



Jewell School District

Integrated Guidance Plan Proposal - March 2023

- 1. 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.**

The Jewell School District's Integrated Guidance community engagement process began in October 2022. Our Community Engagement & Leadership Team consisted of board members, administrators, teachers, and classified employees, who engaged with our K-12 district students, and our focal group students (poverty, disabilities, LGBTQ2SIA+), school board members, parents and district staff, and various other community members. The process began with community identity work through Inflexion, and has provided us with our Maxims Report. Information was collected via surveys in October and through a school survey with students in November, and community survey during a community concert event. Staff, student and community surveys included questions regarding the creation of our community maxims for our visionary work around student readiness, and to identify what the traits/skills are needed for all students as they graduate from our District. Further sessions around identity and Maxim work continued through December with community stakeholder feedback provided, discussed, and updates provided to Inflexion until all agreed upon the final results.

One of the student surveys included engagement around the social-emotional aspects of student learning, and provided input around what helps them to be successful in school versus what is a barrier, and what engages them within our school setting, and areas of improvements. Our district does not currently have a school counselor, so we use "Sources of Strength," and "Wayfinder" programs in our school curriculum. Guests engaged with all secondary students on the social-emotional aspects of student learning. The community engagement sessions had parents, teachers, community members, students and administrators providing feedback on district improvement. The



district improvement topics are the same topics present in the Integrated Guidance document.

The Jewell School District disaggregated and reviewed data sources with a focus on focal groups for the previous five years, such as: our district demographics, graduation rates, attendance for K-12, SBAC results, Ninth Grade on track, CTE program review and participation, as well as student code of conduct (including behavioral systems and how well they're working for our students, teachers, and school culture).

The work from our previous SIA and Continuous Improvement Plan (interrupted by COVID) play into the current needs/goals for our Integrated Guidance plan. Engaging with students, community members, parents, staff and administrators has opened the doors to help elevate and expand our support for our focal student group populations. Further support through our developing MTSS program will further guide the work. Upon looking at the disaggregated data, and looking at the data as a whole, we were able to quickly identify the needs of our focal student groups. Utilizing the ODE Equity Lens when looking at our data, we were able to focus on the real needs of our rural school district. These needs represent the student data around social/emotional and mental health, as well as behavior and academic achievement. This work helped to guide us in mapping out our investments within the grants associated with the Integrated Guidance work for the 23-24 school year, and beyond as part of our 4-year planning process.

2. **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.**

Through the Integrated Guidance planning process, the Jewell School District has created a four-year plan blending resources from the Student Investment Account (SIA), Career Technical Education (CTE), High School Success (HSS),



and Early Indicator and Intervention System (EIIIS) to offer all students, especially our focal student groups, a well-rounded educational experience.

Based on disaggregated data, the QEM, community engagement feedback, the Jewell School District's Continuous Improvement Plan, our use of the Oregon Department of Education's Equity Lens, and evidence-based educational practices, the following Integrated Guidance priorities have emerged.

Feedback from data, staff and community:

- Post Secondary - College & Career Readiness with more focus on trade and technical programs.
- Increase and expand our CTE program offerings for students, including in the middle school grade levels.
- Everyday Matters Expansion (District Wide Focus on Attendance)
- K-12 teacher increase in Professional Development around PBIS-MTSS-RTI, and Trauma Informed Care
- Expand our extracurricular programming options
- Hiring and retaining high-quality Teachers/Competitive Salaries * Increase community partnerships and working towards increasing student academic and post secondary success; physically, socially and emotionally.

Feedback from data and student outcomes

- Access to a counselor (priority for the district)
- Schedules for students that allow for additional time for remediation and enrichment and access to additional resources, including after school activities.
- Access to CTE at the middle school level (creating an exploratory wheel model for MS students)

As a response to these identified needs from feedback, and from data review, we plan on utilizing these braided and blended resources to:

- Develop additional CTE opportunities through assigned FTE and Stipends as well as expand our CTE explorations program at the middle level.



