



Integrated Application Template K-6 and K-8 School Districts

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)

The first step in our needs assessment process was to have all staff participate in an Operational Visioning session, facilitated by Scott Perry from Southern Oregon ESD. Staff considered longitudinal data from student and parent surveys, past SIA priorities and investments, and district enrollment trends to determine district goals and local metrics to measure progress.

The next step in our engagement process was to conduct student empathy interviews. Facilitated by a staff member from SOESD, all students in grades one through six were interviewed. Students were asked to respond to questions regarding their connection to school, and how the district can best support their success. Students listed strong relationships and positive social interactions as strengths of the school. Challenges included providing more support for academic success, and overcoming negative socio-emotional events.

In order to gather feedback from district staff we held a listening session, again facilitated by an SOESD staff member. Participants included teachers and other district staff members. After a review of previous SIA priorities, staff identified district strengths and successes, and considered challenges the district is facing. Strengths/successes included close student/teacher relationships, individualized instruction, and student attendance and engagement at school. Staff identified finding guest instructors, fluctuations in student enrollment, and offering more extracurricular activities as challenges.

The final step in our process was the work done by district leadership to synthesize all the information and develop our Integrated Plan. Data from the listening session and interviews were summarized by SOESD staff, and are included in this proposal. Using these data and the results from the staff Operational Visioning activity, spending priorities were determined for the upcoming school years.



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Additionally, district leaders applied the Oregon Equity Lens throughout their decision making process. Not surprisingly, a majority of the spending activities for 2023-24 and 2024-25 are continuations of past priorities.

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)**

Pinehurst is a small, rural school district with approximately 15 students, grades K through 6. We have two licensed teachers, one part time administrator, and limited part and full time classified staff members. Our school has two classrooms; one with kindergarten through 3rd grade students and one with 4th through 6th grade students. After students complete 6th grade at Pinehurst they attend Ashland Middle School, and continue to attend school in Ashland through high school. However, those students continue to be included on Pinehurst's ADM count, with Pinehurst sending the accompanying funds to Ashland School District. The narrative responses regarding CTE programming in this proposal are in reference to Programs of Study at Ashland High School.

Considering feedback gathered from various engagement activities, plus priorities identified by district leadership, our Leadership Team established the following outcomes for this Integrated Plan: 1) All students, including students in focal groups, report an increased sense of well-being and belonging at school. 2) All students have equitable access to and participate in well-rounded educational opportunities.

In order to achieve these outcomes, we braided a combination of HSS and SIA funds to support a range of activities. Investments in staff include supporting a CTE teacher at Ashland High School, allocating funds to support teacher time for well-rounded educational learning opportunities, hiring part time adjunct instructors to provide well-rounded learning opportunities for students, and creating a part time coordinator position to help the district meet state and federal requirements.

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Other activities include investments in teacher professional development and collaboration, classroom materials and supplies, and funds to support continued community engagement activities.

Equity Advanced

(250 words or less per question)

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

Pinehurst is a small, rural school district with approximately 15 students, grades K through 6. And while our small size is a limiting factor in some cases, in terms of equity and access, it is a strength. Each student has access to all educational opportunities that we offer. Staff know each student, and their families, on an individual basis. Students receive individualized instruction, tailored to each student's specific interests and needs. The building of close relationships between students and staff is a strength of the district. And this is true in a long term sense, throughout each student's tenure at the school. Another aspect of the school that contributes to equitable education is that students learn in multi-grade classrooms. The school has two classrooms; one grades K-3 and one grades 4-6.

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

Meeting the needs of all students is an area of focus in supporting equity and access. It has been an area of growth for our staff to gain skills in the selection of the appropriate instructional practices, adapting current instructional strategies and implementing new supports for all students. Staff have had to grow in their understanding of how to administer the new assessments to identify the needs of individual students. In a similar fashion, our small size limits our capacity to hire licensed specialist teachers. While we access part time specialist staff from Southern Oregon ESD, our two regular full time teachers provide the day to day support for all students. Finally, due to the pandemic and recent administrative turnover, our staff are in need of updated professional learning opportunities.

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

We used the Oregon Equity Lens.

