Integrated Guidance Application Template

SISTERS
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Applicant:

Sisters School District 6

Institution ID: 1978

Contact Information

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Needs Assessment Summary (500 words or less): *describe process, results of the needs assessment, data sources and how equity-based decision making for strategic planning and resource allocation.*
Consider community engagement Input
Review Disaggregated Student Data
Identify priorities aligned to the 4 common goals: well-rounded education, equity advanced, engaged community, strengthened systems and capacity
ODE Integrated Needs Assessment Tool
HDESDTemplate for Needs Assessment

Joe- I think I like the second version of this better - see below.

~~Within the ever-changing landscape of education in Oregon and our district, we have engaged a diverse multidisciplinary team in conversions focused on examining each of the four goal areas: equity advanced, engaged community, well-rounded education, and strengthened systems and capacity in the context of multiple data sources. The purpose of this team is to examine the Inter-relationship of community engagement and partnerships to a shared assessment of need. The team examined practices, systems health, program quality all in the context of community input and robust analysis of disaggregated student performance data including trends for focal student groups.~~

~~After clarifying and confirming a shared understanding of each goal area, participants were guided through primary questions on each goal *ensuring findings and observations were supported in data*. The team used the deeper analysis and a high school focus guiding questions from the Integrated Needs Assessment tool to further identify trends and patterns, formulate a shared understanding of strengths and needs, and to prioritize the goal area.~~

~~Data used in this needs assessment process included qualitative analysis reports from listening sessions and affinity groups, *Youth Truth survey data*, eligibility for Special Education services, discipline rates, attendance, universal screen data, third grade reading and math proficiency rates, 9th grade on track,~~

~~graduation rates, credits earned (dual credit, AP, IB achievement), participation in work-based programs, and participation in extracurricular and co-curricular programs~~ *(list on page 4):*

~~Address contributing factors~~ ~~(pg 5): Our team examined contributing factors that impact the trends and patterns we are seeing. Factors we considered were learner, instructional, climate and culture, family and community factors, and impacts from the covid-19 pandemic. This examination showed …~~

~~Our team has determined that our priorities are …~~

Version 2 - hopefully more Sisters Specific…

To support our goal of sustainable community engagement and data-informed decision making, the Sisters School District engaged a diverse multidisciplinary team in conversions focused on examining each of the four goal areas: equity advanced, engaged community, well-rounded education, and strengthened systems and capacity. Our purpose, centered on our strategic plan themes of Belong, Prepare, Inspire, set to examine practices, systems health, program quality all in the context of community input and robust analysis of disaggregated student performance data including trends for focal student groups.

After clarifying and confirming a shared understanding of each goal area and equity lens, participants were guided through primary questions on each goal *ensuring findings and observations were supported in data*. The team used the deeper analysis and a high school focus guiding questions from the Integrated Needs Assessment tool to further identify trends and patterns, formulate a shared understanding of strengths and needs, and to prioritize the goal area.

Data used in this needs assessment process included qualitative analysis reports and summary of sense-making sessions from listening sessions and affinity groups, *Youth Truth survey data(can't remember what your district uses for student, staff, family surveying)*, discipline rates, attendance, universal screen data for literacy, third grade reading and math proficiency rates, 9th grade on track, graduation rates, five-year completion rates, accelerated learning (AP, dual-credit, IB) opportunity participation, CTE participation, and participation in extracurricular and co-curricular programs, list all other data here. Each data set was disaggregated for focal populations when available. Due to the size of our district, in many categories we are analyzing data with a small sample size and often where specific students are identifiable. We work to ensure confidentiality for those students, but still assess needs to support their learning environment and the overall environment for all students.

Our needs assessment team examined contributing factors that impact the trends and patterns we are seeing. Factors we considered were learner, instructional, climate and culture, family and community factors, and impacts from the covid-19 pandemic. This examination showed a significant impact from losses during the covid pandemic. Students are experiencing higher rates of anxiety, loss of instructional growth, and increased absenteeism is the return to in-person learning. Another contributing factor we considered …. Anything community specific- enrollment changes, community tragedy, loss or start of a business, ???

While data review and needs assessments are repeated and continuous processes within our district's work, through this current analysis our data supported prioritizing continual social-emotional supports we invested in through the first round of Student Investment Funds in the hiring of an elementary counselor and additional K-5 classroom teachers for greater individual support. Our needs assessment also prioritized continued support for our focal population of emerging bilinguals. An additional priority is professional development in the areas of curricula relevance and college/career readiness.

