

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access? ***Annex is a very small school with eighty students in grades Pre-K through seven. Because of that all staff know all students. Our school culture has a very welcoming and inclusive environment and we work to ensure that all students have equal opportunities and access to a free and appropriate public education.***
- What needs were identified in your district or school in terms of equity and access? ***We contract with Malheur Education Service District for our Special Education services. This year, we have twenty-four students in Special Education. We are currently in the process of trying to find a certified Special Education for our building full-time to provide more help for students and staff who work in this program. (Our current contract has a Certified Special Education teacher here for twenty percent of the time.) We have already found a consultant to assist this teacher, however we must find the "right fit" for this to be successful.***

Our elementary, middle and high school students total one hundred twenty-two students in our school system. Many of our high school students were not successful in the "larger" system. Our hiring of and implementing our High School Success Liaison and implementing this program has helped all students to be more successful in this endeavor.
- Describe how you used your equity lens or tool in your planning. ***Our equity lens for Malheur County students shows that our county is a county of severe poverty. As a result, many of our students do not have the opportunities that many in more prosperous areas have. This was especially evident during Covid and beyond. With the Board's support, we have utilized this information to keep our class sizes small to give students more small and individualized help and to hire more staff to accomplish our goals.***
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan. ***Because we are such a small school, we would not have been able to reduce our student to staff ratios as we have without these funds being allocated to us. As a result, our students would have less opportunities and in turn, be less successful.***
- 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? ***One of our greatest barriers is that of student attendance. Many of our families do not see the importance of regular attendance and time on task for studies. Although our county just passed legislation to hold families more accountable in this area, I am unsure that this will help, as families need to realize the importance of consistent attendance and responsibility to ensure that students complete assignments and participate in school and school activities.***
- 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? ***Each year we have several children who are homeless in our school. We work with these families and children to provide access to the appropriate agencies to help these children have a more stable environment. We contact these families regularly to help them and have provided food, access to housing, clothing, and school supplies to help them be successful.***

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). ***Due to our facility size and partnership with Weiser Idaho School District, we have struggled with this issue. One of our certified teachers is responsible to teach physical education, art, library, and health. We are unable to offer music at this time. We do, however, begin the process of Career Exploration at our sixth and seventh grade levels and use the You Science system to help families with this process.***
- ***During this school year, we tutored our eighth graders into Weiser Middle School on a trial basis. This allows them to not only have access to AP classes, but band, music, CTE classes, and choices from six electives.***
- ***When our students reach Weiser High School, Idaho has a very robust CTE program. (Monies are set aside by the state for each student just for that purpose.) Several opportunities are provided for students to take advantage of Col-Cred options as well as having program offerings for welding, Certified Nursing Assistants, and in some cases internships.***
- 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? ***Because of our limited resources in the arts, we bring in groups from the Idaho Shakespeare Festival and travelling groups to bring this exposure to our students. We also take many field trips to give students exposure to college musical performances, when appropriate.***
- How do you ensure students have access to strong library programs? ***As mentioned previously, our library instructor is spread quite thin, but students do have access to the library for book check out on a weekly basis. This teacher also assists teachers with research projects and helping students access the needed resources to complete those projects.***
- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play? ***Because we are a small school, our schedules are built around these times to ensure that students may eat well and healthy and that there is adequate time for exercise during recess times and physical education classes.***
- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content. ***We incorporate STEAM into our everyday lessons. We had planned to have an after-school STEAM program as well, but plans changed when Weiser Idaho Schools went to a four-day week with longer school days. As a result for the past two years, we have conducted a very successful STEAM Summer Camp and will continue this as funds allow.***
- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards. ***We partner with Malheur Education Service District and the Eastern Oregon Regional Educator Network to provide curriculum requirements and then to further provide support to teachers to deliver that curriculum as identified by the state.***
- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students. ***This is a constant "work in progress" as we have three brand new teachers this year. One of our retired, veteran teachers has mentored each of our three new teachers and we have also utilized mentors from the Eastern Oregon Regional Educator Network,***

as well. Our other veteran teachers on staff serve as examples to give guidance to all staff members to ensure that instruction is constantly improving, along with my input as an administrator.