<https://www.oregon.gov/ode/StudentSuccess/Documents/Appendix%20B%20-%20ODE%20Equity%20Lens.pdf>

Describe how you used this tool in your planning.

In developing and refining our Integrated Plan, district leaders met together to review, discuss and consider the eight questions provided by the Oregon Equity Lens as it relates to our strategies and activities. After considering the eight elements of the Equity Lens, we came to the following conclusions: 1) We believe the investments we are making to support students' academic success and provide more well rounded educational opportunities will benefit all students. 2) We are committed to professional learning for equity. Our Integrated Plan includes providing teachers collaborative time and more professional development opportunities.

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

We are a very small school with two classrooms and approximately 15 students. All students receive equal educational opportunities. The investment of our funds as described in this plan provide equal potential academic impact for all students.

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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 barrier that impacts our students' success is the shortage of staffing (teachers, specialists, substitutes, educational assistants, administrators) that the field of education is experiencing right now. For a small, remote district like Pinehurst, the shortage makes recruiting and retaining staff difficult. After many years of stable, consistent staff members, we have recently had an increased amount of teacher and administrative turnover, which has been challenging for a small district to endure. A related potential barrier is the fact that, while we provide as many options for learning as we can, all students may not benefit in the same way from the "specials" that we offer. We are limited in accessing instructors who have special talents to share. The potential for reduced funding for education at the state and federal level in the future could create a challenge for Pinehurst to keep its small school adequately staffed to provide the robust well rounded educational experience that we have developed. Another barrier that is especially impactful for a district like ours, is declining student enrollment, and with it, the accompanying reduction in funding. It only takes one or two families leaving the community, or choosing to enroll their children elsewhere to have a significant impact on our funding. We value the use of our SIA funds to help us build a robust program that will retain and attract families, students and educators to our area.

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?

At this point in time, Pinehurst has not had any students identified as homeless. However, staff has received professional development on homeless and foster students' rights, and information is posted publicly on the district website and at the school. Per our federal programs audit in 2022, Pinehurst is in compliance with all requirements. The SOESD acts as our McKinney Vento and Foster Care Rights liaison.

CTE Focus (HSS)

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

There are several "credentials" that are provided by the CTE Programs of Study (POS) at Ashland High School. One example is SolidWorks- a local industry standard, very respected Computer Aided Drafting



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(CADD) program that has even resulted in student internships. Additionally, introductory digital design credentials are being delivered at AHS.

All “on track” incoming 9th, 10th, 11th, and 12th grade students have open periods in their schedule (one for 9th graders; up to 4 for 12th graders) for electives. Students self-select elective courses based on their interests and strengths.

In terms of recruitment, we host a 9th Grade student/parent campus & CTE program tour each year. A CTE specific video has been created that is presented to all incoming 9th grade students. And new in 2023, we are presenting an Elective Showcase at Ashland Middle School, which will include at least 1 female representative for each CTE Program of Study present.

All teachers complete a three day SCIP training during our August In-service.

What needs were identified in your CTE Programs of Study in terms of equity and access?

Students with disabilities are not accessing CTE Program of Study courses at the same rate as general education students. In some Programs of Study male/female ratios are not representative of the general student population.

Scheduling conflicts can be a barrier for students taking AP courses, and for students who need additional support in English and Math. There is limited accessibility for electives in 9th and 10th grade students’ schedules.

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

Prior to 9th grade forecasting, a video presentation specific to CTE course offerings is shown to all incoming 9th graders. New for 2023 is a CTE/Elective Showcase at the middle school that includes equipment demonstrations such as metal fabrication, CNC-router/laser, CNC- vinyl, culinary, and mechanics.

Each year we hold a CTE Open House at the high school for incoming 9th graders and their parents. The event includes tours of CTE classrooms and presentations by current CTE instructors.

Word of mouth from current CTE students and the relationships that are built within the program are some of the most powerful recruitment tools we have.

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?



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Our Master Scheduling/Student Forecasting process uses a systematic approach to creating the Master Schedule of classes that helps ensure that all students have equal access to both required and elective courses. Course fees can be waived for any student. CTE teachers have access to IEP accommodation/modification specifics for each student in special education. They also work with our ELD teacher to provide access to instruction while meeting language needs.

