

STRATEGY: Dropout prevention specialist, campus monitor, alternative school, EGC

Suggested Data Sources to Review:
- ☑ Community Engagement: Students
- ☑ Accelerated Learning & CTE Dashboard
- ☑ Student Discipline Data
- ☑ Oregon Schools Data Dashboard, including CTE Explorer Dashboard
- ☐ ODE District Website; unsuppressed Data Sheets with Five Common Metrics
- ☐ "Healthy Teen" Surveys
- ☐ Program Participation and Academic Achievement of Focal Group Students
- ☐ Empathy Interviews
- ☑ IG Community Engagement Input - Results
- ☐ IG Community Engagement Participation - Who was NOT represented at the table?
- ☐ District assessments (DIBELS, MAP, EasyCBM, iReady, DESSA, etc.)
- ☑ Advanced Course Participation
- ☑ Extra-Curricular Participation: Sports/Fine Arts/Club/Leadership
- ☐ _____
- ☐ _____

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Goal 3.   Well-Rounded Education

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

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 - We provide small class sizes, a reading specialist, ELL support, and a library that stocks representative books. We use the RTI model for reading interventions. PAX strategies are used to build student skills in behavior management and social-emotional growth. AVID WICOR strategies are used for writing, inquiry, collaboration, organization and reading.

Middle: Academics are articulated for a student to progress from grade-level to grade-level. Grade-level teams meet to review data and set 9 week goals in the areas of academics, SEL, safety, and school culture. IXL provides the platform to examine data.   AVID WICOR strategies are used for writing, inquiry, collaboration, organization and reading. Elective courses are offered to provide a well-rounded education.

High School: Courses are built and designed around the State standards and using appropriate grade-level are articulated to increase student academic growth each school year.   AVID WICOR strategies are used for writing, inquiry, collaboration, organization and reading. There are multiple CTE opportunities and other electives including foreign language and fine arts selections. We also hold an annual college/career/military fair and take students to visit college campuses as part of our effort to get our rural students to see and understand all of their post-high school opportunities.

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2. 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.

We have a Board policy that outlines our instructional material adoption procedure. This is done in conjunction with ODE's curriculum adoption schedule, the needs of our staff and students, and the availability of funding. K-12 learning objectives are aligned to State standards, and we have articulated learning goals that are clearly identified by grade level teams.

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

There is a portion of our Youth Truth survey that collects data specifically related to engaging and challenging classroom instruction. This is year 2 of collecting this data so we now have comparative data that can be analyzed.

Teachers are observed both formally and informally by school administration, who provide verbal and written feedback to teachers regarding their classroom practices.

AVID walk throughs are done twice per year to ensure that teachers are using common academic language and strategies.

We have two academic coaches who are available to help teachers who are struggling with the above mentioned issues.

Our needs survey also asked parents and students about engaging curriculum, and the data showed it was a low priority in comparison to other needs.

4. 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?

Every students' grades, behavior and attendance is looked at by data teams every quarter. Building goals are set, implemented and reflected on each quarter too. Outcomes are adjusted as necessary, interventions are planned and implemented, and the monitoring cycle continues. This pattern is meant for continuous

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improvement, and continuous improvement is the goal.
5. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
Elementary students, our middle and high school students all have the option of advancing through the sequences of courses, taking accelerated credit courses, or taking college-level courses. We articulate with Willamette Promise, College Credit Now, and College Now.
6. 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?
Our district provides music education K-12, however only 6-12 receive both instrumental and vocal music, while K-5 receives vocal music instruction only.. Theater, visual arts and media arts are all electives provided at our high school. Students at the middle school can participate in quarterly courses that include art, and elementary students have art embedded in portions of their content. We also added a digital media program of study at the high school for grades 9-12.
7. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.
Because we are a district that embraces AVID, it is important that we embed rigor, critical thinking and inquiry into all of our classes. Using level 3 questions helps to guide our students' learning each day. Teachers are encouraged to examine cross-content opportunities when possible. Teachers are also encouraged to use project-based learning opportunities when possible.
8. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
Eighth graders receive annual visits from high school students and staff members who talk about all of the available opportunities for incoming freshmen. Eighth graders then visit the high school to see those opportunities in action. They visit classrooms, participate in a small lesson, and ask any questions. Parents and incoming 8th graders also attend Lions in Lights, which is a registration fair with

demonstrations from clubs, classes and organizations that exist within the school.

The fifth to sixth grade transition is more organic. This past year incoming 5th and 6th graders got to participate in summer learning opportunities with the middle school students and staff.

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

We currently house the local Head Start program on the elementary campus. This allows for a smooth transition to elementary school for students who are at risk. Annual updates are provided between these programs.

