

# Rogue River School District 2023-25 Integrated Plan Application



## 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)***

RRSD conducted a comprehensive needs assessment which informed equity-based decision making, strategic planning and resource allocation. We developed integrated plan teams at the building levels and the district level. Building level teams consisted of certified staff, classified staff, and parents. The district level team consisted of all the administrators in the district, one secretary, Director of Technology, and the business manager. Team meetings were held to review a wide variety of data including student attendance and graduation rates, General Supervision special education audit, iReady, Dibels, 9th grade success (both academic and behavioral), longitudinal OSAT and Kinder data, SIA data, At a Glance data, and NRES data sheets. Community engagement data was also reviewed including parent input survey results, staff survey results, and scholastic family engagement survey data. The district level team calibrated the data ensuring alignment across buildings. Throughout the needs assessment process and the comprehensive qualitative and quantitative review of the data the building and district level teams utilized the equity lens questions to review and discuss all decisions and resource allocations to focus on removing barriers and ensuring the identified priorities were based on equity and access to services.

## 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. *(500 words or less)***

Rogue River School District's Integrated plan will fund opportunities to enhance the learning environment for our students. Most funds are being used to hire additional staff. Staffing positions we will hire are: elective teacher for RRJSHS, two full-time Instructional Assistants at RRJSHS, district mental health counselor, part-time Instructional assistant at SVA, kindergarten Instructional Assistants increased to full time, PE teacher for RRES, behavior specialist for RRES, attendance liaison, college and career coordinator, district-wide music teacher, part-time high school elective teacher for RRJSHS. This will allow us to address the need of improving attendance and increasing graduation rates by adding electives such as psychology and music. These courses were elevated in the needs assessment process as a way to enhance engagement and provide more choice for students. By providing more support in the elementary classrooms and additional support to high school students, staff to student ratios will improve and students will receive more intentional, small group instruction and just-in-time-support to increase learning, engagement and reduce behavior issues. Another area of need identified by

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community engagement feedback was for district-wide supports to help students with mental health issues and develop good attendance habits.

A progress monitoring system to ensure the activities and resource allocations are having the desired effect on student attendance, graduation rates and mental and behavioral health will be implemented. The data review process will be similar to the data discussions used in the needs assessment process. Building and district level teams will review a wide variety of data including student attendance and graduation rates, General Supervision special education audit, iReady, Dibels, 9th grade success (both academic and behavioral), longitudinal OSAT and Kinder data, SIA data, At a Glance data, and NRES data sheets to watch trends and ensure that investments are having a positive impact of student learning, attendance and a feeling of safety, significance and belonging at school. If during the data review teams identify areas in need of further review or change, additional data and staff and student input will be sought and if needed activities will be adjusted and monitored to ensure progress is being made toward the outlined outcomes.

### Equity Advanced

*(250 words or less per question)*

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

RRSD has many strengths around equity and access. We have adopted our district equity lens to inform, support and ensure we think through equity issues prior to making decisions at all levels. Several district and school-level initiatives and efforts are in place to support equity and access to the extent possible. District-wide efforts include an after-school activity bus to remove transportation as a barrier to participation, and students with disabilities are integrated and included in general education classes. At the school level, SVA's default environment is one of inclusion and acceptance. Equal access to education is built into their hybrid model. RRJSHS focuses on creating a safe and civil school environment that is accepting of each person. When an injustice occurs, we utilize an established protocol to investigate, remediate and educate. RRES created an environment where every student has their unique support in place to help them be successful. Most support is provided in the general education setting. Our district strives to provide an inclusive environment for both students and staff that accepts and supports all students and staff.

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

Continued infrastructure development in our rural community is a high need. At the district level, we look forward to the county and internet providers working together to improve internet access for students. Another identified district need is to improve systems and support for our students receiving EL support. We have a need and a focus to improve community engagement. We are addressing this need by utilizing multiple platforms to increase equitable voices from our patrons. We need to create opportunities for more input from the community to learn how to better serve our students as a whole.

