

Needs Assessment Summary

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

The first step in our needs assessment process was to consider longitudinal data from family surveys, past IPP priorities and investments, and district enrollment trends to determine district objectives 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 two 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. Students also elevated the well-rounded opportunities as an area they liked. Challenges included continuing supporting academic learning and continuing opportunities for field trips, specials (music, PE) and being outside.

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 IPP 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. Instructional staff also identified finding time to collaborate and plan together is challenging.

We also gathered feedback through a listening session from our community members and families facilitated by an SOESD staff member. To remove any barriers to attendance, both food and childcare were provided. The strengths/successes that were identified echoed the opinions of the students and staff. The areas for growth were continuing to find opportunities for two way engagement. Providing opportunities for the

community to come into the school and engage in activities and also reaching out to them for feedback and communication.

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

Additionally, district leaders applied the Oregon Equity Lens throughout their decision making process. Not surprisingly, a majority of the spending activities for 2025-26 and 2026-27 are continuations of past priorities.

Equity Advanced

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

In developing and refining our Integrated Programs 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.

The current outcomes and strategies included in our plan are:

- Increase K- 2 early literacy proficiency for all students including focal group students.
- All students, including focal group students, have equitable access to and participate in well-rounded educational opportunities.
- All students, staff, families, and community members report an increased sense of well-being and belonging at school.

The small size of Pinehurst allows activities to be focused on all students which includes the ability to individualize to meet each student's specific needs. For example, one activity is Implement targeted K-2 literacy interventions and strategies to improve academic success for all students. Currently, Pinehurst has three second graders that receive targeted supports based on their individual needs.

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

Our small size lends itself to instruction that engages all students. We currently have nine students, one part-time administrator, one teacher, one part-time instructional assistant, and one part-time Literacy Coach. 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. Team members meet weekly in a PLC format to discuss student achievement data and specific students' needs.

Our administrator and teacher receive mentoring support from SOESD. We access special education and counseling services from the ESD on an as needed basis. Our teacher will continue to participate in the Science of Reading and Nature Journaling PD opportunities offered by the ESD. Instructional team members meet weekly in a PLC format to discuss student achievement data and specific students' needs. Additionally, at various times we bring experts and consultants to our school to provide professional learning experiences to our staff members.

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. Once a month, Friday afternoon will be devoted to providing PD to support staff in implementing recently adopted ELA, Math and Health/TSEL curricula.

All staff have received professional development in regards to trauma informed practices. Our Literacy Coach will continue to provide high dosage tutoring training to our instructional assistant. Our administrator will attend state-wide COSA conferences such as the Law Conference and the Winter Conference.

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

At this point in time, we have one student identified as homeless. Our administrator recently met with the family and the McKinney Vento specialist from SOESD to ensure that the school is meeting the needs of the student. Staff have 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 2024, Pinehurst is in compliance with all requirements. The SOESD acts as our McKinney Vento and Foster Care Rights liaison.

Well-Rounded Education

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

Here are changes from our previous Program Review:

PRT1 – We no longer do “Random Acts of Kindness”; instead we use resources from Wayfinder and ELA Amplify curricula. We no longer use Scholastic News. With our most recent library grant we purchased a book vending machine and \$2,000 worth of books.

PRT2 – We no longer use Experiential Learning; we now use ReadWorks. We no longer partner with Vesper Meadows.

PRT4 – We hired a Literacy Coach with Early Literacy grant funds.

PRT5 – Our literacy block is 90 minutes in length.

PRT6 – We do not use Lucy Calkins; instead we use Spelling Connections and Nature Journaling

PRT7 – We no longer use ECRI. We have one teacher, one part-time instructional assistant and one part-time Literacy Coach.

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

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 member cross references materials with Division 22 Standards and follows the instructional materials adoption process, which includes opportunity for public input. Last summer our teacher was given an extra duty contract to act as the district curriculum director and lead the curriculum adoption process. We purchased new materials for ELA (Amplify), Math (Eureka Squared) and Health/TSEL (Wayfinder). Southern Oregon ESD hosts monthly curriculum director meetings that our Administrator attends and shares pertinent information with the teacher.

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

We held a winter visual and performing arts showcase before Christmas and will produce a play this spring. Every student and staff member in the school participates in the preparation and performance of these productions. Producing these performances requires students to use literacy skills, apply math concepts,

develop music abilities, and work together as a team. 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 felting. Other events that connect students with community members include Family Game Night, Family Math Night, Family Literacy Night, and Pancake Breakfasts. Pinehurst School is located within the Cascade Siskiyou National Monument. Staff take advantage of that to offer students many outdoor education opportunities. Our students participate in Salmon Watch, an activity sponsored by Jackson Soil and Water Conservation District and the Rogue Valley Council of Governments. We have an on-site outdoor teaching garden that staff 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 SEL strategies into classrooms using Wayfinder, soft starts in the morning, and closing circles every day. A community member provides students Mindfulness and Movement activities once a week.

Southern Oregon ESD offers mentoring to all classroom teachers at Pinehurst, and special education and counseling services on an as needed basis.

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

Pinehurst School is, in many ways, the center of the community. When we hold events like the art showcase and play, nearly every member of the school community is in attendance. We hold other events like Back-to-School Open House, Family Math Night, and Family Literacy Night that brings 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 awareness and 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. Staff members know each student on an individual basis. Class begins each day with a morning meeting and ends with a closing circle activity which encourages students to share their own personal stories. Our Instructional Assistant greets students every day as they enter school. Our teacher connects with family members as students are released at the end of each day.