Plan Summary (500 words or less): Context, braiding/blending of investments, needs and issues the investments will address, process to monitor

Summary from 2019 included as a template and include the addition of braiding/blending of investments …

Sisters Schools' 145+ employees serve 1,115 students across three schools. Approximately 24% of our students qualify for free- or reduced-price lunches; 5% are linguistically diverse; and slightly under 13% qualify for special education support. Our students shine on many measures. Our graduation rate is 91%. Our students perform above the state average in third grade reading. The greatest challenge for our district is to ensure that all students have the skills, knowledge, and dispositions to be successful in both the present and the future. After extensive efforts to listen to our students, staff, and families; to study student experience and outcome data; and to collaborate with key communicators across the district, Sisters Schools has committed its Student Investment Account (SIA) funds to three categories: promoting students' health and safety by greatly increasing social and emotional support: reducing class size targeting our K-5 classrooms, and looking at how we support our historically underserved students.

Our rapidly growing community population has led to increased class sizes throughout our elementary schools. One use of our SIA funds will be to reduce class sizes which will increase the individualized attention and care that each student needs in order to reduce disparities and increase academic achievement. Secondly, based on feedback from our students, families, and staff, it was clear that our students, like many across Oregon, are in desperate need of additional mental, social, and emotional support and care. With that in mind, a portion of our SIA funds will be used to bolster our ability to provide quality counseling and mental health support for our students.
Update and adjust needs and issues. Add braiding and blending of funds to address these needs)

Equity Advanced (250 words or less per question) : outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen	
What strength do you see in your district or school in terms of equity and access?	The Sisters School District continues to see growth in our reading and writing scores as we measure by iReady, DRA and BPST. We also continue to improve the rate at which our ninth grade students are finishing their first year of high school to be on track to graduate. Most importantly, our approach to improve the different aspects of learning conditions through our different teams, our professional development, our testing initiatives, our the additional staff we hired with the goal of systematically improving our learning environment so more students are graduating on time. We truly attribute much of this success to our dedicated staff and student success teams. We utilize grade level student success teams to review each student's needs, to ensure every student is known, understood, valued and receives the academic, emotional and behavioral support to flourish as individuals.
What needs were identified in your district or school in terms of equity and access? (directly	The Sisters School District wants every student to be known and connected to adults, peers and resources to develop emotional self-regulation and a foundation of resilience. Based on staff, community, students and family feedback as well as the feedback we gained from our affinity group discussions we identified that continued focus to foster an environment of inclusivity and

inform your planning and budgeting)	acceptance. A barrier that surfaced is not that there isn't access for all students, it's the desire to be part of something but not feel welcomed by other classmates or teammates. (EDIT BASED ON AFFINITY GROUP DATA) With these needs being identified we will continue to focus on our approach to provide targeted interventions for every student that is below benchmark. We will continue to employ additional staff who provide support and resources to students who traditionally do not have access to educational opportunities due to various environmental obstacles.
Equity lens or tool upload/link? Describe how you used this tool in planning. Oregon's Equity Lens Oregon's Equity Tools	We know the next generation of Outlaws faces an increasingly changing world where the work they do, the problems they solve and the relationships they engage in will require the ability to see the big picture, relate well to others and think creatively. We are committed to educating each individual student based on their individual needs and passion to build confidence and academic capacity. We believe we can accomplish this by creating a learning environment where everyone feels they belong, has a purpose and is prepared and inspired. Our programs and decisions are run through our lens to ensure all students belong, where every student is known and connected to adults, peers and resources to develop emotional self-regulation and a foundation of resilience. To accomplish this we are constantly evaluating our decisions when strategically planning almost anything by answering: 1. Are we enhancing opportunities equitably for all students? 2. Will we enhance our goal to eliminate academic gaps? 3. Will we enhance opportunities for all of our students ? 4. Do individual students face any barriers that we need to consider to make a systemic change? 5. Are we helping our students find their strengths and passions? 6. Are we enhancing our individual relationships?

