Pinehurst School District 94

Continuous Improvement Plan (CIP)

2024-2025 Submission

Emily Cozza, District Administrator
Updated 2024

Table of Contents

An Introduction to the Pinehurst School District 3

Pinehurst Adaptations as a Small/ Rural School and District 3

Pinehurst Mission and Vision Statement 4

Oregon Integrated Systems Framework (ORIS) Needs Assessment 4

Continuous Improvement Plan (CIP) 8

Learning Exceeds At Pinehurst (LEAP) 8

LEAP Team Members 8

LEAP Team Objectives 8

LEAP Team Calendar 8

LEAP Target Goals and Strategies (2020-2023) 8

LEAP Team Performance Updates 9

LEAP Team Year-end Summary 10

CIP Supplemental Questions 10

Support Materials 15

- Appendix A: State of the District Report 15
- Appendix B: ORIS Assessment Data 22
- Appendix C: Annual Evidence Based Strategies, Measures and Actions 23

An Introduction to the Pinehurst School District

Nestled in the heart of the forested Greensprings is Pinehurst School, a hub of education and enrichment. Pinehurst has been an independent school district in Oregon for over 100 years and offers an extraordinary education for students in kindergarten through sixth grade. Instruction focuses on providing a strong foundation in reading, math and writing while engaging students in outdoor education, culinary arts, art, music and drama. Students are given opportunities throughout the year to feature their work and take part in public performances. Seasonal student showcases, the annual play and Winterfest fundraiser are long-standing traditions attended by parents, past students and community members.

Pinehurst's outdoor education program, which began in the fall of 2011, provides outdoor education instruction and activities for students in kindergarten through the fifth grade. The outdoor program started with local day hikes and has grown into a comprehensive outdoor program that operates throughout the school year and includes part-day, full-day and overnight activities. The Cascade-Siskiyou National Monument serves as Pinehurst's "outdoor classroom" and the primary focus of research and learning. Students study the interrelationships of the diverse elements of the various ecosystems, the interlocking cycles within an ecosystem and the changes in an ecosystem over time. Activities radiate from the immediate school environment into the Monument with hikes, field trips and research activities. Students learn about and practice responsible stewardship of the environment as it relates to plants, animals, air and water quality, homes, jobs, raw materials, and recreation.

Pinehurst School enrollment averages between 10-20 students which allows for individual and small group instruction in all subjects. The school relies on parent and community volunteers to supplement the educational program and provide vision and guidance through membership on the School Board and the Pinehurst School Foundation. After graduating from the fifth grade, Pinehurst students in grades six through twelve attend Ashland Middle School and then Ashland High School to complete their public education.

Pinehurst Adaptations as a Small/ Rural School and District

A. Pinehurst School District employs one part-time district administrator to lead the district and one full-time office assistant to run the student information system. The district contracts with a service provider for budget and accounting assistance. Pinehurst's instructional staff consists of two highly qualified teachers and one part-time instructional assistant.

B. The district administrator, classroom teachers and instructional assistant serve as the school's Instructional Team. The team meets regularly and works collaboratively to fulfill all the duties required in larger schools/districts from building, support and administrative staffs.

C. Daily encounters between staff members are a natural and logical result of our close quarters, limited facilities and our need to double up on many duties and to fill in for each other frequently. Employees move through the school office, the three major teaching spaces and are frequently engaged in lunch and recess supervision and outdoor play. We meet monthly as a full staff and conduct regular check-ins with each staff member.

D. Pinehurst parents are often staff members, board members and classroom volunteers. Teachers at Pinehurst have a close relationship with all students and their families which keeps the community actively engaged in what is going on at the school.

E. All staff members have an opportunity to share insights with the board by attending school board meetings as a designated visitor. The board uses active listening skills to collect information necessary to assist with budgeting priorities.

F. School board members are called upon to work individually or as members of sub- committees to assist the administration. This includes hiring new staff, working on administrative and school improvement projects,

revising and creating district policies and serving in the role of advisors.

G. The administration publishes a State of the District Report every other year as a means for updating district constituents about the school (Appendix A). The State of the District Report includes a summary of the budget and an explanation of accomplishments and challenges.

H. Pinehurst School District relies on the Southern Oregon Education Service District (SOESD) for assistance and resources in the areas of school improvement, special education, technology, mentoring, and curriculum development.

Pinehurst Mission and Vision Statement

Pinehurst Board of Directors' Mission Statement

Our mission is to combine energy and time cooperating with our staff, volunteers, parents, Pinehurst School Foundation members and the greater Greensprings residents and businesses to support our kindergarten through 12th grade students by deploying strategies to vigorously maintain and improve the academic quality and financial stability of Pinehurst School District and to ensure its continued vitality as the educational and civic heart of the only public school district in the Cascade-Siskiyou National Monument.

Pinehurst School 2024-2025 Vision Statement

Pinehurst School nurtures confident, compassionate learners, with a strong sense of self and community, inspiring curiosity, lifelong learning, and the ability to overcome challenges.

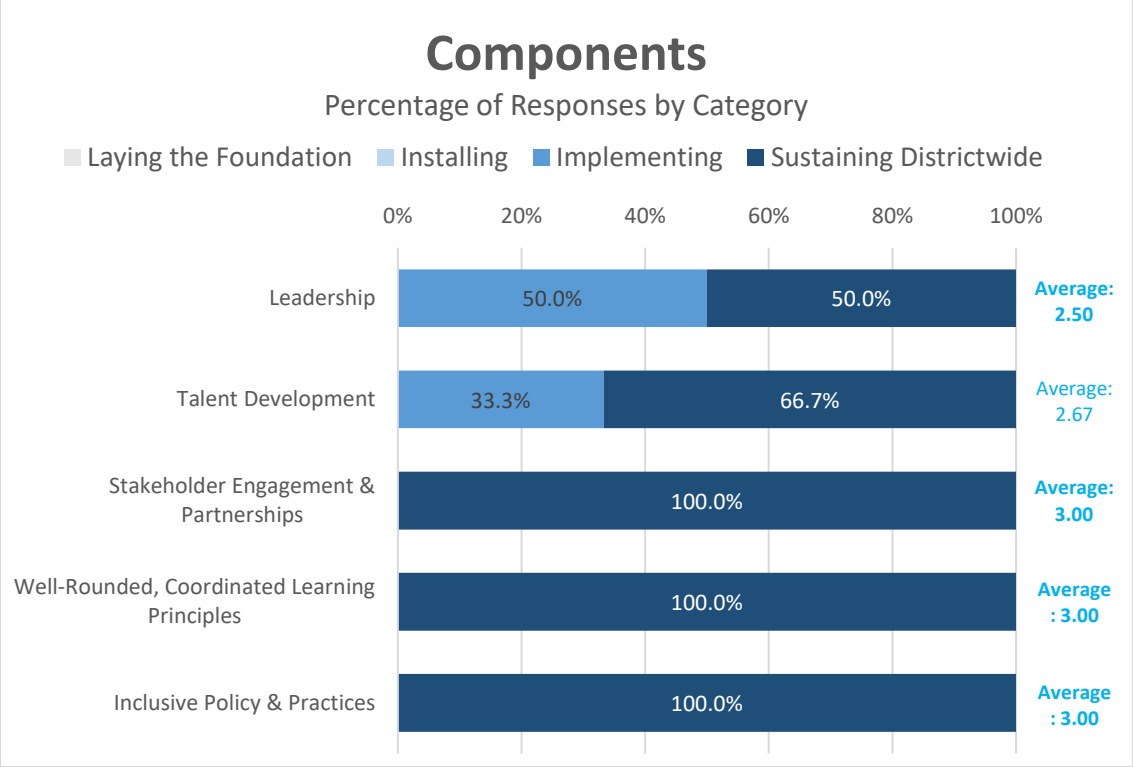
Oregon Integrated Systems Framework (ORIS) Needs Assessment

