



Integrated Guidance Application Narratives

Date: February 2023

This document 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)

La Grande School District worked from September through March to gather feedback from our stakeholders broadly, communicate specifically with all identified focal groups, review district data, identify current successes and needs, and draft strategic plans for the next two years. The district used a variety of approaches to gather insight and expertise from our community that included surveys, empathy interviews, town halls, focus committees, etc. Generally, we started with broad approaches and used interviews and committees to develop concrete concepts and adjustments. To honor all stakeholders, town halls provided a necessary feedback loop that helped us demonstrate transparency in this process and alignment to community input.

In all efforts, the LGSD Equity Lens was highlighted and used as we reflected on the current needs and outcomes of our historically marginalized students. Two of the six guiding questions that were highlighted throughout the process were:

- What are the barriers that prevent more equitable outcomes?
- Does the decision increase or decrease existing disparities or produce other unintended consequences?

We found that our community rallied around the core concepts in these two questions and felt empowered when considering how to eliminate barriers and decrease disparities for all students and student groups.

Data sources used and reviewed as part of this process included, but were not limited to:

- Community Input
- State Assessment Results (including ELPA Screener and ELPA Summative)
- District Trend Data (i.e. Freshman On-Track, Graduation, Completion, etc.)
- District Formative Assessments
- Achievement on district strategic plan indicators/measures
- Building Focus Plans
- Results of 2018 and 2020 Oregon Student Wellness Surveys

Data was used as a starting place for interviewers and committees to have deeper conversations to identify community or systemic issues/problems and equity-based solutions that remove barriers and decrease disparities. Due to the COVID-19 pandemic, there was an increased focus on stakeholder feedback and district formative data as other measures were significantly impacted by the pandemic. Post-pandemic we have been encouraged by the engagement of our community and particularly our historically marginalized community members and student groups to help us understand their barriers and needs within our district. We are excited about what we have collectively learned as we have navigated this process.

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)

La Grande School District is located in the Grande Ronde Valley of Eastern Oregon. The district includes the communities of La Grande and Island City that account for a combined population of approximately 14,000 residents. La Grande is the Union County seat, home to Eastern Oregon University, and serves as a regional education hub. The area has access to a unique blend of cultural, athletic, recreational, and entertainment amenities.

La Grande School District is proud to serve our 2150 students and their families. Our committed staff of over 300 employees is focused on student excellence in and out of the classroom.

Currently, we, like all districts, are seeing an increased influx of students that have extreme mental and emotional needs that demonstrate themselves in violent and aggressive behavior in our schools. We are experiencing room clears, student violence, etc. to a degree that we have not seen in the past among our students, particularly at the K-5 level. This funding will provide the opportunity to hire staff essential to the role out of a meaningful and fully supported behavior intervention system and allow us to better meet the needs of students struggling with mental illness. Activities include but are not limited to:

- Hire an additional nurse.
- Hire an additional counselor (middle school).
- Hire behavior program leadership.
- Hire additional paraeducators.
- Contract with Center for Human Development (CHD) to provide outreach therapists in schools to minimize school absences and provide on-site help for students.

During our process we recognized that we needed to improve the outcomes and support for our English Learners (EL). Currently we have 1.5 FTE for over 65 active students in our EL program. In this plan, we are increasing FTE to reduce caseload and provide better support to our EL students so they can better access classroom instruction and their peers. We know this additional support will reduce the disparity that currently exists in graduation rate, Math and ELA proficiency rate, and overall achievement.

La Grande School District is a high achieving school district. However, we recognize that we must continue to innovate to provide the best well-rounded education to all our students. While we exceed the state average in many areas, we know that our schools can continue to improve. The following are ways our plan addresses this desire to continue to improve:

- Increased support for online/hybrid programming
- Expand CTE courses and programs of study
- Expand academic support program, staff, and curriculum
- Provide expanded learning environments to provide regulation or therapeutic services to avoid overuse of suspension/expulsion.

La Grande School District continues to strive to meet the social and emotional needs of all students and provide strong academic programs. We believe effective communication and collaborative partnerships are essential. Partnerships help us provide quality training and experiences for our students, parents, and community. This multi-year strategic plan was designed to allow our students to reach their individual potential, our staff to thrive, and the greater La Grande community to prosper.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access? (250 words or less per question)

La Grande School District is a rural eastern Oregon district that is increasingly diverse ethnically, economically, and culturally and is growing in our ability to understand and meet the needs of all learners. The following were viewed as strengths in our district:

- Quality Special Education staff and programming for students with disabilities. Data indicates closing gaps and dramatically improved Graduation/Completer rates.
- Increased support for students that are identified as English Learners (ELs) with additional staff, training on effective instructional strategies, and improved curriculum resources.
- Our district and families have been significantly impacted by poverty and economic factors. As a Title and CEP district, we recognize that the majority of our students struggle financially. We are proud that district/state data indicates minimal or no disparities for students impacted by poverty as a focal group.
- Recognizing the cultural diversity of our schools and community and responding to these changing dynamics in the construction/use of school facilities and promoting accessibility for all students.
- Promoting student voice and leadership in a wide variety of clubs and organizations (K-12) to support the needs of all learners and provide safe and established modes of communication, understanding needs, and decision-making.
- Partnerships and funding that provides county CARE wraparound services, Student-based Health Center Services K-12, and various screening free to families.
- Access to programming and services to meet the needs of students and families that experience homelessness. Have significant community involvement and special funds to support student needs.

