Needs Assessment Summary

The Phoenix Site Council conducted our comprehensive Needs Assessment process in the winter of 2023. Below is a list of data sources that were reviewed using our District Equity Lens (below) to write an equitable and inclusive Strategic Plan that would allocate funding to all challenge areas identified to meet the needs of all our students.

Equity Lens:
*Whose voice is and isn't represented in this decision?
*Who does this decision benefit or burden?
*Does this decision close or widen the access, opportunity, and expectation gaps?
*How will we modify or enhance the district's strategies to ensure each learner and community's individual and cultural needs are met?

Parent Phone Call Surveys: *Surveys were conducted in fall 2022 by phone. Nineteen families were reached and provided us with their feedback on the strengths and challenges of access and outcomes and areas of specific need in our school.*

Student Empathy Interviews: *In winter 2023, 30 students representing five different focal groups were interviewed with a focus on collecting data from our focal group students to ensure the voices of these historically marginalized populations were elevated. The interviews were conducted using a Google Survey to ensure anonymity for our students, so they could speak their truth. The data was reviewed by our Site Council.*

ODE Suppressed Data Files: *In winter 2023, our admin team reviewed this disaggregated source to drive our decision making with a focus on the 5 common metrics to compare student outcomes based on race and poverty to create our LPGTs for the next two school years.*

OR State Advanced Coursework Dashboard: *Our team used data from this dashboard, created by EducationNW.org to review disaggregated data related to student access and barriers to advance coursework, including direct enrollment in college courses, dual credit classes and CTE courses.*

Site Council Needs Assessment: *Our district team presented data trends from parent surveys; student empathy interviews, advanced coursework dashboard, and unsuppressed student outcomes data to our Site Council. The council is made up of community members, staff, parents and CTE community to receive feedback on overall strengths and needs in terms of equity and access, including a focus on CTE Programs of Study.*

Integrated Plan – Phoenix

Plan Summary

The Phoenix administrative team partnered with our site council to identify the specific needs that could be addressed through these funding streams. The following priorities emerged from this process and will be addressed over the next four years:

Outcome A: Create a culture of safety and respect for all students and adults that support the social, emotional, and physical well-being of student and adults that is critical academic and professional success by implementing the following strategies:

*Increase family and community engagement through on-going communications and events.

*Invest in materials, including curriculum, to support student social emotional learning initiative.

*Provide professional development for all staff in areas of resilience and trauma-informed practices.

Outcome B: Ensure instructional teaching methods, materials, and tasks are appropriately challenging, aligned with content area standards, and culturally and academically relevant for all students by implementing the following strategies:

*Maintain salary and benefits supports for Licensed Math teacher.

*Maintain salary and benefits supports for Licensed SPED teacher.

Outcome C: Establish systems and interventions to identify and remove barriers to graduation for all students by implementing the following strategies:

*Implement interim assessments in Reading and Math to provide data for teacher collaboration.

*Staff will use data to support students individually by adjusting instructional opportunities to fill gaps in knowledge.

*Invest in Odyssey online-learning platform that meets student cultural needs.

Outcome D: Students with chronic absenteeism will have equitable access to continuous supports to help navigate life challenges that consistently keep them from attending school by implementing the following strategies:

*Create and maintain a system that monitors absent students and provides assistance and outreach to students and their households.

*Students will have a dedicated team (Journey Support Services and Pathways Teachers) to support them with day-to-day, hour-by-hour challenges with engagement.

Outcome D: School programs in early college, workforce, and trades will improve student engagement, decrease educational gaps, and increase student completion rates by implementing the following strategies:

*Maintain and improve 'Flight Plan System' (Phoenix Career Plan & Profile Database) to mobilize post-secondary learning options as part of the HS program.

*CTE course offerings will have a project-based learning approach including opportunities for internships with community partners and/or internal youth corps type experiences

<mark>**Equity Advanced**</mark>

(250 words or less per question)

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

  Our team prides itself as a trauma-informed agency which meets individuals where they are at in their journey. We work to create a school climate of safety that includes student voice, accountability, and respect. We utilize restorative justice practices to strengthen relationships and promote collaborative problem solving.

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

  There is an additional need to build the principal's capacity to lead with emotional intelligence and equity through additional coaching sessions that can give additional training in development of SEL (Social Emotional Learning) the pathways (advisory period) as well as how to present initiatives to the faculty and get engagement. There is a need to develop an equity leadership team that can be utilized to review practices, policies and discipline practices that tackles the hard conversations about race and promote practice of using an equity lens when making decisions.