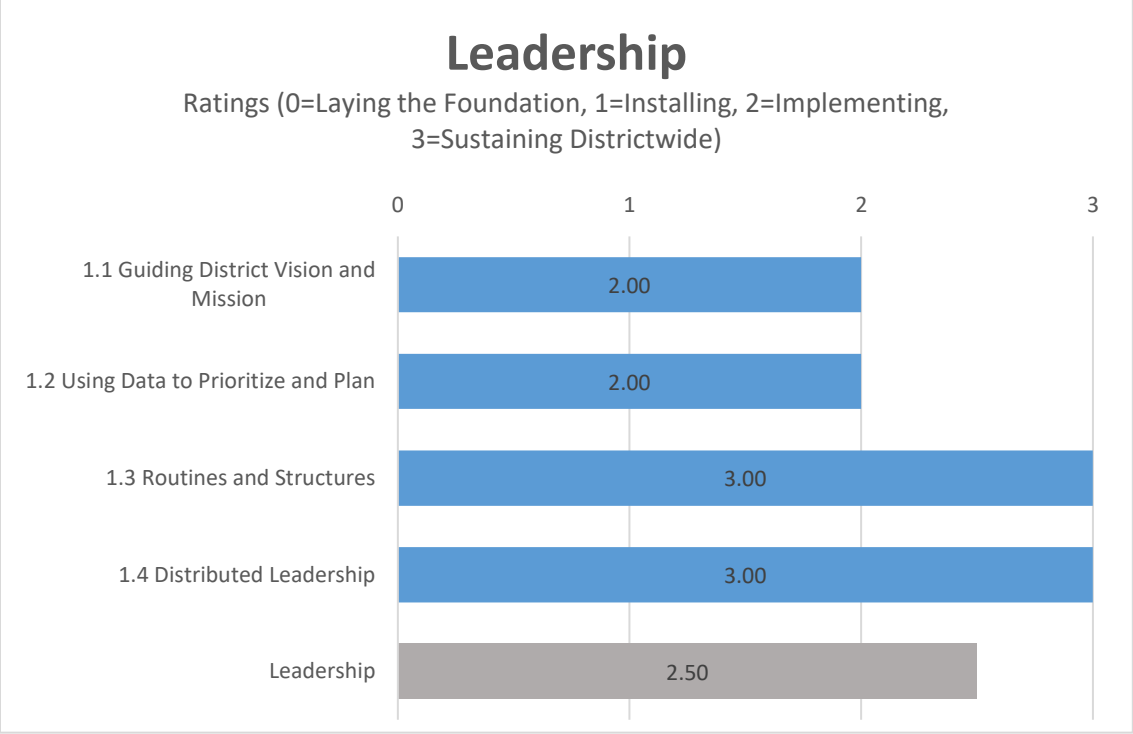
The ORIS Needs Assessment was created by ODE as a tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. The assessed indicators are as follows:

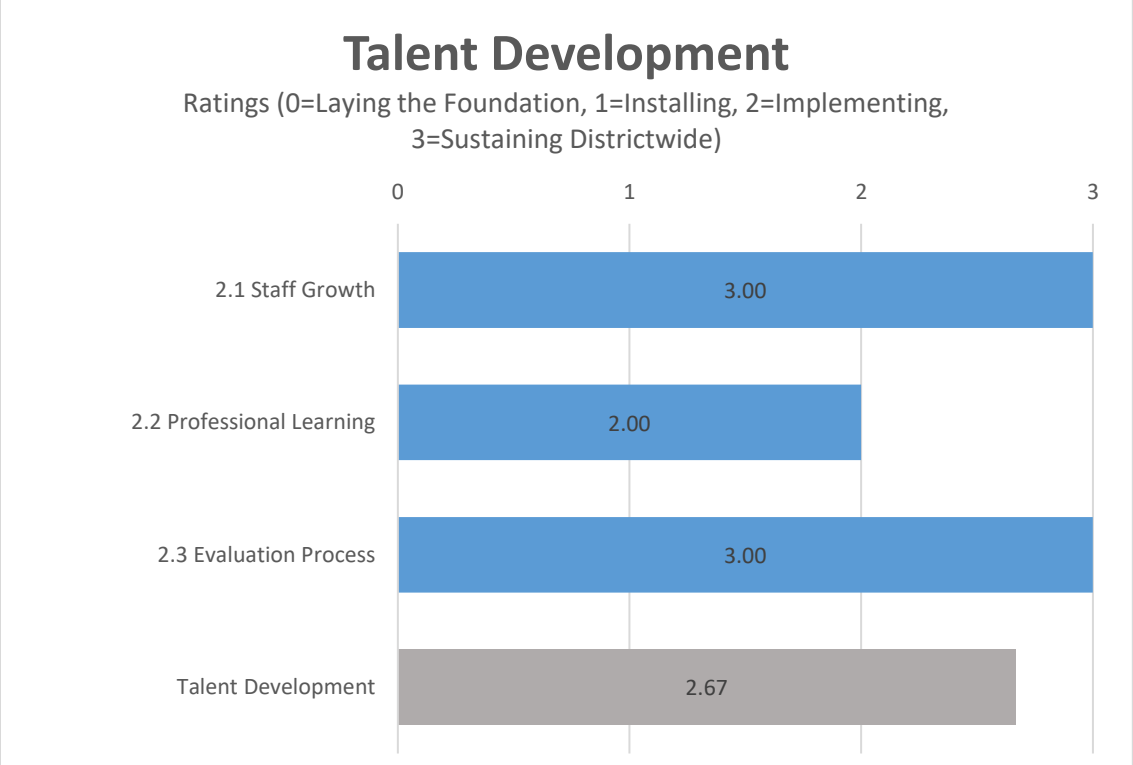
Overview ORIS Needs Assessment
Domains & Indicators

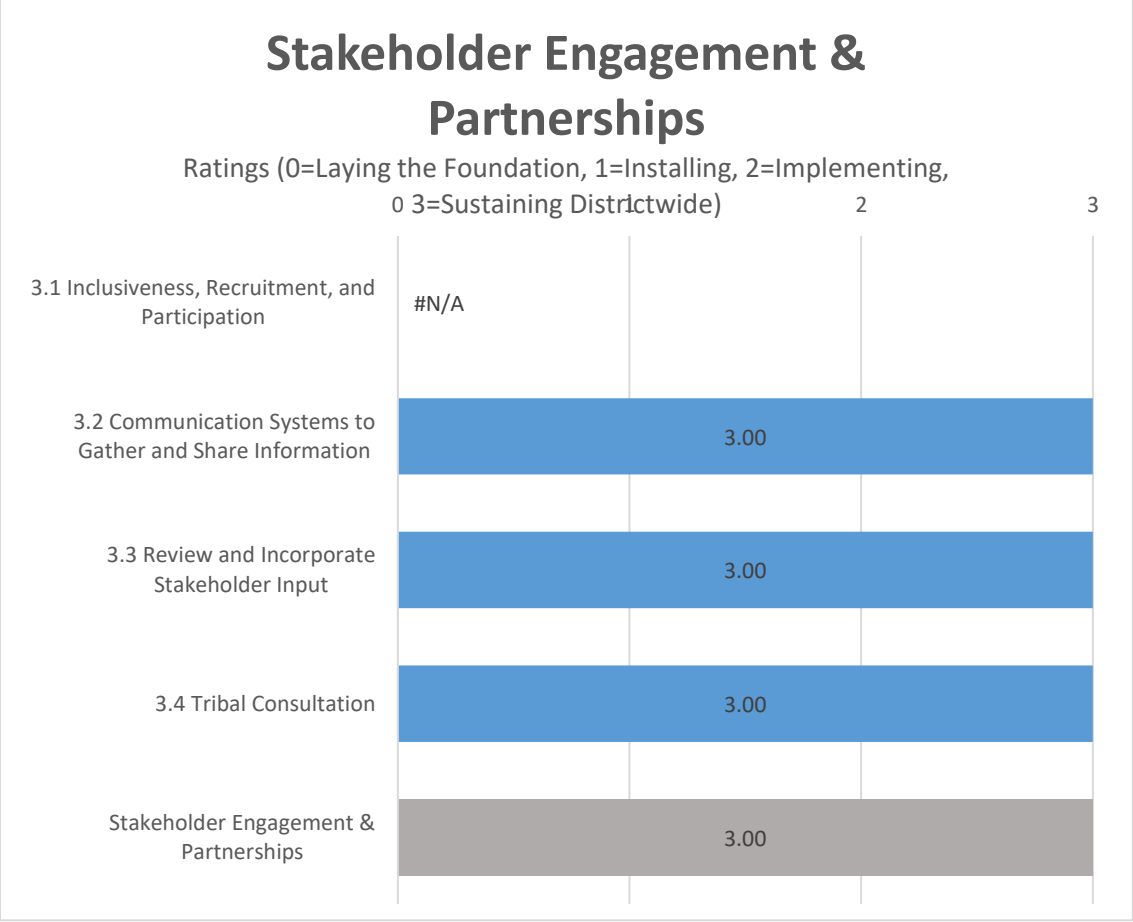
ORIS DOMAINS	NA INDICATORS
Leadership	1.1 Guiding District Vision & Mission
	1.2 Using Data to Prioritize & Plan
	1.3 Routines and Structures
	1.4 Distributed Leadership
Talent Development	2.1 Staff Growth
	2.2 Professional Learning
	2.3 Evaluation Process
Stakeholder Engagement & Partnerships	3.1 Tribal Consultation
	3.2 Inclusiveness, Recruitment, & Participation
	3.3 Communication Systems to Gather & Share Information
	3.4 Review and Incorporate Stakeholder Input
Well-Rounded, Coordinated Learning Principles	4.1 Student Centered & Relational Principles for Learning
	4.2 Materials & Practices to Inform Instruction
	4.3 Cultivate Academic Success
	4.4 Data-Informed Decision Making
	4.5 Provide Multi-Tiered Systems of Support
Inclusive Policy & Practice	5.1 Equity & Access
	5.2 Identifying & Removing Barriers to Success

