

## WORKING COPY: Integrated Application - CURRENT

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

### Needs Assessment Summary

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

[TTSD Policy ACC](#) on Educational Equity and Racial Justice is our guiding policy to ensure equitable outcomes for all students. Aligned to this, we completed a comprehensive needs assessment which included a review of the following data sources: 1) [TTSD Policy ACC](#) summary and recommendations, 2) TTSD Strategic Plan outcomes, 3) School Continuous Improvement Plans, and 4) qualitative data derived from community engagement processes with elementary, middle and high school families, students, community members, staff and district administrators. Staff, student, family and leadership feedback informed the priorities present on the [2022-2027 TTSD Strategic Plan](#). Under each priority, we developed strategic action plans aligned to the feedback and identified outcomes from the data review process. Funds from the Student Investment Account (SIA), High School Success (HSS), Early Indicators and Intervention Systems (EIS) are braided and aligned to each strategic action. To note, the creation of original SIA and HSS plans also included stakeholder feedback in the prioritization of initiatives based on outcome data with an intentional focus on those most historically underserved. In our final Integrated Guidance community session, stakeholders participated in a verification process where they verified and ensured alignment between stakeholder feedback, strategic initiatives and resource allocation.

### Plan Summary

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

TTSD completed a series of five meetings with District and community stakeholders to orient them on the concept, need and content of the Integrated Plan. The participants learned about how the District centers on students and equity and how the academic and support systems demonstrate that centering at each school level: elementary, middle and high. Participants provided feedback and commentary on both the perceived gaps and where the District is hitting the mark, in addition to input on the Plan itself and the District's proposal for investing the associated funds.

## Integrated Application Template (Optional)

**High School Success:** TTSD’s intended use of HSS funds for strategies in dropout prevention, career and technical education, college-level opportunities and 8th grade spending support the 2027 9th grade on track to graduation and well-rounded education outcomes specified in both the Integrated Plan and the TTSD Strategic Plan. The HSS funds supplement other resources utilized in the General Fund, state grants and federal grants for these purposes.

**Student Investment Account:** TTSD’s intended use of SIA funds for strategies in reducing class size, student health and safety and ongoing community engagement and class size reduction, focus on meeting student behavioral and mental health needs in addition to reducing academic disparities and increasing academic achievement for the following focal groups: Students of color; Students who experience disabilities; Emerging bilingual students; Students navigating poverty, homelessness and foster care; and Other student groups that have historically experienced academic disparities. These strategies support the outcomes in both the Integrated Plan and the Board’s Strategic Plan to annually increase academic achievement for all students by 5% and for the historically underserved by 8%.

**Continuous Improvement Planning:** TTSD receives no dedicated grant funding for the CIP Plan, but the District’s General Fund, state and federal resources fund strategies that lead to improved student experiences and outcomes due to implementation of the CIP.

**Career and Technical Education:** TTSD receives no direct Carl Perkins funds for CTE, but is part of a regional consortium which expends these funds on behalf of TTSD and other districts. The consortium’s use of these funds aligns with the District’s use of High School Success and General Fund dollars for Career Technical Education.

**Every Day Matters:** Addressing chronic absenteeism through student engagement, school culture, climate and safety, culturally effective practices, and family engagement are foundational to the success of each initiative in the guidance and are embedded across both the District’s Integrated Plan and Strategic Plan.

**Early Indicator and Intervention Systems:** TTSD will use the grant funds to purchase software to align school, District and community systems to ensure students stay on track to graduate.

**Monitoring Progress:** The student growth targets that will be finalized following submission of the Plan application, will align with the goals of the District’s 2022-2027 Strategic Plan adopted by the Board of Directors in November 2022. The Superintendent provides quarterly updates to the Board on progress with the Strategic Plan metrics. In addition to these formative check-ins, which also help monitor progress with the Integrate Plan, the four-year performance goals will align in each of the plans.

### Equity Advanced

*(250 words or less per question)*

- What strengths do you see in your district or school in terms of equity and access?
  - Centering on community and collaborative/participatory decision-making, we have made gains over time, which compounds the trust, relationships, and commitment to equity and access for those historically underserved, underinvested in, and furthest from justice. Equity and accessibility require the skill sets for transformational change that centers human systems. As a district, we have gotten better and more skilled

## Integrated Application Template (Optional)

strategically and comprehensively creating a vision for culturally and community responsive schools.

- The school district prioritizes equity and access for every student. The district has anti-discrimination policies and provides cultural competence training to staff. The district also provides equal access to technology and resources through a digital learning platform and 1:1 device initiative, including internet connectivity and hotspots for families in need. The district offers support to low-income families and invests in teacher training, particularly in culturally responsive teaching. The district has upgraded classrooms, libraries and resources for special needs students to ensure all have access to necessary tools. The district's efforts show progress in ensuring equity and access for all students.
- What needs were identified in your district or school in terms of equity and access?
  - The district has identified several needs related to equity and access. These include closing achievement gaps between student groups, addressing disparities in access to resources and support services, reducing disparities in disciplinary actions, and providing additional support for English language learners and students with special needs. The district is focused on ensuring all students have equal opportunities to succeed academically and have access to the resources and support they need to thrive.
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
  - [Policy ACC](#)
  - [TTSD Equity Moves](#)
  - [Equity Audit](#)
  - [TTSD Equity Based Decision-making](#)
  - [Pillars: "Equity Pillars uphold the promise of 'Every Student' Critical Questions for Developing an Equity Lens for Equitable Practice"](#)
- Describe how you used this tool in your planning.