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

The following were identified during our needs assessment process as areas of continued growth:

- Frequency and consistent use of our equity lens in all settings and decision-making processes from board level to building sites or departments.
- Support and resources for students who enter the district with extremely limited or no English background (No ability to access ELPA Screener).
- Supporting and advocacy for LGBTQ2SIA students to promote access and remove stigma.
- Data review indicated the need for continued work on closing achievement gaps specifically for Underserved Ethnicities, Students with Disabilities, English Learners, and Homeless students.

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

Will upload our LGSD Equity Lens

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

Use of funds will have a significant impact on all students and focal groups through staff additions to provide increased SEL and academic support and advocacy for students and focal groups

- Addition of School Nurses - meet health needs of all students and specifically students with disabilities so they can safely access a full day of instruction.
- Addition of School Counselors - 2 added with additional funds at middle school and high school level that provide deeper resource of mental and emotional support to students.
- Addition of PE Teachers - promote healthy choices, positive prosocial play and skill development, and increase self-regulation skills
- Addition of STRIDE Teacher - provides small-group learning environment focused on development of EL skills/capacities outside the traditional classroom
- Addition of 0.5 - 1.0 EL Teacher - increased support for EL students and provide in-district training to staff on EL needs and instructional best practices
- Addition of 1.0 EL Teacher - provides in-class support for EL students with extremely limited/no English ability at K-5 level.
- Addition of AVID - provide programmatic support for first-generation college or career bound students at the MS/HS level.
- Addition of Student Success Director - provide administrative support to program and services within the district that directly benefit student focal groups (i.e. Title, McKinney-Vento, etc.)
- Addition of Curriculum and Technology funds to adopt high-quality resources that specifically address English Learners, Special Education, and other student groups. Funds allow for purchase of these optional components that meet needs of all learners and create alignment

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?

The largest barrier or risk is that students and families continue unaware of what the district offers or do not access programs or services from the district. While families may benefit from additional services provided, they may elect to not participate because of a real or perceived stigma associated. For example, individuals and families have been reluctant to access counseling services, however, increases in suicidality rates are directly linked to feelings of isolation and that problems will never relent or be overcome. Counselors are our best trained resource to support students in this way, and we need to understand any barriers from accessing the support they provide in schools. Additionally, we annually

have English Learner (EL) families that opt out of services because they either feel that services are not needed or are reluctant because they believe it puts their family at-risk for identification and removal from the district or country.

Significantly, the district has chosen throughout the community engagement and needs assessment process to communicate and engage families from all focal groups. As a result, various strategic plan indicators directly address specific focal group populations and make them visible to all district stakeholders. By directly calling out the disparities in achievement of focal groups and communicating goals to close gaps, we will increase transparency, build focus, act, and report to our community on progress to achieve goals for all groups.

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?

La Grande School Board Policy JECBD (Homeless Students) states that:

- “Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.”
- A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.
- “The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. . . .”

Families and students work with our Homeless Liaison, CARE Coordinator, building counselors, or district administration to identify needs for students and provide appropriate resources (Funded from Title I or Angel Funds):

- Daily/Weekly Access to Food Pantry and free school meals
- Access to Deja Blue (Campus clothing store) or other stores as needed
- Access to shower and laundry facilities
- Access to emergency transition housing (3 or less days)
- Access to funds for legal documents for school enrollment or needed community services
- Access to supplies and resources to meet shelter needs (i.e. tents, sleeping bags, etc.)
- Access to holiday (Thanksgiving/Christmas) support and gifts in partnership with community agencies
- Access to transportation

In all efforts we work to maintain confidentiality for students and families and provide all services that would allow students to access school with limited or no barriers when experiencing homelessness.

CTE Focus

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

Our district currently has multiple CTE Programs of Study that all provide quality instruction, access to facilities, club leadership, and internship opportunities. In the past, not all programs of study had access to all of these components, but various grants, bond construction, partnerships, evaluative and hiring practices have created a dynamic program where all programs of study provide high-quality programming to our students. Students from all focal group populations are recruited and encouraged to participate in each program of study with specific tools and considerations for all student needs.

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

We continue to explore programs that will attract and serve homeless, EL, and disabled students as those are our major focal groups. While a high percentage of disabled students participate in CTE courses and programs of study during the school day, their participation in the clubs and leadership components of our programming is not as significant and needs to be strengthened. Additionally, students that experience homelessness need the classroom and leadership skills and work experiences provided by our CTE programming to graduate in higher numbers and break the cycle of poverty they experience daily. While they participate in CTE courses towards graduation, many do not consistently participate in a CTE program of study and build connections that would serve them into adulthood.