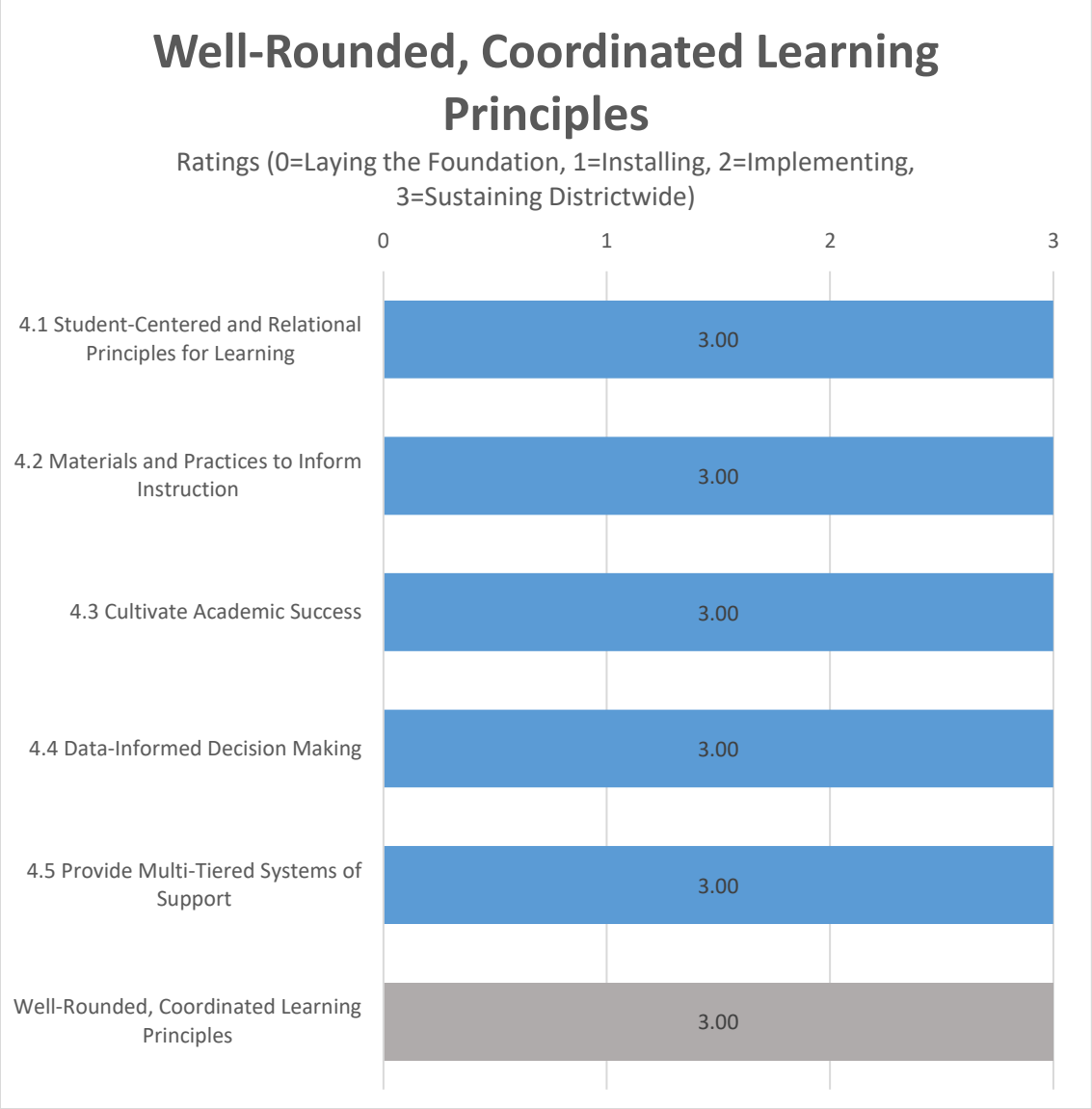
The following charts show the results of Pinehurst School District's 2024-25 ORIS Assessment (Appendix B).

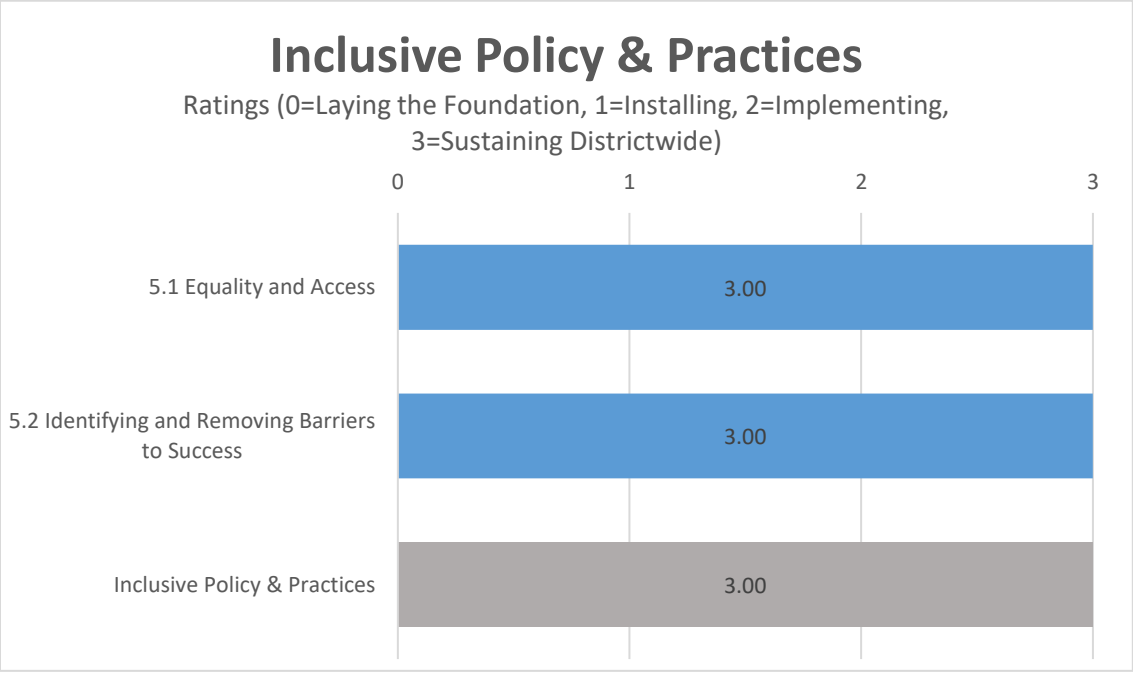





Talent Development
Ratings (0=Laying the Foundation, 1=Installing, 2=Implementing, 3=Sustaining Districtwide)
0
1
2
3
2.1 Staff Growth
3.00
2.2 Professional Learning
2.00
2.3 Evaluation Process
3.00
Talent Development
2.67