The foundation of our equity work at TTSD is to establish trust and build relationships to support collaborative partnerships with our families, students and staff. TTSD equity moves are embedded in TTSD's foundational activities and resources used in the Integrated Planning process. TTSD adopted a Program Inventory process as a result of years refining our work with [GFOA's](#) Academic Return on Investment strategy. TTSD's Program Inventory centers around academic progress of our students and the associated cost and impact to improve the outcomes for every student in our district, with intentional focus on our historically underserved populations. As Program Inventories are established, targeted and evaluated, the critical questions from our Equity Pillars are used to ensure our program development and measurement of success center the work and dialog on our equity lens, in addition with having multiple perspectives at the table.

During the multiple (5) informational and feedback sessions from the community engagement process, equity moves (like the A, B, C process) allowed community members to share their feedback in personal and meaningful ways. (see artifacts)

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

Although SIA funding did not explicitly highlight low SES and student experience houselessness, and navigating basic needs services, foster care, and supports, our investment in our Family Partnership Advocates have been a critical support system for that work that we can now allocate more focus and attention to. Our culturally responsive liaisons and coordinators are also quickly being able to serve our students and families furthest from justice where intersectionalities of social determinants of health and wellness are impacted, we have been nimble enough to support wrap around needs for families in a way that is intentional, coordinated, and critical for families whose students are in various levels within our systems, making coordination of services complex. Now more than ever we have a wrap around approach to serving students who qualify for McKinney Vento services. We are seeing more clearly the impact of those in our system who are impacted compoundly with adverse childhood experiences and require more intensive levels of support while finding stability for the family, so that students can experience learning without interruptions.
- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?
  - The district faces several barriers and risks that may impact the potential for students to meet the Longitudinal Performance Growth Targets or experience the desired support and changes from the plan. The main barriers include limited funding and resources, resistance to change from stakeholders such as teachers, administrators, and parents, and a lack of data. These challenges pose a threat to the successful implementation of the plan and need to be carefully considered and addressed to ensure that all students receive the support and resources they need to succeed. Addressing these barriers will require collaboration and investment from all stakeholders in the district, including teachers, administrators, parents, and policymakers. With a focused and concerted effort, the district can work to overcome these challenges and provide students with the support they need to reach their full potential.
- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?
  - The district has implemented several policies and procedures to prevent the isolation and stigmatization of homeless students. These include compliance with the McKinney-Vento Act, which removes barriers to education for homeless students, and providing equal access to educational services and resources. The district also has a designated point of contact to support homeless students and their families, and provides training to staff on best practices for working with homeless students. The district also engages in community outreach and partnerships to address the root causes of homelessness and support families in need. Through these policies and procedures, the district strives to create a welcoming and supportive environment for all students, regardless of their housing situation.

### **CTE Focus**

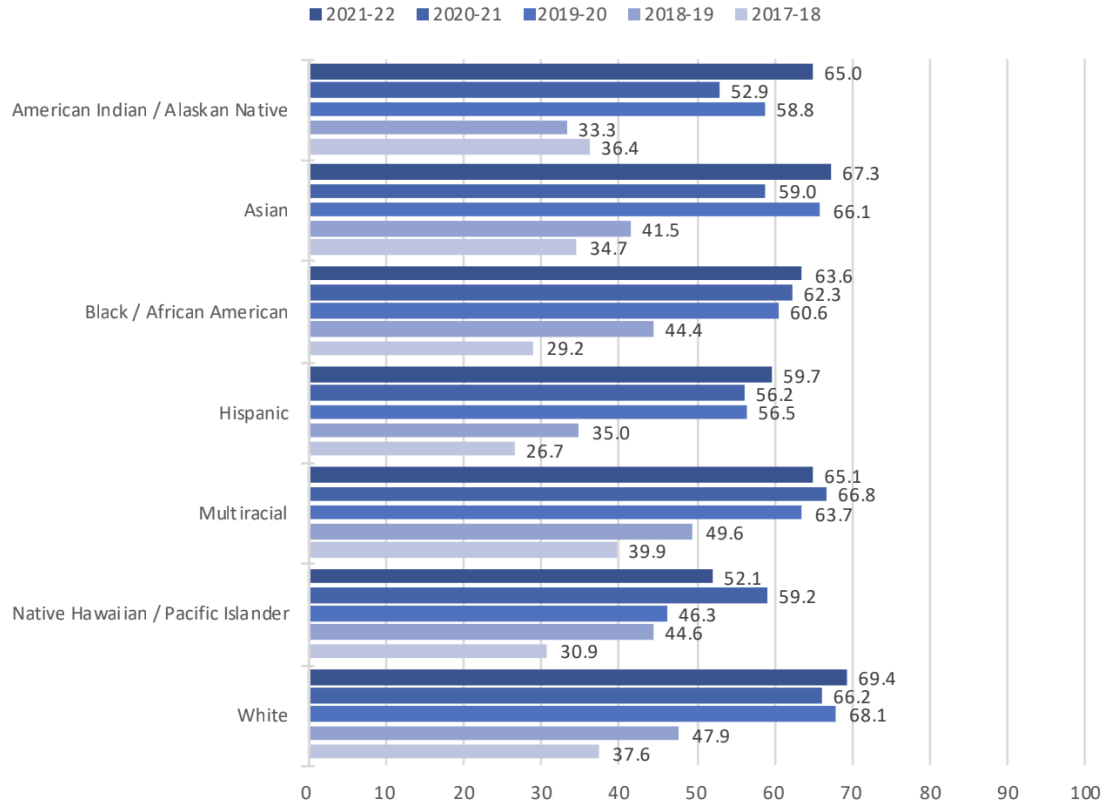
- What strengths do you see in your CTE Programs of Study in terms of equity and access?