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

We use the following strategies to recruit students into programs of study:

- During forecasting students and CTE teachers promote their programs and visit with their peers and interested students.
- CTE programs of study are producing introductory videos to share with students, staff, and parents to provide information and encouragement to participate.
- School counselors meet with each student and work with them to maintain on-track status and determine their interests and how CTE programs of study can support and expand these interests.
- School admin and staff meet with at-risk families and develop plans that include CTE participation and other interventions to provide hands-on experience and work skills.
- We partner with local businesses to expand the internship and work experience opportunities to meet the needs of all students.
- We use grant funds to provide paid internship experiences so that students in poverty do not have to choose between a paying job and one that will open high-wage high-demand career fields to them.

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?

LGSD will ensure equal access and participation in CTE programs of study by:

- Continuing to build facilities that provide access and opportunities for all students (i.e. larger booths, water-cooled welders, wheelchair accessible kitchens, cement ramps to greenhouses for wheelchair access, etc. We want all students to feel welcomed and included in our programs.
- Semi-annual review of schedules by counselors to see which groups are not participating to desired levels and encourage students to participate fully in our CTE programs.
- Affinity Groups - We will continue to listen and learn from our students on what they want in terms of programs, leadership, work experiences, and access and work to provide those to meet their needs.
- Enforce All Students Belong, anti-discrimination, anti-bullying policies when situations arise to protect the rights of our most vulnerable students and to create an environment where they are welcomed and actively encouraged to participate.

Well-Rounded Education

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). (250 words or less per question)

Elementary (K-5): LGSD provides the following well-rounded programming to meet the need of students:

- Quality core content curriculum adoptions that have aligned interventions and extensions for differentiation
- Quality specials offerings at all elementary schools
- Weekly counselor visits focused to all classes on SEL skills and capacities
- Universal PBIS support and SEL strategies to maintain classroom environments.
- Student Leadership
- Clubs, Sports, and Activities (grade dependent)
- Online and homeschool approaches to learning available

Middle School (6-8): LGSD provides the following well-rounded programming to meet the need of students:

- Quality core content curriculum adoptions that have aligned interventions and extensions for differentiation

- Quality elective offerings
- Daily access to school counselors and mental health professionals
- Universal PBIS support and SEL strategies to maintain classroom environments.
- Flexible schedules options
- Student Leadership
- Robust Extracurricular Program

High School (9-12+): LGSD provides the following well-rounded programming to meet the need of students:

- Quality core content curriculum adoptions that have aligned interventions and extensions for differentiation
- Quality CTE and elective offerings
- Daily access to school counselors, mental health, and medical professionals
- Universal PBIS support and SEL strategies to maintain classroom environments.
- Flexible schedules options available
- Access to job shadows, work experiences, and internships
- Access to AAOT and/or courses at local university
- Student Leadership
- Robust Extracurricular Program

All grade-bands focus on student engagement and exploration strategies for better student learning outcomes and receive annual training in SIOP and SEL strategies to meet the individualized needs of learners without our district.

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?

Music (K-12): Provided as a pull-out special for all students K-5 and then as an elective class for students in Grades 6-12. K-5 instruction is holistic and provides vocal and instrumental instruction. In Grade 6-12, students can elect to participate in choir or band during the school day and/or participate in fiddle club (all stringed instruments) as an extracurricular activity.

Media Arts (K-12): Provided as an integrated approach to K-5 students and not as a separate special during the school day. At the secondary level (6-12), students can elect to take Art classes that range through various mediums (i.e. painting, ceramics, drawing, photoshop, design, etc.)

Theater Arts (K-12): Provided as an integrated approach to K-5 students and not as a separate special with focus on short or small productions that can be done within a classroom. At the secondary level (6-12) students can participate in the annual district theater and/or musical production. Formal instruction is not provided during the school day in theater arts at secondary level.

Media Arts (K-12): Provided as a pull-out special for all K-5 students. Media Arts provided as part of English or other appropriate classes at secondary level. Students are also able to access Media Centers during flexible time or before/after school. All services overseen by district librarian and as outlined by district media plan. Additional support from IMESD.

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

La Grande School District continues to have a strong library/media program as we continue to staff a district librarian that works with building library clerks to design instructional units and lessons, determine orders, and maintain our collections. Library staff work together in PLCs to stay organized and highly effective. The District Librarian has access to multiple budget sources such as: building funds, PTO funds, Scholastic Funds, Title IV, etc. to make sure libraries are maintained and have the resources they need to help students develop a love of reading.

At the elementary level all students access the library in multiple specials per week to access library/media instruction and select books. Library staff encourage a love of reading through various challenges and rewards programs. At the secondary level, students access the library to use computer labs, check out books, and research class projects. Staff are welcoming and supportive and libraries are a positive safe space for independent learning at our middle and high school.