- <u>Describe how you used your equity lens or tool in your planning.</u>

  Phoenix Charter School employs the Roseburg Public Schools Equity Lens. This tool asks with every decision: 1) Whose voice is and isn't represented in this decision? 2) Who does this decision benefit or burden? 3) Does this decision close or widen the access, opportunity and expectation gaps? 4) How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met? Our agency filters our investments of time, energy, and resources through these questions. Our practice seeks to promote more equitable access and opportunity for our focal student populations (students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care.)

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

  The grant funds will provide purposeful interventions, services, and supports in culturally appropriate environments to promote positive school, employment, and health outcomes. The program will offer Journey Support Services Outreach Team and Pathways Teachers to support students with chronic absenteeism, monitor absent students, and provide home outreach. Interim assessments in Reading/Math will be completed to provide data for teacher collaboration to adjust instructional opportunities to fill educational gaps for students. CTE course offerings will have a Project Based Learning approach, including opportunities for internships with community partners. The program will also support students in the Early College program and workforce and trades fields to prevent dropouts.

- <u>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?</u>

Based on the information provided, there are several barriers, risks, and choices that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets and experience the support or changes that you hope your plan causes. Some of these include:

- **Funding:** Adequate funding is critical for the success of any educational program. Lack of funding could result in inadequate staffing, resources, and equipment necessary to implement the plan effectively.
- **Teacher Training:** If teachers are not adequately trained and supported in implementing the plan, it could negatively impact student outcomes.
- **Student Engagement:** Student engagement and motivation are essential factors that contribute to student success. If students are not engaged in the learning process or motivated to improve their academic performance, it may be challenging to achieve the desired outcomes.
- **Family and Community Support:** The involvement and support of families and communities are critical to student success. Lack of support from these groups could negatively impact student outcomes.
- **Access to Technology:** In today's digital age, access to technology is critical for student success. Lack of access to technology could negatively impact student outcomes and limit the effectiveness of the plan.
- **Student Health and Well-being:** Student health and well-being are critical factors that impact academic performance. If students are struggling with mental health issues or other health concerns, it may be challenging to achieve the desired outcomes.
- **Student Background:** Student background and previous educational experiences can impact their academic performance. It's important to consider students' prior educational experiences and address any gaps in knowledge or skills to ensure they can meet the growth targets.
- **Assessment Tools:** The use of appropriate and effective assessment tools is essential to measure student progress accurately. It's important to use assessment tools that align with the plan's goals and objectives.
- **Implementation Fidelity:** The fidelity of plan implementation is essential to its success. If the plan is not implemented as intended, it may not achieve the desired outcomes.

- <u>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?</u>

  Phoenix continues its tradition of serving youth as they arrive and supporting them immediately starting at 'intent to enroll'. The team quickly mobilizes to find appropriate referrals for youth. Non-traditional arrangements for transportation are consistent practice. Train district staff to be aware of and sensitive to the needs of homeless children and youth. This can include training on the causes of homelessness, the challenges faced by homeless children and youth, and strategies for supporting them.

  Students have access to a "stash closet" that allows them to access clothing, backpacks and other items they may need. Students also have access to a shower and laundry. Our Journey Support Service Team is trained to ensure services are offered discreetly and are available when students may need them.

 Students support youth experiencing homelessness with academic support, referral to counseling services, healthcare and access to employment and career coaches.

Phoenix uses language that is respectful and avoids stigmatizing homeless children and youth. For example, instead of referring to them as "homeless students," we use language like "students experiencing homelessness."

CTE Focus

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

  ○ Diversity and Inclusion: The school's CTE programs offer a range of pathways that are inclusive and reflective of the diverse interests and needs of their student body. This can help to ensure that all students have access to meaningful and relevant career pathways.

  ○ Collaboration with Industry Partners: The school's CTE programs work closely with industry partners to provide students with real-world experiences, job shadowing, and internships. This can help to ensure that students are exposed to a variety of career opportunities and can develop the skills and knowledge needed to succeed in these fields.

  ○ Support for Underrepresented Students: The school's CTE programs have specific initiatives in place to support underrepresented students, such as those from low-income families or who are historically marginalized. This can include mentoring programs, targeted outreach, and other forms of support.

  Phoenix Charter School's CTE programs are designed to be inclusive and accessible to all students, regardless of their background or circumstances. This can help to ensure that all students have the opportunity to explore and prepare for meaningful careers, regardless of their starting point.

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

  ○ Access to resources: Students from disadvantaged backgrounds may not have access to the same resources, equipment, or technology as their peers. CTE programs need to ensure that all students have access to the resources they need to succeed.

  ○ Additional Support for students with disabilities: students with disabilities may face additional challenges in CTE programs, such as understanding technical vocabulary and following complex instructions. CTE programs need to provide appropriate support for these students to ensure they can fully participate in the program.