- Implement a rapid response to absenteeism with attendance staff.
 - Design, build, and deliver an improved schedule for remediation and enrichment time.
 - Identify and research community based assets, resources, and supports to build a foundation for culturally responsive, extended learning and enrichment opportunities.
 - Design and implement an effective recruitment and retention plan for teachers.
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- Create summer experiences to enhance student learning opportunities.
 - Increase student access time to counseling services with added counseling FTE.
 - Dedicate PD Time and after school teaming time to effective implementation of PBIS/RTI/MTSS, and Trauma Informed Care.
- The progress we make on each of these efforts will be built into our strategic planning process which will call for implementation of a systemic review. This includes gathering data on a monthly basis with disaggregation and review for each of these actions. Administrators and staff will team to determine success and problem solve for better implementation where needed. A report will be delivered to the school board twice yearly to report on our progress.

Plan B: Should the district not be able to hire qualified staff for the positions listed above, some investments may include the following:

- Hire 1.0 FTE Licensed Counselor
- After School Staffing options to help coach/tutor students within other, or new, programs - Classified Position.

3. What strengths do you see in your district or school regarding equity and access?



The Jewell School District works hard to meet every student and their differing needs. We understand the impact of targeted universalism for our focal student populations and utilize that model to make sure all of our students are well served. Our small, and very rural school district comprises of 145 Pre-Kindergarten through twelfth grade students, with 20% students having special needs, and 95% free and reduced lunch. We have one PreK-12 building, with our staff building strong relationships with all students at the individual level. Each student is provided the individual care and support for where they are at when they come to school. Staff work hard in building relationships with student families, which further assists us with their growth, and reaching their growth goals around education. and with their emotional/social supports. Our small district also offers course work in the Arts (Band and Home Ec), as well Career and Technical Education (CTE) classes, with specifics in Construction field, Dual Credit, and an optional work study for our senior students.

4. What were the needs identified in your district or school regarding equity and access?

We find the greatest need in our district in relationship to our students in poverty, LGBTQ+ students, and students with disabilities. Our current systems in regard to academic expectations, student expectations, attendance and behavior support do not sufficiently support these students who represent our focal group. Our small, rural district status further hinders the support we have given due to the limited number of options we are able to deliver. A broader range of options targeting these students would be helpful. Communication with our focal students, their parents, and families is also a challenge. We need to continue refining our approaches so we can receive more regular and authentic feedback from these groups. In response, we are building a number of improvements into this plan targeting our focal student groups, their parents, and families. We are looking to add additional supports to enhance the level of support for students with behavioral needs. The creation of a real Multi-Tiered System of Support (MTSS), with an emphasis of employing PBIS strategies and processes will also be a focus of our systems. We will also continue the academic support positions that have been present since the COVID period.

5. Upload the equity lens or tool you used to inform and clarify your plan & budget. Describe how you used this tool in your planning.



The Jewell School District utilizes the [ODE Oregon's Education Equity Lens](#) to intentionally frame all of the work that we do for our students, families, staff, and community. During every step in this engagement process, as well as in all of our decision making gatherings/meetings, we continued to ask if our focus was on hearing each voice that was at the table, as well as who this overall plan would have an impact on, and who are not provided the opportunities, and what will we do about this?

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

We are choosing to spend our funds on a variety of actions we believe will make a significant positive academic impact on all of our students, especially our focal student groups. We will build an MTSS system intended to deliver on Targeted Universalism. Effectively employing RTI strategies and processes will be part of a focus on the academic and behavioral tiers of our systems to help and support all students. PBIS strategies and processes will also emphasize the focus on the academic and behavioral tiers that are present in this new system for our school district. Furthermore, we will build and implement a structured data system that will help in the collection, and analyzation of data, in order to plan instruction more effectively and efficiently. Professional development opportunities and time for implementation of these evidence based strategies for the educators will be key for continued growth for our staff. This includes building partnerships with community based assets to help provide additional supports for our new MTSS system, increased instructional time, and community engagement.

7. 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?