District Librarian works directly with the Assistant Superintendent and building principals to advocate for resources, determine budgets, and share instructional plans. La Grande School District continues to find grants and braided funding streams to maintain a strong library program now and in the future.

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

Building and district administration work together to determine building schedules that include time to eat, move, and play. Our district recognizes the importance of good nutrition and opportunities to stay active. We develop building schedules that provide uniform lunch times across the district with a minimum of 30 minutes per location for meals. Breakfast and lunch are served at all locations daily with breakfast happening before school officially starts and lunch happening throughout the day (K-8) or during an established lunch break at the high school. We continue to monitor and adjust based on observed lunches to make sure time is effective to meet needs without undue disruption to the school site.

Students stay active as the district has prioritized PE teachers at all school sites to make sure students have access to quality programming and meet state instructional minutes requirements in this area. PE teachers support and train students on activities for use at recess times that will support continued growth and activity.

At the secondary level, school sports/athletics are encouraged throughout the year and help students stay active and attached to a school family. Currently, LGSD has over 60% of students participating in our

athletics program in Grades 6-12 and continue to find ways to expand our programming to support more students thriving in this way.

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

District-Wide: LGSD maintains one STEM/Science Instructional Coach that works with K-12 teachers to develop hands-on engaging science units and experiments. Working collaboratively with the GoSTEM Hub, IMESD, and Oregon Community Foundation, they have brought significant resources and professional development to our district in this area. Each site now has science/technology kits that allow students to participate regularly in experiments and have the tools to analyze and explain what is happening.

Elementary: STEAM is incorporated into regular science, art and music instruction that helps students develop as flexible critical thinkers. Additional extracurriculars are available as well through Fiddle Club, Art Club, and multiple summer camp opportunities.

Secondary: STEAM is the focus of the vast majority of our science, math, and elective offerings. In all these classes, students access quality facilities and industry-standard tools, equipment, and instruction. Through our LHS Pathways program, students are encouraged to join CTE clubs to extend learning and to participate in quality job shadow, work experience, and internship opportunities aligned to high-wage and high-demand fields. LHS Pathway completers earn diploma honors, receive recognition at graduation, and have opportunities to earn scholarships in addition to the quality learning and experience they have gained. The district uses High School Success, state Pathways funds, Perkins Funds, state Revitalization Grant funds, and student project funds (student business model) to maintain these high-quality programs.

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.

Our adoption process is outlined in La Grande School Board policy IIA (Instructional Resources/Instructional Materials) and IFD (Curriculum Adoption) which are in alignment to state requirements for curriculum adoptions. LGSD uses the state adoption list as a starting place for adopting instructional materials. We annually develop teams of educators and parents (per policy) who review curriculum, compare findings with other districts around the IMESD region, and make recommendations to our board. The creation of the IMESD Adoption Workgroup to support district adoptions has resulted in significant improvement in our adoptions, as all 18 IMESD districts have the opportunity to share knowledge and resources related to the various state-approved curriculum.

Once approved by the board, our teachers and administrators engage in district and building training to understand the curriculum and effectively work to integrate into classrooms based on state standards. Grade-level and department PLCs do the daily work of aligning instructional units and lessons to

standards, developing assessments, and differentiating instruction. Building and district leaders attend weekly PLCs to support and maintain high expectations for learning. Within the first year of an adoption, PLC teams are required to produce updated scope and sequence documents and their updated common formative and summative assessments to assure learning will continue based on adopted standards.

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

Teachers meet weekly in PLCs in grade-band or department PLCs to discuss instructional practices and students' learning. Administrators attend weekly to support team discussions in alignment to building goals and student needs. Teams have access to significant resources in terms of times, coaches, facilities, and equipment to engage students in quality learning experiences. Significant district bonds, grants, and state/federal dollars have been used to create quality facilities and equipment that students and staff can access through their K-12 experience. Staff are encouraged to maximize these investments in their instructional plans.

District and building administration plan and provide quality professional development aligned to the district strategic plan and building focus plans that center on PLC development, STEM/Science/Technology, and strategies for SEL skills and capacities. Professional development schedules are developed collaboratively and use a mix of internal and external trainers to maximize the expertise within our district and increase engagement in professional development. Building administrators are encouraged to participate in priority professional development so they can assist and monitor the development of their staff.

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

LGSD partners with Head Start to provide quality early childhood experiences for students within our district. LGSD used funds to create the Odyssey Center to expand Head Start seats and provide a permanent location for the Literacy Center that provides literacy support to 0–5-year-olds and helps parents understand the importance of early childhood literacy.

Additionally, LGSD works with our local Blue Mountain Reading Council and Cooke Memorial Library to develop reading programs and incentives. One such project was the construction and installation of over 13 “little libraries” at our parks and schools throughout our community. This partnership also works to advertise the importance of reading and helps host several community picnics and events throughout the year that focus on reading as a family.