Stakeholder Engagement & Partnerships
Ratings (0=Laying the Foundation, 1=Installing, 2=Implementing, 3=Sustaining Districtwide)
0
1
2
3
3.1 Inclusiveness, Recruitment, and Participation
#N/A
3.2 Communication Systems to Gather and Share Information
3.00
3.3 Review and Incorporate Stakeholder Input
3.00
3.4 Tribal Consultation
3.00
Stakeholder Engagement & Partnerships
3.00


Well-Rounded, Coordinated Learning Principles
Ratings (0=Laying the Foundation, 1=Installing, 2=Implementing, 3=Sustaining Districtwide)
0
1
2
3
4.1 Student-Centered and Relational Principles for Learning
3.00
4.2 Materials and Practices to Inform Instruction
3.00
4.3 Cultivate Academic Success
3.00
4.4 Data-Informed Decision Making
3.00
4.5 Provide Multi-Tiered Systems of Support
3.00
Well-Rounded, Coordinated Learning Principles
3.00


Inclusive Policy & Practices
Ratings (0=Laying the Foundation, 1=Installing, 2=Implementing, 3=Sustaining Districtwide)
0
1
2
3
5.1 Equality and Access
3.00
5.2 Identifying and Removing Barriers to Success
3.00
Inclusive Policy & Practices
3.00

Continuous Improvement Plan (CIP)

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. A continuous improvement process is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

Learning Exceeds At Pinehurst (LEAP)

At Pinehurst School we have chosen to call our CIP process LEAP, *Learning Exceeds At Pinehurst*. The following information outlines the LEAP process.

LEAP Team Members

District Administrator and Academic Staff:

- Emily Cozza, District Administrator
- Bethany Anderson, Head Teacher
- Kacy Cuddy, Literacy Specialist
- Amanda Holbo, Instructional Assistant

LEAP Team Objectives

1. Develop the annual LEAP target goals
2. Create the annual LEAP calendar and complete quarterly performance updates
3. Share the LEAP target goal results with the school board and district constituents

LEAP Team Calendar

- August – Review previous year's progress and associated data; Create the annual vision statement
- September – Adjust target goals for the year
- October – Stakeholder engagement (survey, community forum, designated visitor)
- September through May – LEAP Team tracks target goal progress on the LEAP Team self-monitoring routines chart (Appendix C)
- June – Summative Review; Share results with school board; Post findings on school website

2024-2027 LEAP Target Goals and Strategies

1. Expand community engagement to support decision making at the district level.

    1.1 Create an updated vision statement that champions one element of our District's mission to maintain and improve the academic quality and financial stability of the Pinehurst School District

    1.2 Collaborate and develop tactics to highlight the updated vision for the academic school year throughout the curriculum including engaging electives, field trips, guest speakers and student community service work

    1.3 Create a feedback loop for information sharing and receiving
        a. Digital thought sharing platform like *Thought Exchange*
        b. Community forum
        c. Surveys

2. Generate increased growth in student enrollment by striving to attain a 10:1 student teacher ratio with a strong emphasis on exploratory learning opportunities within the Common Core.

   2.1 Employ highly qualified teaching staff

   2.2 Promote Pinehurst School

   2.3 Provide student transportation reimbursement to families (*See Pinehurst Policy EEA)

   2.4 Expand instructional assistant hours for support in blended classrooms

   2.5 Recruit volunteers to provide opportunities for community members to have a more extensive stake in the students' learning

3. Develop a Pinehurst Professional Learning Community for the support and professional growth of our administrative and academic staff members.

   3.1 Offer tri-annual release time for teachers and administrators to collaborate, review data and develop strategies to help students stay on track

   3.2 Provide professional development opportunities that align with evidence-based professional learning practices

   3.3 Institute mentor/teacher relationships for first two years of a teacher's employment

   3.4 Sponsor opportunities for Pinehurst teachers to visit and collaborate with other elementary teachers

4. Enhance the health and safety of our district students and staff by expanding mental and behavioral health resources.

   4.1 Partner with community public and/or private mental health agencies

   4.2 Provide social and emotional training opportunities for staff, students and

   parents, adopt Trans-formative Social Emotional Learning Curriculum

   4.4 Continue to collaborate with ESD provided school psychologist

LEAP Team Performance Updates

The LEAP Team will use a self-monitoring routines chart to track target goal progress tri-annually each schoolyear (Appendix C).

District Plan
Self-Monitoring Routines

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?

LEAP Team Year-end Summary

At the end of each school year, the LEAP Team will review evidence and data to determine if improvements were made in each of the LEAP target goals. Results will be shared with the School Board and a summary of the findings will be posted to the school's website (www.pinehurst.k12.or.us).

CIP Supplemental Questions

The series of supplemental questions below addresses specific components of ORS 329.095 and OAR 581-022-2250 as well as requirements under section 1112 of the Every Student Succeeds Act. The responses provided will inform ODE on ways they can improve technical assistance and workshop opportunities as well as inform how the agency pursues strategic investments, tailoring these activities to align to regional and local needs.

*LEA = Local Education Agency

1. Standards Aligned Curriculum
a. How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and/or national standards?

The fundamental platforms of our K-6 curriculum are built upon Common Core requirements and/or the scope and sequence of ELA ad math curriculum (Amplify and Eureka2). Our 8:1 student-teacher ratio allows us to essentially construct an individual learning plan to meet the specific needs and progress of each child. Our teachers utilize many diverse curricular sources to enrich all of the areas in the curriculum. Multiple assessments daily on the child's individual work occur, guiding the teacher's design of the next day's lessons.

2. High-quality Instruction
a. What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?

Our student-centered, whole-child emphasis contains these elements which have proven both necessary and sufficient: ongoing interaction with parents who drop off and pick up their student; duly scheduled parent-student attended conferences; Morning Meeting- in which teacher and students sit in a circle and every child is engaged in checking in and conveying personal and classroom needs and aspirations; teacher emphasis on using a medley of methods to freshen material and offer unique approaches both indoor and out to take advantage of our forest environment and combine cognitive and physically active lessons. The Instructional Team meets regularly to discuss individual student needs, problem solve concerns, share research, plan for school related activities and collaborate on a variety of other school and district-related requirements.

b. How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

At Pinehurst, we rely on the Southern Oregon ESD to provide recommendations for improving formative assessments and trauma informed practices. Our designated school psychologist reviews our district's formative assessment data quarterly to ensure that we are addressing any detectable academic discrepancies. Our teaching staff attends trainings on ACEs and meets weekly to address student concerns promptly. Our designated evaluator participates in a year-long conversation and observation of our teaching staff, providing regular feedback on teaching practices. Additionally, our teachers and administrator have benefited by working with a mentor, provided by the Southern Oregon ESD.

3. Talent Management and Professional Development
a. How does the LEA align professional development and learning activities to the needs of teachers?

All licensed staff follow the evaluation and professional development guidelines outlined in the Pinehurst Progress Plan; our district approved teacher evaluation system. This process firmly melds our teachers' annual learning goals for their students with the choices they make for fulfilling their professional development requirements. Our teachers participate in workshops provided by the Southern Oregon ESD and SOU, such as Sound Discipline, ACEs and the Ed Tech Summit. We encourage our teachers to visit classrooms and network with other teachers whenever possible, allowing for release time if necessary.

b. 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 at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

Our school staff shares the essential mission of public education to make sure every child is valued equally. Our staff is trained annually in discrimination awareness, Title IX, cultural responsiveness and equity practices. Despite our rural location and low enrollment, our district has some ethnic and economic diversity. Our classrooms are small, mixed-aged, mixed-levels and fully inclusive. Formative assessments are used to address all academic disparities, regardless of race, gender or economic status.

