

Integrated Application Template - Crane Schools Consortium

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

Needs Assessment Summary

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

(500 words or less)

- To assess the needs of our stakeholders, we conducted a survey, talked with several focus groups, and had opportunities for public feedback at multiple school board meetings. It is also worthwhile to note that our community is very small in numbers even though it is vast in area. Crane Elementary School serves a vast portion of the 10,000 square miles of frontier Harney County. The population of Harney County, not including the cities of Burns and Hines (which are served by Burns High School in district Harney 3) is around 4000 people. We are serving the k-8 students that live in or near Crane, Oregon. A very few of our students live a few blocks from our school, a few of our students live many miles from our school, many of our students live on ranches many miles away, and a large number of our students live in neighboring Burns/Hines 30 miles away. I am including this in this summary to help paint a picture of how unique our geographic situation is to add context to the next statement. For my summary of our needs assessment to be truly comprehensive, it is worth mentioning the countless, undocumented conversations that strike up at sporting events, school functions, at the grocery and feed store, etc. When we see each other, we talk and we pay attention.
- Our survey was given to all students during class time with time set aside for them to read and answer the questions. It was given to all staff members, including teachers, paraprofessionals, custodians, cooks, bus drivers, etc. A link to the survey was sent to all parent/guardian(s) as well as community members on our contact lists. We posted the survey on our district website, various social media sites including but not limited to Facebook, Instagram, etc. and sent via our school communication system, Remind. We also discussed and gave opportunities for public input at a public School Board Meeting. Additionally, we promoted, in collaboration with Harney ESD, a booth at the Harney County Fair where surveys were taken by community stakeholders.
- In terms of equity, we actively conducted the survey with every one of our students and actively offered it to every one of our parents and staff members. We also actively offered it to some of our community members and passively offered it to anyone else via our website. Our goal was to reach as many stakeholders as possible and did not knowingly withhold input from any person or subgroup.

- Analysis of this data strongly suggested that we continue with the programs we created with SIA, HSS, etc. funds in prior years. The data collected also reinforced to our team our community's desire for a strong CTE program. With this information, our team moved forward with the plan to continue with our CTE expansion at the high school level, continue STEM/Exploratory at the middle school level, continue with our strong mental health program at all levels, continue keeping our middle level class sizes small, continue our efforts in well-rounded education, and continue funding our director of secondary education for drop-out prevention. On top of this, we will be investing in getting a CTE program of study in place at Oregon Family school and helping OFS students receive college credit in efforts to support college and career readiness.

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)**

- This round of needs assessment meshes well with prior years' assessments, and demonstrates that our students, parents, and community highly value a strong CTE program. Our extreme rural/frontier setting combined with the fact that many of our students have ranching and other agricultural backgrounds makes it a high priority to our stakeholders to offer opportunities to learn skills and to learn about trades that are instrumental in pursuing careers after high school. Instrumental in building our strong CTE program is to maintain the teachers and programs these funds made possible in prior years. One part of our plan is to continue the FTE for CTE teachers and the STEM in the middle school, as well as program supplies, for well rounded education that was created using these funds in prior biennia. We are also beginning the process of starting a CTE program of study at Oregon Family School through teacher training.
- We were also informed by needs assessment that student mental health is of utmost concern to parents, teachers, and the students themselves. A second part of our plan is to continue with the Mental health student and family counseling services we started with these funds in previous years. We also learned that there is still a concern with parents and teachers at our schools to promote attendance and monitor kids' progress toward graduation in an effort to reduce drop out. Thus, we plan to continue funding our Director of Secondary Education to host quarterly meetings with freshman and seniors on academic progress and possible interventions in conjunction with scheduled meetings with HQ and Homeroom teachers with a focus on students experiencing poverty, students with disabilities, and mobile students. Our current processes include the Student Support Plans (SSPs) that support the student and family in positive interactions with students and staff that assist in supporting student academic needs.

- We are also continuing with our reduction of class size in the middle level by providing FTE to offer more courses
- Our summer school has proven to be highly successful and beneficial and meets the needs of some of our students and parents. We will continue funding for summer school.
- To foster college and career readiness, we are adding tuition reimbursement for college courses taken by our Oregon Family School Students.