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).

A long-standing tradition at Pinehurst is the production of a Winter Play heading into Winter Break. Every student and staff member in the school participates in the preparation and performance of the play. Producing the play requires students to use literacy skills, apply math concepts, develop music abilities, and work together as a team. Additionally, community members join with district staff members to support the students.

Throughout the year, community members are invited into school as guest artists to lead students in various art-related lessons. Examples include ceramics, using an on-site kiln, and tie-dyeing shirts. Other activities and events that connect students with community members include Family Math Night, Family Literacy Night, Pancake Breakfasts, held during the school year, and a district-organized Community Softball season, held in the summer.

Pinehurst School is located within the Cascade Siskiyou National Monument. Staff take advantage of that to offer students many outdoor education opportunities. We have an Environmental Education program in partnership with Friends of the Cascade Siskiyou National Monument, Southern Oregon University and the Bureau of Land Management. We have an on-site, fenced in outdoor teaching garden that teachers use to instruct students on plant life cycles and food production. We have an outdoor classroom that includes a round amphitheater and covered whiteboard.

Staff incorporate Social Emotional Learning strategies into classrooms in the form of Kindness in the Classroom and soft starts in the morning. Additionally, a community member provides

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students Movement and Mindfulness activities once a week.

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?

The Winter Play provides a context for a variety of performing arts disciplines. Staff and students are involved in writing and scripting the play. Students contribute to designing and creating sets for the play. All students participate in performing the play, which includes speaking, singing, handbells and dancing elements.

Teachers consistently integrate art into core subject matter instruction. Throughout the school year, guest artists are invited into the school to lead students into arts-related activities such as sewing, drawing, ceramics and tie-dying.

Each school year in February, all students participate in a project called 100 Acts of Kindness. It involves students creating and hand making Valentine's Day cards for people within the community. Students build art skills, improve hand-eye coordination, and make connections with community members.

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

We have a school library that teachers use as a learning space, and from which students can check out books for individual reading. Staff and students have access to a digital library (SORA) through a partnership with Southern Oregon ESD.

Classroom teachers utilize the library and provide instruction on how to use a library based on library media content standards under the direction of our newly hired administrator who has a library media specialist license.

Each year the school holds a themed Family Literacy Night, where community members are

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invited to an evening event at the school to share the love of reading with children.

We organize a Summer Reading Program that utilizes the school library, and encourages children of all ages from the community to read across the summer months.

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

Our daily schedule includes a 15 minute morning recess, and a one hour lunch period that includes recess time when students are finished eating. Students have a 30 minute PE period each day of the week, which includes a Movement and Mindfulness class one day per week.

Our weekly schedule sets Fridays as a half day for students, with the afternoon dedicated for teacher prep time and professional development. Morning instruction on Fridays focuses on social emotional learning, outdoor education and project-based learning activities. Additionally, teachers take students on various field trips throughout the school year.

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

In our weekly schedule, we release students early on Fridays, with students attending the first half of the day. Those mornings are dedicated to project-based learning, often in an outdoor setting. Teachers use these projects to integrate subject matter, combining elements of literacy, science, art, math and social science. In addition, teachers use the on site outdoor classroom and teaching garden to provide hands-on, integrated instruction.

In terms of technology, each student has an iPad or laptop dedicated for their use. Each year, our students participate in a trout rearing project. Our school receives trout eggs from the Klamath Fish Hatchery, which students incubate, and raise into fry. Students release the fry into a local trout pond, within walking distance of the school. This hands-on project allows students to learn about fish life cycles, chemistry and natural resource management techniques.

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All our students work within a multi-grade setting (K-3 and 4-6). And while that reality presents a certain set of challenges, it also offers students unique opportunities to develop critical thinking and problem solving skills. Students receive individualized instruction from staff and in many cases help from older students. Teachers utilize cooperative learning strategies that build strong relationships between students of different grade levels.

As already mentioned, our annual Winter Play provides a vehicle for students to learn in a hands-on, active setting. Although the play is obviously performing arts centered, students also build literacy, problem solving, and teamwork skills.

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.