4. Safe and Inclusive Climate
a. What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?

We are proud of our beautifully landscaped campus, surrounded by a forest which is managed yearly by Firewise Communities Program, a national interagency program that implements solutions for wildfire preparedness. Our district keeps current on district policy and operates under the regulations of the following: Division 22 Standards, Healthy and Safe Schools, Integrated Pest Management, Department of Human Services, State Fire Marshall, State Forestry, P.A.C.E., Jackson County Public Health, Bureau of Land Management, and the Jackson County Sheriff Department. We upkeep our public water system with annual testing, maintenance and an emergency response plan. Our administrator and buildings and grounds personnel conduct an annual inspection of the campus and buildings and present a report to the board of directors before the budget is constructed to ensure funding for repair, maintenance and safety.

Several welcoming events occur throughout the year at Pinehurst such as the Fall Barbecue, Back-to-School Night, Holiday Party, Winter Visual and Performing Arts Showcase, Annual Play, Pancake Breakfasts, Art Night and Family Literacy Evenings to which all community members are invited via announcements published on the website and community email list.

b. What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?

We work together to remove any barrier that would obstruct learning for students. We deal with each child's individual situation and need. We work with the Southern Oregon ESD for any physical disabilities that would prevent a child from

learning by accessing assistive technology or arranging one-on-one services. We employ a teacher who will be certified to teach English as a Second Language. Frequently we integrate a variety of cultural traditions in our annual holiday stage production as an apt means of bringing our children and community into a production that celebrates diversity and cultural richness.

c. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students?

Our staff is well trained in relationship-building procedures which are based on cooperation, communication, listening and collaborative problem solving. We use Love and Logic, Non-Violent Communication, ACE's techniques of teaching resilience, Sound Discipline and Growth Mindset to make sure that aberrant or disturbing behaviors are addressed peaceably throughout each school day. Our school has a designated space, in the classroom; for students to deescalate, offering a variety of calming and stress reducing options. If necessary, we use the services of our district appointed school psychologist, through the SOESD, to address behavioral challenges or learning disabilities.

5. Family, Community and Stakeholder Engagement
a. What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

Our school is a community school. We invite the entire community to most school events. We do that to make sure our residents feel welcome and connected to our school and school families.

We regularly invite community members to attend board meetings, review policies and procedures, and keep updated on reports such as: Division 22, CIP, District Report Cards, and radon and water test results that are posted on our district's website (www.pinehurst.k12.or.us).

Every two years we update and post the State of the District Report (Appendix A). This summarizes what we believe we are accomplishing, where we think we excel and what areas we need to improve. It is a transparent summary of our administration's appraisal of the district's work.

We talk with our constituents regularly, at the school or in the community. We use surveys to collect specific feedback on ideas that we are considering. Every now and then, we hold a community meeting to talk about ways to enhance our rural neighborhood as a place to live and thrive.

b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?

We do not live near any tribal centers. We have had students with some Native American heritage, but we are not in position to consult with any of the tribes.

6. Leadership Development
a. How does the LEA recruit, onboard, and develop quality leaders?

We employ teachers, instructional assistants and support staff who have the potential to become role models for our children and valued and honored professionals to our district's parents and constituents. In our sparsely populated, mountain area we often have trouble attracting employees. Once we find qualified staff, we are helped to train and retain them by our well-established connections to the following organizations: ODE, OSBA, Southern Oregon ESD, Ashland School District 5, Oregon Small Schools Association, Friends of the Cascade-Siskiyou National Monument, Southern Oregon University, BLM, Friends of the Greensprings, Oregon Extension of Eastern Mennonite University and the Pinehurst School Foundation. We network extensively and honestly ask for help. The response is overwhelmingly positive. We are the last unconsolidated public school district of 104 which existed in the early 20th century in Jackson County.

b. How does the LEA align professional growth and development to the needs of school and district leaders?

Pinehurst School participates in the various trainings offered to us by the Southern Oregon ESD. The SOESD uses regional funds to leverage state of the art learning opportunities for teachers and administrators in the region. Pinehurst School benefits immensely by access to these quality events.

Pinehurst School collaborates with the SOESD on school improvement plans, regional educator networks, attendance initiatives and curriculum development. Pinehurst School leaders attend monthly superintendents meetings, annual OEBB workshops and the annual law conference hosted by the Coalition of School Administrators. In addition, Pinehurst leaders follow the agenda and minutes of the monthly curriculum directors meetings and keep updated on ODE mandates regarding student achievement and student assessments.

At the montly staff meetings, teachers and administrators share knowledge and collaborate on addressing the needs of the school.

7. High-quality Data Systems
a. How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?

Due to our size, Pinehurst School District is limited in the ways it can use disaggregated data. Rules of suppression protect the identity of students by not allowing the revealing of data of any cohort that has 10 or fewer students. Pinehurst does most of its strategic planning based on individual student need. We collaborate with each of our partners to provide the most optimal learning environment for each of our student's individual needs.

8. Continuous Improvement Planning
a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

At Pinehurst we use a team approach to collaborate, problem solve and plan for the future. The Instructional Team is responsible for reviewing student achievement data and creates plans for addressing academic needs and concerns. Pinehurst School works closely with the Southern Oregon ESD for curricular and assistive technology recommendations and resources. We often benefit from being part of a small school consortium, where we have access to shared resources provided by the SOESD.

The Administrative Team continually reviews enrollment projections and strategizes ways to balance staffing and prioritize capital projects to maintain and improve the academic quality and financial stability of the Pinehurst School District.

b. Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.

Pinehurst School District complies with all requirements and regulations set by ODE. The Administrative Team reports to the school board about recommended plans for improvement, which are often identified by the Instructional Team during the budgeting process. The board invites community engagement by posting meeting agendas publicly and encouraging community members to participate in the strategic planning process by attending board meetings. We attempt to elect five community members to join the budget committee annually so that they can glean an understanding of the financial challenges the district faces. Budget committee members often ask questions that spark awareness about issues worthy of addressing. Progress and updates about the district are shared at board meetings and posted to the school's website (www.pinehurst.k12.or.us).

9. Supports and Interventions for Students

a. How will the LEA support and/or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

In the past, our attempts to provide a preschool associated with the district in place have not succeeded, primarily due to the low population and lack of funding. No private preschool is available closer than 20 miles away in Ashland. However, we work hard at getting to know parents with preschool-aged children and we offer some opportunities which they are encouraged to attend, such as: Back to School Night, Family Literacy Nights, seasonal celebrations, the holiday performance, field day and graduation. We offer preschool families access to our school library, playground, gym and annex for gatherings outside of school hours. Teachers provide a spring kindergarten round-up for incoming kindergartners and they are always available to offer guidance and materials for parents to begin teaching language and number skills.

b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

We participate with Ashland Middle School (AMS) to help incoming students make a safe and fearless transition to the middle school. This comes in many forms depending on the student, but it may include visiting classrooms during the spring prior to fall enrollment, participating in Ashland Middle School after school sports or activities or attending field trips with children in the sixth grade at AMS. We encourage Pinehurst parents to enroll their children in athletics, YMCA activities, art and dance and theater in Ashland in the years leading up to their departure from our school. This is the most important avenue for children to make friends in the Ashland schools with whom they will enter the middle school.

c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?

Pinehurst School operates under the requirements of the McKinney-Vento Act. Our staff is trained in anti-discrimination laws. We treat all students equally. We often have staff members go out of their way to discreetly provide basic necessities to students in need.

d. How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

We are well versed in accompanying both TAG identified children and students on an IEP. Our small size allows children to exceed as far as they are capable. If requested by a parent or recommended by a teacher, we have a process for identifying students as TAG. Teachers collaborate to come up with an age appropriate challenging curriculum for TAG identified students. When academic assistance is needed, our teachers work in cooperation with the Southern Oregon ESD to provide response to intervention. Specialists, employed by the SOESD, evaluate our students to determine if they qualify for special education.

e. How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

We are equipped by our extraordinary teacher-student ratio to help underserved children as is detailed above and throughout the questions answered.