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

We staff all of our libraries to make sure that our libraries are open to students before, during and after school. We also make sure that libraries are staffed during lunchtime so that students can access them during their "free time." We just did a major overhaul to our high school library, making it a welcoming, casual area where students can gather to socialize, relax, and read. Our elementary and middle school libraries have also been remodeled and stocked with a lot of new books.

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

Students at our elementary school are provided time each morning to eat breakfast and to play outside. Thirty-five minutes is set aside at lunch time of which 15 minutes may be used to play outside. All students are also provided 1 AM and 1PM 15-minute recess time. Our kinder students also receive an additional afternoon snack. This is reflected on the elementary school's master schedule.

Middle school students are provided a morning break and thirty-minute lunch time so that they can eat and have time to socialize and play outside. The gym is opened for play during these times if the weather outside is not conducive to outdoor play. The lunch line is monitored to make sure that every student received an adequate break time.

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The high school students have a morning break and a 30 minute lunch. During that time students can socialize or play in the open gym. The library is open before school, during break and lunch, and after school as a place where students can relax and take brain-breaks as needed.

CTE Focus

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

We provide multiple opportunities for our students to explore and experience college and career opportunities prior to, and within participation of CTE programs of study. We invite all incoming freshmen an opportunity to come to the high school and visit all of our CTE classes. High school students visit middle school classes before forecasting to tell the students about CTE, fine arts, athletics and club opportunities. Once they become freshmen they explore high wage career and technical opportunities using the Naviance platform. Students can enroll in 12 CTE courses (20 sections), and they can also further their career choice by enrolling in The Willamette Career Academy, which is a regional CTE center where our students enroll for free. We also host an annual college, career and military fair so that all students can explore many post-high school opportunities.

All students are engaged with Naviance, a college and career platform where they can investigate careers, colleges, courses of study, wages, demand etc of potential interests.

All juniors and seniors participate in the college, career and military fair that is hosted by our college and career specialist. Students are given over 3 hours to explore post-high school opportunities, while meeting new people and engaging with multiple possibilities for their future. There is a time of reflection for each of these students to synthesize what they learned.

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

All of our CTE opportunities are translated into Spanish or we have a translator present at all informational sessions. We do follow-up telephone calls to parents in

their native language to make sure that the opportunities are understood.

Lions in Lights provides an in-person showcase of all of our CTE opportunities. All families and K-12 students are invited to visit classrooms, gather information, participate in a project, and ask questions about various programs.

We post CTE celebrations on the website so that all of our community partners and stakeholders can see our progress.

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

By providing opportunities for all students to come and participate in the College, Career and Military Fair, we are giving students the chance to explore different career opportunities and network with a variety of employers.

This year we have brought in Garmin, Inc, for all juniors and seniors to hear about the products and services they provide and how a student can come aboard to Garmins work experience program, basically getting a paid internship experience in hands-on, on-the-job training. As a follow up we offered a field trip activity for students to participate in called "Not your Typical Jobs in Technology" hosted by Garmin.

Last Spring we took 22 students to Knife River to have a hands-on opportunity to learn about jobs in construction and opportunities available to them if hired.
.
We have begun using Naviance, which offers a work-based learning system of opportunities that all students have access to. Also, soon we will be having students go into their surveyed career clusters and investigate job opportunities, qualifications needed (both skill and education) and employment outlook for the career cluster chosen.

Naviance also offers Roadtrip Nation Interviews that students use to investigate a variety of careers listening to interviews of real-life employees in a variety of careers. All students at JHS have access to this. Many students have done 3 or more self-discovery surveys learning about a variety of careers interests, personality strengths (and challenges) and careers relating to their skill sets.

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4. How will you prepare CTE participants for non-traditional fields?
Naviance will be the leading activity that students will use to identify careers, both traditional and non-traditional. It is "portable" and can be accessed by students away from school and after graduation.   By focusing on different aspects of learning styles, personality traits, and career offerings, students will be able to go into detail about job opportunities that otherwise might not have been exposed to. Our annual College, Career and Military Fair will offer students both a structure and mingling time to talk with employers for nearby industries. College representatives will be here to discuss different avenues students may take to become successful depending on whether they see themselves going into a trade, a 2 year program or a traditional 4 year program. The Trade industry will be present to educate students about opportunities of on-the-job training for a career in that industry (electrician, welder, plumber, etc)
5. What activities will you offer to students that will lead to self-sufficiency in identified careers?
We make certain that we offer high-wage, high-demand programs of studies and career choices. We are careful to use equipment that meets program and industry standards, and that our CTE teachers have the professional development needed to stay industry current. We will also host an annual career fair for our junior and senior students. While we do provide opportunities for our students to visit industry, we believe that in order for all of our students to have opportunities, we need to bring industry to our students.
6. Describe any new CTE Programs of Study to be developed.
We have just added a new Digital Technology program of study, which brings us to four programs of study.   We also send our students to Willamette Career Academy, which provides an additional six programs of study that our students can enroll in. We always want to be responsive to the needs of our students so we need surveys to get new ideas for new classes and clubs. Recently we surveyed our students regarding new ideas for clubs, classes, and after-school groups. That data will be

used to drive any additional CTE opportunities and decisions for the upcoming school year.