Well-Rounded and well-grounded has been an area that we have focused on within our district for a few years. Since the pandemic, we have moved onto a brand new school administration, as well as 1/3 new staff members. We have struggled to hire a school counselor and have not had a school counselor for almost a year and a half. No applicants have even applied in our very rural school district location. The quality delivery of our plan requires sophisticated leadership and experienced staff. Additionally, the counseling position is part of our plan, and the breadth of these



changes and challenges are significant barriers, risks, and choices within our plan. Our plan takes special aim at focal student groups, and therefore if we are unable to deliver, a larger impact on those groups. We believe we can achieve our LPGT's for all target groups with effective implementation, but worry about achieving these targets should issues arise.

8. 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?

Policy and Procedures within our district provides all students the opportunities to be included in a supportive environment that is inclusive and breaks down barriers in order to give support for them to succeed in all aspects of school and life. Students navigating homelessness have access to education and other services needed to ensure that they have an opportunity to meet the same academic achievement standards to which all students are held. A liaison for students navigating homelessness is designated and we have steps in place to make sure that students are not stigmatized nor segregated on the basis of their status. Transportation is provided to and from the student's school of origin, at the request of the parent or in the case of an unaccompanied student, via the district's liaison for homeless students. We also provide community supports & community partnerships that provide for clothing, food and resources, as well as a school nurse, a school based health center, and the new to the district, a start-up community garden program that will be a provided resource to students and families later this fall into spring. We maintain the strictest of confidentiality for all of these students.

9. What strengths do you see in your CTE Programs of Study regarding equity and access?

The main focus of our CTE program is centered around Construction. There are enough course offerings that any student that is interested in taking Intro to Construction, (Construction I), Construction II, and Construction III, are able to do so. We design a school schedule providing as much access as possible. We have recently purchased CTE tools that are smaller in size as introductory tools for students that are a bit apprehensive to try a shop or construction class due to the larger machines. This encourages students to join, as well as opens the door for a more inclusive program, regardless of a students' previous knowledge, challenge, or gender. We also offer middle school shop, and culinary options available for



students to take part in. Costs are not a factor in our programs, as there are no expenses for students, as everything (equipment and materials) for all students are provided free of charge. Our post secondary advisor is working on partnerships with the MERTS campus in Astoria, as well as Job Corp. We are also beginning exploration within a partnership with Equis, a company that provides work and payment opportunities for students.

10. What were the needs identified in your CTE Programs of Study regarding equity and access?

Students would like access to a more diversified CTE program of study. In an effort to help diversify our offerings and meet the needs and the requests of our students and community members are asking for, we are incorporating entrepreneurship and industrial math classes throughout the day. These are two areas of interest which have been identified by our study body. We have also identified that female students are not participating at the same rate as other students within our CTE course offerings. In response, we have begun a gender specific recruiting campaign using the feedback from our female students. This has caused us to add a Construction I class, offered three times a day. All students have an opportunity to take part in our CTE program.

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

Our district utilizes the structure of our small district schedule to help with the recruitment process. At the middle school level, students are required to take part in middle school shop and culinary as a way to introduce them to the world of CTE course offerings in our very small school district. Smaller machines and equipment have also been purchased to help all students, especially those that may be a bit intimidated by the big machinery, to take part in the Construction/shop classes, and to feel more comfortable and confident in working in the classrooms. Grant money from the Perkins grant has also been utilized to provide major upgrades in our outdated machinery. The structure of the schedule and the purchase of different sized machines and new equipment has opened the doors for more inclusive, and equitable access to this field of study. Even at the high school level, all students, especially including our focal student groups and female students, have the opportunity to take a Construction I course as it is offered in three different spots throughout the school day. The classes have been scheduled in such a way that all



high school students would have an option to take the course if they wanted. once they arrived into high school. Construction II and III are offered for students that are wanting to continue their studies with mentorships provided for those looking into career work within the construction field.

12. 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 against focal student groups?