  ○ Additional Training on Culturally responsive teaching: CTE programs need to take into account the diverse cultural backgrounds of their students and adapt their teaching practices accordingly. This can involve incorporating culturally relevant content and teaching methods, as well as addressing bias and discrimination.

  ○ Additional FTE to help support access to postsecondary education and career opportunities: CTE programs should provide students with opportunities to earn postsecondary credit and gain practical experience in their chosen career field. This can help to ensure that all students have

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access to the same career opportunities after graduation, regardless of their background or circumstances.

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

  Our recruitment strategy involves a variety of approaches. Informational sessions are often held to provide students, parents, and guardians with information about the CTE programs offered at the school. Our 8th grade students can collaborate with high school trades and CTE programs to ensure that students are aware of the CTE programs offered at the high school and the benefits of taking those courses.

  To ensure equitable access and participation in CTE Programs of Study, we strive to identify and eliminate any barriers that may prevent students from enrolling in CTE courses. For instance, our Pathways teachers and Journey Support Services Team can address scheduling conflicts, transportation issues, or financial barriers. Multiple pathways for students to enter and complete CTE programs, dual enrollment opportunities, and stackable credentials are available. Academic and social-emotional support services, such as tutoring, and skills training are available to students enrolled in CTE courses.

- 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?

  Ensuring equal access and participation in CTE Programs of Study among students with disabilities and historically marginalized groups is essential to promote equity and inclusion. To ensure that students with disabilities have equal access, the CTE Programs of Study should be designed with a focus on providing multiple ways to engage with and access the material, including visual aids, audio materials, and interactive activities. By providing multiple options for learning, students with different learning styles and abilities can participate and engage fully in the CTE Programs of Study.

  To ensure that historically marginalized groups have equal access and participation, CTE Programs of Study are designed with cultural responsiveness in mind. Cultural responsiveness includes recognizing and valuing the cultural backgrounds, experiences, and perspectives of all students. This includes the integration of diverse perspectives and the use of culturally responsive teaching practices in the curriculum.

  Additionally, Phoenix will address any discrimination or bias that may exist in our CTE Programs of Study. Phoenix has clear policies and processes for reporting discrimination or harassment and provides training for staff and faculty to recognize and respond to discrimination. Phoenix also takes steps to address any systemic barriers that may exist, such as ensuring that course materials and teaching methods do not perpetuate stereotypes or bias.

  In summary, ensuring equal access and participation in CTE Programs of Study among students with disabilities and historically marginalized groups requires designing programs with Universal Design for Learning principles and cultural responsiveness, addressing discrimination or bias that may exist, and taking steps to remove any systemic barriers that may prevent equal access and participation.

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students with 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).

  A well-rounded education is based on a supportive environment. We focus on small class sizes, connecting students with a pathways teacher they stay with for more than one year. The pathways classes provide a sense of community and support for the student. Instructional practices that we utilize at Phoenix include hands on learning to help facilitate future employment success. Inviting student's experience and stories to be a part of the classroom learning and sharing. Course topics that we are using to engage students include Natural Resources, Farm to School, Trades, and Health pathways. Each pathway focuses on providing the knowledge to perform entry level skills to facilitate employability.

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

  We currently have personal development areas in Music, Visual Arts and Theatre Tech class as stand-alone courses but are incorporating arts in some of our heritage skill classes such as textile arts and graphic design in our computer classes.

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

  To enhance library access and promote a love for reading, our school is taking several steps. We are expanding our in-school library collection, ensuring a wide range of books and resources are available to students. We believe that having a diverse selection of books encourages students to explore different genres and topics that interest them. Additionally, we are actively working to familiarize students with digital libraries. We provide guidance on how to navigate digital libraries and access e-books, e-magazines, and other online materials.

  We are also excited about our plan to establish a partnership with our local county library, which is conveniently located near our school. Through this collaboration, we aim to give students the opportunity to visit the county library once or twice a month. We plan to organize these library trips by incorporating them into our English classes, as literature plays a significant role in the curriculum. By integrating library visits into classroom activities, we can ensure that students have a structured and purposeful experience at the library, focusing on finding relevant resources for their studies and personal interests.

  We are exploring the possibility of providing transportation to the county library for these visits. This way, students who may not have easy access to transportation can still benefit from utilizing the public library's extensive collection and resources. By coordinating with the county library and leveraging our existing school bus system, we can make these trips efficient and convenient for all students.