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

[RRSD Equity Lens](#)

**Describe how you used this tool in your planning.**

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Our equity lens is used to ensure we are not negligent in our decision-making progress. This tool is used frequently when making decisions. Building level teams consisted of certified staff, classified staff, and parents. The district level team consisted of all the administrators in the district, one secretary, Director of Technology, and the business manager. Both teams utilize the equity tool in their decision-making process. The equity lens was used when reviewing the data in our needs assessment. The questions from the Equity Lens were reviewed individually, discussed in small groups and then whole group discussions to bring questions, possible barriers, and positive impacts to the entire group to discuss and determine next steps. This helped us make inclusive decisions in determining what our outcomes should be as well as what strategies we would use to achieve those outcomes. This in turn helped inform how we would budget to support those strategies and outcomes. The equity lens was crucial throughout the entire integrated planning process to ensure we are making equitable decisions.

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

RRSD plans to allocate most of the funding on additional staffing which will have a positive academic impact on all students, including focal student groups. Our students experiencing poverty and students receiving special education services will benefit from these resource allocations. Students will be positively impacted through increasing rates of course completion leading to higher graduation rates; Students will benefit from increased academic support beyond the school day through afterschool programs, access to learning during holiday breaks, and provision of transportation.

### **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?**

Focal student attendance and behavioral issues have been an identified barrier for RRSD resulting in lower course completion and graduation rates. We will address these barriers through the addition of an attendance liaison, behavior specialist, and providing additional instructional assistant support. Another barrier that could have affected the potential to positively impact our focal students is the shortage of staffing (teachers, specialists, substitutes, educational assistants, administrators, bus drivers) that the field of education is experiencing right now. With our investments heavily focused on hiring staff, staffing shortages could have a significant negative impact on student learning. Any delays in hiring could have a detrimental impact specifically on our focal student group as they are the ones in most dire need of immediate academic and behavioral/social-emotional supports. Other barriers include reduction in funding, training new staff, and retention of current/qualified staff.

### **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?**

Rogue River School district has three board policies to ensure students navigating homelessness are not marginalized. In addition, we have adopted an equity lens to guide our decision-making process: JECBD-AR: Homeless Students. This policy defines "homeless" and clarifies school assignment and enrollment practices.

JECBD: Homeless Students. This policy states "homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same

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academic achievement standards to which all students are held.”

JEC: Admissions. This policy directly protects students’ ability to enroll despite their housing situation, “students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under supervision of a parent.”

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

Rogue River’s CTE program is firmly rooted in our award-winning Future Farmers of America program. The CTE Program of Study (POS) is formally approved in Agriculture and is culturally responsive as it reflects the rural nature and heritage of our community. Additional programs in our district emphasize career, technical, and vocational opportunities, and feed into the overarching CTE focus of our Agriculture POS. Manufacturing, engineering, construction, mechanics, floriculture, and animal science are available throughout our district course offerings. Strengths at the school level include: SVA’s CTE program includes access to a Maker Space and access to college courses through RCC. At RRJSHS, the CTE program is open to all students. Classes are sequenced to scaffold students into the CTE pathway if they so choose. We have equity with males and females and have representation from our underrepresented groups. New students are welcomed as well and not required to fulfill prerequisites. The CTE content is accessible to all students including those with an IEP, 504, Modified Diploma and/or TAG. Through successful student fundraising efforts, financial barriers were removed from 100% of students. Ensuring there are no barriers to engaging in CTE courses and providing equity and access to the content for everyone is very important to the Rogue River School district. Since the information in the CTE programs are valuable to people in their adult lives as they cook, manage income, maintain a home, and provide a quality life for themselves and their families. It is important that students feel they are able to engage in these courses and succeed in the content.

### **CTE Focus: what needs were identified in your CTE Programs of Study in terms of equity and access?**

Equity and access were not an identified area of need, as evidenced by students of all demographic strata participating at all levels of the program. All Rogue River students have opportunities presented to them via required CTE exploratory courses. Nearly sixty percent of those students continue to take multiple course sequences in Agriculture. Needs at the school level include: SVA: transferable skills to the workforce including hands on experiences and industry accepted certificates; RRJSHS: We need to increase non-traditional CTE completers, increase capacity in our Agriculture Fabrication program and set aside funds to create welding stations under cover for our welding shop.

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

RRSD has a district-wide recruitment strategy for CTE Programs of Study which includes identifying traditionally marginalized groups, and underrepresented populations. Recruitment strategies at the school level include; SVA: All courses, Maker Space and RCC opportunities are open to all students. Special emphasis on traditionally marginalized groups are in place through the following strategies that include direct communication, flyers, and informational meetings. RRJSHS: Our CTE program of study in Agriculture is highly visible to all students through leadership. Student leaders actively seek out populations, informing them of the opportunities

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and success of the program. We have also added a recognition wall to our commons so the student body can see the awards they have won at state and national events.