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?
 - o Our districts are very small. In terms of equity and access, we all know each other and we are very much aware of what is going on with each other. Our teachers know our students very well and our students have strong relationships with our teachers. To combat the great distances between our students' homes and our school, we have a dormitory on campus that is available for grades 9-12 students to stay during the school week.
 - o All classes and all opportunities are available for all students, and, in many cases, all students take all courses, including electives, due to our limited teacher resources.
- What needs were identified in your district or school in terms of equity and access?
 - o The biggest hurdle to equity and access for our students is the distance many of the students live from school.
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
 - o Our equity lens tool consists of Harney District 4 school district policy JB - Equal Educational Opportunity ([Policy JB](#)) in conjunction with the following procedural questions:
 1. Does this fit our mission?
 2. Who does this impact?
 - a. All groups considered?
 - b. Who are the underserved groups affected?
 - c. What are the potential consequences (Intended or unintended)?
 3. What barriers exist?
 - a. Are we considering mandated, political, emotional, financial, programmatic, or managerial constraints?
 4. How are stakeholders engaged?
 - a. Are voices of each affected community represented?
 5. Is the decision reasonable?
 - a. Does the decision fit our context?
 - b. Is there data to support the decision? Is the data reliable or valid?
 - c. Can the decision be sustained?
- Describe how you used this tool in your planning.

- o As per our board policy JB, every course, activity, and support is open to all students. All focal groups are included in our engagement practices, and all students, including students from all focal groups invited, welcomed, and, in some cases, compelled to participate. When planning, our team has considered all focal groups to make sure that no student is intentionally or unintentionally left out in terms of access.
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
 - o CTE focus for most high school elective courses means CTE focus for most elective courses means all students, including individual focal groups, have access to career oriented educational opportunities. Females and minority students continue to have this option available as expressed in their survey results, YouScience assessment results, and course preregistration requests.
 - o All students, including individual focal groups, have access to career oriented educational opportunities.
 - o All students in our grades 6-8 participate in our STEM/Exploratory offerings. This includes all focal groups.
 - o Reducing class size has a positive impact on all students, but even more so on students included in focal groups who may be more likely to slip through the cracks when class sizes are larger.
 - o Having an on-site mental health professional ensures that students from racial or ethnic groups, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, and foster care, LGBTQ+SIA students, migrant students, and students who have experienced incarceration or detention have access to a friendly, familiar face who can help them directly or direct them to further help.
- 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?
 - o I do not believe that our plan is creating any barriers or risks to focal students meeting LPGTs. In fact, I think our plan creates quite the opposite scenario. Students are compelled to take courses created by our plan. This means students from focal groups see themselves, other focal groups and non-focal students in all the classes together. In our school, certain classes are not taken only by certain "kinds" of students, ultimately fostering and continuing stereotypes. Everybody is used to being in all kinds of classes with everybody. It is our norm.
- 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?
 - o Our school has breakfast, lunch, and dinner available to any students on campus during those times of day.
 - o Our bricks and mortar high school has a dorm available for students to live in during the school weeks, students navigating homelessness can stay in the dorm with their peers.
 - o Our school buses pick up all of our bus riding students in one central location in the neighboring town of Burns. There are no bus stops in "good" neighborhoods and/or "bad" neighborhoods. In this way our students navigating homelessness are not separate from their peers.

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?
 - Our small school population allows for fluidity and flexibility within our schedule - All students have access and most students take our CTE courses.
 - Through our middle school wheel program, all middle school students cycle through a quarter of Agriculture at our neighboring high school in District Harney 1J.
 - In the 2023-24 school year we are adding a middle school woodshop class. This will be a wheel class that all students take or an elective course.
- What needs were identified in your CTE Programs of Study in terms of equity and access?
 - Our community informed us that we were lacking in course options in CTE for our middle school students and Oregon Family School.
- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
 - Due to the small size of our district/school considering the number of students, the number of teachers, and the limits this puts on the number of different course offerings, virtually all of our students are necessarily directed through our CTE Program of Study courses. No focal groups are excluded in any way.
 - For Oregon Family School, the CTE Program of Study is in its fledgling stage with providing teacher training for CTE certification. Our recruitment strategy, like our CTE program, is in the early developmental stages, OFS actively reaches out to underrepresented populations and communities to promote our program. Targeted communication initiatives include virtual informational sessions which directly connect us to families. During these sessions, we expose families to the benefits and opportunities of the OFS educational program, including accessibility, the ability to design a flexible schedule that works for their needs, and diverse CTE and course and curriculum offerings. This direct communication empowers parents to ask relevant questions specific to program offerings including accessibility, support for students, course objectives, and the benefits of our programs.
 - OFS also offers Friday enrichment workshops where prospective students can experience a small aspect of different CTE courses and interact with the instructors. For example, we offer exposure to cooking. During this cooking workshop, we promote the Innovative Entrepreneurship CTE course where students will be creating a “storefront” on campus and selling baked goods of their own design. The workshop also educates students on the hospitality and agriculture industries, including business concepts such as supply and demand. Such hands-on activities increase student awareness about the skills and knowledge they can acquire through the program.
 - Finally, OFS partners with several businesses and organizations who offer rich educational experiences. For example, the OFS concurrent enrollment program in which we partner with the local community college gives students equitable access to a wide range of CTE course offerings which OFS may not have the capability or make space to provide. For example, shop classes or auto mechanics may be taken at the Central Oregon Community College (COCC) and funded through the OFS program. The OFS & COCC partnership is rich in opportunities for students to learn about various community program offerings through informational sessions, trade fairs, etc.