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

We will continue to offer courses that are articulated for difficulty and skill development, courses that are considered high-wage, high demand career paths that are articulated with industry partners and standards.

We will continue to offer CTE courses that are articulated with our local community colleges, courses that offer college credit and offer a pathway for our students to engage in a career that they will love.

We will continue to support our students to attend Willamette Career Academy as a way to transition between high school and post high school career opportunities.

We will continue to keep our Programs of Study current by renewing them with MWEC through ODE.

Integrated Guidance Application Template

Needs Assessment

Directions: For each data source reviewed, provide a summary of the STRENGTHS, OPPORTUNITIES, and BARRIERS identified in discussions of your data. Then identify a COMMON OUTCOME to address the needs assessed.

	DATA SOURCE A Needs Survey	DATA SOURCE B Courses requested/course placement data	DATA SOURCE C After School Club Survey
Summary of observed STRENGTHS		69% of students are placed in requested courses Students are forecasting into high-demand, high-wage jobs	
Summary of potential OPPORTUNITIES		Provide additional sections for advanced sequenced electives	
Identification of possible BARRIERS to success		Find ways to "loosen" the master schedule	

OUTCOME: Increased graduation, 5th year completion and 9th grade on track rates.

STORY: All high school students will have multiple opportunities to explore post-high school ideals and career paths, and develop a plan and a path to achieve that plan using a variety of sources and resources that include college and career field trips, college and career fairs, and Naviance.

STRATEGY: Adding data teams, student success coordinator, drop-out prevention/campus monitor, and Naviance.

Suggested Data Sources to Review:

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- ☑ Community Engagement- Parent Survey
- ☑ Community Engagement- Students
- ☑ DESSA or YouthTruth Survey
- ☐ Pre-K + Early Learning Experiences
- ☑ Division 22 Report
- ☑ Rates of Participation, Concentration in CTE
- ☑ 9th Grade On-Track Report
- ☑ School Master Schedules
- ☐ Oregon Schools Data Dashboard, including CTE Explorer Dashboard
- ☐ ODE District Website; unsuppressed Data Sheets with Five Common Metrics
- ☐ "Healthy Teen" Surveys
- ☑ Program Participation and Academic Achievement of Focal Group Students
- ☐ Empathy Interviews
- ☐ Local District Assessments & Data Points
- ☑ IG Community Engagement Results
- ☐ IG Community Engagement Participation - Who was NOT represented?
- ☐ District assessments (DIBELS, MAP, EasyCBM, iReady, DESSA, etc.)
- ☐ _____
- ☐ _____

Integrated Guidance Application Template

Goal 4.   Strengthen Systems & Capacity

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

<table>
<tr><td>1. 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?</td></tr>
<tr><td>Each building has a Student Assistance Team (SAT) in place that meets weekly to review academic, attendance and behavior data. Members of the SAT team include building administration, school counselor, student support specialist, special education teachers, and invited guests as needed. Individual interventions are planned, implemented and reviewed at these meetings. Interventions can include individual tutoring, academic intervention classes, counseling, etc.

Student grades are monitored every 4.5 weeks at the high school, and every 9 weeks at the middle and elementary school. Counselors also audit student grades on a quarterly basis at all schools. At the middle and high schools, coaches and athletic directors review quarterly grades, too. If a student is houseless or in foster care, their attendance and grade reports are monitored quarterly by the McKinney Vento/Foster Care liaison. All student grades and attendance is monitored by the Student Assistance Team in the building where they attend. Finally, data and grade level teams work to ensure that every student has a path to graduation.</td></tr>
<tr><td>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?</td></tr>
<tr><td>We truly focus on all students, but we continuously monitor the data that might show a disparity. Data teams in each building regularly review the data as part of the District's data driven strategic plan (every 9 weeks). Disparities would be found in the quarterly review of data.

.</td></tr>
</table>

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

All discipline data is monitored and reported to ODE as required. We focus on restorative practices, and have a well-defined discipline matrix that is followed with few, if any, exceptions. Our goal is to always have students learning from their classroom teachers, so we desire to keep students in their classrooms learning from trained, endorsed teachers. We monitor our disciplinary data for our entire student population and for our focal student group population.

4. 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?