## Integrated Application Template (Optional)

- TTSD established a Career Exploration (9th Grade Wheel) class in 2021 for all incoming 9th graders. The Career & College Exploration Wheel is a collection of elective courses that are designed to give all 9th graders exposure to various careers. These elective courses are project-based, experiential and targeted to help students develop purpose for their 9-12 and beyond educational experience. The 9th grade CTE wheel provides all high school students with access to CTE courses; this ensures 100% access for all students. In 6-8th grade, students have access to Paxton Patterson career exploration courses, computer science classes, and robotics (to name a few courses). We have worked to remove pre-requisite requirements and increase exposure to programs along with seeking student feedback from focal groups of students to inform program interest.
- What needs were identified in your CTE Programs of Study in terms of equity and access?
  - We need to continue to identify areas of study where there is student interest (i.e. hospitality). There are also some pre-requisite requirements for courses we are re-evaluating.
- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
  - Students in grades 6-8th have CTE elective opportunities. All 9th graders are enrolled in a CTE Career Exploration (9th Grade Wheel) to explore 9-week courses as a way to create interest across various CTE courses. For 10-12th graders, CTE courses are clearly identified in the Academic Planning Guide and we are working to provide all rising 10th graders with an opportunity to reflect on their 9th grade wheel experience with counselors to thoughtfully inform CTE enrollment in 10th grade based on interest and skills.
- 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?
  - While we do not have systems that limit equal access, there are historical as well as perception factors that we know contribute to who believes they will/will not be successful in CTE programs of study. TTSD Career and College Coordinators consistently pull CTE enrollment data to assess enrollment demographic data which informs strategic recruitment efforts as well as implications for systemic barriers. Currently, our focal populations are our Native Hawaiian/Islander and Latinx students who are most disproportionately accessing CTE classes.

## Integrated Application Template (Optional)

Percent of Students Enrolled in CTE Courses by Race/Ethnicity



### Well-Rounded Education

*(250 words or less per question)*

- 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).  
*(Excerpt from TTSD Policy ACC): In pursuit of creating an equitable and racially just system, TTSD commits to the following:*
  - Equitable Access to a High-Quality, Well-Rounded Education - The district's mission is to educate every child.*
  - Core academic subjects and outcomes are a critical but incomplete part of a well-rounded educational experience.*
  - Every student shall have access to curricular, co-curricular, and extracurricular offerings that incentivize good attendance and create a joyful learning experience for students.*
  - The district is committed to reducing barriers to participation in extracurricular activities, electives, athletics, the arts, music, and career and technical education (CTE).*

## Integrated Application Template (Optional)

### *Elementary school:*

- *Instructional practices: Inquiry-based learning, hands-on activities, group projects, teacher-led instruction, and student-centered learning.*
- *Course topics: Reading, writing, mathematics, science, social studies, art, music, physical education, and health.*
- *Curriculum design: A balanced and integrated curriculum that focuses on foundational skills in reading, writing, and mathematics, while also incorporating other subject areas.*
- *Student skills development: Developing critical thinking, problem-solving, communication, collaboration, creativity, and social-emotional skills.*

### *Middle school:*

- *Instructional practices: Project-based learning, inquiry-based learning, simulations, problem-based learning, and differentiated instruction.*
- *Course topics: English/language arts, mathematics, science, social studies, art, music, physical education, and health, as well as exploratory courses in areas such as technology, world languages, and career readiness.*
- *Curriculum design: An interdisciplinary approach that encourages students to make connections across subject areas and develop skills in analysis, synthesis, and evaluation.*
- *Student skills development: Developing higher-order thinking skills, research skills, time-management skills, organization skills, and self-regulation skills.*

### *High school:*

- *Instructional practices: Student-led inquiry, project-based learning, simulations, case studies, flipped classrooms, and blended learning.*
- *Course topics: English/language arts, mathematics, science, social studies, art, music, physical education, and health, as well as advanced courses in areas such as AP, IB, dual enrollment, and career and technical education.*
- *Curriculum design: A rigorous and challenging curriculum that prepares students for college and career success, as well as personal development and global citizenship.*
- *Student skills development: Developing critical thinking, problem-solving, communication, collaboration, creativity, leadership, and global awareness.*

- 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?

*At secondary school level, TTSD offers performing arts, digital arts, band, orchestra, choir and fine arts classes as separate elective classes for students.*

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

*To ensure students have access to strong library programs in the Tigard-Tualatin School District, various steps are currently in place, such as:*

*1. Sufficient funding: Allocating funds for the library program based on school needs is specific to purchasing books and materials, supportive technology, and staffing.*

*2. Qualified District Library Media Specialist hired to oversee library programming, circulation and collection development: Hiring well-educated Building Library Media Coordinator who are knowledgeable about library services and resources.*

## Integrated Application Template (Optional)

*3. Collaboration with teachers: Working as closely with teachers to integrate library resources and services into the classroom curriculum.*

*4. Active outreach by our District Library Media Specialist to students and families: Promoting library resources and services to students and families through programs and online resources.*