- 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?
 - Due to the small size of our district/school considering the number of students, the number of teachers, and the limits this puts on the number of different course offerings, virtually all of our students are necessarily directed through our CTE Program of Study courses. No focal groups are excluded in any way.
 - One regular OFS practice throughout the academic year is a thorough and careful review of all curricula with the objective to eliminate discrimination by updating any biased or discriminatory content and ensuring diverse perspectives. This initiative is a transparent practice in which various OFS staff participate and share feedback, ensuring a non-biased perspective. OFS teachers strive to create authentic learning experiences by creating customized assignments which stimulate a more comprehensive examination of the world. For example, in Career Exploration, students were exposed to life in Africa after a live zoom session with a young social entrepreneur. In the same course, students met a wildlife conservation photographer who illuminated the occupation of photography through a global lens.
 - If the objective is to foster empathy and respect for differences, OFS teachers are supported through regular monthly professional development training. The focus of these trainings is to raise awareness about diversity, equity, and inclusion, as well as offering guidance in handling sensitive topics in the classroom. At OFS, teachers are encouraged to share resources on inclusive teaching strategies and the community has easy access to the school counselor. In fact, one of OFS's major strengths as a school is the accessibility of all our support staff. Parents collaborate with teachers and advisors to come up with a customized education plan for each student, and students regularly connect with their advisor, teacher, and counselor. Students feel comfortable approaching various staff at OFS because accessibility is a key practice and a goal touted by administration. At OFS, students are not simply numbers – they are treated as people and recognized as individuals. We believe this fosters a healthy environment that is inclusive of all.

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).
 - Our in-house professional development frequently focuses on engagement.
 - In addition to core courses, we have a wide selection of AG/Construction courses including, but not limited to Ag Leadership, Ag Careers, Construction, welding, woodshop, horticulture, vet science, plant science, Ag communication, adulting, art and Spanish.
 - A common thread in curriculum design is life after high school. Students are obtaining knowledge and skills pertaining to professions and trades.
 - At the middle school level, we continue to teach multiple subjects outside of the core subjects of reading, writing, arithmetic, science, health, art, and social studies. We

involve art integration, cross-subject integration, and the use of guest speakers, artists-in-residence, etc. We introduce our students to social-emotional learning as well. We continue to use game based learning as well to review the core subjects and use Lexia and Barton Dyslexia to intervene when appropriate. Beginning in grade 5 we explore careers with our core subject matter and open up our College and Career Preparatory Paxton Patterson program.