Students who are transitioning from Pre-K to K have the opportunity to visit our campus because they are housed on our campus. We work closely with this Head Start program because of the close proximity of their location. We also have a kindergarten round up each spring, which brings incoming kinders to our campus for a tour and the chance to meet our kinder team. These things allow for an easy transition for our kindergarten students.

Fifth graders who are transitioning to our middle school have the opportunity to visit the middle school, and participate in summer learning activities at the middle school with middle school students and teachers. We also have building meetings that include special education teachers, counselors and administrators in each building to learn about special learning plans of each incoming 6th grader, in an effort to make the transition smoother.

Eighth grade students who are transitioning to our high school have the opportunity to visit the high school to learn about educational opportunities, club activities, CTE courses, and athletic opportunities. Each spring the high school hosts Lions in Lights, which allows incoming 8th graders and their parents to visit

classrooms, meet teachers, sign up for activities, and pre-register to classes. Meetings are also held that include special education teachers, counselors and administrators in each building to learn about special learning plans, in an effort to make the transition smoother.

5. 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?

Recruiting educators and leaders representative of student focal groups has been a consistent struggle for our district. We have started attending job fairs to attract diverse candidates. We have also begun exploring partnerships with local colleges and universities to recruit teachers and leaders earlier in the process, and finally we are beginning to work on "growing our own" by partnering with the Willamette Education Service District.

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

We follow a prescribed evaluation system that allows for multiple goal setting sessions, written and verbal feedback, and observations. All feedback and professional development is provided to improve instruction, and is targeted based on collected data. We also have coaches who observe and provide feedback based on staff requests and staff needs.

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

Certified staff members are required to create a professional development goal for the school year, which they share with their building administrators. Those goals are related to the administrative team. Those goals along with building 9 week goals become the focus for all professional development within our district. As a reminder, those goals come from each building's sub-committee, through their leadership team, and on to administration.

Integrated Guidance Application Template

Needs Assessment

Directions: For each data source reviewed, provide a summary of the STRENGTHS, OPPORTUNITIES, and BARRIERS identified in discussions of your data. Then identify a COMMON OUTCOME to address the needs assessed.

	DATA SOURCE A **Curriculum and Instruction Committee Agenda/Minutes**	DATA SOURCE B **Youth Truth Data**	DATA SOURCE C **Needs Survey**
Summary of observed STRENGTHS	Building school-wide systems. Focusing on AVID strategies Comparing data.	A majority of students agree that their teachers' expectations make them want to do their best. A majority of students agree that they are getting a high quality of education. Students believe that their teachers understand the subjects they are teaching.	Parents, students and staff all ranked updating curriculum and additional professional development under social-emotional well-being and improving facilities.
Summary of potential OPPORTUNITIES	Continuing to build systems Increase Rigor	Providing a classroom where students can fully focus. Students are willing to work hard to get good grades.	Staff ranked student behavior support overwhelmingly as the number one priority to improve classroom and school culture.

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			Parents ranked bullying prevention and student behavior support as their first and second priority to improve classroom and school culture.
Identification of possible BARRIERS to success	Dysregulated student behavior Getting everyone onboard using the same systems. Time to review data	While most students say that their teachers treat students with respect, Only 27% of JHS students said they feel safe during school (68% in 2021)	Finding credible and trained people to apply for these positions. Finding the money to pay for these positions.

OUTCOME: Increase students' sense of belonging, safety and well-being at school.

GOAL: Increased K-12 attendance and engagement.

STORY: Increased student attendance. Student attendance data proves that many of our students are not attending school on a regular basis and only 52.34% of our students are regular attenders. Youth Truth data shows that only 27% of high school students feel safe attending school. That number increases to 54% of middle school students and 66% of elementary students feel safe while at school.

STRATEGY: Adding Tier 3 interventions including an alternative school and a secondary EGC to our school-wide MTSS will see increased student attendance.

Suggested Data Sources to Review:
- ☑ Regular Attendance Rates
- ☑ School/ District Culture Surveys
- ☐ Adv. Course Enrollment Data
- ☑ Staff Prof. Development Calendar
- ☑ Staff Prof. Dev. Participation
- ☑ Internal and ExternalDistrict & School Committee Meeting Schedules, Agendas & Participation
- ☐ TSPC/District HR Department - Staff Credentials & Endorsements

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- ☐ Recent personnel/program additions
- ☐ ODE District Website; unsuppressed Data Sheets with Five Common Metrics
- ☑ Academic Achievement of Focal Group Students
- ☐ Empathy Interviews (Staff)
- ☐ Local District Assessments (DIBELS, MAP, EasyCBM, iReady, DESSA, etc.) and Data Points
- ☐ IG Community Engagement Input - Results
- ☐ IG Community Engagement Participation - Who was NOT represented at the table?
- ☑ Staff retention & demographic data
- ☐ _____
- ☐ _____