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

  At our school, we understand the importance of student well-being and the role it plays in academic success. To ensure students have enough time to eat, engage in physical activities, and enjoy playtime, we have implemented various measures. We provide snacks in each classroom to address any immediate hunger needs throughout the day. These snacks include healthy options such as fruits, nuts, and granola bars, promoting nutritious choices while satisfying students' hunger between meals. During lunchtime, students have a dedicated 30-minute period to eat their meals. We believe in the significance of providing adequate time for students to enjoy their lunches, socialize with peers, and recharge for the remainder of the school day. Additionally, we are proud to offer free lunches to all our students, ensuring that no child goes hungry or faces barriers to accessing nutritious meals. Recognizing the importance of physical activity and play, we provide students with opportunities to engage in movement during designated periods. After finishing their meals, students have access to an outdoor blacktop area where they can participate in various activities, games, and sports. We encourage students to take part in physical education classes, where they can develop their motor skills, learn teamwork, and maintain an active lifestyle. Additionally, we offer unique activities like sword fighting classes to provide students with exciting options that encourage movement and play.

  In addition, as part of our trauma informed practices, we employ a strategy called "walk and talk" to support students who may experience anxiety or emotional distress that affects their engagement in academic lessons. If a student is finding it difficult to focus or participate, our support team members will take them on a brief walk while engaging in conversation. This strategy not only allows the student to release tension and refocus but also promotes physical movement, contributing to their overall well-being.

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

  Phoenix incorporates learning focused activities through integrating STEAM in project-based learning. An example of this can be seen in our Farm to School program. We are utilizing students in remodeling the greenhouse, planning harvest utilizing math skills and organizing based on seasonal produce needs. Students lead their own projects with support from the school by allowing them to expand on an idea and work towards the planning and implementation skills needed to take it to fruition. Our trades classes combine work with Theatre Tech program as another example of quality PBL standard with their being an aspect of public performance to our educational activities.

- 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.

  To ensure that 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, Phoenix uses the 5D instructional framework. This research-based tool helps educators develop a shared vision and language for teaching and learning, with a focus on five core elements of effective

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teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. Additionally, the 5D+ Rubric for Instructional Growth and Teacher Evaluation serves as a growth-oriented tool that provides a shared vision of high-quality teaching and serves as an inquiry-based growth model. It focuses on equity within each dimension, anchors classroom observations, and supports continuous conversations about teaching and learning between instructional leaders and teachers. By using these tools, schools and districts can ensure that their curriculum is aligned with state and national standards and promotes effective teaching practices that benefit all students.

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

  Ensuring that classroom instruction is intentional, engaging, and challenging for all students involves a focus on five core elements of effective teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. At the outset, teachers must establish clear goals and objectives for each lesson or unit to ensure they are purposeful. They must then design instruction that engages students by connecting with their interests, abilities, and prior knowledge. This can be accomplished through a variety of pedagogical approaches that are aligned with the curriculum and standards, such as project-based learning, inquiry-based learning, or differentiated instruction. Assessment is also essential in ensuring that instruction is effective, and teachers should use formative and summative assessments to gather data on student learning and adjust their instruction accordingly. Finally, the classroom environment and culture must be supportive and conducive to learning, with clear expectations, positive relationships, and a focus on student well-being. Teachers can create this environment by building strong relationships with students, using positive reinforcement and recognition, and promoting a growth mindset. Overall, effective teaching involves a holistic approach that integrates these five core elements and supports the learning and growth of all students.

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

  As a part of Phoenix's focus on community partnerships and student wellness, we will continue to extend resources to our teen parents. A few faculty are targeted for curating direct relationships with necessary partners and connecting students as needed.

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

  Our charter high school has a self-contained eighth grade classroom with the transition to high school as a focal point. The school's data showcases a track record of youth who start with Phoenix at this grade level, remaining enrolled and graduating on time. Recently, the school has been targeting youth to attend summer programming to assist with bridging the students from the self-contained middle school program to the greater high school program. The school also maintains a Transitions program to support youth beyond high school. Pathways Teachers lead these efforts to assist with housing plans, career targets, etc. The school also features an Early College Program partnered with Umpqua Community College to help youth transition to the higher education campus with familiar supports available to help them.

- <u>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?</u>

  To identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, as well as Perkins Performance targets we analyze student data to identify patterns of underperformance and target interventions accordingly. This data can include assessments, grades, attendance, and behavior records. Additionally, we utilize benchmark assessments and formative assessments to monitor student progress and adjust instruction as needed. For focal student groups, Phoenix provides specialized support services. These services can include additional instructional time, tutoring, small group instruction, and targeted interventions. Phoenix provides professional development for teachers to support the specific needs of these student groups. To ensure that these efforts are effective, administration and teaching staff regularly monitor and evaluate student progress and adjust interventions as necessary. Collaboration among teachers, administrators, and support staff can also be our foundation to ensuring that students receive the necessary support to succeed.