Administrators, CTE staff, guidance and school counselors, as well as teachers, post secondary advisor and students will work together in advisory groups to further support the participation efforts within the CTE program, especially during forecasting. School data will be recorded in regards to class participation of our focal student groups and inclusion of our program. We will actively promote and recruit students from our focal groups as well as female students utilizing a variety of tactics. Including, recruitment posters in and outside the school, communication of the opportunities at community/parent/guardian events, the elimination of prerequisite courses where practicable, and hiring diverse CTE educators as the opportunity when possible.

13. Describe your approach to providing students with a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the methods by grade band (elementary, middle, and high).

Jewell School District is a system-wide PBIS/MTSS/RTI school that believes in providing a well-rounded education for all students. We team around student learning and utilize data to inform our practice. We are a small school district, but we are able to provide our students with a robust experience, especially given our district size.

Our elementary programs (preschool through grade 5) focus on school routines in the very early grades as well as a keen focus on literacy. Teaching students to read by third grade is a significant focus. Of course, we also focus on math skills and target math fact mastery by fifth grade. Our K-2 classrooms are self-contained with multiple opportunities for specials like PE, SEL, and Tech. Our 3-5 classrooms are divided by subject areas (Writing, Math, Science, Reading, and Art). Each of our elementary students have Library as a special at least once a week, and our 5th grade students receive a rich music program. Our 6-8 middle level students receive quality instruction in their core subject classrooms. We focus on literacy, math, science, social science, with SEL as a central theme. Students also



receive PE/Health, and have access to a wide variety of electives including Music, Visual Art, Culinary, Fiber Arts and Construction. These students have access to our quality Library throughout the day (Before, During, After), and also do whole class activities there.

High School students enjoy a broad spectrum of electives in Jewell. These include an award winning music program, Culinary, Fiber Arts, Visual Art, and Construction/CTE opportunities. Students participate in a typical high school schedule moving to rooms for their core subject instruction. We also offer excellent athletic learning opportunities for students. We work hard to support all students individually toward successfully earning a diploma, while learning the soft skills needed for successful adulthood and the transition to the next steps in their lives.

Our curricula are chosen through a robust committee process which involves staff. We ensure our choices include state standards and focus on articulation through the grades. We involve the community in review and all curricula is approved by our school board.

14. Which disciplines (theater, visual arts, music, dance, media arts) of the skills are provided, either through the integration of content or as a separate class?

Our small rural school district is designed to provide learning, instruction, and experiences aimed at a quality education for the whole child. Jewell provides a robust Music program for 5th-12th grade students. This is served through individual, elective courses. Jewell also offers Culinary, Visual Arts, Fiber Arts, and Construction. Teachers intentionally integrate a breadth of this content into their instruction as well.

15. How do you ensure students have access to solid library programs?

Our Preschool-5th grade students have Library as a Special at least once a week. They spend up to 45 minutes with our librarian receiving instruction, guidance, and library activities with grade level content. Our secondary students (Middle and High

School) utilize the library and the materials within on a regular basis, and as needed with regard to the work that is assigned within their course work. All students have access to the library before and after school, as well as during their lunch time.



16. How do you ensure students have adequate time to eat and the proper movement and playtime?

Jewell serves both breakfast and lunch to all students and we intentionally create a schedule with ample time for all students to eat. Our Preschool-5th grade students get at least two recess opportunities each day. Our 6th-12th grade students get recess after their lunch each day as well. PreK-12th grade all have P.E. time, and the state mandated P.E. minutes are met for all students.

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

Jewell students have multiple opportunities for integrated STEAM instructional practices. With our 3rd-5th grade model, our teachers work during Friday PD to create a curriculum that touches on all these (project-based learning, critical thinking, inquiry, and cross-disciplinary content) points. Our 5th grade students participate in BASE Camp at Camp Rilea every year, which is a STEM camp. In our secondary program, we offer courses like Industrial Math where students engage in learning Math through designing and building projects for our campus. Furthermore, our district provides the resources and time for teachers to build project based, and hands-on learning for their classrooms/students, and to encourage that these activities are embedded within their course content.

18. 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.