### **CTE Focus: 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?**

RRSD ensures equal access and participation by focal student groups in our CTE Programs of Study by removing financial and transportation barriers. At the school level, SVA identified focal groups to receive additional information and conferencing to promote CTE opportunities. At RRJSHS, the student services staff regularly meets with focal students and provides them with information and opportunities to encourage engagement in our CTE programs.

### 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).**

RRSD provides students with a well-rounded education through an emphasis on educating the whole student. In addition to learning core subjects, social/emotional learning is vital to create students who not only gain academic skills, but also learn how to be students (especially for our youngest ones). We utilize Second Step as our social/emotional curriculum. At the school level, the following instructional and curriculum design practices are implemented:

Beginning at the elementary level, students learn the basic and traditional reading, writing, math, science, and social studies contents through an integrated, hands-on approach with support provided by the additional instructional assistants and small group instruction along with robust SEL and PE programs.

South Valley Academy allows students to take any course at any time, without having to wait until a new semester. Students are allowed great input into their course choices and pathway development. High school students are not categorized by grade, but where they are in their acquisition of credits.

At Rogue River Jr/Sr High School, an elective wheel for 7<sup>th</sup> and 8<sup>th</sup> grade students let them explore computer science and CTE opportunities. Instructionally teachers use a balance of inquiry, project based learning, and individual skill development through a variety of strategies. Strategies used include writing, inquiry, collaboration, organization, and reading as outlined through AVID strategies.

### **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?**

RRSD provides arts education throughout the district. Music and arts courses are available-through Edgenuity. A Theater Arts program is offered for grades 7-12 as well as visual art elective classes that promote a thorough understanding of artistic standards and allow for a progression of skill levels. At the elementary level, art is integrated throughout our content and classrooms. The district is excited to bring music back next year through the addition of a music teacher.

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

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RRSD promotes strong library programs across the district. Weekly walking trips to the public library take place. The RRJSHS library and the RRES library are each staffed by a 1.0 FTE.

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

RRSD ensures that students have adequate time for meals, movement, and play. Brain breaks are scheduled throughout the day. Lunch periods range from 35 – 45 minutes. Students have the opportunity for breakfast before school and lunch during the day. At each of these times, ample time is allotted. Students are also afforded the opportunity to engage in activities such as basketball, 4 square, kick ball, soccer, etc. Recess is scheduled into the day at the elementary level.

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

RRSD incorporates district-wide STEAM instructional practices. At SVA, STEAM opportunities are built into the Edgenuity course offerings, and teachers incorporate the use of the Maker Space into planning and course placement. At RRJSHS, STEAM offerings include computer programming, robotics, after school gaming clubs, summer school enrichment, and camps. They also support a robust FFA program that encompasses many of the STEAM elements. At RRES, teachers create hands-on opportunities to help students connect to their learning on a greater level through art, science, and hands-on building activities. Across the district, summer learning takes place through week long exploratory camps.

### **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.**

All RRSD curriculum adoptions align with the state list of adoption materials to ensure we choose a curriculum aligned to state and national standards. From the approved list, vendors are vetted using the RRSD adoption timeline. The adoption timeline process begins with looking at the materials on the Oregon approved materials list. A committee consisting of teachers, parents, administrators, and often educational staff meets to develop alignment on what items we must see in a new set of materials and what we would like to see in a new set of materials. From that we develop a rubric to evaluate the materials against. This includes ensuring materials have a clearly stated scope and sequence of learning objectives. The committee then tries the materials out with their class, gets feedback from students, presents their results and impressions to the committee, and narrows the choices to a set of finalists. The committee then selects the materials to be used based on all the information gathered throughout the process. This process ensures all adopted materials have a clearly articulated scope and sequence aligned to state and national standards. This process is followed at all grade levels and for all content areas K-12. The process begins in August and is concluded the following August with professional development for staff.