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

  Phoenix uses various systems to support the academic needs of students who have exceeded state and national standards. One such system is the implementation of differentiated instruction that provides challenging and rigorous learning opportunities for advanced students. Another system is the provision of advanced coursework or opportunities for acceleration, such as dual enrollment programs or employment to career opportunities. In addition, Phoenix offers personalized learning experiences that cater to the unique strengths and interests of high-performing students. This can include opportunities for independent research or project-based learning and mentorship or internships. Collaboration between teachers and the students themselves can also be a valuable tool in creating individualized learning plans that challenge and support advanced students. Phoenix uses data-driven approaches to monitor and track the progress of high-performing students and identify areas where additional support may be needed. This may involve ongoing assessments and evaluations, as well as frequent communication with parents and guardians. Ultimately, the goal is to ensure that all students, including those who have exceeded state and national standards, receive the academic support they need to continue to grow and excel.

- <u>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?</u>

  Career exploration opportunities are an essential component of our CTE program, and we have a variety of systems in place to provide students with access to career information, guidance, and academic counseling. Phoenix Staff provides guidance on course selection, college applications, and financial aid options, as well as assistance with job placement and resume building. Phoenix partners with Recruit Hippo to help provide additional resources to students as they explore CTE areas of study enrollment. Recruit Hippo provides online resources, such as virtual career fairs, career assessments, and career exploration tools, that students access before and during CTE Program of Study enrollment. They also provide career guidance and academic counseling services, either through online sessions or by connecting students with career coaches and mentors. Additionally,

Recruit Hippo works with Phoenix to identify local businesses and organizations that could provide internships or job shadowing opportunities for students in CTE programs. Recruit Hippo helps students explore different career options and gain valuable experience that can prepare them for their future careers. In addition, we work closely with industry professionals to ensure that our CTE programs align with the current and future needs of the workforce. We regularly review and update our curricula to reflect changes in the job market, and we offer professional development opportunities for our CTE teachers to ensure that they are equipped with the knowledge and skills needed to prepare students for success in their chosen careers. Overall, our goal is to provide our students with the knowledge, skills, and experiences they need to make informed decisions about their future careers and to prepare them for success in the workforce.

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

  Phoenix partners with the Oregon Conservation Corps and they are committed to providing these experiences to students from diverse backgrounds. Phoenix strives to ensure equal access to these programs by providing the students with the necessary support and resources to ensure they can succeed in these programs, such as career guidance and counseling, transportation, and financial assistance if needed. Additionally, it is important to ensure that the work-based learning experiences align with the student's interests and goals and provide opportunities for skill development and career exploration.

- 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.

  Phoenix offers opportunities for students to develop mastery in multiple subjects and acquire skills that prepare them for postsecondary education and the workforce. This includes opportunities to earn postsecondary credit while still in high school, which can accelerate their progress towards a degree or certification. Phoenix implement rigorous curricula that integrate academic and technical content, with a focus on real-world applications. The curricula should be designed to meet the needs of all students, including those who may be at risk of falling behind or those who are ready for more advanced coursework. Teachers should be trained to deliver instruction that is engaging and challenging and that incorporates a variety of instructional strategies, such as project-based learning, collaborative learning, and experiential learning. Furthermore, schools can partner with local businesses, industry associations, and postsecondary institutions to provide students with access to work-based learning experiences, such as internships, apprenticeships, and job shadowing. These experiences give students the opportunity to apply their knowledge and skills in real-world settings and to develop the technical and professional skills required for success in the workforce. In summary, improving students' academic and technical skills requires providing integrated, coherent, rigorous, challenging, and relevant learning experiences in a variety of subjects. This should include opportunities to earn postsecondary credit while still in high school and access to work-based learning experiences that provide practical applications of the knowledge and skills they are acquiring.

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

  Phoenix 'Flight Plan' program has intentional milestones worked into the program to build necessary outcomes for students to live independently and prepare for the world of work. These program

elements include items such as a personal budget, housing plan, etc. Connections to higher education and training providers is also a major piece of our program.

CTE Focus

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

  Phoenix is maintaining our web pages with up-to-date information about school programming. Pathways Teachers also coach students on setting goals for their 'Flight Plan' given the available.

- <u>How will you prepare CTE participants for non-traditional fields?</u>

  Phoenix seeks to continue past practices of seeking non-traditional educators for certain employment fields. For example, Natural Resources and Trades programs have achieved strong past enrollment of non-traditional gender representations with female instructors and team leaders. We also seek to continually have available equipment that allows for all genders and body sizes. Addressing and challenging gender stereotypes and other biases that may discourage participants from pursuing non-traditional fields. This can be achieved through education and awareness campaigns, such as workshops, discussions, and training sessions for teachers, counselors, and students.