Each year we review our current curriculum and compare it to the new curriculum materials that have been approved by the Oregon Department of Education. As part of that process, our staff members participate in curriculum caravans hosted by Southern Oregon ESD, cross reference materials with Division 22 Standards and follow the instructional materials adoption process, which includes opportunity for public input. Since our students attend Ashland Middle School when they “graduate” from our school, our staff connect with Ashland’s curriculum director to align curriculum and order materials together. In addition, Southern Oregon ESD hosts monthly curriculum director meetings that our teachers have access to.

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

Our small size lends itself to instruction that engages all students. We have approximately 15 students and two teachers. Each classroom contains seven or eight students of multiple grade levels. Teachers know each of their students at an extremely personal level. When we say that our students receive individualized instruction, it is not just a by-word that exists on paper; it actually happens every day with each student. Additionally, teachers meet weekly in a PLC format to discuss student achievement data and specific students’ needs.

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When we have teachers who are new to the profession, as is the case right now, we receive mentoring support from Southern Oregon ESD. We also access special education and counseling services from the ESD on an as needed basis.

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

There is no formal preschool program in the community. However, the district engages families with preschoolers in a number of ways throughout the year to help staff connect with incoming kindergarteners. We host an annual Teddy Bear Picnic each spring. Incoming kindergarteners, along with their favorite stuffed animal, attend school for a day and meet school staff members and current students. Each school year we hold a Family Literacy Night and a Family Math Night at the school. All families, regardless of the age of their children, attend the events and interact with staff members. Our Summer Reading Program utilizes the school library to encourage children of all ages within the community to read throughout the summer months. Finally, because of our small, close-knit community, staff members know families well and have a strong relationship with most children even before they enter kindergarten.

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

Pinehurst is a K-6 school, with students attending Ashland School District beginning in 7th grade. We have a transportation contract with Ashland to bus students to Ashland for grades 7-12. Each spring we coordinate an event where our 6th grade students visit Ashland Middle School to tour the campus, meet teachers and current middle school students. Throughout the spring, our upper grades teacher is in contact with Ashland Middle School staff to provide support for our students that will be attending there the next year.

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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 two teachers meet weekly to discuss individual students' needs, and to plan individualized instructional strategies for each student. When deemed appropriate, students are recommended for special education services. The evaluation is done by Southern Oregon ESD staff. Additionally, the ESD offers Response To Intervention (RTI) services which we use on an as needed basis. Time is provided after school and during recess for students who need extra help. We hold parent/teacher conferences twice a year; first in the fall and then in late winter. Our instructional assistants provide support to students as they co-teach with teachers by supporting student learning in small group settings.

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

Teachers create an individualized learning plan for each student identified as TAG. These plans include providing students additional educational opportunities within the classroom, and the chance to take lead roles in out-of-classroom projects that classes work on. Since our classes are multi-grade level, some students are given the opportunity to work on material at a higher grade level.

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?

Being a K-6 school, this question does not apply to us in a large way. Age appropriate career topics are incorporated into classroom instruction. Teachers take students on field trips to various local businesses. We partner with community members who share their expertise in classes, including connections to careers.

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CTE Focus (HSS)

How are you providing equitable work-based learning experiences for students?

The Ashland High School Manufacturing Program of Study is working with the Medford School District to enroll interested students in a “pre-apprenticeship” program, created through a Medford and Rogue WorkForce partnership in order to expose students to careers in the Manufacturing and Construction trades.

Ashland’s academic advisors work with the CTE/SOCTEC and STEM staff at Southern Oregon ES D to ensure that students take advantage of tours of Rogue Community College’s Manufacturing, Health Sciences, and Electronics programs.

Twelfth grade students take a College & Career Readiness survey. All other students complete a *YouScience Career Inventory*. Individual results are examined by each student with their counselors, health teachers and CTE professionals.

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.

Each of our CTE Programs of Study offer integrated projects that allow for hands-on learning and applied learning. Each course within a CTE Program of Study increases in difficulty at the next level. When at all possible courses are articulated and aligned with community college partners.

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

All CTE POS courses continually build skills and knowledge that will prepare students to be successful entering any employment opportunity.