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



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RRSD ensures classroom instruction is intentional, engaging and challenging for all students. Teachers are mindful of where their students are performing and what changes need to be made. Staff meet in departmental groups and in grade level groups to evaluate instructional strategies in Professional Learning Communities. Teachers have received training on formative and summative assessments so they can properly determine instructional next steps. All students have access to grade level curriculum and staff are intentional in supporting students who need extra support to better access the grade level curriculum. We also create opportunities for students who are excelling to be challenged. Throughout the K-12 level, administrators use an intentional system of teacher observations. Observations entail collecting data on student engagement as well as the use of evidence-based strategies and specific feedback is given to teachers based on the data collected. The District Administrator Team regularly discusses the educator evaluation process, calibrates with each other to ensure all administrators are aligned in how they collect data, give feedback to teaching staff, monitor for improvement, and evaluate teaching staff.

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

Rogue River Elementary school offers campus tours for incoming kinders, coordinated with local daycare/preschool programs, and Rogue River's Head Start. Families are invited to open house and all school activities. These opportunities are shared with the pre-schools. We work closely with both local daycare/preschool programs and Rogue River's Head Start to ensure smooth transitions for the students from those schools who are entering kindergarten including joint meetings between pre-school staff, families, and school staff.

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

Each spring prior to students transitioning from elementary school to middle school, the middle school principal and representative students meet with each of the 6<sup>th</sup> grade classes to give an overview of what student life is like in middle school. There is also a meet-and-greet between middle school staff and upcoming 7<sup>th</sup> grade families to ensure families understand what school will be like in middle school. All students remain in the same school from 7<sup>th</sup> grade through 12<sup>th</sup> grade. This drastically improves the transition process. As a small district, each student is known well, which also supports a smooth transition process. Junior high jump-start program during the summer prior to their freshman year allows us the opportunity to teach organizational, academic, and social skills for success at the next level. The Counselor at the Junior/Senior High School helps support a smooth transition to post-secondary education by planning and facilitating meetings with students and families to assist in filling out important financial aid documents, scholarship applications, and other important forms. The high school staff keeps track of student progress to assist students as deadlines approach.

### **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?**

Grades are reviewed at each quarter to monitor academic progress. Students not making adequate progress are referred to the Student Study Team (SST). Through the SST process, we have a team of individuals who produce intervention plans and strategies to help improve the outcomes of individual

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students. The addition of educational assistants has improved our small group intervention system. It has allowed us to provide more targeted support to all students and implements the intervention plans and strategies recommended by the SST. Students who are struggling to meet standards are put into these small group interventions that specifically match the students' area of need. Progress in interventions is monitored regularly. Students who are not making progress are shifted into a different, more intense intervention groups and students who make adequate progress are moved into small group instruction that meets their current level of learning. This process is firmly in place at our elementary schools. Similarly at the secondary level, we have teacher teams who monitor student progress through advisory and provide individualized supports for students as needed. If students become credit deficient, the counselor works with the students and their families to provide credit-recovery options both during the school year as well as during summer breaks.

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

Currently, the TAG team is recreating the identification process through better educating teachers and staff on the referral process, as well as identifying tests and data used for universal screening. Our program supports TAG students by seeking out enrichment opportunities; additionally, by supporting teachers through scaffolding classroom instruction to ensure adequate challenges.

### **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?**

Schools work in coordination with the SOESD and their College and Career for all department. SVA also uses the YouScience program for career guidance. Middle school students rotate through career exploration electives each quarter. Our 7th graders and 9th graders take a success class to help prepare them for secondary education which includes a career component that helps them focus the purpose of education on future career opportunities. Prior to each semester, our counselor meets with classes to forecast for classes. Our Program of Study is in Agriculture. We are expanding our program to provide opportunities for Junior High students to get a jump on FFA participation.

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

Students from focal groups and their families learn about CTE offerings via a variety of venues: CTE POS teacher and current student information presentations and materials shared at the secondary open house in the spring for incoming 7<sup>th</sup> graders, school district social media posts about various programs, and a school district brochure shared with all high school students and their families. A second open house takes place in the fall. All students are invited/encouraged to attend; however, the main focus is to capture new students to the district.

### **CTE Focus: How are you providing equitable work-based learning experiences for students?**

The district works with Southern Oregon Education Service District to identify local businesses interested in providing mentorship opportunities. South Valley Academy also uses their Maker Space as



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opportunities to gain experience with industry skills. A wide array of students participate in the CTE Program of Study in Agriculture. We support them participating in regional, state, and national competitions. Students in our regular program participate in elective courses that have many CTE ties to our community. All Juniors and Seniors participate in the Careers in Gear regional event hosted at the Jackson County Expo.