*5. Technology upgrades: Upgrading the technology and software used by the library, including online databases and e-books.*

*6. Community partnerships: Partnering with local organizations and institutions, such as public libraries and museums, to expand resources and services available to students.*

*By implementing these steps, the Tigard-Tualatin School District can ensure that students have access to a strong and effective library program*

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?
  - Ensuring students have adequate time for eating, movement and play in the Tigard-Tualatin School District likely involves several factors, including:
    - Scheduling: Making sure that the school schedule allows for enough time for students to eat and participate in recess activities.
    - Lunch breaks: Providing students with sufficient time to eat their lunch and enjoy recess activities.
    - Physical activity: Encouraging students to participate in physical activities during recess, such as running, playing games, or participating in organized sports.
    - Supervision: Providing adequate supervision during recess to ensure students are safe and engaged in physical activity.
    - Health and wellness programs: Implementing health and wellness programs that promote physical activity and good nutrition to support students' overall well-being.
  - These are just a few examples of ways to support students in the Tigard-Tualatin School District having adequate time for eating, movement, and play.
- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.
  - To incorporate STEAM instructional practices, students are provided opportunities to engage and learn via project-based learning, critical thinking, inquiry, and cross-disciplinary content. Our teachers work to develop and design activities and projects that are grounded in real-world problems and challenges. These activities require students to use multiple STEAM disciplines and skills to identify problems, design solutions, and evaluate the effectiveness of their solutions.
- 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.
  - Ensuring that the adopted curriculum is aligned with state and national standards occurs through a process that is systematic and includes 1) careful review and alignment of the



## Integrated Application Template (Optional)

standards, 2) a gap analysis assessing current materials and any gaps in being able to deliver on the standards 3) development of clear learning objectives and a scope and sequence 4) selection of appropriate curriculum materials that meet success criteria based on screening/vetting rubrics and 5) ongoing assessment and adjustment.

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
  - The process for ensuring intentionality, engagement and appropriate challenge for all students is by Identifying learning objectives. Varying instructional strategies. Incorporating real-life scenarios to build in relevancy. Set high expectations. Setting high expectations for our students motivates them to achieve their goals. Be clear about what is expected from our students and provide the necessary supports to help them meet those expectations. Use formative assessments identifying areas where students need additional support and give them feedback on their progress. Use a variety of assessment strategies. Personalize learning that allows students to get instruction on a pathway that fits their specific needs and create a positive classroom culture that creates an environment conducive to learning.
  
- How will you support, coordinate, and integrate early childhood education programs?

*At TTSD, Early Learning programs are designed to develop social and emotional skills, early literacy, math, and other academic skills that help prepare children for success in school and in life. TTSD currently has six PreK programs, and the expansion includes two full-day Preschool Promise programs, including a bilingual Spanish program. The Early Learning team works closely with Elementary principals to align the vision and mission of the Early Learning programs to the District's Strategic Plan. Additionally, starting in the 2022-2023 school year, TTSD has hired a PreK-2nd Instructional Coach who will support educators in PreK-2nd with curriculum and instruction. Overall, TTSD is committed to providing high-quality Early Learning programs that give children a strong foundation for success in school and beyond.*
  
- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
  - We employ our 9th grade Student Success (in alignment with the research out of the University of Chicago) as well as Middle School Success programs to facilitate effective transitions. We offer summer bridge programming from 5-6h and 8-9th grade, use data to identify students needing intensive, strategic or low supports and use this data to create individualized schedules and supports in alignment with student needs.
  - We provide summer bridge and connection programming for students identified as needing Tier 2 supports from 5-6th grade and 8-9th grade. We also offer orientation days for 6th and 9th graders only to build community, meet teachers, school tour and become acclimated prior to the arrival of other grade level students. We also have established teacher teams and student success programming to ensure strong support at the transition grade levels. Juniors and Seniors receive mentorship and coaching specific to college/career plans, applications and financial support (scholarships)/FAFSA).
  
- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?
  - The district prioritizes the academic and technical needs of all students, especially those who are not meeting or exceeding state and national standards or Perkins Performance targets for focal student groups. The district regularly monitors student performance

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data to identify areas of need and potential barriers to success, and offers targeted interventions such as tutoring and extra support in specific subjects. The district also provides a variety of programs and resources including access to technology and alternative educational opportunities to support student learning and success. The district values the engagement of families and communities in the education process and provides professional development opportunities for teachers and staff to enhance their ability to support student learning and success. By working together, the district helps to ensure that all students have the opportunity to reach their full potential and achieve academic success.

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
  - Advanced courses and programs such as International Baccalaureate (IB) are provided to students with the opportunity to engage in more rigorous coursework and pursue their academic interests at a higher level. Differentiated instruction. Teachers assess students to determine their rate and level and differentiate instruction by providing students with assignments, practice and personalized enrichment that provides high level depth of knowledge (DOK) cognitive lifts that build on their existing knowledge and skills. At the elementary and middle school levels, Team plans are developed by teachers that document differentiated strategies that are utilized when necessary for students who demonstrate the need. Early college programs. Early college programs allow students to take college-level courses and earn college credits while still in high school, providing them with a head start on their college education.