- At the primary level, we continue to teach multiple subjects outside of the core subjects of reading, writing, arithmetic, science, health, art, and social studies. We involve art integration, cross-subject integration, and the use of guest speakers, artists-in-residence, etc. We introduce our students to social-emotional learning as well. We continue to use game based learning as well to review the core subjects and use Lexia and Barton Dyslexia to intervene when appropriate.
- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?
 - We have courses in visual arts and media arts.
 - In FFA, through some of our Agriculture courses, students learn about performance, speech, and various other performance disciplines.
 - Middle school students explore visual arts, music and media arts in their STEM/exploratory class as well as integrated in their core classes
 - Elementary students have visual art in their homeroom class and within their daily curriculum, and music/dance in their PE class.
- How do you ensure students have access to strong library programs?
 - Our library is open and staffed during all school hours. It is a hub of activity all day long.
 - Our various classes use the library during class time for research.
- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?
 - This Consortium consists of one rural/frontier boarding high school, one k-8 local, rural elementary school, and two virtual charter schools. The cafeteria, for bricks-and-mortar students, is in a separate building across a parking lot. Students walk to the cafeteria at the designated time and stay for a designated amount of time before walking back to the high school building. We meet all Division 22 requirements.
 - At the high school and middle levels, students travel on foot between classes during passing time each hour according to our bell schedule along with athletics, movement in physical education, etc.
 - Students have a P.E. class as well as other physical education alternative 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.
 - STEAM is incorporated into our subject matters across the curriculum and through our instructional practices, including but not limited to Marzano instructional practices, Feldman engagement practices.

- 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.
 - Through a committee generated at our school district and with our ESD partners, we work with the ODE adopted curriculums to ensure that all publishers on the list and are asked to send copies of their curriculum.
 - The curriculum is put on display for a period of time for teacher, admin, and community input.
 - Teachers, admin and community members are encouraged to look it over and give input. This includes our virtual curriculums used both during the pandemic and continuing on for advanced and those needing supplemental supports.
 - Teacher, administrative, and community input is sought via face to face, email, technology means and Remind.
 - After perusal time and input is gathered a curriculum is selected by committee and purchased with the caveat that teachers are required to supplement, with best practices in mind, if and when the adopted curriculum is found to be lacking as per individual grade level standards and as seen in assessment data with grade level teams.
 - Our teachers are aware that they are expected to be familiar with the standards and to ensure that the standards are taught, even if that means supplementation to the basal as well as can be seen in our LtoJ processes.
 - This process is consistent with our Division 22 standards.

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
 - We conduct regularly scheduled teacher walks. We bring in substitute teachers so that small groups of our classroom teachers can observe their peers in the natural setting of their own classrooms and provide immediate, relevant, and constructive feedback.
 - We have professional development, often focussed on engagement, in our regularly scheduled staff meetings.
 - We hire highly qualified people and support them.
 - Admin is highly visible and mobile throughout the school day, frequently visiting classes.
 - Teachers are regularly evaluated and given feedback by administration and coaches.

- How will you support, coordinate, and integrate early childhood education programs?
 - In the spring we have a kindergarten round-up for kids and parents to come in and meet their teacher, see their classroom, find out where they store their lunch and hang their coats and snow gear, etc.
 - We have onboarding meetings for incoming students and their families, which includes kindergarten readiness in the spring.
 - Our students take benchmark tests in the spring, winter, and fall.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
 - Because we share our campus with school district Harney 4, we are able to share a number of teachers as well. Middle schoolers transitioning to high school will already know several of their teachers and they are used to being in the high school buildings.
 - The majority of eighth grade students are taking high school level math at the high school.

- Since so many of our high school courses have a focus on life after high school, our students are regularly put in a position to contemplate what form(s) of postsecondary education paths they might pursue.
 - Seniors take a college and career course matched with our Senior Seminar coursework and we continually have postsecondary college and career functions, with a minimum of 3 per year in partnership with our local non-profit, High Desert Partnership and various institutions including but not limited to Boise State University, Treasure Valley Community College, etc.
- 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?
 - Our student body is small enough that we can easily monitor student performance and progress. Our weekly grade reports conducted for every student are used both for sports eligibility but also to monitor all students. Every student failing a class visits with the principal to develop a plan for success.
 - Our small classes and strong connection between teachers and students fosters a schoolwide atmosphere where teachers notice when students are struggling academically and/or socially/emotionally and can initiate our referral process.
- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
 - We have a strong relationship with TVCC. Many of our students take college courses while attending high school. Additionally, we use virtual classes to support those exceeding by implementing increased options that may include honors or advanced placement options.
 - Students who have exceeded standards in math are routinely moved up into appropriate math classes. Middle schoolers routinely take courses at the neighboring high school district.
- 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?
 - YouScience
 - Paxton/Patterson modules
 - Job Shadow as piece of Senior Seminar
 - Internships in coordination with High Desert Partnership
- How are you providing equitable work-based learning experiences for students?
 - Equitable work based experiences and opportunities are provided in various forms as all students do a job shadow in Senior Seminar and students also have the opportunity to gain credits through our work internship program for high school credit in coordination with High Desert Partnership, a local non-profit.
 - Several of our programs actively incorporate work-based learning (WBL). WBL requirements are implemented via our Career Related Learning Standards (CRLS) throughout our 9-12 educational experience as each class supplies a minimum of 2 experiences that are stored and illustrated in each students' Senior Portfolio. A priority has been to ensure WBL/CRLS experiences occur during the school day, reducing the

barrier of time for students. This allows greater access to WBL/CRLS with key industry partners, allowing students to collaborate with industry professionals regardless of the student's physical location.