10. Library Program
a. What steps have been taken to ensure all students have access to strong school library programs?

In addition to a well-stocked library which fills one of our five classrooms with picture books for preschoolers to books for young adults, our students have online access to Overdrive digital library. Each child has his or her own account and computer to access materials the year-round. For decades, the Pinehurst School Foundation has funded acquisitions and

the digital equipment to maintain a robust library and learning center. Scholastic Book Club and Scholastic News supplement our reading curriculum.

Support Materials

Appendix A:

Pinehurst School District 94
State of the District Report - 2024-2025

Introduction

Two thousand twenty-four marks the 116th anniversary of Pinehurst School District #94. We are pleased to say that after a few enrollment and fiscally challenging years, our district is on a path towards stabilization. Of course, the ups and downs of enrollment and funding for public schools are always a moving target and we will continue to monitor all funding initiatives and be flexible about finding ways to keep our doors open to serve the children of the Greensprings community. This comprehensive State of the District Report has been created to serve as an update to our vested community on what is going on within the walls of Pinehurst School.

Academic Program

Like all public schools in Oregon, Pinehurst School follows the academic initiatives set forth by the K-12 Common Core State Standards. Each morning Pinehurst students focus on English language arts and mathematics. Our mixed-age classrooms provide small group learning opportunities. Children are placed at the level they work best, not necessarily at their enrolled grade. Each group has time with their teacher and time to work together with a classroom assistant. This model has proven to be the most efficient way to handle multiple levels in one classroom.

After an academically packed morning, our students break for lunch at 11:45 A.M. Lunchtime is fun and dynamic. The children are issued their own set of silverware that they are responsible for cleaning and maintaining. We are thrilled to have cut down on the amount of paper and plastic waste at the school because of this program.

Classes are combined in the afternoons and filled with a variety of co-taught classes including; physical education, music, art, social studies, science and library time. Each Friday, students participate in *Featured Friday*, which engages all creative senses in areas of outdoor education, art, culinary arts, science and physical education. Within each of these programs, English language arts and mathematics are reinforced whenever possible.

Whenever possible, we invite members of our community to share their expertise as guest teachers, guest musicians, Buddy Readers or classroom volunteers. Pinehurst students work with outside agencies such as Friends of the Cascade-Siskiyou National Monument, Bureau of Land Management, Greensprings Rural Fire Department, Southern Oregon Environmental Ed Program, Science Works and Klamath Outdoor School to supplement their in-class learning throughout the year.

Enrollment

We were pleased to welcome 8 students in grades kindergarten through sixth grade at the start of our 2024-2025 school year. Both through our web presence and word of mouth, we aim to attract visiting families looking for housing on the Greensprings. We attempt to provide accurate information about housing opportunities.

Enrollment is always the most important piece to our funding puzzle. Our school continues to accept students year-round. We have no waiting list. Students from other school districts are welcome to transfer in to Pinehurst School District. However, due to monetary constraints and liability issues, we cannot provide transportation. Creating new pathways to increase enrollment is always on our minds. We continue to ask our community to reach out to prospective

families and invite them to visit our school. If you are selling your home, we'd love for it to go to a young family that might be part of the next generation of Pinehurst students.

Board of Directors

Pinehurst Board of Directors' Mission Statement

Our mission is to combine energy and time cooperating with our staff, volunteers, parents, Pinehurst School Foundation members and the greater Greensprings residents and businesses to support our kindergarten through 12th grade students by deploying strategies to vigorously maintain and improve the academic quality and financial stability of the Pinehurst School district and to insure its continued vitality as the educational and civic heart of the only public school district in the Cascade-Siskiyou National Monument.

Locally elected school board members are part of a team that develops policies for our school district that focus on student achievement and comply with state and federal laws. All school board members in Oregon follow the same system set forth by the Oregon School Boards Association (OSBA). This approach creates consistency so that all school boards in Oregon focus their efforts on student achievement, continuous improvement and community engagement.

The district's voters elect board members to a four-year term in this volunteer position. Pinehurst School Board has five seats. Current board members are: Deb Evans, Board Chair; Mary Anne Crandall, Vice-chair; Alison Kling, Secretary; Jim Crary, and Rachel Pellow. If a seat becomes available, mid-term, a new person is appointed. Members must run in the biennial special election if their term has expired or they have been appointed mid-term.

The Pinehurst School Board meets on the last Tuesday of each month at 4:00 P.M. in the school annex. School board meetings are open to the public. Minutes are taken at every meeting and a financial report is presented. These are available for review at any time in the school office.

Each spring, the school board evaluates itself through a formalized self-evaluation process. Results of the 2023-2024 evaluation revealed that the school board's biggest challenge is experiencing firsthand what is going on in the classrooms. The current board goal is for each member to visit the school, during class time, at least four times during the school year to observe teacher and student engagement.

Staffing

We currently have one full-time, highly qualified teacher, Bethany Anderson; and one part-time Reading Specialist, Kacy Cuddy, who areboth supported by one part-time instructional assistant, Amanda Holbo. Bethany Anderson is also our District Testing Coordinator, Curriculum Coordinator and Special Education contact person. Kacy Cuddy is our District TAG Coordinator.

The district's administration consists of one part-time District Administrator, Emily Cozza; one independently-contracted, part-time Business Manager, Tracy Gault at Rogue Valley Accounting; and one part-time office assistant, John Elder.

It's important to understand that although we have a small enrollment at Pinehurst School, we run an entire public school district, which requires a lot of administrative decision making, tracking and reporting. Our small team works collaboratively to handle all the state and federal mandates. We must complete the same level of reporting as Ashland, Medford and Portland districts.

The district employs one part-time volunteer coordinator to assist in recruiting, training, and development to support various school initiatives (Aimee Ledbetter); one part-time custodian to keep the facilities clean and safe (Pattie Walters); and one part-time grounds keeper/ facility maintenance person to assist with the upkeep of the grounds and physical plant (Jessica Crandall). We take great pride in the aesthetics of our majestic location and appreciate the work of our staff, children and volunteers to keep the Pinehurst School campus looking attractive.

Finances

District 94 gains its income from:

- District property owner taxes
- A portion of the state income tax (State School Fund)
- Restricted federal government grants
- Private donations which come mainly through the Pinehurst School Foundation

The following displays the 2024-2025 budget appropriations for Pinehurst School District 94.

General Fund		**Special District Programs Fund**	
Instruction…..……	209,865	Instruction……	24,063
Support Services…….	291,878	Support Services…….	55,937
Enterprise & Community Services	6,500	Enterprise & Community Service	2,000
Transfers……..….	0	**Total……..**	**$82,000**
Contingency…….....	497,624	**SB 1149 Energy Fund**	
**Total……..... **	**$1,005,867**	Transfers	800
		Total…….	**$800**
Federal Programs Fund			
Instruction	14,638	**Technology Fund**	
Support Services	20,162	Support Services	5,000
Total……	**$50,000**	**Total……**	**$5,000**
Capital Projects Fund- C-REP		**High School Tuition/Transportation Fund**	
Capital Projects	78,086	Instruction	50,000
Total……	**$78,086**	**Total……**	**$50,000**
Student Investment Account		**Capital Projects Fund**	
Instruction	27,914	Capital Projects	60,000
Support Services	18,244	Support Services	40,000
Total……	**$46,158**	**Total……**	**$100,000**
Early Literacy Grant			
Instruction	25,290	**Total APPROPRIATIONS**....	**$1,486,921**
Support Services	48,020	Total Unappropriated and Reserve Amounts, All Funds .	0
Total……	**$73,310**	**TOTAL ADOPTED BUDGET . . . .**	**$1,486,821**

State law requires an annual, independent audit. We hire accounting firm Isler Medford, LLC., to assure the public that all our finances are accurate, truthful and complete. The district's annual audit may be reviewed by members of the public in the school office.

Tuition and Transportation

Pinehurst School District is a K-12 district. Historically, Pinehurst offered grades K-8 in-house and students in grades 9-12 attended Ashland High School. In 2015, grades 6-8 enrollment took a steep plunge. For the district to remain solvent, Pinehurst School had to downsize.