Grade level teams meet regularly to discuss current curriculum, plan for future needs, and make sure that alignment takes place. These meetings take place on Fridays when students are not in school. Professional development groups meet throughout the day to accomplish these tasks. Community and school board input is also greatly encouraged. Student demonstrations of the core state standards are

evaluated through our grade level teams. At a technical level, we form curriculum adoption committees when we adopt new curricula. They utilize a scoring guide to evaluate curriculum as we are making decisions on materials to bring forward to the Jewell School



Board. As part of Board Policy and Administrative Rule (Policy IIA-AR) we review these materials to ensure the curriculum we adopt has a proper scope and sequence, as well as K-12 learning objectives aligned to Oregon and national standards. Once the materials have been adopted teachers collaborate on grade-level and cross grade-level teams to develop the district curriculum maps. This process creates a coordinated learning sequence throughout our schools and levels.

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

Jewell has a four day a week calendar. On Fridays, staff get together for professional development, lesson and program planning, and collaborative discussions to ensure the instruction is intentional, engaging, and challenging. The administration also monitor staff through walkthroughs, and formal / informal evaluations. Through these observations and discussions, pre & post observations, teachers and administrators work towards setting and monitoring progress goals, as well as coaching ways towards improvement through the development of instructional strategies.

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

Our school district is very supportive of early childhood education, and while we do currently have a Preschool Promise program that serves children who are 3 years and older, we wish we could have even more. Our EI/ECSE students are served by the NWRESA, and we work closely with that program. As part of this program we meet the state expectations of coordinating Preschool Promise students with the transition to kindergarten. We also work to ensure students with an IFSP make a smooth transition into our kindergarten.

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

During the summer, Jewell has started a 9th Grade Boot Camp for all incoming 9th Graders. We have a Post-Secondary Counselor who works with our high school students to ensure that each one has a postsecondary plan through a newly designed High School Guidebook. Jewell middle and high school is also in the same school /same building, and shares many of the same staff members/teachers. This provides more support for middle school



students when they transition from middle school to high school. Administrators, teachers, and support staff all work with students from the PreK through 12th grade, so the levels of support are school-wide.

22. How do you identify and support the academic needs of students who need to meet or exceed state and national standards, particularly for focal student groups?

Jewell is engaged in the RTI/MTSS process and we meet with Student Support Teams (SST) on a regular basis. Our SST teams monitor the progress of our students in the academic world, as well as socially/emotionally. Our focal group students have been on the more frequent check-in list with our teams. We have also used SIA funds to provide post secondary supports for our high school students. This teacher provides academic and emotional support for our upper classmen. Our students also follow the RTI process, as well as Tier II (small group and pull-out instruction), Tier III Special Education Services (push-in, pull-out, combination of push-in & pull-out, and self-contained). We also offer Academic Supports with IXL, and small instruction/tutoring options for all students.

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

When a student exceeds standards, our processes take that into consideration and we offer enrichment opportunities and elective programs. Grade level teams meet monthly to discuss students and their needs in this category. This includes students in focal groups. These meetings take place during our Friday professional development. Similar as we do with our struggling students, we also work to push our advanced students into more rigorous courses, including college work, and post secondary outlook options. TAG plans are also developed to help support the individual learning needs of all students. Our district size allows us to know each student well, and work to advance their learning no matter how developed that learning is. This specific knowledge allows us to place an emphasis on all students, but especially our focal student groups.

24. How do you provide career exploration opportunities, including career information and employment opportunities, career guidance, and academic counseling before and during CTE Program of Study enrollment?



Jewell makes a concerted effort to provide as many scheduling opportunities for students as possible. We regularly combine CTE classes that pair more experienced students with less experienced or introductory students, providing the students both the chance to learn from a peer as well as shared experience working on larger projects.

Jewell provides a dedicated career class to all seniors. The class permits each student to examine several vocations and occupations they may have an interest in, allows them to examine the working conditions, training, and job outlook. We provide continued educational/career advising throughout a student's enrollment. Jewell students annually tours two and four year colleges with a focus on trade programs that provide certifications and job placement.