- 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.
 - In our schools, we offer a variety of opportunities for students to access the arts, CTE courses, and dual credit/advanced courses. Each of these programs encourages students to think critically and make connections between multiple subjects. We encourage students to explore a range of subjects so that they are exposed to new ideas and perspectives, which can help them become more creative and innovative thinkers. This is particularly valuable in technical subjects where creativity can help students develop solutions to complex problems.
 - We seek to provide early opportunities for college education by having access to dual credit courses which allow students to earn post-secondary credit in addition to meeting high school credit requirements. We also offer Honors and AP coursework to increase rigor. We strive to improve our preparation of students through our systemic approach so that they can be better prepared for the rigors of college coursework.
 - At Oregon Family School, we are providing students with tuition aid for college courses.
 - Students have access to CTE programs of study. Exposure to technical subjects that are relevant to their interests and career aspirations create conditions that may make it 1 likely for students to develop technical skills that can help them succeed in the workforce. Our CTE offerings cover areas such as technology, engineering, health sciences, business management, manufacturing, fine arts, performing arts, natural resources, and more.
- What activities will you offer to students that will lead to self-sufficiency in identified careers?
 - Many of our CTE programs embed Career and Technical Organizations into their curriculum.
 - A CTSO is created to give students leadership experience and help them prepare for careers in the field. These opportunities may help translate learning into real-world skills. Our CTE programs offer industry recognized credentials that assist in job acquisition and skill acquisition. These credentials are designed to provide students with opportunities to demonstrate mastery of skills needed in career fields. The industry recognized credentials align with labor market demand, allowing CTE students to enter the workforce with knowledge and skills required in specific industries.
 - Work-based learning experiences mentioned previously in this document allow our students to immerse themselves in a career setting in order to 'learn through work' and 'learn at work'. While we continue to build our WBL experiences, the goal is to increase the variety of experiences to give students opportunities to interact, practice, and build on labor market skills.

Well-Rounded Education CTE Focus

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

- In connection with both our neighboring district Harney 4 and with our virtual charters we host several events that broadcast offerings for not only CTE, but for various programs at Harney UH1J. Whether those offerings be our Paxton Patterson Career Exploration courses or they be a connection with our construction program or our welding, woodshop or agriculture classes; programs of study are introduced and shown at back to school night, preregistration day, rural school play day and in our various meetings held virtually for Silvies River Charter. We advertise our “clean CTE” that includes our Paxton Patterson program, which is popular with focal groups including female students.
- How will you prepare CTE participants for non-traditional fields?
 - Non-traditional CTE fields are encouraged and explored at our school sites. Each student goes through a wheel rotation where the non-traditional career fields are explored and with this exposure for 6-8 weeks students are then given the choice in future years to further explore fields with elective classes open to all students and internships/job shadowing opportunities available as well with female and male employees.
- Describe any new CTE Programs of Study to be developed.
 - Our small school setting will only support minimal programs of study; however, we continue to build on our health careers program of study.
 - Oregon Family School is in the beginning stages of developing a CTE Program of Study. They are beginning with Teacher education and certification. This will continue in conjunction with gathering and disaggregating input from their unique virtual community to assess the direction the program takes.