### **CTE Focus**

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
  - *The district is dedicated to providing students with opportunities for career exploration, including career information, employment opportunities, and guidance and counseling. To achieve this, the district implements several strategies, such as offering guest speakers, job shadowing, and internship programs to provide students with hands-on experience in various industries. Career exploration is also incorporated into the district's curriculum, providing students with lessons on the world of work, career research, and goal-setting using Naviance. The district also hosts career fairs and college and career readiness events, connecting students with potential employers and post-secondary institutions. Additionally, students have access to online resources and tools, including career assessments, college and career planning guides, and job search databases. To expose all students to CTE opportunities, we offer a 9th grade CTE wheel for hands-on exploration that informs 10-12th grade forecasting. The district's comprehensive approach to career exploration helps students make informed decisions about their future, and provides them with the skills and knowledge they need to understand next steps after high school in order to achieve their post-secondary goals. We also offer internship and work-based learning opportunities.*
- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
  - *The district is committed to ensuring that all students, including those from focal groups, are aware of the CTE (Career and Technical Education) course offerings and Programs of*

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*Study available to them. To reach students and families, the district will implement a comprehensive outreach and awareness-raising strategy. This will include direct outreach through mailings, phone calls, and school events, as well as partnerships with community-based organizations and service providers. The district will also promote CTE programs and course offerings through its website and social media channels, and host information sessions and open houses to allow students and families to learn more about these programs. Additionally, information about CTE programs will be incorporated into the district's orientation and enrollment processes. By taking these steps, the district can help ensure that all students are aware of the opportunities available to them, regardless of their background or circumstances. This can help increase enrollment and participation in CTE programs, providing students with the skills and knowledge they need to succeed in high-demand careers. The district is committed to ensuring that all students have access to the resources and support they need to succeed and reach their full potential, and these outreach efforts are an important part of that commitment.*

- How are you providing equitable work-based learning experiences for students?
  - *The district is committed to providing equitable work-based learning experiences for all students. To achieve this, the district offers job shadowing, internships, and apprenticeships that provide hands-on experience in various industries. Partnerships with local businesses, organizations, and community partners broaden the range of work-based learning opportunities for students. Accessibility is also addressed by providing transportation and support services for students to participate, regardless of their location or background. Career exploration and job readiness skills are incorporated into the curriculum to equip students with the necessary skills and knowledge for the workplace. Mentorship and support programs, including career counseling, offer guidance and support to students as they navigate their work-based learning experiences. In sum, the district strives to ensure all students, regardless of their background, have equal access to work-based learning experiences. Through a variety of programs and services, students gain the skills, knowledge, and experience needed to succeed in the workplace, and receive the support needed to achieve their career goals. The district is dedicated to creating a level playing field for all students to succeed in their work-based learning endeavors.*
- 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.
  - To earn postsecondary credit while in high school, students can take a large variety of dual credit and/or IB courses.
- What activities will you offer to students that will lead to self-sufficiency in identified careers?
  - *We currently offer limited internships, job shadowing opportunities, work-based learning in CE2 and are working hard to embed 21st century professional skills across the core which includes networking, communication, professional writing skills, and use of technology. We also meet with industry professionals to stay current with the needs of current day employers, so we can adjust programming accordingly. We are also developing a 6-12th grade aligned career/college/life readiness domains and indicators*

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*that will ensure all students in TTSD are informed and have explored opportunities to determine their next best steps after high school.*

- How will you prepare CTE participants for non-traditional fields?
  - We focus on preparing students with skills (networking, communication, problem-solving, etc) that are transferable across any fields.
- Describe any new CTE Programs of Study to be developed.
  - As opposed to adding more programs of study given capacity limitations, we are focused on interdisciplinary opportunities and partnering between existing CTE programs of study to enhance the student experience across disciplines.

### Engaged Community

*(250 words or less per question)*

- If the goal is meaningful, authentic, and ongoing community engagement, where are you *in* that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?
  - *I believe that we have not yet fully arrived, though I am not sure that will ever be the case. What I can say is that we are stronger than we have been in the past and continue to hone in our community engagement skills. We have a framework ([TTSD Equity Based Decision-making](#)) AND infrastructure (people, budgets, and focused attention with goals and outcomes) for this work that we haven't had before. We have relationship support to bridge potential trust issues through community based organizations. We have primed our leaders for hard and honest truths and lived experiences that our communities will bring with them in our conversations. Though, because the goal is meaningful, authentic, and ongoing community engagement, we are definitely on our way and learning as we go. We have learned to have back up plans to our back up plans for interpretation, childcare, and also reinforcing ways of supporting transportation needs. When we talk about our work we will discuss necessary investments in these potential gaps in our systems.*
- What relationships and/or partnerships will you cultivate to improve future engagement?
 

*We have learned a lot over the last few years from our broad community engagement efforts. From our extensive engagement in the Student Success process, district strategic planning, and budget convening, and through our Integrated Planning engagement, we continue to build relationships and trust with our various and diverse communities. We have partnered with them in our efforts for broader engagement as they are the best source of recruitment to bring diverse voices to the table. As part of our affinity and alliance programs, our framework includes social-emotional support, advocacy, knowledge, and action. These efforts serve as clear, connected, and relevant ways in which communities can be active in their advocacy and engage in decision-making processes that are central to our district's values for educational equity and racial justice. Through a systematic process, engagement, clear roles and responsibilities, and measures of success we are able to highlight those improvement efforts and clearly tune our departments' work to engage our community in meaningful and transformative ways. The level of accountability and follow-through has been the promising outcome of these efforts.*

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- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?
  - *TTSD utilizes District and school newsletters, social media, and our mass communication system to educate our families about engagement opportunities. We also work closely with our school-based family liaisons and culturally responsive coordinators for intentional outreach to families and students, communicating our offer of transportation, meals, and child care. ODE can continue to support our efforts by providing communication toolkits with recruiting templates and graphics to assist with recruitment.*
  
- How do you ensure community members and partners experience a safe and welcoming educational environment?
 