**CTE Focus: 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.**

The district is comprised of two quite different high school experiences. Our destination school, SVA, is currently creating an "Entrepreneurship" pathway program that will combine SVA courses, RCC classes and our Maker Space, integrating all the experiences into one path. Our traditional school, RRJSHS, supports students taking courses in our CTE programs that provide them the opportunity to earn dual credit through RCC. Students that take advanced courses can earn university credit through SOU. CTE courses in welding can culminate in welding certificates that are industry ready and connect our students to industry directly as they enter the workforce.

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

Through a combined experience of certification, Zspace training, Maker Space hands-on learning, students will experience an integrated approach to future careers. We have adopted the AVID system of instruction and learning. We explicitly teach skills for organization and learning in all classes. This addresses the "soft skills" of success in the workplace. All juniors take a course specifically designed to focus students on identifying careers and build self-sufficiency in each of them through individual planning.

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

As described in the sections above, students have multiple opportunities to participate in job-embedded learning in non-traditional fields. This includes hands-on learning in: Zspace training, Maker Space and the development of "Entrepreneurship" pathway program. The YouScience Career Guidance program provides a wide variety of experiences, allowing students to investigate nontraditional careers. In addition, students engage in career exploration through our "Success" courses and in our "Life Beyond Rogue River" course for Juniors. A wide variety of outside presenters from a wide swath of careers present career ideas and options in classes. We also administer the ASVAB career interest and inventory to all juniors. These offerings provide a variety of immersive opportunities for students to fully participate and prepare for non-traditional fields.

**CTE Focus: Describe any new CTE Programs of Study to be developed.**

Our new Entrepreneurship pathway program will provide an integrated approach to all aspects of business opportunities. "Entrepreneurship" pathway program that will combine SVA courses, RCC classes and our Maker Space, integrating all the experiences into one path.

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### 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?**

RRSD is committed to meaningful community engagement. Our monthly newsletter updates parents and families on the various events, activities and meetings occurring in the upcoming month. Our website and social media provide additional information and collect responses from our community.

RRSD is working with ESD and Scholastic. We have completed a family engagement assessment and are using this tool to set district and school goals surrounding the area of family engagement opportunities. These items are reviewed quarterly. We send out monthly communications to all families from the superintendent. Surveys are distributed throughout the year for students, families, and staff to share their ideas and input on how to improve the Rogue River learning environment. Listening sessions are held by district and school staff. We received much input from the community through these various surveys and formal and informal meetings. The Building and District level teams reviewed the engagement data, followed the equity tool process, and utilized the information when crafting our plan.

Even with all the community engagement sessions and various strategies employed there is still room for improvement in two-way communication. We struggle to find a communication system that supports families' needs. We send information out in multiple ways, yet families still say they do not receive the information. On the other side, we have families that say we over communicate.

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

We will also more intentionally involve local community groups to collaborate with as well as develop a deeper relationship with these groups. We will reach out to local businesses to gather input from them to find out their priorities and perspective. We will more deeply involve Special education families to improve future engagement and develop relationships and partnerships. These are our most fragile, historically underserved, and often least vocal groups who desperately need to be heard. SOESD is another relationship that we will continue to cultivate and grow. Support in facilitating community engagement sessions and data analysis is just a couple of ways we can partner with SOESD. Scholastic will continue to support RRSD in reviewing the Family Engagement Assessment reports, identify recommendations currently being implemented, other recommendations to implement next and how to monitor progress in these specific areas. SOESD and Scholastic will also continue to identify and grow support around family engagement professional learning with staff.

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

We are reaching out to each unique community in their community, monthly themed sessions with student data to engage discussion. ODE can support this process by providing continuity in processes and being prepared with all materials at the start of the process.

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

We strive to provide a welcoming environment in all district buildings by greeting community members with a smile and an acknowledgement. Pride and image is a board goal, and an area the district has been slowly improving over the past ten years. For safety, cameras have been installed around campus as well as security doors. This is also a focus area of the Scholastic Family Engagement Assessment (FEA) that was completed this year. Our regional Family and Community Engagement (FACE) Coach facilitated a review of each school's and district level report on how welcoming the district and schools were as a source of data for community engagement. The FEA includes a comprehensive review of websites, mystery shopper calls in both English and Spanish during school hours and after school hours to each school, staff, administrator, and family surveys and walk throughs at each school site.