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?
 - The greatest barrier to engagement would have to be the distance to and remoteness of so many of our parents and community members. Although we sent the survey to all of our parents and offered it to folks at the County Fair, it would be nice to gather information from a larger sample of this group. In the future, we plan to have the survey available to parents during our fall conferences. We traditionally have a large turnout of face-to-face contact at this time.
- What relationships and/or partnerships will you cultivate to improve future engagement?
 - We have discussed, but not yet carried out, asking to post a QR code connected to our survey in our rural and remote communities like Fields Station, Frenchglen, Diamond, Crane, Buchanan, Riley, and Drewsey. These are tiny rural hubs where people get gas, food, and fellowship.
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

- o The greatest thing that ODE has done for us in the past decade has been coming out here and meeting us and our kids, driving our roads, and experiencing our daily experiences. Thank you Michael Lindblad, Sheli Dumas, and others who made this possible. Learning that the 40 minute drive between two of our closest together feeder schools may, at any given time take over an hour, because a rancher is moving cows, or that it takes our ESD superintendent a full week to visit our feeder schools because they are so far apart that it is physically impossible to visit more than two in a day, or that the reason why so much ODE paperwork from Harney 1J looks just like the paperwork from Harney 4 and visa-versa is because our two districts literally share one campus, all the same community, all the same families, all administration, and several teachers has been invaluable to us.
- How do you ensure community members and partners experience a safe and welcoming educational environment?
 - o Visit our school once and it becomes obvious that, from the office staff one first encounters upon entering, to the administrators, to the teachers and students, etc. we are welcoming, friendly, and helpful. It is the model practiced from the top down and it works. I do not know how to “ensure” the practice, but it is the reality.
- If you sponsor a public charter school, describe their participation in the planning and development of your plan.
 - o The charter schools have the opportunity to participate in our survey. Also, because they serve students and families outside of our immediate community, they conduct their own needs assessments. They are included in our IG team and inputs that are unique to them are heard and addressed as appropriate.
- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- x ☒ Students of color
- x ☒ Students with disabilities
- x ☒ Students who are emerging bilinguals
- x ☒ Students who identify as LGBTQ2SIA+
- x ☒ Students navigating poverty, homelessness, and foster care
- x ☒ Families of students of color
- x ☒ Families of students with disabilities
- x ☒ Families of students who are emerging bilinguals
- x ☒ Families of students who identify as LGBTQ2SIA+
- x ☒ Families of students navigating poverty, homelessness, and foster care
- x ☒ Licensed staff (administrators, teachers, counselors, etc.)
- x ☒ 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)
- x ☒ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- x ☒ Business community

- ☐ Regional Educator Networks (RENs)
- ☐ Local Community College Deans and Instructors; Local university deans and instructors
- ☐ Migrant Education and McKinney-Vento Coordinators
- ☐ Local Workforce Development and / or Chambers of Commerce
- ☐ CTE Regional Coordinators
- ☐ Regional STEM / Early learning Hubs
- ☐ Vocational Rehabilitation and pre-Employment Service Staff
- x ☐ Justice Involved Youth
- x ☐ Community leaders
- x ☐ Other _____ Mobile students and families _____

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

- x ☐ Survey(s) or other engagement applications (i.e., Thought Exchange)
- x ☐ In-person forum(s)
- x ☐ Focus group(s)
- ☐ Roundtable discussion
- ☐ Community group meeting
- ☐ Collaborative design or strategy session(s)
- ☐ Community-driven planning or initiative(s)
- x ☐ Website
- ☐ CTE Consortia meeting
- x ☐ Email messages
- ☐ Newsletters
- x ☐ Social media
- x ☐ School board meeting
- ☐ Partnering with unions
- ☐ Partnering with community-based partners
- ☐ Partnering with faith-based organizations
- ☐ Partnering with business
- ☐ Other _____

Evidence of Engagement

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

- 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?
 - Google Forms survey - We chose this because it had the most reach to our immediate stakeholders. We gave this to all students, all teachers, and all parents, and we made it available to our entire community on our website.
 - Harney County Fair Questionnaire- With this survey, we were able to get a lot of input from community stakeholders, as well as parents and students.