	7. Are we putting into action our core belief that diversity will make us stronger and honor each student's background, race, ethnicity, sexual orientation and religious affiliation? 8. Are we enhancing opportunities for students to foster our belief that every student has a unique future and can be successful?
Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.	The Sisters School District's primary goal is to prepare every student to be on a purposeful path after graduation. To accomplish this we institute a number of supportive sub goals such as intervening early so students will be on track to read by third grade, on track to graduate by the end of their ninth grade and taking an active role in their academic achievement, goal setting and character development. We focus on positively impacting students ability to read and developing skills necessary enhance our graduation rate for all students. We strive to provide a well-rounded education that is accessible to all students regardless of race, religion, economic status or learning ability. We believe our goals have the potential to enhance our system so every student graduates. In order to take steps toward this goal we use grant funds to put into place a variety of strategies to support basic needs so students are able to give focus to their learning: Reducing class sizes at the elementary school: The addition of elementary teachers to ensure that all students, particularly those from our focal populations, receive adequate attention, care, intervention and support to meet their individual needs will continue to positively impact the academic performance of our students . Improve mental health of our students: Another strategy to improve academic performance is to ensure our students experience solid mental health support and an environment to learn. We increased small group SEL intervention and enrichment for K-5 students by hiring a counselor and a students success coordinator. The primary focus of this strategy is to provide support to those focal students who generally need the additional support but we ensure all the students' basic needs of belonging are met.
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	The Sisters School District learned a lot over the past four years, especially the impact of students learning from home. The Sisters School District is creating a strategic plan to maximize the positive impacts of our Integrated Guidance funding by implementing researched based strategies that have positive impacts while also reducing the potential barriers and risks to the greatest extent possible. One of the major barriers that could impact our focal students ability to meet our Longitudinal Performance Growth Targets is chronic absenteeism. Looking at our historical data, chronic absenteeism has disproportionately impacted many of our focal student groups compared to the general population. To help mitigate this potential issue, each of the schools at Sisters School District employees a student success coordinator and grade level student success teams that reviews each students' behavior and grades, including attendance.

you hope your plan causes?	The teams then decide how to support each student based on the information they know about the family and the students to support their individual needs, reduce barriers, and ensure the student can become a regular attender. While we certainly cannot predict all the potential barriers, we believe we have a system in place with counselors, a student success process and caring instructional staff to provide individualized needs to our students.
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 Sisters school district has a number of policies and regulations that provide clear direction for providing high-quality support for students navigating homelessness, such as our board policy titled "Admission of Nonresident Students". This administrative regulation keeps the students' best interests in mind while describing the procedures for enrollment, services, coordination, liaisons. Additionally, the Sisters School District has an amazing Family Access Network (FAN) staff, counselors, administrators, student success coordinators and teachers that ensure the needs of all students are met. Our district homeless liaison ensures services to homeless students are coordinated with local social service agencies and other agencies or programs providing services to homeless students and their families. The liaison also ensures that services are provided in cooperation with other districts on interdistrict issues such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services. The reality is that only a few staff are allowed to know which students are navigating homelessness. Most of our staff do not know the students' economic situation. This can certainly be a blessing as there is no way staff could isolate or stigmatize our students who are homeless. On the other hand, without this knowledge our staff is not always able to support the needs.
CTE FOCUS	
What strengths do you see in your CTE Programs of Study in terms of equity and access?	The Sisters School District offers four CTE programs. In partnership with our High Desert ESD, we work to identify any systemic barriers that may be in place that make it difficult for students to access those programs. The HDESD team works with our teachers of our CTE programs to help them understand how they can enhance the availability of our programs to all students as they continue to monitor the scope and sequence of CTE programs and offer suggestions. Additionally, HDESD provided training to our CTE teachers to better serve the diverse learning needs of all our students. They also have plenty of supportive services our school district can request.
What needs were identified in your CTE Programs of Study in terms of equity and access?	Generally speaking, our CTE programs reflect the student populations of the schools in which they exist. However, we struggle with nontraditional populations in our Health Science and Manufacturing programs. We have worked regionally to identify and remove barriers to female students in those programs and are seeing significant progress.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?	Our counselors and Future Center Coordinators participate in regional training provided by HDESD around CTE opportunities. This allows us a better understanding of the flow and rigor of our CTE programs. Additionally, by integrating career navigation programs such as YouScience into our schools, students are more aware of their career trajectory and we are able to align their educational plan.
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?	Considering the various needs of our students and being responsive to those needs is of the utmost importance and we don't have a one-sized, fits all solution. In some cases, students struggle to access CTE or other elective programs because of the services that they receive. We continue to work to decrease these barriers and create additional pathways for students to participate in CTE.

Well-Rounded Education (250 words or less per question): mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices,	
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)	The Sisters School District's core belief is to empower and support students to become the best version of themselves by preparing students to be courageous individuals, effective communicators, critical thinkers and problem solvers for life.

The core of our elementary student experience is for us to provide a strong and engaging classroom experience where we collaborate with community partners to bring the real world into the classroom, while focusing our instruction on academic standards. All students have weekly specialist lessons in STEM, art, physical education, and music, and lunch club options for 2nd-4th graders. There are a number of strong instructional practices in place such as Leader in Me focusing on student empowerment, and research-based literacy and numeracy instructional strategies. |