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

Students self-select courses based on their interests and strengths. These are shared with families with a specific focus on ensuring focal groups are well informed. Incoming 9th grade students and parents participate in campus and program tours. A video specific to CTE programs is presented to all incoming 9th grade students. An Elective Showcase event will be held at Ashland Middle School this spring with a specific focus on representation from our focal groups. All teachers completed a three day SCIP training during August In-service. Translation and interpretation services are provided.

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

Students in CTE courses learn literacy, math and basic employability skills that are applicable for all students looking to enter any employment opportunity. We continue to recruit more female students into Programs of Study in order to balance male/female ratios in courses related to nontraditional professions.

Describe any new CTE Programs of Study to be developed.

There are no new POS being developed. We are exploring a robotics and engineering program.

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?

Because of the small size of our community, and the central role our school plays within the community, we are well connected with community members. We publish and send out a monthly newsletter. We have an up to date website. We post information on the public bulletin boards in our school and at the local restaurant on the mountain. We routinely send out information via our community email list. All board meetings include a Zoom option that is used regularly by community members. The Pinehurst School Foundation has an active FaceBook page, and hosts various fundraising events throughout the year. For the last three years, we sent out a survey to parents, staff members and board members in order to get feedback regarding what they perceive as district priorities. We conducted empathy interviews with students and listening sessions with staff in order to get a better understanding of their experience in the school. Additionally, the board installed a community letter box in the school parking lot so that community members could share their celebrations or concerns easily and anonymously.

One barrier is that in a system as small as ours, the vast majority of staff members' time and energy is devoted to the day to day functioning of the school. The support that SOESD has provided has been critical in helping us develop this application. The district recently hired a new part time administrator who will be attending a workshop this spring that focuses on building school/community relationships.



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

For years, Pinehurst School has been known as “The Heart of the Greensprings”. We care about our students in a personal, one-on-one way. Students can step outside their classrooms to learn in the Cascade Siskiyou National Monument. The Greensprings is a close knit community full of people who know each other and take care of each other. It is a priority of the district to elevate these strengths. The Pinehurst School Foundation plays a role in this by hosting fundraising events and other positive promotional activities.

The board, along with the newly hired part time administrator, are working on ways to improve relationships and community partnerships.

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

Our access to resources through our partnership with Southern Oregon ESD is important. ODE’s ongoing support of Educational Service Districts is critical for small districts like Pinehurst. One area that we could use help with is in recruiting instructors in areas such as music, art, physical education, robotics and library. With a staff our size it is challenging to find the time and resources to actively recruit special interest educators to work and volunteer at Pinehurst.

Another way that would help our continuous improvement process is for ODE to find ways to reduce the load for districts such as ours. We have a handful of full and part time staff who are consumed with the day to day functioning of the school. And while we appreciate the additional funding the Integrated Plan sends our way, it seems that ODE could create an application and reporting system that more reasonably accommodates the challenges that a district like Pinehurst experiences.

Assistance and support with curriculum adoption is another area of need.

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

Pinehurst School is, in many ways, the center of the community. When we hold events like the Winter Play, nearly every member of the community is in attendance. We hold other events like Back to School Open House, Family Math Night, and Family Literacy Night that bring family members of all ages into our school. Additionally, the Pinehurst School Foundation hosts a variety of events each year that bring the greater community together in order to raise funds to benefit the staff and students.

Centrally located within the community, the school provides spaces for meetings and activities, which means that people use the school to host a number of non-school related community wide events throughout the year.

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

n/a

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

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- 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 Chambers 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?

(Check 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 __ SOESD _____



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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?

With our small size, it works best to use empathy interviews to engage the focal student populations. Students are able to openly share when they are in a safe, small group setting with their peers. Using listening sessions with the staff provides ample opportunity for voices to be heard and collaboration to happen.

This spring, we will engage the parents and board via a survey, such as Survey Monkey.

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.

The strategy we used to engage the focal student groups was to conduct empathy interviews with all students in grades 1st-6th. The activity was facilitated by an SOESD staff member.

We will conduct a survey in the spring to gather feedback from parents and board members. We have conducted similar surveys the last three years and this information will give us longitudinal data to inform our investment priorities.

These strategies are at the “consult” and “involve” levels on the community engagement scale.