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

The classroom teacher utilizes the library and the library media instructional assistant provides instruction on how to use a library based on library media content standards. Each year the school holds several themed Family Literacy Nights, where community members are 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 throughout the summer months. We've invested in a Book Vending Machine and have a stocked "little library" in our parking lot.

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

As mentioned above, the fact that Pinehurst is such a small school (nine students) results in the opportunity for each student to receive individual attention from staff members. Students connect with staff and with each other every day through morning meeting and closing circle activities. We recently adopted Wayfinder, a research-based, high interest Health curriculum that meets the state's TSEL standards. As we implement the Wayfinder materials, we are finding that the curriculum includes many engaging activities that help support students' mental health and promote positive behaviors. In addition, our partnership with SOESD gives us access to other mental and behavioral health supports provided by ESD staff members.

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

Our instructional team meets 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. The SPED Case Manager meets monthly with our instructional team to discuss current interventions and support strategies. Additionally, the ESD offers Response To Intervention (RTI) services which we use on an as needed basis. High-dosage tutoring is provided during the school day outside of the literacy

block by the Literacy Coach. Due to our small class size, there are many opportunities for focused small group instruction in both math and reading. We hold parent/teacher conferences twice a year; first in the fall and then in spring will be a student-led format for conferences. Our instructional assistant provides support to students as they co-teach with teachers by supporting student learning in small group settings. Teachers create an individualized learning plan for each student identified as TAG. These plans include providing students with additional educational opportunities within the classroom, and the chance to take lead roles in out-of-classroom projects that classes work on. Since our class is multi-grade level, some students are given the opportunity to work on material at a higher grade level.

Engaged Community

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

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 and our monthly calendar on the public bulletin boards in our school. We routinely send out information via our community email list and Remind. All board meetings include a Zoom option that is used by community members. The Pinehurst School Foundation has an active FaceBook page and hosts various fundraising and community events throughout the year. For the last three years, we have gathered feedback from parents, staff members and board members in order to get input regarding what they perceive as district priorities. We conducted empathy interviews with students and listening sessions with staff and community members in order to get a better understanding of their experience in the school. One barrier to additional engagement strategies 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 supporting the implementation of this plan and the school's educational priorities.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.

The strategy we used to engage the focal student groups was to conduct empathy interviews with all students in grades 2nd-6th. We also provided a comprehensive review of the previous IPP investments and ODE Integrated Programs Plan and facilitated a listening session with families and community members. These activities were facilitated by an SOESD staff member. This strategy is at the “involve” level on the community engagement scale.

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process.

The two strategies we used to engage the staff were a comprehensive review of the previous IPP investments and ODE Integrated Programs 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.

Outcome of Engagement

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

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.

Strengthened Systems and Capacity

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What

systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Recently, we hired a recruiting company and posted job vacancies on online sites for educators and shared the posts with Southern Oregon University, SOESD and other community partners. Due to the rural and remote location, Pinehurst offers housing to the teacher hired for the first year with a long range plan to develop a long-term housing option on the school grounds.

When we hire teachers, 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 hiring excellent teaching staff, enables teachers to purchase additional classroom materials and take students on field trips, and funds other needed academic requests not budgeted.

With 9 students and one teacher, an IA, literacy specialist and multiple adjunct instructors, 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.

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

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

3. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles.

As Pinehurst is 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.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Click to view our [Early Literacy Inventory](#)
2. What is the name of the funding source for the 25% match for early literacy?
We are small enough that the match is not required.

Feedback

1. How can ODE support your continuous improvement process?

Provide adequate funds to ESDs. The support they offer small districts like ours is critical.

Find ways to streamline/reduce application and reporting requirements for the Integrated Programs Plan.

Email responses from ODE are helpful, but having a chance to zoom with ODE staff is even better.

Create an onboarding avenue for people new to the Integrated Programs Plan process; it's a lot.

Continue to host regional work sessions where we can hear from ODE staff directly, and connect with people from nearby school districts.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment.

Pinehurst is a small, rural school district with approximately 9 students, grades K through 6. We have one full time licensed teacher, one part time administrator, and limited part time classified staff members. Our school has one main classroom with students from all grade levels. 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 School District's ADM count, with Pinehurst paying tuition and transportation as well as passing through the HSS funds to Ashland School District.

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) Increase K- 2 early literacy proficiency for all students including focal group students. 2) All students, staff, families, and community members report an increased sense of well-being and belonging at school. 3) All students, including focal group students, have equitable access to and participate in well-rounded educational opportunities. In order to achieve these outcomes, we braided a combination of HSS, Early Literacy funds, 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 a Literacy Specialist, hiring an Instructional Assistant, and hiring part time adjunct instructors to provide well-rounded learning opportunities for students. Other activities include investments in teacher professional development and collaboration, classroom materials and supplies, and funds to support continued community engagement activities.

Links

1. [Outcomes and Strategies](#)
2. [Integrated Planning and Budget Year 1 \(2025-2026\)](#)
3. [Integrated Planning and Budget Year 2 \(2026-2027\)](#)
4. [Tiered Planning](#)
5. [Early Literacy Inventory](#)
6. [Early Literacy Allowable Use Descriptions](#)