	Our middle school students also experience a strong core content focusing on critical reading and writing as well as offering a number of engaging elective and intervention course offerings. Our electives provide students experiences in the Visual & Performing Arts, Woods, STEAM, Outdoor Education, Language, and AVID. In addition to the school day options, our middle school revised their Friday schedule to offer a vast number of co-curricular, club and mentorship opportunities. Sisters High School offers students a full spectrum of course options. We have strong core course instruction expanded by rigorous and engaging AP, Flight Science, Culinary Arts, Health Sciences, Engineering, Luthier program, Americana Project, and Visual & Performing Arts courses. Additionally the high school offers a full complement of athletic, club, and other extracurricular programs.
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?	<mark>**Principals take a quick look and edit as necessary**</mark> The strength and reputation of the Sisters community and the School District is in the arts. We are blessed to have strong partnerships, such as the Folk Festival, who support and enhance our visual and performing arts. In our elementary school every student has weekly STEM, music and visual arts classes. Additionally, our classroom teachers integrate arts standards within their comprehensive instruction. Our middle school students are able to enroll in multiple electives each trimester such as STEAM, ECOS outdoor experiential learning, photography, creative writing, choir, band, Chinese, foods, spanish, Movie Making, Foods, AVID, Yoga, physical education and art. Our high school students are able to enroll in all sorts of visual arts, including AP 2D and 3D design, Americana, they can build a guitar, a snowboard or a house, students can learn how to play the guitar, be part of jazz band or choir. Students can also enroll in culinary arts as well as our theater arts musical.
How do you ensure students have access to strong **library programs**?	After many years of not having a media specialist or librarian due to budget cuts, the Sisters School District has hired staff to ensure we continue to provide library programs. The elementary and middle schools have their own staff members dedicated to our library programs. The media specialists partner with teachers to provide materials, equipment, and services which support the school district, program and course goals. They also work to equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials. The Sisters Elementary School Library is open daily during lunch recess as part of our clubs options; 3rd and 4th grade students prepare for OBOB during this time for parts of the year.

	The Sisters Middle School Library is open daily before school, and during lunch to ensure students have continuous access to books, materials, and a place to work and relax. In addition to the times listed above teachers partner with our librarian daily to deliver academic lessons within our library.
How do you ensure students have adequate time to eat, coupled with **adequate time for movement and play**? *SB4* *Use Oregon Healthy Schools as a resource*	Each year the building administrators and counselors develop a master schedule to ensure students have adequate time to eat and time to engage in physical activity. This deliberate planning, based on practices outlined in Oregon Healthy Schools, ensures that students will have the opportunity to adequately meet their daily nutritional needs so they can focus on learning. The Sisters School District employs physical education teachers at each school to ensure students receive adequate time to engage in physical exercise and activities. Our physical education teachers create unit plans not only to provide students with exercise, but it's developed in a way for students to to inspire students to become interested in a physical activity individually outside of school. **Joan:** can you specifically state what kind of scheduling we have for PE at the elementary Sisters Elementary School provides students with morning and afternoon recesses, Sisters Elementary school has a lengthened 30 minute lunch recess to give students more time for physical activity and has included a PE component in our lunch club options. Additionally, the Sisters School District and Sisters Park and Recreation offer students and community members an abundance of physical activities to take part in, teams to join or clubs.
Describe how you incorporate **STEAM** (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross- disciplinary content. *STEM Hub*	Connecting our students with industry is extremely helpful creating relevant, hands-on learning opportunities and career exploration in STEAM Fields. Our STEAM industry professionals play a vital role in making STEAM learning come alive. The Sisters partners HDESD's regional STEAM hub to enhance our learning about STEAM opportunities as well as support our related lessons in our schools. Sisters Elementary offers…. **JOAN,** Please summarize your STEAM program **TIM,** please edit as needed At Sisters Middle School we offer STEAM-based elective courses such as woodshop, and art, as well as a number of engaging core Science and Math courses. There are also a number of popular STEAM-related after-school clubs that include: guitar, archery, anime club, woodworking, stop motion animation, coding, lego club. Sisters High School offers a number of STEAM-based learning opportunities students are able to take advantage of such as Flight Science, Engineering, a vast Science, Math and Arts program. These

	courses and experiences are essential for creating a well-rounded educational experience for our high school students. We also have a dedicated K-12 CTE coordinator who is stationed at our high school who seeks to enhance the integration of CTE & STEAM skills and opportunities throughout all the district
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.	The Sisters School District recognizes that to improve the quality of instructional programs and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The Sisters School District Board of Education deems it essential that the district develop and implement an instructional management system which will modify instructional materials and instructional strategies to meet changing needs, ensuring quality educational programs serving each individual student's interest. The decision making within the curriculum improvement process is based on a plan-do-study-act process that includes evaluation of student performance, surveys, empirical data, staff recommenations, current research or professional development. All core curriculum for Sisters School District follows Oregon State standards which define what students should know and be able to do within a content area at specific stages in their education. Our content-based vertical alignment teams embrace these standards to ensure that every learner's strengths are recognized and their skills are developed in a chronological methodology that motivates the learner. Then our professional instructional teams, grade level content teams and our grade level student success teams review and refine the various instructional needs of students to adapt and adjust instructional strategies based on needs of the students. These plans are electronically shared with the appropriate teacher teams and often include embedded teacher-developed common formative assessments. These different processes and procedures are in place to ensure our curriculum contains a stated scope and sequence, is aligned to state and national standards, and is also responsive to teacher and student feedback.
Describe your process for ensuring classroom **instruction** is intentional, engaging, and challenging for all students.	The Sisters School District has implemented a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students. ==JOAN TO EDIT== Over the past three years our elementary school implemented Leader in Me, which is a comprehensive model that builds leadership and life skills in students, creates a high-trust school culture and lays the foundation for sustained academic achievement. The Elementary team has also…