In October of 2019, the Pinehurst Board of Directors approved reintroducing 6th grade at Pinehurst School beginning in 2020-21. The district will remain a K-12 district, but now offer grades K-6 in-house.

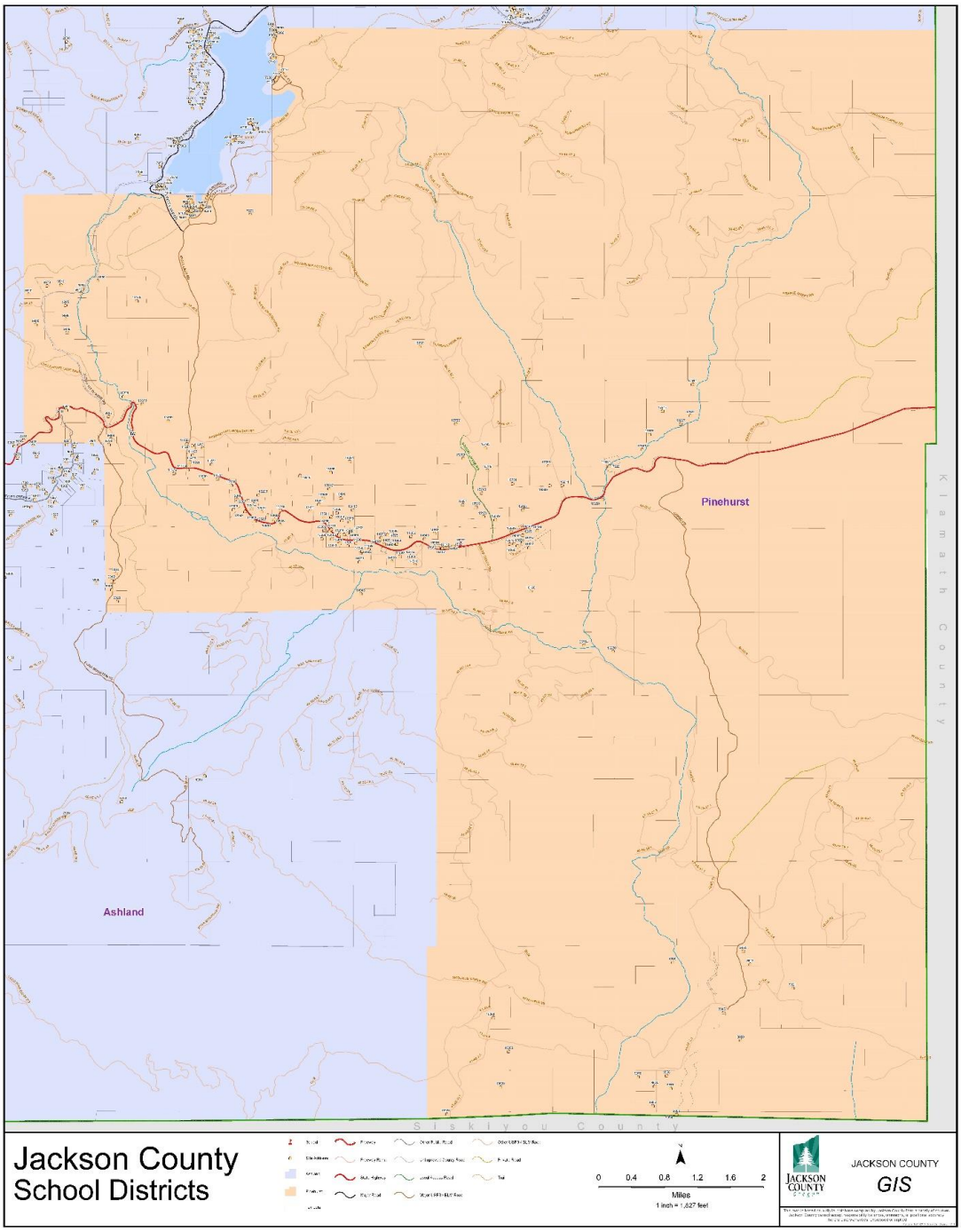
Currently the district meets its state mandate to serve all the resident students in K-12, with an in-house program for K-6. However, most of the few middle-school children who currently live within the Pinehurst School District boundary attend school

in Ashland, under an *interdistrict transfer*. These students are claimed by Ashland School District (ASD) and ASD receives state funding directly for those students. Thus, PSD does not pay tuition for them. However, Pinehurst School District does claim high school students living within the PSD boundary and receives the state's funding for them which is passed through to ASD as tuition.

For more than 30 years, PSD has contracted with ASD to transport and educate our resident students enrolled in ASD. PSD pays ASD, as outlined in the annual *Tuition and Transportation Contract*, for these services. Tuition costs are based primarily upon enrollment and the General Purpose Grant amount allocated by the State School Fund Grant.

Pinehurst School District Boundary

The current Pinehurst School District boundary map is below. Residents who own property within the peach colored section are considered Pinehurst District property owners and a portion of those tax dollars go to the Pinehurst School District.



Community Relations

The Pinehurst School Foundation (PSF) serves as the main fundraising arm for the district. The PSF meets every other month and forms subcommittees to carry out the duties for specific fundraisers.

Each year the Foundation agrees to assist the district in funding a portion of the programs offered at Pinehurst School. These funds help pay for: field trips, outdoor education, technology, theater, art, library books and supplies for extra-curricular family night activities.

The Foundation earns its money through fundraisers and donations. Key fundraisers are: Winterfest, Community Yard Sale, Pancake Breakfasts, End of Year BBQ and donation request letters. The best way for the community to support Pinehurst School is to show up at these fundraisers and spend a little money.

Communication

Keeping our constituents informed, in the format they prefer, has become more and more challenging. For that reason, we do our best to keep our school's website up to date. We invite you to visit the website when you are wondering what is going on at the school. Here is the link: www.pinehurst.k12.or.us.

On the website you will find:

- Upcoming Events
- Announcements
- Job Openings and Applications
- The Pinehurst Pipeline Newsletter
- The Monthly Calendar
- The Full-year District Calendar
- School Board Agendas
- Pinehurst School Promotional Video
- The state issued District Report Card
- State of the District Report
- Family Resources
- Health and Safe Schools Plan (HASS)
- Continuous Improvement Plan (CIP)
- Pinehurst School District Integrated Grant, Application, Planning and Budget

Over the past two years, the district has put together a comprehensive community email list. Throughout the school year, we use this email list to send timely announcements to our community. If you would like to be included in or removed from the community email list, simply send an email to pinehurstschool@pinehurst.k12.or.us expressing your desire.

To comply with budgeting law, we must "hand deliver" budget documentation to our district constituents two-times per year. If you have an accessible mailbox along Highway 66, you will receive Pinehurst School budget notices in the spring. The district has permission from the local postal carrier to tuck school-related notices into your mailbox without penalty.

The district has an open-door policy. Feel free to stop by and visit anytime. We love our community and invite you to visit the classrooms, sit in on a lesson, talk with the administration or join us for a school board meeting. If you do plan to visit during a school day, we ask that you sign-in first in the school office.

Professional Cooperation

Pinehurst School District supplements the work of its salaried staff by maintaining close relations with many organizations. They include:

- Southern Oregon Educational Services District (SOESD): provides us with support in special education, classroom management, technology, curriculum development, professional development, regional grants and supply discounts.
- Ashland District 5: partners with us in tuition and transportation for our resident high school students and our closest ally for collaborative district support.
- Bureau of Land Management: leases our campus to us and provides Monument education for our students.
- Friends of the Siskiyou National Monument: BioBlitz and Monument community education partners.
- Southern Oregon University: SOU Educational Youth Programs providers and partner with the environment education program.
- Klamath Outdoor School: outdoor education supporters on and off campus.
- Oregon Extension at Lincoln: close ties with OE faculty offer opportunities for OE students to do community service, use Pinehurst facilities as an extension of their campus, and allow the use of the OE property as an extension of our campus.
- Greensprings Fire and Rescue: provides Fire-Wise clean-up and fire safety and education.
- Oregon Department of Transportation: provides road safety and snow plowing.
- Green Springs Inn: generous long-time supporters for school-related activities and fundraisers.