*We had intentional partnerships with local schools and key staff members to bridge those interactions. For instance, for families we utilized our family partnership advocates. For students we utilized our student affinity and alliance group advisors. For community members we utilized word of mouth and community liaisons and partners to invite community members. For staff, we had our building equity coordinators invite key perspectives from classified and licensed staff. We used protocols to build rapport, opportunity for voice, and tone of collaboration that centered community voice, cultural humility, and decentering of power through relational trust priming.*
  
- If you sponsor a public charter school, describe their participation in the planning and development of your plan.
  - Participation by the sponsored charter school, MITCH, includes opportunities to provide input and feedback on various aspects of the plan via the community input sessions. Participation also comes through the alignment of systems and program offerings via the sharing of mission and vision, educational goals, student enrollment and retention strategies, curriculum and instruction, budget and financial management, and accountability measures in the annual Board presentation. Ensuring that the plan aligns with TTSD's expectations and the requirements of the state and local education authorities provides a level of participation as well. Throughout the planning and development process, TTSD and MITCH charter school engaged in ongoing communication and collaboration to ensure that MITCH's programming reflects the school's unique needs and priorities while also meeting the TTSD's standards for quality and effectiveness.
  
- 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.)

## Integrated Application Template (Optional)

- 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.

- 1) *Newsletter Recruitment* ([November 4, 2022 TTSD Community Newsletter](#))

## Integrated Application Template (Optional)

- 2) [Equity Infrastructure intentional recruitment \(Systems health checks\) utilizing Affinity and Alliance Group recruitment and outcomes with pictures from our engagement process](#)
  - 3) [Sessions Structures and Focus on Systems \(Opening Meeting\)](#)
  - 4) [Equity Based Decision-making Process](#)
  - 5) *In sessions activities (Affirms/Conflicts; ABC protocols, atlas protocols)*
- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?
    - 1) The Newsletter is a broad and common way of communicating to the whole community.
    - 2) Systems Health Check- Integrated Plan Recruitment efforts and evidence of participation. Intentional, personalized, and trusted warm invitation. We are sharing our intentional recruitment efforts to highlight what can happen, when a diverse community comes together, and we have a way of engaging community members. It often allows us to understand whether we are in tune with our communities, specifically those we have historically underserved or underinvested in within our school community. We leaned in on our Equity Infrastructure for engagement to check the health of the key roles within our system to bring agency and community voice.
    - 3) We structured our sessions as a way to engage, inform, and build community as well as model culturally and community education that is centered on equity and trauma informed care. We also utilized this time to anchor in our core systems of Teaching and Learning, Student Services, and Equity and Inclusion that reinforce our multi-tiered systems of support We structure the time with activities, circle structure around the Atlas Protocol and we center our Art of Community opening and an optimistic closure that ends with the community voice centered. After doing this work for a while, having a common and understood structure of the sessions, help relieve the anxiety for families, facilitators, students, and participants' experience.
    - 4) We are sharing our **Equity Based Decision Making process** as an artifact because it has been the feedback from our community, that they wanted to understand what happened to their feedback, how we use it and how things will change or be different. This helps inform our community upfront and structured in a way that transparently shares what we will do with the information gathered from their participation.
    - 5) **In session artifacts for the activities** that take the bulk of the sessions' time; talking, listening, and writing protocols as well as activities that allow for voice, perspective, stories, and opportunities to have the community name what they prioritized, specifically those who have insight to the communities we have not yet supported well. These artifacts give ample opportunities for community voice to be centered, utilized, and connected to decision-making and prioritization processes.
  - 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 reached out to our students through our affinity and alliance groups (BSUs, GSAs, PI clubs, Asian Student Union, Jewish Student Union, No Place for Hate Groups, and MEChA)

## Integrated Application Template (Optional)

- We also reached out to our Family partnership advocates as well as our Equity Leadership teams and key connectors for our focal students and families. (Black Parent Groups, Latino Family Groups, and PI family groups, LGBTQ+ Groups)
- We utilized our community partners to invite students and families (REAP, Latino Network, IRCO, Juntos Aprendemos)
- 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.
  - As part of our internal infrastructure and our Equity Leadership teams through our building equity coordinators and their work to do a systems health check to include staff and their voice and perspectives to discuss equity based decision-making.
  - We also reached out to our LGBTQ+ Affinity Group and our Colleagues of Color staff affinity groups
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
  - We learned the “who” in our system we need to direct attention, resources, and efforts to the following student groups per feedback from our session:
    - Multilingual Learners
    - Native Hawaiian/Pacific Islander
    - LGBTQ2SIA+
    - Students with Disabilities
    - American Indian/Alaskan Natives Students
    - Black Students and Families
    - K-5 students
  - We learned the “what and how” as we structured our feedback across our systems that we have to serve students and the crosswalk of needs that were highlighted were:
    - Teaching and Learning
      - Real-life applications with core instruction
      - More after school programs
      - Culturally Relevant and True History from different perspectives
      - Inclusive education, Ethnic Studies
      - AVID strategies for all students
      - History about LGBTQ+ communities
      - More teachers to support with homework after school
      - Bilingual instructions so that families can help out with homework
    - Student Services
      - Peer support programs (increase connection, teach problem-solving and peer conflict, socialization, belonging)
      - Representation of Students with Disabilities in Data
      - More positive or prosocial recognition of good behavior to mitigate bias
      - Stronger response to hate speech to stop these behaviors from happening again and again
      - Ratios of services need to be considered for mental health, basic needs, etc.
      - Building security needs cameras and blind spots and safety that include