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.

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The two strategies we used to engage the staff were a comprehensive review of the previous SIA investments and ODE Integrated Plan, followed by active listening sessions. These strategies were used because they could be conducted in small collaborative groups. These activities were conducted by SOESD staff members.

Given our small size and the close connection between the school and community members, we feel like we collected usable feedback from both students and adults that are part of our school. These strategies are at the “consult” and “involve” levels on the community engagement scale.

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

Not surprisingly, priorities expressed this year were similar to priorities identified in the past. We are focusing on the following strategies to achieve our goal:

- 1) Recruit strong staff - teachers, administrators, and classified - to work at Pinehurst School. Once hired, we need to train, support and take care of them so they will develop and grow with the community. A strong, stable, consistent workforce at the school is crucial for parents to keep their children enrolled in the school.
- 2) Provide robust, well-rounded learning opportunities for our students. In some cases, that means teachers integrating multiple subjects into lessons, and taking advantage of the natural setting in which the school sits. In other cases, that means the school hiring part time instructors to offer students creative experiences in music, art, outdoor education, PE, and social emotional learning activities.
- 3) Focus on building strong relationships between the school and families. Families that feel connected to school staff, and have positive experiences at school events and activities are more likely to support our school.

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



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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.

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?

We post job vacancies on online sites for educators and share the posts with Southern Oregon University, SOESD and other community partners.

When we hire teachers who are new to the profession, we partner with SOESD to provide mentors for them. Through our partnership with the SOESD, teachers are given a variety of professional learning opportunities throughout the school year.

The Pinehurst School Foundation supports our school and provides funds for teachers to purchase additional classroom materials and take students on field trips.

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?

With approximately 15 students and two teachers, each student receives individual attention and instruction that fits their learning style. Teachers and educational assistants provide interventions and support to students through small group work and one-on-one instruction. The SOESD provides intervention specialists, including school counselors and psychologists. In addition, SOESD provides SpEd identification and support services.

Integrated Application Template K-6 and K-8 School Districts

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

For the most part, teachers handle behavior within their own classrooms. When needed, teachers and the administrator develop individualized behavior plans for students. Staff frequently meet to discuss at-risk students and collaboratively develop strategies to support students.

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

In our weekly schedule, students attend school only the first half of the day on Fridays. Friday afternoons are set aside for teachers to plan and attend professional learning sessions. We provided specific PD days for implementing the newly adopted curriculum. All staff have received professional development in regards to trauma informed practices. Teachers have worked with their ESD mentors to create a three year curriculum rotation that works for our multi-grade classrooms.

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

Through our partnership with Southern Oregon ESD, our teachers participate in professional learning opportunities offered by the ESD. When appropriate, the ESD provides mentors for our beginning teachers. Additionally, at various times we bring experts and consultants to our school to provide professional learning experiences to our staff members.

Integrated Application Template K-6 and K-8 School Districts

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?

Our small class sizes allow for teachers to work one-on-one with students every single day. Teachers know each student individually. We administer EasyCBM, a reading and math assessment tool, to our students three to four times per year in order to monitor their progress measured against standardized norms. We hold parent/teacher conferences both in the fall and late winter each school year. In addition, teachers know students' parents personally and communicate with them often. We provide additional help to students who need it through individualized instruction, interventions in small groups, and support after school. SOESD supports our RTI system and provides special education identification.

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?

There is no formal preschool program in our community. We host a number of events at our school in order to engage families who have preschool age children. These include Family Literacy Night, Family Math Night, Teddy Bear Picnic, a summer reading program, the Winter Play, a summer softball league, on-site BBQ's, and community events held on school grounds.

To support our 6th grade students as they transition from Pinehurst to Ashland Middle School, we hold a field trip each spring where our 6th graders visit the middle school in Ashland. We work closely with Ashland teachers to align curriculum and connect with them regarding students with special needs.

Attachments Completing Your Submission

[Integrated Planning & Budget Template](#)

- The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and



Integrated Application Template K-6 and K-8 School Districts

planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.

Equity Lens Utilized

Community Engagement Artifacts

DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)

Affirmation of Tribal Consultation

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.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.