Kindergarten teachers work with pre-school providers to share important learning standards to promote kindergarten readiness and host a kindergarten roundup each Spring to support parents, students, and community partners in making the transition to formal kindergarten. Students from Head Start or the IMESD Early Intervention have additional formal transition meetings to discuss individual education needs so students can have a successful entry into kindergarten.

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

Middle School: These programs are in our middle school and support an effective transition to high school:

- PBIS program and rewards for maintaining high attendance, grades, and meeting behavior expectations.
- Semi-annual access and use of Oregon CIS program for educational and college/career planning with additional use in required Grade 7 Careers class.
- All Special Education conversations center on diploma options and essential outcomes
- Regular visits with counselors to discuss academic plans and high school requirements
- Aligned Student Leadership experiences
- Aligned pre-CTE and Arts experiences
- Aligned club and athletic programs
- Grade 8 Focus
 - Joint MS/HS Special Education and Alternative Education transitions meetings to discuss courses, schedules, and IEP needs in collaboration with parents and students.
 - High school counselors assist in Spring forecasting and class sign-up
 - Additional LHS campus tours

High School: These programs are in our middle school and support an effective transition to high school:

- Freshman Orientation Day: meet teachers, access lockers and other facilities, tour school, meet Tiger Ambassadors, and be introduced to clubs and athletics at the high school.
- Ongoing Tiger Ambassador support for first month of school
- PBIS program and rewards for maintaining high attendance, grades, and meeting behavior expectations.
- Success 101 - Required Freshman Course (Dual Credit)
- Emphasis on having at least one CTE course in their schedule so they can access hands-on/ career-connected learning.
- Use of Freshman focus Team to identify at-risk freshman, assign staff/student mentors, and communicate with students and families.

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?

As a district, we have developed significant systems for intervention and support when students are not meeting local, state, or national standards.

Elementary:

- Teacher and specialist PLCs meet weekly to review student assessments based on standards and determine focus of instruction.
- Specialists meet at least monthly with PLC teams to discuss interventions
- Fall/Winter/Spring diagnostics provide good lens on student performance
- Follow-up EBIS Teams to determine best placement and focus of building intervention resources
- Universal K-5 intervention schedule (Reading and Math) with paraeducator and specialist flooding during intervention times.
- Use of iReady for individualized goals and intervention support
- Referral to Student Success Team (SST) if more formal support are needed
- Pull-out SPED, EL, and/or Title support as needed in addition to intervention blocks
- Assignment of staff support as needed
- Change of placement into various district programs or hybrid schedules if additional support is needed

Secondary:

- Teacher and specialist PLCs meet weekly to review student assessments based on standards and determine focus of instruction.
- Specialists meet at least monthly with PLC teams to discuss interventions for EL, SPED, Title, etc.
- Fall/Winter/Spring diagnostics provide good lens on student performance
- ODS Toolbox and Freshman focus Team used to identify at-risk students
- Invisible Mentor program and Quality use of Advisory
- Referral to Student Success Team (SST) if more formal support are needed
- Formal SPED or support
- Assignment of staff support as needed
- Change of placement into various district programs, Alt. Ed, or hybrid schedules if additional support is needed

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? Can/Should address all students but also call out focal students

The same district systems that identify students for intervention also identify students that need additional support and extensions of learning beyond grade-level standards. Teachers use class, district diagnostic, and state assessment scores to determine students who could benefit from TAG services/plans. Teachers work with parents to discuss TAG services and complete required referral forms. IMESD Diagnosticians review submitted information, students' files, and conduct additional assessments (if necessary) to see what areas the student may be determined as talented or gifted.

Once identified, teachers work with families to develop a differentiated instructional plan which, in some occasions, may be skipping a grade or class or accessing college/university courses. In addition to a

formal TAG plan and class support, the District TAG Coach schedules time with students to extend learning through a variety of individualized challenges, games, or tasks. At the high school level, students work with counselors to access higher-level classes, dual credit, direct college/university class, career internships, or early graduation and transition to post-secondary options.

All extension services are individualized to meet the needs of students based on their identified strengths and weaknesses in collaboration with parents. We recognize that EL students are generally under identified because of the language barrier and, likely, bias of our system and educators. We, however, recognize that many of our EL students have significant language, learning skills, and life skills and are working on ways to help this focal group better access TAG and other services.

CTE Focus

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?