## Integrated Application Template (Optional)

- social emotional as well as physical safety
- Disproportionate discipline and perception data for Black students, and Pacific Islander Students
- Equity and Inclusion
  - Investment in Extracurricular activities
  - Supporting diverse staff who support diverse students
  - Students with disabilities in conversations of educational equity
  - Hire more diverse staff, to address cultural mismatch specifically more Black staff needed
  - Training for administrators for addressing bias incidents
  - Student voice taken seriously at the building level not just district
  - Follow through with policies
  - Improve language & communication between parents and teacher

We will be using this information to build our respective departments' continuous improvement plans and help with communicating our process for operationalizing our strategic plan, educational equity and racial justice policy, as well as determine how to utilize funding sources in a concerted way. Here is an example of this for our Equity and Inclusion Department:

### From our Integrated Planning Meeting:

- Attendance and Economic Impact was an area of focus district-wide from our integrated planning sessions
- Student qualifying for McKinney Vento Services
  - The **McKinney-Vento** Act Education of Homeless Children and Youth Program, ensures that homeless children and youth are provided a free, appropriate public education
- Pilot MV Stop gap program started 1/12/23
  - It takes 3-5 days to order transportation and it resets every time there is a new location
  - Increase in student who qualify for MV services
  - Served 24 students, through pilot transportation plan where Equity and Inclusion staff culturally responsive liaisons, coordinators, and Director of Equity and Inclusion filled in the gap and committed to transporting students for 1 week while transportation department secured transportation.
  - Staff was trained with type 10 certification, first aid and CPR, as well as how to manage situations that were complex with centering the dignity of families.
  - This stop gap plan helped mitigate 120 days of interrupted learning due to lack of transportation
  - We learned other barriers students and families face that impact homeless children and youth program efficacy in our District.

### CTE Focus

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

## Integrated Application Template (Optional)

*We work closely with our local chambers of commerce and industry partners to expand work-based learning opportunities for students and internship opportunities.*

### **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.

*We did not access amounts of 40K+ from Tribal partners, though we have reached out and consulted with other community-based decisions related to school names, openings, etc. Partners from Grand Ronde requested that partnership and implementation of SB 13 should be present when requesting for authentic partnership. Efforts to bridge that cultural and community responsive impact for students in local district should be present and clearly communicated.*

### **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?

*Besides traditional hiring practices such as advertising positions and attending job fairs, TTSD has created their own Grow Your Own diverse educator pathway programs. These programs are available to both students and staff. It offers all involved support with school selection, financial aid, application, and navigating systems. We also reserve several spots for individuals of linguistic and culturally diverse backgrounds to receive additional tuition reimbursement. As a result, we currently have 5 new educators of diverse backgrounds teaching our students as a result of our pathways program. This is 4 Latino/a and 1 Asian educator that reflect our student demographics. We also offer mentorship to new educators to our district. New to the profession teachers take part in the New Teacher Academy. All schools offer up monthly meetings to connect with school leadership on institutional practices and physical needs. Brand new administrators receive a mentor that meets with them up to 2 hours each month.*

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

As master schedules are created at the secondary level, data (in addition to forecasting) is used to inform student's academic, attendance, social and behavior support needs and informs their course placement. Teacher placement is intentional to ensure the strongest teachers are placed with students with the greatest need. HR also ensure that teachers are highly qualified and have licensure aligned to their designated content assignments.

## Integrated Application Template (Optional)

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

*TTSD has a long history of implementing PBIS systems in our schools. Each school has a designated team that implements the key elements of PBIS: expectations, teaching expectations, reinforcers, and consistent response to behavior. The team meets monthly and reviews discipline data and makes action plans.*

*Proactive systems are built and relied upon in order to create learning environments where every child succeeds. These include Multi-Tiered Systems of Support (MTSS) that include Positive Behavior Interventions and Support (PBIS) as well as embedded opportunities for Social-Emotional Learning (SEL) throughout the school day. Through daily Morning Meetings (K-8) and weekly advisories (9-12), TTSD's schools collectively build community agreements (behavior expectations) and deliver instruction that helps to build safe, welcoming environments that value each student. When harm is caused, schools implement restorative practices when possible, supporting students in acknowledging the impact of their actions on others and working to make things right with the goal of reducing recurrence of undesired behavior. School teams regularly analyze discipline data, looking specifically at exclusionary discipline practices, disaggregating by both race and ability, building action plans in response.*
- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
  - Aligning Professional Development in TTSD to support our schools, teachers and district leadership includes the following:
    - 1) First understand the needs: We conduct needs assessments to identify the areas where our schools, teachers, and district leadership need support and improvement. This is done via surveys, focus groups, interviews, or data analysis.
    - 2) Create professional development plans: Based on what we get back from the needs assessments, differentiated professional development plans for teachers and district leaders are developed. These plans are tailored to meet the specific needs and goals of each group of educators/leaders.
    - 3) Offer a variety of professional development opportunities: To ensure individual needs are met, the feedback as to needs provides an opportunity to build a variety of professional development that address those identified needs and align with the strengths and district/building priorities. Professional development includes but is not limited to, workshops, conferences, coaching, mentoring and course work (online or in person).
    - 4) Provide ongoing support and follow-up: Providing ongoing support and follow-up to ensure that teachers and district leaders are able to implement what they have learned and continue to make progress towards their goals and/or District priorities is vital. This also includes but limited to coaching, mentoring, peer support, collective levels cohort support, and regular check-ins.
    - 5) Monitor and evaluate the impact of professional development: Monitoring and evaluating the impact of professional development comes through evaluation feedback, student outcomes and teacher effectiveness. This information is collected to allow for adjustments and improvements to future or continued professional development plans.
- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