- <u>Describe any new CTE Programs of Study to be developed.</u>

  Phoenix Charter is partnering with the Umpqua Valley STEAM Hub to coordinate an expansion of our Computer Science program and formalize it as an ODE recognized Area of Study. Phoenix has a faculty member earning his CTE licensure in the program. This program would focus on machine learning and feature connections to local area employers. Advisement for crafting a formally recognized 'area of study' for this CTE offering is being coordinated in the coming weeks. All programs at Phoenix for career connected learning are being revamped and restructured to allow for a team model approach for learning. The agency has historic ties and investment to youth corps type programming for natural resources related careers. The aim moving forward is for charter students to have all areas of CTE offering real world community challenges for teams of youth.

Engaged Community

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

As an alternative charter school who serves mostly students who have disengaged from school, there have been many barriers to robust community involvement for Phoenix School. We found that the strongest community engagement activities were our site council meetings and our student empathy interviews. Using these strategies, the district moved from a Consult relationship with our community to Involvement and even Collaboration through our needs assessment process. We look forward to this community engagement process being a regular part of our school year, as opposed to a one and done initiative. We are planning quarterly community engagement activities moving forward to elicit feedback from our constituents about how we are addressing the needs of our students.

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

The Reading Instructional Assistant and the School Safety & Wellness Lead positions are assigned focal population youth to receive outreach services, one-on-one academic coaching, and supportive services. During student in-take meeting questionnaire, or via daily mentoring with Pathways Teachers, students share their needs which then staff utilize internal systems to coordinate our Journey Support Services (JSS). These include targeted phone calls for chronic attendance woes, making home visits, providing instructional tutoring, positive skills mentoring, and connections to community supports. Practice now includes specific questionnaires targeted at under-engaged students demonstrating multiple days absences or challenges attending specific classes. Youth in need are coordinated to alleviate barriers via trauma-informed engagement and delivering resources to bridge gaps often resulting in chronic absenteeism. JSS also assist to future-orient students with their 'Phoenix Flight Plan;' a unique individual plan charting diploma-track pathway and transition beyond high school. Grade locator testing occurs bi-annually to assess student reading and math ability to help guide instructional targets, but individuals with reading challenges have been often discovered through behavioral interventions. Deficiencies in reading ability continues as a rising need among the local student population.

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

Our rural area struggles with infrastructure, which means many families may not have access to the internet, phone service or gasoline for their vehicles. ODE could continue to lobby the legislature to ensure that there is accessible, even free, availability of cellular and internet service in our rural, remote areas.

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

Because many of our families have a history of discomfort while visiting a school facility, we found that scheduling phone interviews was the most successful way to reach families. Similarly, we used an

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anonymous Google form strategy for our student empathy surveys to ensure that our students had a safe space to share their truth.

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

We are sponsored by Roseburg Public School District.

- Who was engaged in any aspect of your planning processes under this guidance?
  (Check all that apply)

  ☒Students of color
  ☒Students with disabilities
  ☒Students who are emerging bilinguals
  ☒Students who identify as LGBTQ2SIA+
  ☒Students navigating poverty, homelessness, and foster care
  ☒Families of students of color
  ☒Families of students with disabilities
  ☐Families of students who are emerging bilinguals
  ☐Families of students who identify as LGBTQ2SIA+
  ☒Families of students navigating poverty, homelessness, and foster care
  ☒Licensed staff (administrators, teachers, counselors, etc.)
  ☒Classified staff (paraprofessionals, bus drivers, office support, etc.)
  ☐Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
  ☐Tribal members (adults and youth)
  ☐School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
  ☐Business community
  ☒Regional Educator Networks (RENs)
  ☐Local Community College Deans and Instructors; Local university deans and instructors
  ☐Migrant Education and McKinney-Vento Coordinators
  ☒Local Workforce Development and / or Chambers of Commerce
  ☒CTE Regional Coordinators
  ☒Regional STEM / Early learning Hubs
  ☒Vocational Rehabilitation and pre-Employment Service Staff
  ☐Justice Involved Youth
  ☒Community leaders
  ☐Other _____

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

  ☒Survey(s) or other engagement applications (i.e., Thought Exchange)
  ☒In-person forum(s)
  ☒Focus group(s)

☒Roundtable discussion
☒Community group meeting
☒Collaborative design or strategy session(s)
☐Community-driven planning or initiative(s)
☐Website
☒CTE Consortia meeting
☐Email messages
☐Newsletters
☐Social media
☒School board meeting
☐Partnering with unions
☐Partnering with community-based partners
☐Partnering with faith-based organizations
☐Partnering with business
☐Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- <u>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?</u>

We serve a population of students and families that have often been "failed" by our public school system, which means they come to our school community with a lack of trust in the system. These are families whose voices are often unheard. Because of this historical lack of trust, we found that our parent phone-surveys and online anonymous student empathy surveys were the best way to create opportunities for students and families who have often been unheard to express their concerns and to have voice in our school's strategic plan. Both of these community engagement activities provided a wealth of information to our Needs Assessment team, and our plan is written to ensure we honor that feedback.

