



Needs Assessment Summary

1. Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

The Districts within the Malheur Region consortium area are all very small rural K-8 schools. These Districts, Juntura, Arock, and McDermitt, consider several components in determining the greatest needs of our students and families. Administrators and mentors/coaches are consistently observing classroom environments, teaching practices and student engagement. This helps us determine strengths and weaknesses within our school systems. Our small student to teacher ratio allows teachers to be very involved in assessing student progress so that needs are addressed promptly. Teachers and administrators analyze data from I-Ready, Easy CBM, Edmentum, and STAR. They also use Oregon State testing data to help identify areas where students may be underperforming or where professional development focus would be needed. The data sources have reinforced the impact that our additional instructional assistants have made on our students' academic success. The extra one on one attention that these students, especially those listed in focal groups, are receiving has also improved the confidence of all students.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups. We utilized the Oregon Equity Lens to guide our planning and decision-making process. The Oregon Equity Lens provides a set of questions designed to encourage reflection and challenge assumptions about equity, inclusion, and access. We applied these questions to ensure that we were addressing the needs of all students but also identifying barriers to success. After receiving engagement feedback and analysis we incorporated the

Oregon Equity Lens tool into our budgeting process to ensure that the activities we implemented were equitable to all students, staff, and families involved, especially those listed in the focal groups. By increasing the amount of one-on-one time each student is receiving by adding additional instructional assistance this has ensured that all students feel welcome and important. This has improved the academic and emotional well-being of all students, especially those listed in focal groups.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Professional development opportunities through county wide PD days will be provided that will help equip staff with skills to analyze student data to inform instruction and interventions. Partnering with Malheur ESD and utilizing Early Literacy coaches to guide our staff will be continued. Along with support from the ESD Early Literacy coaches, Juntura, Harper, and McDermitt will continue to partner with the ESD wellness team to provide students and staff professional development opportunities

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

We currently follow all McKinney Vento/Foster Care policies for the Malheur consortium, there are currently no identified students in any of the three districts. If a student enrolls in any of these 3 Districts, or their housing needs change, the Malheur ESD is the consortium lead. Each school district has specific procedures for ensuring that ALL students have access to transportation and academic needs to be successful. Allocations are set aside for providing access to materials, curriculum, and assistance for activities and educational services. Arock SD currently has 12 total students and there are 7 at Juntura SD. The low enrollment allows us to closely monitor ALL students and their needs.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

In alignment with Oregon's Early Literacy Framework and the Early Literacy Program Review Tool, Districts have strengthened their early literacy program to address gaps in foundational instruction. State and local data is being reviewed and analyzed and additional strategies are being implemented to ensure that all students who attend Juntura, Arock, and McDermitt are on task. The additional Early Literacy funds have allowed us to really focus on our reading rates for our K-3 students. This aligns with the Framework's call for evidence-based, differentiated instruction.

2. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

Teachers are allowed time to collaborate in order to develop, review and revise the curriculum together, ensuring consistency and alignment across grade levels and subjects. When the different staff collaborate, part of the process is analyzing assessment data regularly to evaluate student progress and curriculum effectiveness. This allows necessary adjustments to occur based on findings. We also partner with Malheur ESD and the Eastern Oregon Regional Educator Network to provide curriculum requirements and support for teachers.

3. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

Each year the Arock and Juntura teaching staff participates in Professional Development days that focus on State objectives and learning standards. The staff reviews which standards need addressing and also reviews the data from state testing to drive their focus. This data is used to determine curriculum standards and helps to focus on areas of weakness.

4. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Our small rural schools that are part of the consortium have very few students that attend. Arock has 12 students enrolled, Juntura has 7 total students. Having a safe, welcoming educational environment is a priority in each district. Investments have been made at each district to improve the safety and security. This has been achieved through installing new doors, some camera systems, ADA compliant restrooms, and a few others. The schools also have recently completed school site visits, identifying improvements that can be made through protocols, structures and routines to improve the safety and security of those who enter the building for any given reason.

5. How do you ensure students have access to strong school library programs?

Each of the schools has a library within their school that the students are able to check out books from at any time. Each school district has one-to-one devices that the students have access to within their classrooms. They do not have a contracted librarian to staff them, but the teacher and/or IA take them to the library and help them navigate the resources there within.

6. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

The Districts of the Consortium partner with the Malheur ESD. The ESD brings in appropriate resources and specialists related to emotional well being. Having a counselor available helps support students who have or are experiencing depression, anxiety, stress, and challenges with dysregulation. The small adult to student ratio at each District also helps identify students experiencing stress, anxiety, and challenges with dysregulation and get the student help quicker if need be. Those adults can also spend more one on one time with those students which also helps ease those emotions.

7. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Our K-8 schools in the consortium support the needs of the students by reviewing data and supporting the students where the need is focused. Our schools and their students generally receive asterisks on the school report card and the data, as the population is so small. When reviewing the unsuppressed data, we are able to look at how the student is performing and can make adjustments for what the student needs the following year. It is truly very individualized. We are currently in the process of completing Talented and Gifted program updates for the Oregon Department of Education. Once completed,

students who are identified, will participate in a meeting with parents and develop some opportunities for enrichment that are based on the student's aptitudes, interests and needs.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

There is specific emphasis on communication from school to community in all Districts within the consortium. This has made a huge difference, and we will continue to make it even better. We continue to work on language and culture barriers, however this only exists with one family in all 3 Districts. The 3 Districts all stress the importance with parents on the importance of attending school regularly and being an active participant in all activities.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Surveys, Board meetings, Open Discussion held and school events (Christmas Program, Mother's Day Greenhouse sale).

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Surveys, Board meetings, Open Discussion held and school events (Christmas Program, Mother's Day Greenhouse sale), Faculty meetings.

Outcome of Engagement

4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

In small rural school community engagement happens on a daily basis. Small open discussion between families, staff, and administrators is a common everyday occurrence. This has always been part of these small school Districts and we will continue to listen to feedback and adapt to give our students the BEST educational experience possible.

Strengthened Systems and Capacity (250 words or less per question)

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

When there is a position open, we advertise and let the community members know. It can be difficult to find individuals who want to live and work in these remote locations. Many of these remote locations do offer teacher housing, which is a definite bonus. If there is a vacancy, each of the school districts utilize the Malheur ESD website, their own webpages, social media, and word of mouth, as in the small communities, this seems to be the quickest way that potential candidates hear of the positions and then choose to apply. The educational leaders are committed to hiring the best candidate and offering support for all staff members that ensure that all students, including all focal and student groups, receive instruction from high quality teachers. Each district in the consortium may do this differently, but all have procedures in place for staff to access.

2. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

An advantage to having only one or two teachers in the whole school is that there is very little, if any, removal of a student from the classroom due to discipline practices. The teachers, IA's and then parents are the ones who will work together if a student is displaying behaviors that are inconsistent with the classroom expectations and school. If there is an incident that the teacher feels they need more than the first levels of support, he/she will reach out to the administrator and discipline procedures and protocols will be implemented. Very seldom, if ever during a school year is a student removed from the entire classroom due to behaviors.

3. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various

grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles.

The consortium schools, with the students in the upper grades, will participate in YouScience and then work with the CTE outreach person from the Malheur ESD to help interpret the information presented and then assist students in their planning process for high school and beyond. The consortium districts share the same regional CTE coordinator. This coordinator covers a six county region. They have a strong understanding of the programs offered at each high school that a student may possibly attend. The classroom teachers will work with the Regional CTE coordinator, and high school counselors prior to entry, to provide academic counseling prior to high school enrollment. Once in high school, they will continue to provide academic counseling to guide their high school path that will eventually lead into a post-secondary field of study and/or education.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

Not required

Early Literacy Inventory and Prioritization

1. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
 - Hiring
 - X Purchasing Curricula & Materials

- X High-Dosage Tutoring
- X Extended Learning Programs
- X Professional Development & Coaching
- Other purposes

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

2. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:
 - Have the lowest rates of proficiency in literacy of elementary schools in the district;
 - identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
 - X have literacy proficiency rates that have not recovered to pre-pandemic levels
 - have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
 - N/A if you have only one elementary school

3. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].
(write N/A if you have only one elementary school)

Juntura Grade School - 50%
 WW Jones/Arock SD - 50%
 Malheur SD 51 - 0%

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

- These School Districts would benefit from ODE support through stable, predictable funding streams that allow for long-term planning and sustainability.
- Reducing the frequency and complexity of state-mandated reports to minimize administrative burden.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)

Malheur Region Consortium remains committed to enhancing the delivery of a well-rounded and equitable education for all students. Our integrated plan is guided by data-driven decision-making, incorporating student performance metrics and insights from community and family surveys to identify key areas of focus. The consortium consists of three very small rural districts and giving students a high quality education is our top priority.

A high adult-to-student ratio to provide differentiated, individualized support. Our early literacy programs will have all the tools and resources to adequately prepare our elementary students. In addition to school-year interventions, we will be providing extended learning opportunities for students, which can also be supplemented by a home- learning component.