- o Oct. 22, 2022 Harney 4 Board Meeting - In this meeting, we discussed with the board and public about the direction we have gone with these monies in the SIA report presentation. The board and public had the chance to let us know we were on the right path.
 - o Nov. 21, 2022 Harney 1j Board Meeting - In this meeting, we discussed with the board and public about the direction we have gone with these monies in the SIA report presentation. The board and public had the chance to let us know we were on the right path.
 - o Feb. 21, 2023 Joint Board Meeting - Presented draft proposal for 23-25 IG. Board and public were given the opportunity to respond with questions and input before the March meeting where the plan would ultimately be put to a vote.
 - o Mar 13, 2023 Joint Board Meeting - Here we presented the IG plan again to the board in a public, regularly scheduled meeting. Board members asked questions and offered comments. Public asked clarifying questions and got answers. Board voted and approved our plan.
- 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.
 - o Since our main survey was given to every student above 3rd grade and all parents, all members of focal groups were able to give input about their interests, concerns, and wishes. This would be Level 2 or 3 on the levels of engagement spectrum.
 - o Our principal and counselor routinely engage with students from focal groups. Since our population is so small, we have to be very careful in how we communicate about input and direction. Often, a focal group is as small as one person. We always need to be sure that our focal *individuals* are included in larger groups while paying attention to their input. Again Level 2 or 3.
- 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.
 - o All members of our staff were given the survey. The survey was used because we had created it for use with all of our stakeholders. Level 2-3.
 - o Staff meetings. We chose this method because we had the staff on hand and we were able to discuss things at a deeper level than in a survey. Level 3.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
 - o Overwhelmingly, we learned that our community and staff liked the direction we had been going with Well rounded Education and Health and Safety. We used that to support our decision to continue with the instructors/classes and counselor we had started with these funds.

CTE Focus

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

- o In partnership with High Desert Partnership, a local non-profit organization, and with various institutions of higher learning, we have an educator making connections for and with our students for 60 minutes each day. This individual is connecting our students with career related learning opportunities. This individual will transition next year to include an individual doing the same for our health careers and make connections with our local health providers and provide increased work based learning experiences for students.

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. NA

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?
 - o Because of our frontier location, recruitment is always an issue. We have made a recruitment video. We offer staff housing. We are working on our pay scale to make starting and continuing salaries more attractive than other districts. We have developed a reputation of being an excellent place to both work and learn. Onboarding is facilitated through our small size. New employees cannot get lost, physically or figuratively, because they are part of a small, close knit team. Administrators are in the classrooms frequently, much more so than for formal and informal observations. Several times a year we bring in substitute teachers so that our teachers can go on learning walks and observe and be observed by their peers. We have regular professional development on engagement, management, and such in our regularly scheduled staff meetings.
- 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?
 - o All of our students, including students in the above mentioned focus groups take their coursework from the same teachers. Our students who may be in one or more of the focus groups simply are not taught more often by any classification of teacher. The process we have in place is that we do not have more than one teacher teaching the same course.
- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

- o Removing students from the classroom is extremely rare at our school. As mentioned before, our teachers intentionally foster strong, appropriate relationships with our students, including students from all focal groups. This facilitates a feeling of mutual respect. On top of this, our teachers are expected to develop skills and are assisted in developing skills that positively engage students and honor their individual dignity. When discipline beyond the classroom is warranted, we encourage teachers to deescalate the situation if needed, always keeping the child's dignity in mind, and continue with classroom instruction. The situation would then be followed up with home contact and or administrative involvement. This way, disruption of the student's instruction time would be minimized and, if necessary, a visit with an administrator can be scheduled during a student's non-instruction time.
 - o Data is tracked using our student information system and using our ABC protocol, A-ttendance, B-ehavior, C-lass Grades; our High School Success committee analyzes data and creates student support plans as appropriate to support students with academics, behavior and attendance.
- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
 - o Although our teachers and educational leaders can and do go externally on occasion for professional development in areas of their interest or choosing, much of our professional development comes from within. When our leadership team assesses a need or wants to steer the staff in a particular direction, the principal/director researches best practices and develops lesson modules for staff meetings.
- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?
 - o This is the purpose of our Learning walks.
 - o Our in-house professional development is Marzano-informed and is intended to lift teachers to a higher level of engagement and effectiveness.
- 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?
 - o In our schools we have systems in place to pick up those struggling with 2 simple actions. 1) All students undergo benchmark assessments three times per year and we act upon results with further testing if necessary to determine next steps or we act immediately if results indicate this route. 2) Student support plans are put in place to support student needs in academics, behavior or anything needed for student success. Student support plans put into action our teams designed to increase support for students and families and we wrap our services around the students/families to ensure success.
- 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?
 - o Transitions from early to elementary are facilitated with conversations between local preschools and our school as well as a soft start where our teachers work with families

to ensure successful transition through conversation, assessment and best practices in early learning. From middle school to high school we follow similar practices but have increased conversations with students and do advanced scheduling and we do various college and career fairs and financial aid nights and conversations to ensure students have opportunities to explore and connect with life beyond high school.