	Our secondary teachers have partnered with AVID to enhance our teachers ability to provide instructional strategies that help students become critical writers and readers, to enhance their ability to be organized, collaborate with others and develop an inquisitive and growth mindset. Last year the Sisters School District hired instructional coaches using our ESSER funds, which we hope to continue using a different funding source. They quickly demonstrated they will play a key role in enhancing our classroom instructional practices. These staff members partner with our teaching staff and instructional assistants to implement research-based instructional strategies that help foster classroom engagement. In addition, our instructional coaches help facilitate our student data team meetings. These meetings are essential in informing our teachers' differentiated instructional choices. Finally, our district has implemented a robust K-12 observation/supervision cycle focusing on constructive feedback.
How will you support, coordinate, and integrate early childhood education programs?	**JOAN** , anything else to add or edit? The Sisters School District has partnered with the Central Oregon Early Learning Hub to offer a Preschool Promise program for three and four year old children. The Early Learning Hub is a regional cross-sector partnership working collectively to support parents and to establish a solid foundation for children's long-term success. This is a mixed delivery approach understanding that high-quality care and education happens in a variety of settings. These settings include culturally specific programs, licensed center-based.
What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?	The Sisters School District understands the research that there tends to be a dip in student performance when transitioning from one building structure to another. For this reason our Middle and High School created a transition program for our incoming students to the middle school and to the high school. Our middle school transition program begins when students shift from 4th grade into 5th grade. Staff at our middle school facilitate Parent & Student Orientation tours in both the spring and late summer which gives both parents/guardians and their incoming 5th grader familiarity with our school, introductions to student classrooms and common spaces, and an overview of schoolwide expectations. Students are invited to participate in summer programs that give them foundational and practical skills they will need for a successful start to middle school. In addition, the entire middle school staff helps to conduct our 5th grade orientation day. This occurs during the first full school day each year. This program includes the Where Everybody Belongs (WEB) program that ignites a mentorship program between upper class students and 5th grade students. This day is dedicated to making the first year students feel comfortable at school, gain

	understanding and familiarity with their class rotations, and dedicates time for the students to get to know their teachers and WEB leaders.
	(STEVE to edit) For students entering high school we have implemented the nationally recognized Link program which seeks to pair incoming 9th graders with upperclassmen mentors that help them settle in and thrive in their first year. On the back of their high school experience, all upperclassmen have access to Aspire mentors from the community to help them navigate the transition to school and work as well as take advantage of the many scholarship opportunities that our local foundation offers.
How do you identify and support the academic needs of students who are **not meeting** or exceeding state and national standards, particularly for focal student groups?	*JOAN TO DISCUSS MTSS process,* One of Sisters School District's strengths is our ability to Identify the academicbehavioral needs of our students. Additionally, each of our schools are evolving their academic supports so our school district can accomplish our goal that all our seniors will attain and demonstrate the necessary competencies that allow them to graduate and successfully transition into college or the workplace. Our continued focus across each of the schools is to enhance our knowledge so we are able to provide differentiated instruction and research-based classroom interventions in all of our classrooms. **JOAN and TIM TO EDIT** For elementary and middle school students, benchmark assessments in reading, writing, and mathematics are used each trimester to assess student proficiency level and assign the appropriate intervention or enrichment opportunity. In addition to our benchmark assessments, teachers also use a variety of other formative assessments to determine their students' unique needs and supports. We have a robust MTSS program that ensures students, particularly those in focal student populations, are assigned appropriate support and intervention as needed. **STEVE to EDIT and add some specificity** At our high school, we have grade level teams that identify and support students who may be at risk for not thriving academically. These teams meet at least monthly to discuss the progress of identified students and identify specific interventions that members of the team can provide as well as referrals for support to other members of the broader school community such as counselors or other teachers. Our special education department ensures that all of our students are educated in a way that accommodates their individual differences, disabilities, and special needs. This involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Interventions are designed to help individuals with special needs achieve a higher level of