- How will you support, coordinate, and integrate early childhood education programs? **Three years ago, we found that our incoming Kindergarten students who had not attended a preschool, were at a great disadvantage. Many of these students had not had exposure to language, literature, or social interactions with peers. As a result, we started our own preschool program and are continuing that program to the present. We have found it to be very beneficial to our incoming Kindergarten students. We are looking to expand this program, when possible.**
- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education? **Since we have never had a High School program at Annex, we have always transitioned our students from Eighth Grade to the High School. In the spring of each year, the High School Counselor contacts each of our families and sets up a transition meeting to schedule each student's classes, answer questions, and determine student placement for their Freshman year. Weiser High School also hosts an Open House Night so that incoming students may visit the campus and have questions answered there, as well.**
- **Our High School Success Liaison is on campus at least three afternoons per week to ensure that students are on-track to graduate, monitor attendance, and help students be successful high-school students. This program has been highly successful.**
- 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? **We believe that the best way to accomplish this is through building relationships with our students and Annex is small enough that we can do just that. As mentioned previously, our High School Success Liaison contacts each high school student weekly to ensure that they are on track and sets up services and meetings for those who are not meeting standards so that we can provide help to them.**
- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? **As stated previously, our eighth through twelfth graders have access to AP classes so that they may take Col-Cred during their high school years.**
- **Because our pre-K through seventh grade school is so small, we monitor each student's progress monthly. Our students who are exceeding standards are moved into the next grade for subject instruction at the student's particular level. Sometimes, these students are also instructed in small groups to provide greater challenges to their academic abilities.**
- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment? **We use the You Science program with our sixth through twelfth grade students to help them begin to think about career choices and career exploration opportunities. We also meet with families to discuss how students score on both the Aptitude and Interest sections of this assessment. We also partner with Weiser High School to expand student opportunities for career exploration.**

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? ***Our town does not have any businesses within the town itself with the exception of a gambling business. Our community is more comprised of families in our school and businesses in adjoining communities which are in the state of Idaho, since our school is right on the border. Sometimes it is quite difficult to get businesses involved in our school activities as a result of this. A new group of parents are attempting to start a Parent-Teacher Organization, which has been non-existent for the past five years. The people who are starting this are very involved in both the school and local business communities and I believe that this will provide greater input for our school and related objectives.***
- What relationships and/or partnerships will you cultivate to improve future engagement? ***One of our most successful relationships in the past, has been with businesses in adjoining towns. However, since Covid, our abilities to build those relationships has been hampered. We hope to reestablish our yearly school fundraiser dinner and auction to provide input from these businesses and to provide donations for our school field trips and upgrades to our playground facilities etc.***
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process? ***If ODE were to support our continuous improvement process, I would point to Michael Lindblad and his team. The experience that we had with these folks was nothing short of outstanding in terms of support. Our situation is unique in the state of Oregon and they took the time to research and understand our needs and barriers to success. As a team, we worked to find success and implemented our Corrective Action Plan together.***
- How do you ensure community members and partners experience a safe and welcoming educational environment? ***Because we are a Charter School, this is critical for our success and survival. This starts by leadership setting a positive example and setting the expectations that we welcome all who come through our doors. For many of our students, our school is the only safe environment that they experience each day.***
- If you sponsor a public charter school, describe their participation in the planning and development of your plan. ***Our Charter Committee is an integral part of our school planning and implementation of our plan and they facilitate much of our community and family engagement activities.***
- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

Students of color

☒ Students with disabilities

☒ Students who are emerging bilinguals

☐ Students who identify as LGBTQ2SIA+

☐ Students navigating poverty, homelessness, and foster care

☒ Families of students of color

☒ Families of students with disabilities

☐ Families of students who are emerging bilinguals

☐ Families of students who identify as LGBTQ2SIA+

☒ Families of students navigating poverty, homelessness, and foster care

☒ Licensed staff (administrators, teachers, counselors, etc.)

☒ Classified staff (paraprofessionals, bus drivers, office support, etc.)

☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

☐ Tribal members (adults and youth)

XSchool volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

XBusiness community

XRegional Educator Networks (RENs)

☐ Local Community College Deans and Instructors; Local university deans and instructors

XMigrant Education and McKinney-Vento Coordinators

☐ Local Workforce Development and / or Chambers of Commerce

XCTE Regional Coordinators

XRegional STEM / Early learning Hubs

☐ Vocational Rehabilitation and pre-Employment Service Staff

☐ Justice Involved Youth

☐ Community leaders

☐ Other _____

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

XSurvey(s) or other engagement applications (i.e., Thought Exchange)

XIn-person forum(s)

☐ Focus group(s)

☐ Roundtable discussion

XCommunity group meeting

☐ Collaborative design or strategy session(s)

☐ Community-driven planning or initiative(s)

☐ Website

☐ CTE Consortia meeting

XEmail messages

XNewsletters

XSocial media

XSchool board meeting

☐ Partnering with unions

☐ Partnering with community-based partners

☐ Partnering with faith-based organizations

☐ Partnering with business

☐ Other _____

Evidence of Engagement

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

- 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? ***Our school community is quite small and one common factor that brings in families which represent our student population is school performances and any kind of Family Night. The examples I chose represent samples of these activities and opportunities to talk to parents and students about what is important to them.***

- 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. ***Although our non-English speaking population is quite small, we have a staff member who translates for these families at our Parent-Teacher Conferences. She also has a designated phone just to communicate with these families throughout the school year. Our translator also serves as a part-time school secretary and makes it a point to know each of these families and talk to them about any concerns/questions they may have.***

We also attempt to get one hundred percent participation at all Parent-Teacher Conferences. We often gain important information from these meetings and seek parent input throughout the year through our school Facebook and surveys, when appropriate.

- 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. ***I believe that it is important to gain feedback from all parties whenever possible and practice an Open Door Policy as the school administrator. Our most valuable meetings are our Staff Meetings held twice per month on Fridays, when students are not present. I also conduct my own survey at the end of the school year each year and gather input from that to plan for the following year.***

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? ***Many valuable lessons have been learned from both community and staff. Our most important has been the difficulties with which many of our students have transitioned from our small school of eighty students to Weiser High School which has close to four hundred students. We planned and implemented a High School Success Liaison into the high school setting, as a result.***

As we all are aware, one can never have too much communication and another input from the community was the need for more electronic communications. As a result, we began a Facebook page and send out an E-Newsletter monthly now.

Affirmation of Tribal Consultation

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

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups? ***In light of the current hiring environment, I have three of my teachers who are teaching under the Charter School Registry and have not yet achieved their teaching certification. I have never experienced this in forty-five years in education. Beyond that, Annex does provide tuition reimbursement for any teacher wishing to become certified, to work on Administrative credentials or to work toward completing other program studies. Fortunately, I have some veteran teachers who are developing their leadership qualities and are helping my new teachers.***

- 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? ***All our students have access to experienced teachers for extra support if they are not working at grade level or succeeding in their classroom academic program, regardless of situation. If teachers are ineffective, it is my responsibility to move them out of my building.***
- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups? ***The bottom line to this question is that when students are out of the classroom, their opportunities to learn are often removed. When students are disruptive, we work as a team to develop a plan to help the student be successful and stay in the classroom to have access to instruction. We may also examine a change of placement, if needed, so that a student may receive more small group or one-on-one instruction if the student is acting out due to not understanding the instruction due to learning gaps.***
- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders? ***Our Eastern Oregon Regional Educator Network provides outstanding staff development for teachers, classified and administrative staff. They provide many forums to ask staff and school leaders for input regarding what training is needed by each group and work to ensure that those trainings are provided. They schedule two county-wide staff development days per year; provide a mentoring program; conduct educator surveys; provide funding for Rural Collaborative Teams who allow isolated educators to work in groups to improve instruction; and provide recruitment opportunities for rural educators in our five county area. This has been extremely successful.***
- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning? ***This is a continuous process and is accomplished primarily through our Staff Development Days on our two Friday afternoons per month as well as the support of the EOREN stated above.***
- 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? ***We monitor all students monthly and meet at least monthly to discuss each students progress related to language arts and math specifically. If students are not meeting the established benchmarks, we discuss appropriate interventions for that child and make schedule changes accordingly, while continuing to monitor the student.***
- 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? ***Although I believe I have already addressed this question, we are very small and every staff member knows each student as the year progresses. We discuss each student throughout the year and examine the needs of that student to help them be successful in transitioning to the next grade level. When a student leaves Annex to attend the Idaho system, transition meetings are scheduled with the student and family to make the transition as smooth as possible. Our High School Success Liaison provides support for Annex students once they leave our building.***