## Integrated Application Template (Optional)

- To improve learning through continued growth and development of our teaching staff, we utilize Instructional Coaches, Lab Classrooms with peer observation cycles and targeted PD specific to high leverage instructional moves. To provide effective feedback and coaching we work to 1) Establish positive and collaborative relationships. 2) establish open communication that in turn builds trust, and respect. 3) Use research-based approaches that have proven, evidenced based impacts. 4) Observe classroom instruction and then provide timely and specific feedback that is objective and free of judgement. 5) Offer ongoing support that is aligned and measured. 6) Celebrate successes and replicate effective practices.
- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?
  - *TTSD has a long history of strong Multi Tiered Systems of Support (MTSS). The district monitors student outcomes to identify those at risk of academic failure through regular data collection and analysis, teacher and staff engagement, and family and community involvement. When students are identified as struggling, the district provides targeted interventions such as tutoring and extra support, offers programs and resources like technology access, and involves families in the education process. The district also provides professional development opportunities to teachers and staff. These efforts aim to help students overcome barriers and achieve academic success, with a focus on individual student needs.*
- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?
 

*Facilitating effective transitions between different levels of education is essential to students' success. Here are some practices and strategies that can help:*

**Collaboration between educators and administrators:** *Collaboration between educators at different levels can help to ensure that there is continuity in children's learning experiences. This can involve regular communication, joint planning, and sharing of information about children's progress.*

**Transition plans:** *Creating and implementing transition plans for students transitioning from Prek to kindergarten, 5th grade to 6th grade, and 8th grade to 9th grade can help identify support areas and strategies to promote their success in the new environment. At TTSD, these plans are developed collaboratively with administrators and educators. Prek-Kinder plans are co-created with elementary administrators and the Early Learning team, with collaboration from educators.*

**Orientation programs:** *Orientation programs for families and students are scheduled at Kinder, 6th and 9th grade. Orientation opportunities can help to familiarize families and students with the new environment, routines, and expectations. At TTSD, these programs can include tours, meetings with teachers, and information sessions on school policies and procedures.*

**Support for social-emotional needs:** *Children and youth may experience emotional challenges during transitions, particularly those who have experienced trauma or those who struggle with anxiety or depression. Providing social-emotional support through counseling, mentoring, or other interventions can help students navigate the transition successfully.*

**Culturally responsive curriculum and instruction:** *Students may enter new educational environments with different levels of academic preparedness or cultural backgrounds. Providing culturally responsive instruction can help to meet the diverse needs of students and support their success in the new environment.*

## Integrated Application Template (Optional)

**Family engagement:** *Engaging familie@Ds in the transition process can help to ensure that they feel connected to the new educational environment and are able to support their child's success. This can involve regular communication, family meetings, and involvement in school activities.*

### Attachments Completing Your Submission

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

*"At TTSD, we use the following framework: Over the last five years we have been building an Equity Infrastructure that permeates through our organization, it centers on disrupting and distributing decision-making power with the various members of our community. Our equity pillars framework asks that when making a decision for our community we include: leadership, staff, students, families, and community members to address various gaps within our system. How we have used a Racial Equity Lens and Trauma informed approach to our work:*

#### *People*

*Our Equity lens and Equity Pillars (Leadership, Staff, Students, Families, and Community Members) framework helps ensure we follow through with our motto "nothing for us, about us, without us". We centered expertise on the lived Partnership with those who are experts of their lived experiences and with community members we are trying to serve better.*

#### *Process*

*Data Driven decision-making that include qualitative and quantitative data  
Equity Audits direct us to the gaps of outcome in our system  
Root cause analysis with various users in our system give insight to those gaps  
Partnership across various users impacted by the problem help co-construct change ideas  
Disciplined inquiry and practice  
Review and scaling up promising practices with community members*

#### *Protocols*

*Participatory Decision-making, we acknowledge that just convening a community is not enough to make equitable and trauma-formed decisions. Protocols offer the centering of choice, voice, and mutuality, key aspects of trauma informed approaches.  
Centering Art of Community  
Acknowledging current reality with help from community to understand impact  
Listening to learn something new and dream of what is possible  
Co-constructing actionable next steps "*

## Integrated Application Template (Optional)

- Community Engagement Artifacts
  - [Google Drive Link](#)
    - [ABC protocol activity by Level artifacts](#)
    - [Elementary School Community Evening Mtg presentation](#)
    - [Middle School Community Evening Mtg presentation](#)
    - [High School Community Evening Mtg presentation](#)
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

*We did not access amounts of 40K+ from Tribal partners, though we have reached out and consulted with other community based decisions related to school names, openings, etc. Partners from Grand Ronde requested that partnership and implementation of SB 13 should be present when requesting for authentic partnership. Efforts to bridge that cultural and community responsive impact for students in local district should be present and clearly communicated.*

### Assurances

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

### After Application Submission

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