Career exploration is facilitated before participation in CTE Programs of Study through:

- Annual students forecasting and targeted conferences with students and families
- Strong middle school transition IEP/504 meetings that help parents understand what CTE Programs of Study are, how they are reflected at our high school, and what they can do to support their individualized student needs
- Freshman Focus Team and strong academic supports for freshman
- Middle school Careers class, Freshman Success 101, and Junior-level Futures classes that utilizes Career Information Systems (CIS) to encourage career planning in grades 7-12 and exploration of interests.
- ASVAB testing - demonstrate interests and possible career fields
- Regular presentations from businesses and CTE Programs to students to showcase opportunities and work

Career exploration is facilitated during participation in CTE Programs of Study through:

- YouScience - explore individualized interest and capacities
- Supported internships, work experiences, and job shadow experiences
- Paid internships to remove barriers to participation
- Club and leadership opportunities
- Regular visit from industry partners to our classrooms and review of student work

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

Student and families will learn about CTE course offering and programs of study by:

- From counselors when they work to enroll and/or complete schedules each semester

- From case managers
- During our Youth in Transitions (YTP) program that supports the transitional services of disabled students. The YTP program is fully integrated with our CTE program.
- Through CARE/YIT Service programs that support our poverty and homeless student populations
- Regular visits of admin to affinity groups to provide information and listen to needs.

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

We have partnered with Oregon Community Foundation (OCF) and the Eastern Oregon Workforce Board (EOWB) to develop a fund and process for students to get paid internships at over 70 businesses in rural Eastern Oregon so that students that experience homelessness, poverty, or disability have access to quality work experiences in career fields without having to sacrifice a paycheck. Additionally, the partnership with EOWB has strengthened our focus and support of at-risk youth as grant funds are targeted to remove barriers to future employment.

For students who cannot commit to the 90-hour internship, we also provide job shadowing opportunities that provide a smaller but exciting view. For example, we have had many students have job shadows at Grand Ronde Hospital and watched surgeries, patient care, etc. For students in our medical pathway these are exciting and essential steps to know if the medical field is the correct career choice for them. Work experience is also a pathway that can be recognized for credit.

Our CTE Pathways Program and coordinator work in alignment to our district vision to “Prepare all students for their brightest future.” Through CTE programs of study, career exploration, club participation/leadership, and individualized counseling we strive to meet these needs for all students.

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.

These goals will be met in the following ways:

- All CTE programs of study utilize industry-standard equipment to provide the best school - career learning pathways
- Virtually all CTE classes provide dual credit coursework options to increase rigor and increase community college or university participation and alignment.
- Providing real opportunities to build skills and rub shoulders with industry leaders through student-run businesses such as: home construction (i.e. Tiger House), catering services, design services, and other smaller student products.

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

La Grande SD will continue to provide careers-related learning, high quality CTE programming, career-related counseling, job placements, and access to industry leaders locally to create a network of support in accessing college or careers post-graduation. All of these have been described in previous questions and provide high-quality access to all student groups.

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

Paid or unpaid internships, job shadows, or work experience options are the way we provide learning and programming for students outside of what we directly provide in high-quality CTE programs. For example, our district does not have an automotive shop, teach, or program of study. Innovation has come through partnerships and we have advertised new opportunities for our students to work in local automotive service, parts, and sales departments to gain in the field experiences that are aligned to individualized student goals. There is no way for a small rural high school to provide an endless list of programming and so we have developed these partnerships and internships to meet the interests and needs of our students.

Describe any new CTE Programs of Study to be developed.

We are currently not developing any new CTE programs of study but strengthening the ones we already have in place.

Engaged Community

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? Be honest. Don't paint a picture that doesn't exist. It's okay to call out the struggles and what you're going to experiment doing in the future. (250 words or less per question)

La Grande School District has made multiple planned efforts to engage our community in the continuous improvement process. The following is a summary of efforts and outcomes:

- **Building Focus Plan Teams:** In June 2022, the district held a multi-day forum to analyze school data and develop building focus goals in alignment to our continuous improvement plan. Building teams left with aligned plans to guide their efforts for the 22/23 school year.

Barrier: Teams had limited community involvement as individuals needed a deep understanding of school and limited capacity. Need of additional strategies to fully engage all focal groups.
- **Whole Community and Focal Group Surveys:** This survey was developed to provide community insights and feedback to our district strategic plan committee who was tasked to review and update our strategic plan. The surveys were also made available in Spanish to engage our Latinx focal group. Our survey had several hundred responses with representation from all focal groups

Barriers/Outcomes: Identified continued need to engage our focal groups. Had limited responses for homeless and English Learner families

- Continuous Improvement Plan Committee: Admin met and identified individuals from the community for each focal group and made personal invitations and phone calls to encourage their participation in addition to major industry and community agencies. Committee met several times from Sept. 2022 - Jan. 2023 to update goals, measure and activities within our continuous improvement plan.

Barrier: Had members of identified focal groups communicate they would participate, but attendance was infrequent and/or inconsistent.

- Affinity Groups and Interviews: Administrators met with affinity groups for all focal groups in all school sites to assure we heard from all focal groups.

Barrier: Great meetings with our students and families to listen and learn (i.e. LGBTQ2SIA+, English Learner, Poverty, Homelessness, etc.)

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

La Grande School District has striven to develop strong partnerships within the county and region in support of our students' social emotional and academic growth. With this plan we see this continuing to happen as we work with multiple agencies (i.e. CHD, DHS, ECPT, LCAC, etc.) to bring as many supports and opportunities as possible to all our students.