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

REACH develops their own plan.

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

Students of color  
Students with disabilities  
Students who identify as LGBTQ2SIA+  
Students navigating poverty, homelessness, and foster care  
Families of students with disabilities  
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.)  
Migrant Education and McKinney-Vento Coordinators  
Regional STEM / Early learning Hubs  
Community leaders

### How were they engaged?

Survey(s) or other engagement applications (i.e., Thought Exchange)  
In-person forum(s)  
Focus group(s)  
Community group meeting  
Website  
Email messages

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Newsletters  
Social media  
School board meeting

### ***Evidence of Engagement***

**You will be asked to upload your top five artifacts of engagement.**

- Conference admin follow up flyer
- Scholastic family engagement results
- Attendance data
- SIA focus group data analysis
- Gap Analysis

**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?**

These artifacts provide a comprehensive look at our district including input from parents, students, staff, and an in-depth look at our systems:

Conference admin follow up flyer: we revised how family conferences took place at RRJSHS. Interactive input sessions, surveys, and information booths were on hand to support and welcome families. An outcome from this shift was the admin follow up flyer to follow up with family concerns/questions/inquiries.

Scholastic Family Engagement Assessment (FEA) results: we were able to identify strengths and areas for growth in the areas of welcoming, communication, information, and empowerment through this comprehensive report. The FEA process includes a comprehensive review of websites, mystery shopper calls in both English and Spanish during school hours and after school hours to each school, teacher, administrator, and family surveys and walk throughs at each school site.

Attendance data and trends: This artifact was selected because continuing our work on attendance is a core value instilled in the district. Monitoring our progress and uncovering our opportunities are a key to supporting students. Focal student group data is reviewed and identified through the analysis process the leadership team conducts. Our attendance liaison uses this data to support families with any barriers they encounter.

SIA focus group activity: This activity was the final activity conducted with the community, staff, and students to narrow down where we needed to focus our funding. This information was used to guide our HSS and CTE funds as well.

Gap analysis: We use this document to identify any populations we hadn't heard from through the community engagement process. It identified focal student groups that the district needed to provide opportunities for their voices to be heard.

**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.**

One strategy we used to engage the community was to host facilitated meetings. Invitations were sent out and dates and times were posted on social media outlets. These meetings allowed for two-way communication between the district and the community, with district staff presenting valuable

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information and community members having the chance to ask questions. This strategy lands on the “Involve” part of the community engagement spectrum because it engaged families in meaningful dialogue about how the district can provide better support for their student.

A second strategy we used was to conduct empathy interviews of students, which included a high percentage of focal students. This strategy was used to gain direct feedback from students and to get a better understanding of their needs. These strategies are at the “consult” and “involve” levels of community engagement, and at the “collaboration” level as well.

Another strategy we employed were parent surveys. This a strategy that falls further to the left on the community engagement spectrum. This strategy fell firmly in the “Consult” part of the engagement spectrum.

**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.**

Strategies used to engage staff were surveys and input sessions. Both strategies addressed upcoming and current initiatives. An opportunity was provided for staff to rank current initiatives and add any unidentified needs. The family engagement survey was given to help the district determine next steps with family engagement efforts.

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

The community and staff input mirrored the concerns we gleaned as we looked at our disaggregated student performance data. It also provided further explanation and insight into that data. Staff input supported the current programs and plans. The information gathered is remarkably similar to the information we gather each year. The information from the community and staff played a vital role in determining and informing the creation of our plan. Educational opportunities and student safety always rise to the top. We shifted funding and addressed both areas of concern by providing more elective opportunities and continuing to provide mental health support, behavioral support, and instructional assistant support.

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

RRSD has continued to work to developed partnerships with employers to expand work-based learning and will continue to do so. This is an area for growth as stated in a previous question. In partnership with Rogue WorkForce, SOCTEC provided the opportunity for all consortia, and non-consortia, districts’ IG Planning Teams to meet with each career area, “Sector Partnership”, as a part of the “Community Engagement” process of the IG. This resulted in both a method for all districts to receive additional community feedback on their Integrated Guidance planning, and created new, and strengthened existing, relationships between K-12 and Workforce. Other benefits include expanded opportunities for students such as tours, guest speakers, mock interview boards, and in expanded student internships and other CCL opportunities. For teachers, benefits include expanded Teacher Externships, Industry led

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Teacher technical training/PD, and a better understanding, and adoption of, Real-Time/Real-World standards for each career area.