	personal self-sufficiency and academic success in school and in their community.
What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?	One of our goals for the Sisters School District is to empower every student to discover their passions and strengths through exceptional programs, community partners and inclusive programs. To accomplish this goal we put into practice a number of systems to support the academic needs of students. The most impactful is our student success teams who support and guide students who are struggling. We also implemented research based programs to provide universal supports for all students such as Leader-In-Me at the elementary school, and we utilized AVID to help our students become independent learners as well as to support those students who lack support outside of school for any number of reasons at our secondary schools. We've added a number of advanced placement and dual college credit classes, enhanced our internship opportunities, increased place-based learning opportunities by acquiring land in the area for us to provide environmental-outdoor education program at every level to name a few.

While our school district is small we have a reputation of providing a number of unique programs and opportunities that are rigorous and challenging for students to stretch their academic abilities and inspire them to become a better version of themselves.

Beyond our unique programs, advanced placement classes and dual-credit courses, students who exceed standards are also provided with in-class enrichment activities, supports, and experiences to expand their academic abilities through differentiated instruction. This takes on various forms such as small group instruction, grade-level enrichment grouping, and tiered literacy materials. |
CTE Focus (Brook): new CTE programs of study to be developed	
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?	Regionally, YouScience, a career aptitude assessment, is available for all middle and high school students. Not only does this allow students to identify their aptitudes, it combines it with their interests. It also serves as a career navigation tool providing information on employment outlook, education/training, and skills used on a daily basis. In addition, Career Tree is available to all high schools and challenges students to dive into their career choice to investigate if it is really what they want to do. Schools are using YouScience and/or Career Tree to help guide students to CTE programs.
How are you providing equitable work-based learning experiences for students?	Our region has partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.	We work to integrate core academic knowledge and skills into all CTE program of study work. This includes CTE teachers working with their math and/or ELA counterparts to integrate lessons/coursework.
What activities will you offer to students that will lead to self-sufficiency in identified careers?	Our programs of study are aligned to the ODE statewide standards which include: ● Adhere to workplace practices ● Exhibit personal responsibility and accountability ● Practice cultural competence ● Demonstrate teamwork and conflict resolution ● Communicate clearly and effectively ● Employ critical thinking to solve problems ● Demonstrate creativity and innovative thinking ● Demonstrate fluency in workplace technologies ● Plan, organize, and manage work ● Make informed career decisions We provide access to the Central Oregon Skilled Trades Fair, YouScience, access to Career Tree in our Future Centers, as well as career guidance.
How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?	Our schools promote CTE programs and course offerings prior to forecasting each year. Regionally, we support informational videos, 8th Grade CTE Days, and various other CTE recruitment opportunities. These allow all students to see and get a hands-on feel for what CTE programs have to offer as well as see what careers they could move into upon completion of the CTE program or after additional postsecondary training/education.
How will you prepare CTE participants for non-traditional fields?	In our CTE programs of study, we do our best to show a wide range of people in various career fields. This includes our non-traditional students. By having speakers and presenters from non-traditional fields, it allows us to show students how open careers are to students from various backgrounds.
Describe any new CTE Programs of Study to be developed.	Currently, following the focus of our regional workforce investment board, we are working to strengthen and build programs in construction, health science, manufacturing, and technology. Additionally, we have a very strong industry and postsecondary partnership in aviation and will be adding that CTE program of study.

Engaged Community (250 words or less per question): who was engaged, how were they engaged, artifacts, where on the spectrum	
If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?	We leveraged existing HDESD, Better Together, and district resources to elevate community voice and increase participatory decision making in Fall 2022 listening sessions by: ● Implementing best practices in family and community engagement with support of Better Together and HDESD ● Creation of a network of partners and community facilitators with culturally specific lenses and experience to provide insights into processes, create affinity space, and bring community context in sensemaking ● Qualitative consultation and analysis to examine data from listening sessions and shape investments ● logistical and communications support by HDESD and our district Include ongoing systems of engagement and barriers
What relationships and/or partnerships will you cultivate to improve future engagement?	Based on the analysis of our community engagement data, we will continue to build sustainable practices to engage *(what focal groups were not represented)*. These populations were underrepresented in our engagement efforts. In future engagement efforts, *we plan to …*
What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?	Regionally, over $100,000 ESD/SSA technical assistance dollars was used to support and enhance our engagement efforts. It would be beneficial if ODE could increase their commitment to the financial lift of these engagement efforts. Additionally, continued development of processes for sharing best practices would be beneficial to our district and region.
How do you ensure community members and partners experience a safe and welcoming educational environment?	*It is vital to create a safe, inclusive, and welcoming environment for our community to fully participate in our district's school improvement efforts as well as being welcomed daily to our schools, programs, and events. To create a safe and welcoming educational environment we …*
If you sponsor a public charter school, describe their participation in the planning and development of your plan.	*To be determined dependent on ODE's release of charter school eligibility (anticipated release date of October). For further information see appendix B.*
Who was engaged in any aspect of your planning processed under this guidance? (use list pg. 58)	*(Highlight 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 navigating poverty, homelessness, and foster care== ==Licensed staff (administrators, teachers, counselors, etc.)== ==Classified staff (paraprofessionals, bus drivers, office support, etc.)== ==Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)== Tribal members (adults and youth) ==School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)== ==Business community== ==Regional Educator Networks (RENs)== Local Community College Deans and Instructors; Local university deans and instructors ==Migrant Education and McKinney-Vento Coordinators== ==Local Workforce Development and/or Chamber 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? (use list pg. 59)	*(Highlight 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	
Artifact 1	*Sense making data*