- <u>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.</u>

Empathy Interviews - Consult category - students from the general population and students from all applicable focal groups were interviewed to get their perspective on school, and because our population is so small, it was a way to do this without singling anyone out. In the past we have had only 1-2 students in some of these categories, so this process was critical to elevating the voices of historically marginalized students.

Community Needs Assessment meeting - Involve and/or Collaborate category - designed to ensure that voices of historically marginalized parents, staff, and community members were heard. Members of these population groups met after school to review data and collaborate on the needs and improvements necessary for our students.

- 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.

Google Staff Survey - Consult category - These anonymous surveys are an invaluable tool for the district to gauge staff perceptions of school.

Our Community Needs Assessment meeting - Involve and/or Collaborate category - was designed to ensure that voices of historically marginalized parents, staff, and community members were heard. Members of these population groups met after school to review data and collaborate on the needs and improvements necessary for our students.

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

Our entire plan was based on the needs that were revealed in our community needs assessment meeting, where that group reviewed data from our surveys, as well as student outcomes from ODE-provided unsuppressed data. At this meeting, we learned that our current strategies around SEL supports and increased well-rounded educational opportunities are working, but that we need to increase student belonging and engagement to increase regular attendance and improve student academic outcomes. Through our student data, we learned that our students want more diverse CTE offerings. All concerns are addressed in our strategic plan.

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

Southwest Oregon Workforce Investment Board (SOWIB) is invested and a formal partnership in Phoenix's work readiness programming. SOWIB has contracted Phoenix to be the primary Workforce Innovation and Opportunity Act (WIOA) case management services to out-of-school and in-school youth populations across Douglas County. These services assist youth gain work experience and on-the-job training at local area businesses. Through SOWIB's Recruit Hippo program, all reengagement youth populations at Phoenix Charter, who for example may not income qualify for WIOA services, may enroll and be case managed directly by SOWIB staff utilizing the HECC's Oregon Youth Works Youth Employment Program resources.

SOWIB also provides resources which help assess youth skillsets and track youth outcomes. Shared leadership at community collaborative networks have provided interface for sharing organizational systems and approaches, developing networked processes for identifying students, providing peer consultation on cases, and ultimately developing a seamless web of support for our youth. Service staff and mentors participate in shared professional development trainings to build capacity, skills, and a common language to create an effective youth reengagement ecosystem in greater Douglas County. Through active engagement with Phoenix, and the increased quality of our program capacity via the Journey Support Services and the WIOA model, youth will have greater supports in their lives and subsequently greater positive educational and/or career outcomes.

Affirmation of Tribal Consultation

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

N/A

Strengthened Systems and Capacity

(250 words or less per question)

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

  Phoenix actively seeks to recruit faculty and staff when necessary, through job postings on the Douglas ESD website. These are often shared on the Indeed app as well. We have a strong history of promoting and developing internal staff to rise in the ranks to become faculty or administration. We are also highly involved with our Regional Educator Network (REN) and the Educator Advancement Council. Staff representation of these two entities present monthly to the charter school's board of directors. Retention efforts focus on the faculty planning growth objectives with their supervisor. Additional coaching and supports have also been coordinated with the REN. We also work with the Grow Your Own effort of the Douglas ESD to reach non-traditional candidates for positions.

- 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?

  Phoenix Charter School employs various methods to identify the needs of its students, utilizing both quantitative and qualitative approaches. They provide case management for students with 504 and IEP needs, ensuring appropriate support is coordinated between support staff and faculty. Additionally, interim skills assessments through Star 360 testing are conducted to gather data on student trends and needs, informing the school's leadership and facilitating peer learning communities among faculty. To further involve parents and community members in monitoring student achievement, the school has recruited a team of faculty to establish a site council. In the context of serving students with high incidents of trauma, the charter school recognizes the importance of addressing disparities in student access to effective teachers. They prioritize training teachers on trauma-informed practices and social-emotional learning. Professional development opportunities are provided with a specific focus on trauma-informed and equity-based teaching, ensuring that all teachers possess the necessary skills to meet the unique needs of their diverse students. Mentorship programs are implemented to support new and less experienced teachers, allowing for guidance and the sharing of best practices. Collaborative planning and reflection sessions are encouraged among the teaching staff, creating a culture of continuous improvement where successful strategies can be shared and challenges collectively addressed. Culturally responsive practices are also integrated into the school's approach to honor students' identities, backgrounds, and experiences. This includes incorporating culturally diverse themes into subjects such as English and Social Studies classes, fostering an inclusive environment where all students can thrive.