We will continue to be transparent in our planning and communication with the community, staff, students, and their families. Future efforts will be to meet with our EL and Homeless families through required outreach that happens in our YIT, CARE, and EL programs.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process? There should be a connection between this response and your planning/budget template. The second half of the question is what Adam and I would focus on after plans have been approved.

Ongoing Support from ODE could include:

- State supported resources for emerging migrant/newcomer families; specifically support around oral and written translation for regional dialects. These are expensive for small rural districts to provide.
- A centralized location for data sources (that and streamlining data asks to eliminate repetitive submission of data that the state already has access to).
- Continued efforts to streamline the various grant and title fund processes

- Migration from Smartsheets or other tools that do not allow for districts to save their progress and result in multiple scaffolds that increase workload and confusion.

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

In all meetings we review our La Grande SD Equity Lens and acknowledge the silent voices that may not be present in the meeting or forum. We establish group norms and work to honor the variety of voices as we listen and learn.

For groups that feel historically marginalized we have met with them in affinity groups to build trust and understand the fear or power-based structures/systems that silence their voices. We will continue to regularly meet with these groups and maintain the trust built during the continuous improvement process and encourage emerging leaders to work in district committees to a greater degree.

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

NA

**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
- 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: Regional Briefs

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?

Artifact #1 Community Engagement Survey: This survey asked open-ended questions about things we are doing well, things that should be changed, and how we could better engage our community. This did not limit individuals' responses to target questions that may not have been a priority for them. By using open ended questions, we were hoping to be able to identify themes in responses. The team feels we were successful in accomplishing this.

Artifact #2 Affinity Group Responses Document: Narratives/Notes from affinity group dialogue.

Artifact #3 Building ORIS Assessments: provided a forum for a wide range of stakeholders (committee of 50) that included admin, staff, and parents of the district to hear and understand academic and SEL needs and strategies to improve. Assessments happened in all building teams as well to inform this process.

Artifact #4 PRIDE Newsletter Article: documents progress on our strategic plan in creating mission, vision, and goals based on community input and district data gathered through process. Newsletter also demonstrates continued engagement and communication with our community.

Artifact #5 Continuous Improvement Committee Agendas: Provides view of staff and community engagement in the planning process, topics discussed, and outcomes of meetings

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.

Three strategies that were focused on district focal groups include: Artifact 1 (Community Engagement Survey), Artifact 2 (Affinity Groups), and Artifact 5 (Continuous Improvement Committee).

- Artifact 1 (Community Survey): Used to get broad responses and data, and provide an easy way for all groups (including focal groups) to participate from any location at their convenience.
- Artifact 2 (Affinity Groups): Sought out specific focal groups and demonstrate desire to listen, learn and understand the needs and barriers of our students and families.
- Artifact 5 (Continuous Improvement Committee): Demonstrate the use of our equity lens, community members, and moves to embrace equity, remove barriers, and focus on identified needs.

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.

Two strategies that were focused on district focal groups include: Artifact 3 (Building ORIS Assessments) and Artifact 5 (Continuous Improvement Committee).

- Artifact 3 (Building ORIS Assessments): Staff were a major group that participated in these data and planning meetings. They were very aware of school and individualized achievement at their sites and a powerful voice for improving their school sites.
- Artifact 5 (Continuous Improvement Committee): Demonstrate the use of our equity lens, staff, community members, and moves to embrace equity, remove barriers, and focus on identified needs.

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

What we learned from our community was that they highly supported our previous continuous improvement plan and wanted us to maintain many of the programs and services that had been

previously identified that include but are not limited to: strong SEL programming, daily attendance, safety/emergency response, academic achievement, graduation and CTE.

Community members supported the following adjustments in a post-COVID environment:

- Adjustments to our mission, vision, and goals to eliminate “La Grande” to acknowledge students that come from outlying communities or other locations within our district.
- Adjustment from a focus on pre-K programming as it was achieved in partnership with Head Start and IMESD Early Intervention Program that provided new facilities and increased seats for our families. We will now be focused on maintaining quality facilities through bonds and partnerships as we have multiple buildings that are over 50 years old.
- Adjustment from a focus on job skills/soft skills in a specific strategy as we incorporated this within our CTE goal/strategy and moved towards maintaining quality technology K-12 as during COVID we experienced a giant leap forward in digital learning and meeting the needs of our students.

CTE Focus

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

We intentionally build relationships with employers for work-based learning through:

- Partnership grants with OCF, EOWB, and community businesses to expand student internships and work experiences.
- CTE Revitalization Grants that focus on community engagement
- Regular CTE Consortium Participation
- Regular CTE Advisory Committee meetings
- Regular visits by employers to our middle school and high school campuses
- Regular visits to local businesses and job sites.