Artifact 2	*HDEDS planning support doc*
Artifact 3	*Qualitative summary if applicable (coming from BT)*
Artifact 4	*Staff and or Student Survey data or analysis (YouthTruth as an example)*
Artifact 5	Affinity group feedback

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?

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 fall on.

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

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

CTE Focus (Brook)	
How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	Regionally, internships opportunities are available through Youth Career Connect. However, WBL is much more inclusive than just internships. We are working to help CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.
Affirmation of Tribal Consultation	
Upload	

Strengthened Systems and Capacity (250 words or less): whole system success, shared responsibility and accountability	
How do you **recruit, onboard, and develop quality educator**s and leaders? How are you recruiting and retaining educators	As outlined by our Education Staff Retention and Recruitment Grant application, Sisters School District continues to work to recruit and hire new staff and in particular staff that is representative of our student focal groups with participation with job fairs, working with regional partners including COREN and HDESD.

and leaders representative of student focal groups?	We have created an induction and mentoring program to support our newly hired and early-service staff,which included the hiring of instructional coaches who work directly with new service staff. In the last few years, our district has experienced a much higher turnover rate than we have previously. To address this issue, we have worked to implement a retention compensation plan for employees filling hard to fill positions. Additionally, the Sisters School District, in collaboration with our certified and classified union, have worked to update our salary and pay structure to reflect current wage rates within our community. In further support of retention of staff, we outlined differentiated professional development ensuring equitable access to resources at various stages of their career, and tailored to their specific roles within our system. Lastly, within our CTE consortia, with Perkins funds, we provide a New CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their program of study area. We also provide substitute and mileage reimbursement for learning walks for all CTE teachers to further support teacher coaching and mentoring.
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?	Sisters School District has one of the highest percentages of licensed teachers with three or more years of experience than other districts in our region and across the state at 83%. Through our mentoring and coaching supports previously listed and on-going professional development, we continue to build capacity with our current instructional staff in research-based best practices for instruction. The Sisters School District has many processes in place to address any disparities. We tend to take a proactive approach such as providing our inexperienced or out of field teachers with a mentor. We also have instructional coaches to assist and we require new teachers to be enrolled in our instructional coaching program. Our professional development tends to support all teachers and when we do collaborative learning walks there tends to be positive peer pressure to engage in effective instructional practices. Another system is our continued collaborative work with other teachers in the same subject area, same grade and same school. Lastly we continue to have a strong observation and evaluation cycle where our observers focus on productive feedback.
How do you support efforts to **reduce the overuse of discipline practices that remove students from the classroom**, particularly for focal student groups?	*Need INPUT FROM PRINCIPALS* Our first step in reducing the overuse of discipline practices that remove students from the classroom is by creating rich and engaging classroom experiences. Keeping students focused on learning helps prevent situations that can lead to potential discipline. Our schools have a number of schoolwide structures in place outside the classroom that help support and encourage positive behaviors and orderly school operations. Each of our schools implements Positive Behavior