### 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?**

Recruitment of teachers is a substantial challenge in this hiring environment. When positions are available, we recruit through regional educational job posting services facilitated by COSA. Being a relatively rural community makes it difficult to attract talent to the area, despite our best efforts. Once applicants are hired, we provide local mentors for any teachers or aides new to the profession. The mentor supports the new teacher or new instructional assistant in learning the district and school systems as well as learning the curriculum and evidence-based instructional practices. Staffing positions with highly qualified applicants is challenging. Efforts to recruit educators and leaders of focal groups is also particularly challenging because of the rural and isolated nature of our location and because of the challenging hiring environment we are in. From within the limited application pools we get, we try to keep student representation at the forefront of our consideration. This is an area we continue to grow and improve in.

**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?**

Our district is small enough that there are no means or mechanisms by which any group of students could have a disparity in the quality of educators. All students have the same teachers. For example, we have two high school language arts teachers. One teaches all 9<sup>th</sup> and 11<sup>th</sup> grade students, and one teaches all 10<sup>th</sup> and 12<sup>th</sup> grade students. All students in the district have each teacher two times during their four years in high school. There is no disparity or inequity in assignment because there cannot be. This example holds true throughout our small district. At the elementary we have between two and three teachers per grade level. Students are randomly assigned their teacher. There is no assignment based on any factors such as poverty, English learning, disabilities, race, etc.

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

Our goal is to keep students at school and in the classroom. We use a behavior matrix to be consistent in our approach when handling misbehavior. We also use restorative practices to help students understand the impact of their actions instead of simply suspending or removing students. We have provided a broad range of trauma informed and restorative discipline professional learning opportunities for our staff. Our discipline strategies are consequential, not punitive, and reflect firm, yet kind, support for improving student behavior. Data Teams meet monthly to review student behavioral and academic performance data and to make recommendations to better support students. Safe and civil school is used to address overall behavior, on-site support/courses for tobacco cessation. We have



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expanded our Student Services center to provide opportunities for students to learn self-regulation skills and to provide a safe time-out space. The recent addition of more counseling services has helped us be more proactive in supporting students' mental and behavioral health.

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

Every spring a needs assessment is distributed to staff. This data is used to highlight professional growth needs. We use student achievement data, data on classroom instruction and the spring needs assessment data to create our professional development plans. This data is used to determine the specific professional development needs that the school and district supports. Similarly, we look for trends in the student achievement data and when we notice a specific area of concern, professional development supports are put in place to address those concerns.

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

We use a system of evaluation and supervision that provides feedback on a regular basis. This was created in partnership with the teaching staff, admin, and union. Board has adopted the evaluation and supervision system. There is a specific, detailed handbook and administrative staff have received professional development on the implementation. Through classroom observation and intentional conversations, we hope to create space to provide valuable feedback to help improve instruction.

### **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?**

Elementary schools have robust systems to provide immediate supports for students who are struggling academically. Elementary schools give progress monitoring assessments and use that data, along with teacher reports, to put students in need into targeted interventions. We monitor data through Dibels, iReady, classroom observation, and curriculum-based measures to help identify students in need of more support. Once identified, interventions are created for the student. At SVA, student progress is monitored in real time, allowing for identification of at-risk students. At the secondary level, the school counselor monitors progress for students in 7<sup>th</sup>-12<sup>th</sup> grades and provides instructional and credit-recovery supports for those students if they become behind or credit deficient. We are in the process of creating a better system that tracks grades, behavior, attendance, and credits to help us better identify students in need of support and allow us to provide that support in a more timely manner.

### **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?**

We work with our local preschools to help connect incoming kindergarteners with Rogue River Elementary School. As we are building classes, we also collaborate with them to help create healthy partnerships and dynamics in the classroom since they have firsthand knowledge of each student's strengths and areas of need. For our 6th grade students transitioning to the junior high, we have a day

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where we bus them up there to learn more about their soon to be new school and meet the teachers. Our staff also meet together to talk about the students that will be entering 7th grade.

Secondary transitions are addressed at each level through summer jump-start for 7th and 9th graders. We participate in the “move-up” day for 6th graders and host parent night for all students to share strategies for transitions. We provide multiple experiences for juniors and seniors to focus their learning on transitioning to next steps as their personal academic plan is executed.

### 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.