Affirmation of Tribal Consultation – Does Not Apply to LGSD

If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leader's representative of student focal groups? (250 words or less per question)

Annually, we work collaboratively with Eastern Oregon University and other higher education institutions to support a wide-range of student teachers and to support a high school education pathway to maintain a pipeline of educators entering our community. Our district uses multiple pathways to post job opportunities and use teams to review applications, interview candidates, review references, and hire. One barrier to maintaining leaders/staff that represent student focal groups is that we routinely get less than 5 applications per position. With limited applicants, it is hard to work towards a represented staff, but we continue to review data and provide support to retain staff from identified focal groups.

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?

We regularly meet to review all teacher assignments, district data, and student outcomes to review the impact of teacher instruction and placement. Inexperienced teachers and staff are supported with mentoring and coaching by instructional coaches and are observed and meet frequently with administrators to boost effectiveness. We work annually with teachers that are teaching out-of-field to develop plans to become endorsed or licensed in alignment to their assignments. Ineffective teachers are mentored, evaluated, non-renewed, or terminated in an effort to either improve professional practice and/or provide the best learning environment for students.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups? All students but must include/call out focal students

At the K-8 level, we have developed re-regulation environments (Student Success Rooms) that provide students an established intervention protocol. These environments are strong in SEL practices and give students a chance to recover and refocus where we may have previously sent them to the office or home based on behaviors. Focus is on developing social emotional capacities and building skills that will, over time, minimize negative behaviors. As needed, we have conversations with families about placements and programs that are built to provide therapeutic services and increased mental health support.

This year we have worked with PBIS trainers to develop proactive approaches in classrooms to minimize discipline issues and provide effective Tier I universal supports. In the 2023/24 school year our school sites will implement developed PBIS/SWIS plans to monitor discipline occurrences (including focal group reports), and provide feedback and instruction based on data for students and staff.

We use manifest determinations, risk assessments, etc. to develop individualized plans for students that need specialized accommodations and supports to protect student's access to public education and meet their educational needs. Teachers and staff are involved in these plans so that they can work in alignment and avoid triggers that would result in office referrals or suspensions.

District team that completes the CRDC report for the Office of Civil Rights, reviews discipline incidents based on focal groups and over the last two cycles have not seen particular or significant differences that have been an area of focus or concern.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders? Address all 3

At the end of every year our building teams meet to review school-wide data and develop plans for improvement in alignment to our strategic plan. In that process teams identify areas of improvement and recommend training that would facilitate their growth and development. District leaders also meet to look at district data, strategic plan initiatives, and community input regarding professional development. District and building administrators review recommendations from both groups and prioritize professional development requests and, based on budget, determine the professional development plan for the coming year. Professional development plans are then shared with sites for feedback and reviewed with the superintendent. Once approved, district leaders sign contracts, develop calendars, etc. to provide identified professional development.

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

We provide feedback and coaching to guide instructional practices in the following ways:

- Through trained IMESD or district instructional coaches.
- Annual PLC Leader Training
- Annual conference attendance
- Annual book studies from professional educators and researchers
- Vendor-based training (i.e. PBIS, Zones of Regulation, etc.)
- ODE training and guidance on instructional practices, state standards, and/or assessment
- Training for administrators on high-quality mentoring and evaluation rubrics and observation techniques.

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 school sites provide students a Fall/Winter/Spring nationally normed diagnostic assessment. Assessment results, attendance and suspension rates are reviewed by school EBIS/ODS teams and at-risk students identified. Schools provide systemic interventions in an established intervention schedule that guarantees core instruction and access to peers. Interventions are provided and documented and as students demonstrate proficiency, they gain access to more appropriate Tier II or Tier I interventions or learning extensions.

If interventions have not been successful for extended periods of time, staff visit with administration and parents and work to determine if a referral to Title, SPED, TAG or other services would be appropriate and, in the student's, best interest. Based on ongoing assessment, students may be enrolled in additional formal interventions with support of a case manager and ongoing and regular communication.

We are actively working on better tracking and intervention regarding Freshman On-Track and Graduation Rates.

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?

Annually, LGSD administration and staff provide the following transition services to support effective transitions for students and families:

- Graduations or celebrations for exiting a grade-band or school family.
- Site visits and orientations for new school sites
- Interviews with students from the new school or grade-band
- Forecasting and/or course selection
- Parent Nights or Rodeo events
- Transition meetings with staff, students, and families for special education and other focal groups as needed
- Early entry experiences
- Dual Credit experiences

Attachments Completing Your Submission

1. Integrated Planning & Budget Template - Attached as separate document

Guidance: 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, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.

2. Equity Lens Utilized - Attached as separate document

3. Community Engagement Artifacts - Attached as separate document

4. DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics) – Not attached

Guidance from IMESD/ODE: These are NOT required to be submitted with the plan itself by March 31. Recommend waiting. Angie is advocating with ODE for these to be drafted during post-approval Spring workshops with support from her and other ODE staff.

5. Affirmation of Tribal Consultation - Not Required for LGSD

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.