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

  The school has implemented a few key social emotional learning practices to reduce the need to remove students from the classroom. 1) The school has adopted restorative justice practices and retains a Resilience Coordinator to lead these processes. This staff member has been fully trained by

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the Resolve Center of Medford in Restorative Justice practices in schools. Restorative Justice is an approach that seeks to address the harm caused by a behavior, rather than just punishing the behavior. This approach involves bringing together the student who caused the harm, the student(s) impacted by the harm, and other relevant parties to engage in dialogue, repair relationships, and develop a plan for moving forward. 2) Focal student groups at Phoenix also receive opportunities to involve themselves in affinity spaces to hold open and important conversations with other peers (BIPOC, LGBTQ, etc). 3) Phoenix implements alternative discipline strategies, such as peer mediation, counseling, and community service, which can be effective in addressing disciplinary issues without removing students from the classroom.

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

  Our approach to aligning professional growth and development to the strengths and needs of the school, teachers, and district leaders is to conduct needs assessments. These assessments gather data on the current skills, knowledge, and abilities of teachers and district leaders, as well as identify areas where additional support and training are needed. Once the needs assessment is complete, a professional development plan is tailored to the specific strengths and needs identified. This plan includes a variety of professional learning opportunities such as workshops, conferences, coaching, mentoring, and online learning. Ongoing support and opportunities are built into our community structure that allow time for reflection and feedback to ensure that professional growth and development efforts are having the desired impact. This includes regular check-ins with teachers and district leaders, feedback surveys, and ongoing evaluation of the effectiveness of the professional development plan. By aligning professional growth and development to the strengths and needs of the school, teachers, and district leaders, it is more likely that the efforts will result in improved student outcomes and overall school success.

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

  To provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning, we follow a multi-step process. First, we observe classrooms and collect data on teacher practice and student learning using various tools and methods such as walkthroughs, teacher self-reflection and student work analysis. This helps us identify areas of strength and areas for improvement for individual teachers, as well as common themes across the school or district. Based on the data collected, we provide targeted feedback and coaching to teachers using a strengths-based approach. We acknowledge and build on what teachers are doing well, while also helping them address areas for improvement. Coaching can take various forms such as one-on-one meetings, peer observation and feedback, or online resources and modules. We also encourage teachers to collaborate and learn from each other by participating in professional learning communities (PLCs) focused on specific topics or grade levels. To ensure that our feedback and coaching is research-based and aligned with best practices, we rely on a variety of resources and frameworks. These include state and national standards and guidelines for teaching and learning, as well as research on effective instructional strategies and interventions. We also seek input and feedback from teachers themselves on what has worked well for them in the past and what they would like to learn more about.

Overall, our goal is to provide ongoing and meaningful support to teachers that is tailored to their individual needs and strengths, and that ultimately leads to improved teaching and learning outcomes for all students.

- <u>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?</u>

  Student outcomes are closely monitored through various systems. The school relies on a homeroom model, where each student is assigned a Pathways Teacher who serves as a guidance counselor for academic and behavioral needs. The principal also maintains data systems to monitor student outcomes and adjusts the course schedule matrix to better meet the needs of the students. Recently, the school has made the transition to having students remain with their grade cohort for math and language arts classes. If a student is identified as being at risk of academic failure, the school provides support through credit retrieval opportunities and student support services. These services closely monitor students in need, identify the challenges they face, and facilitate new modes towards success. The school is committed to ensuring that every student has access to the resources and support they need to achieve academic success. Through these systems, Phoenix Charter School is able to provide targeted support and interventions to students who may be struggling, helping to ensure their success in school and beyond. Systems, such as incident trackers and student's at academic engagement risk (SAER) lists are being developed to provide early warning alerts to teachers and administrators when a student is struggling academically or showing signs of disengagement. Phoenix's strength in identifying at-risk students and supporting their success is built on a strong culture of collaboration and communication among educators, administrators, and support staff.

- <u>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?</u>

  Our charter high school has a self-contained eighth grade classroom with the transition to high school as a focal point. The school's data showcases a track record of youth who start with Phoenix at this grade level, remaining enrolled and graduating on time. Recently, the school has been targeting youth to attend summer programming to assist with bridging the students from the self-contained middle school program to the greater high school program. The school also maintains a Transitions program to support youth beyond high school. Pathways Teachers lead these efforts to assist with housing plans, career targets, etc. The school also features an Early College Program partnered with Umpqua Community College to help youth transition to the higher education campus with familiar supports available to help them.