	Intervention System (PBIS) that integrate and support students' behavioral, academic, social, emotional, and mental health. This work also aligned with our schools' culture teams that focus on ensuring that school climate remains positive.
	In our Elementary school we… <mark>JOAN</mark>
	In our Middle school we use PSU as a problem solving based approach to student discipline. …<mark>TIM</mark>
	In our HIgh School we… <mark>STEVE</mark>
	Finally, there is no perfect solution for when a student needs to be removed from the classroom setting, but our district philosophy is to look for an approach that best serves the student to learn and change behavior by thinking creatively, working with parents, using our knowledge from trainings to avoid being fully removed from the school.
How do you align **professional growth** and development to the strengths and needs of the school, the teachers, and district leaders?	The Sisters School District has three primary goals and our professional growth and development is aligned to these goals. We do allow some flexibility with individual requests by providing some funds to the staff for them to enhance their skills in their content area, but the rest is aligned to our strategic plan. It's a fairly easy process as When deciding on professional development we run it through our lens of how these help us meet our belong, prepare or inspire goals.
	We determine the needs of these goals based on our needs assessments that result from various data sources. For example, we have a need to improve our reading and writing across grade levels. We utilize AVID and Leader In Me for some of the major trainings, while teachers and instructional coaches provide quick tutorials to the staff around instructional strategies that can be immediately utilized in the classroom.
How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?	The Sisters District has put in place a number of formalized processes, procedures, and staff positions to provide feedback, coaching, and support to guide instructional staff in research-based improvement to teaching and learning.
	We have three instructional coaches for the district that provides a program to our new teachers and veterans. Our program for teachers new to the district and/or the profession, consists of a two-part approach. Initially, we provide support through monthly group meetings--starting before school commences--as well as individual check-ins to meet specific teacher needs. As we move through the year, these monthly meetings focus beyond the nuts-and-bolts of teaching in the district to provide targeted instruction regarding high-leverage teaching strategies to support more robust student engagement and learning. In addition to this facet of support, we also provide individual instructional coaching sessions twice a year to all teachers in the Mentor Program. This coaching is based on Jim Knight's Instructional Coaching model.

	Additionally, our school administrators are required to complete a number of classroom observation cycles each year and each observation should include some form of debrief. The debrief meeting is focused on teacher reflection and feedback regarding their instructional practice.
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?	The Sisters School District has been improving their systematic practices to support students' academic and behavior needs. **(JOAN TO EDIT)** Our elementary schools have a number of monitoring, identification, and intervention systems in place to respond and support students that are at-risk of academic dropping into the "at risk" level. Students are administered reading and math benchmark assessments in the Fall, Winter, & Spring. Grade level Student Success Teams review student benchmark assessment data and assign tiered interventions and supports accordingly. In addition to the benchmark assessment, teachers implement progress monitoring and other formative assessment tools to designate supports and interventions. There are a number of intervention options including small group support, pull out reading intervention, and after school tutoring. **(TIM TO EDIT)** Sisters Middle school also implements benchmark assessments in reading and math using iReady assessment and assigns interventions and supports for students based on their performance. There are a number of intervention options including in-class differentiated supports, intervention elective courses, summer programs, and after school support. **(STEVE TO EDIT)** The High School Student Success Teams have created a system to regularly monitor student behavior, attendance and grades. When students show signs of struggling the team puts into place action steps based on the 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?	The Sisters School District understands the emotional impact of transitioning from one school to another and we have put into place a number of systems to where students feel they belong to their new school as quickly as possible. Our first transition program actually begins with our Kindergarten students where we **(JOAN TO ADD).** Then when our 4th grade students are promoted and enter 5th grade in the middle school a series of transitional steps begin. The middle school transition program begins when staff at our middle school facilitate Parent & Student Orientation tours in both the spring and late summer which gives both parents/guardians and their incoming 5th grader familiarity with our school, introductions to student classrooms and common spaces, and an overview of schoolwide expectations. Students are invited to participate in summer programs that give them foundational and practical skills they will need for a successful start to middle school. In addition, the entire middle school staff helps to conduct our 5th grade orientation day. This occurs during the first full school day each year. This program includes the Where Everybody Belongs (WEB) program that ignites a mentorship program

between upper class students and 5th grade students. This day is dedicated to making the first year students feel comfortable at school, gain understanding and familiarity with their class rotations, and dedicates time for the students to get to know their teachers and WEB leaders.

(STEVE TO EDIT) For students entering high school, our incoming freshmen orientation begins when they are in 8th grade. Our counselors and administration visit them in their building, then the 8th graders visit us at the high school and engage in an introduction of the high school to help them become familiar with the high school campus. The first day of school is only for ninth graders where we utilize orientation lessons from the nationally recognized LINK Crew. The transition program focuses on welcoming ninth graders and making them feel comfortable throughout their first year of their high school experience.

Finally, the transition from high school to postsecondary success is a multi-year process that is individualized to each student's unique postsecondary goals. Our counselors and ASPIRE Coordinator work collaboratively with each student and their parents to develop and execute their postsecondary education plan.

Attachments completing submission:

Integrated Planning & Budget Template (CHANGE LINK TO MATCH YOUR district's most up-to-date version)

Oregon's Equity Lens (and/or add your district's equity tool)

Community engagement artifacts- see above

DRAFT of Longitudinal Performance Growth Targets and optional metrics :Willamette ESD
        resource, HDESD template coming soon

Affirmation of Tribal Consultation

* keep in mind: board presentation need in February or early March

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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.