Anticipated Challenges to the District

1. Increasing Average Daily Membership:

This has been a very active cause, pursued by the administration since 2012, when the enrollment decrease became more of a concern as families began to move away.

Several different approaches have been attempted; including helping potential new residents to obtain affordable housing, contacting Greensprings residents outside the district boundaries about sending their children to our school, contacting local realtors and distributing brochures, web site rebuilding and the creation of a promotional video. Our administrators have engaged in scores of online, phone and personal dialogues with prospective new residents and host tours regularly. Several ideas have been explored relating to restructuring the program and providing transportation for Ashland and Klamath students to come to Pinehurst. The net result is that it is ultimately a very complicated issue and the administration has no control over where people decide to live and if they want their children schooled here.

The staff, board and administration have settled on always maintaining attention to recruitment ideas and actions, but to put most energy into maintaining a sound educational program for each child who enrolls and to create a collaborative environment that engages each student's family members and neighbors who are willing to pursue the district goals. In essence- we must pursue our mission; we cannot control the ebb and flow of the Greensprings population.

2. Maintaining Qualified and Available Staff

We are very successful in this area. Our administrative team, teachers, instructional assistant, custodial staff and two independent contractors provide all services to the program and physical plant effectively and economically.

3. Sustaining and Strengthening Community Collaboration

The Pinehurst School Foundation board consists of seven community members who are meeting their mission of substantial support to the successful functioning of the district. They benefit by the contributions from dozens of volunteers for specific fundraising activities and the support of hundreds of people who attend events and contribute money. Through their fundraising efforts, we've been able to offer enrichment programs such as keyboard, drama, outdoor education, fine art, classroom technology and adjunct instructors.

4. Facilities Deferred Maintenance

The district's campus and buildings have the following upkeep needs:

1) The main building exterior trim and some of the siding is almost ninety years old and badly deteriorated. Remodeling would include replacing siding, fascia boards, door and window trim across the front of the building and repairing some fascia and trim on the back and sides of the main building as well.
2) While the district funded the replacement of the concrete walk way into the breeze way, and with the financial support of the Foundation, built the teaching garden and welcome arch in 2013, the concrete slab and stairs into the front doors of the main building and the handicapped access ramp on the west side of the annex are highly degraded and should be replaced.

Strategies for meeting District Challenges

- School Board meets in special meeting to consider funding options for deferred maintenance expenses.
- School Board and Pinehurst School Foundation collaborate on ways to find funds for capital projects, including grant writing.
- School Board reviews and renews Mission and Vision Statement (Mission: explains the reason for an organization's existence. Vision: describes the organization as it would appear in a future successful state).
- Administration shares the State of the District Report with the community.
- Board holds a public hearing (Public hearing gathers community comments and positions from all interested parties for public record and input into board decisions).
- Board incorporates new ideas and votes on a final plan.
- District publishes Mission, Vision and Plan

Appendix B:

ORIS Assessment Summative Data

Item	Current Rating	Comments
1.1 Guiding District Vision and Mission	2	Team approach, community forum, webiste, newsletters, status of the district report, fundriaser, cummunity events, surveys, PSD Board and PSF Board working together.
1.2 Using Data to Prioritize and Plan	2	Staff evaluation feedback, admin team disussions, ORIS assessement, meeting the needs of the students by individual evaluation and specialized learning programs on an individual needs basis, working with parents and attendance officer to improve attendance.
1.3 Routines and Structures	3	Teachers meet daily to discuss student needs, academic team, staff mtgs, IEP mtgs, ESD emails, annual budget work session, trimester report cards, student assessments 3X per year, head teacher/ curr. Director reports to school board annually.
1.4 Distributed Leadership	3	School board guests, newletters, board mtgs, website, state of the district report, school board involvement, compenstation review mtgs, budget committee, academic team, wish list mtg, various committeeds, PSF, collaborative evaluations, surveys.
2.1 Staff Growth	3	School board acknowledgement reports, newsletters, school play, public community functions, mentor program, prof. dev., admin team, academic, team, planning team, Family Lit. Nights, IEP mtgs, ESD workshops, staff mtgs.
2.2 Professional Learning	2	Regular attenders workshop, Positive Discipline, PAX, remediation programs, ESD services/ specialists, classroom visits, ACEs, Superintendent's mtgs, attending ASD school board mtgs.
2.3 Evaluation Process	3	Pinehurst Progess Plan/ Workbook, district approved evaluator, evaluation rubrics, "moments not meetings", collaborative evaluations.
3.1 Tribal Consultation	#N/A	
3.2 Inclusiveness, Recruitment, & Participation	3	School board, PSF, planning team, community forum, action items, annual letter to the community, District Report Card, FLN, Pancake B-fast, Parent & Student Handbook, wesite, newsletters, background checks on employees/ volunteers, "as needed and possible".
3.3 Communication Systems to Gather & Share Information	3	District Report Card, School board mintues, community events, annual letter to the community, website, community emails, surveys, "as needed and possible".
3.4 Review and Incorporate Stakeholder Input	3	District Report Card, School board mintues, community events, annual letter to the community, website, community emails, surveys, "as needed and possible", Firewise Cleanup, GSFR, BLM, FOG, Friends of the Monument, SOPTV, Jackson Co. Sheriff, Jackson Co. Search & Rescue, OSF, ODOT.
4.1 Student-Centered and Relational Principles for Learning	3	Teaching the whole child, scope and sequence embedded in the curriculum, head teacher coaches academic staff, budget allows for purchase of new curriculum as needed, Parent & Student Handbook, Curriculum Director's report to the board,
4.2 Materials and Practices to Inform Instruction	3	Planning units and insturction with the end in mind, STEAM, community/ guest teachers, outdoor ed, adjunct, music, play, mentors, objectives/ standards posted in classrooms, Parent Teachers conferences
4.3 Cultivate Academic Success	3	PAX, behavior modification, growth mindset social skills curriculum, ACEs, Postivie Discipline, Emotional ABCs, mindfulenss, behavior plans with the ESD.
4.4 Data-Informed Decision Making	3	Teachers meet daily to discuss student needs/ student progress, Easy CBM, Curriculum assessment measures, state testing, "daily notes" on child behavior, star charts for academic and behavioral progress, intervention plans, work with ESD on student needs based on collected data.
4.5 Provide Multi-Tiered Systems of Support	3	Commmon Core Standards, Parent Teacher conferences, Remind, personal contact with parents, ESD provides professional assistance, "as needed and possible".
5.1 Equality and Access	3	Welcoming culutre, celebrate each family in our school community, community invited and encouraged to attend all school functions, art room dedication, old timers are honored, inclusion, school and community is an extension of our home and family.
5.2 Identifying and Removing Barriers to Success	3	ACEs, summer school, Remind, personal relationships with families, FLN, part-time school options, ESD resources.

Appendix C:

Annual Evidence Based Strategies, Measures and Actions

Oregon District Continuous Improvement Plan Template

School Year	
District	

District Direction Section

Vision	
Mission	

Comprehensive Needs Assessment Summary

What data did our team examine?

How did the team examine the different needs of all learner groups?

How were inequities in student outcomes examined and brought forward in planning?

What needs did our data review elevate?

How were stakeholders involved in the needs assessment process?

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students
Example: *All students will meet their annual growth targets in math.*
Metrics are outlined for the year(s) to come.

Goal 1			
Metrics	By (year)	By (year)	By (year)
Goal 2			
Metrics	By (year)	By (year)	By (year)
Goal 3			
Metrics	By (year)	By (year)	By (year)

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

District Goal this strategy supports	Goal 1:			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall	Winter	Spring
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1.		
		2.		
		3.		
		4.		
		5.		

District Goal this strategy supports	Goal 1:	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	Goal 2:			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall	Winter	Spring
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1.		
		2.		
		3.		

District Goal this strategy supports	Goal 2:		
		4.	
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District Goal this strategy supports	Goal 3:			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall	Winter	Spring
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1.		
		2.		
		3.		
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

District Plan
Self-Monitoring Routines

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?