Students enrolled in the CTE Construction Program explore many of the allied trades that are associated with the general construction trade. We have adopted Paxton Patterson, a provider of Career and Technical Education that furnishes College and Career Ready Labs, empowering students to discover their interests and aptitudes in the trades, along with career exploration that explores the job outlook, opportunities, training, and compensation. Also, Jewell has had a long relationship with Clatsop Community College's Career Pathways Certificate Programs as well as the Job Corps at Tongue Point, Astoria.

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

As a very small, rural, Oregon school we have very limited work-based learning experience opportunities for our students. We actively recruit and encourage all students to enroll in our current CTE Construction Program, with specific efforts on our focal student groups and females. Our Construction Program provides opportunities for students to engage in on campus work-based learning opportunities. We offer four levels of classes. Entry and level one classes are offered at least twice a day. Our workshop is organized to resemble a commercial workshop with tools and supplies that would commonly be found in a professional shop. All students in the shop are required to document their daily and weekly work, identifying projects worked on, peers worked with, and hours worked. As a substitute for off-campus work-based learning opportunities, Jewell provides work-based learning opportunities through the district, constructing projects on campus through the CTE Construction Program. Our small class sizes offer opportunity for instruction to be differentiated and individualized, generating self-efficacy and achievement for all students. Currently, we are in the process of developing a student survey that will inform and help us increase equitable participation in our CTE program. In addition, we are expanding



opportunities for middle school students to explore potential areas of interests and/or strengths by implementing an exploratory wheel model for elective courses (e.g. wood shop, culinary art, visual art, leadership).

26. 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.

In our district, we have a keen focus on supporting students to become highly successful adults. Because of this focus, our program is designed to ensure students learn the academic skills which lay the foundation for adult success. Students also learn technical skills throughout our programs in core classes, electives, co-curricular opportunities, and our CTE programs. Jewell offers counseling and access to postsecondary credit in partnership with Clatsop CC and Portland CC. AP courses are available to students through BYU Independent Study. In addition, Jewell collaborates with local employers to create internships/work-based learning opportunities and offers a work-release program to support graduating seniors entering the workforce. Furthermore, graduating seniors conduct informational interviews and job shadows as culminating projects. We continue to develop career awareness through school-based, local and regional job and career fairs, as well as inviting guest speakers from diverse industries.

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

Currently, Jewell offers only Construction as its CTE program. During the first two years of the program students work to develop a high level of fundamental shop skills. Students develop a clear understanding of each piece of equipment, time management, a clear understanding of production, and how to manage and organize a professional shop. Students also explore several allied fields with hands-on practice and projects, surveying potential future employment options.

In the last two years student interest has taken the lead. With a strong grasp of important shop and organizational skills, students delve deeper into an identified traditional and nontraditional career path. Projects and performance tasks are offered to challenge and strengthen a students ability and competency in their chosen field. Additionally, students utilize tools (CIS, CareerOneStop, ONET) to help match their interests and skills with



multifaceted career opportunities. Each step in our program builds to greater levels of self-sufficiency, preparing students for success in their careers.

28. How will you prepare CTE participants for nontraditional fields?

Jewell works to prepare all students with the knowledge and skills needed to succeed in the workforce regardless of a student's traditional or nontraditional pathways. As employment opportunities shift, it is important to expose students to opportunities outside of the broader CTE Construction Program. In fact, our program by design and through intentional recruitment and programming intends to attract Female students into our CTE Construction Program, a typically male dominated field. Customization, personalization, and smart design are current trends across many industries and businesses. As part of the CTE Construction Program, Jewell provides students with time to explore the art of working with wood, from custom designed and built furniture and cabinetry, wood turning, wood carving, CNC, smart building design, and Intelligent green building. Students engage in research and job searches about nontraditional fields on sites such as Oregon Apprenticeship and Oregon Tradeswoman.

29. Describe any new CTE Programs of Study to be developed.

No, we are adding additional CTE classes, but do not plan to add a new Program of Study at this point in time. We are currently working on developing additional CTE opportunities combining our new Garden Project and Entrepreneur class, as well as a future Food Truck project permitting students to develop their culinary and business skills. Additionally, we are partnering with our local fire departments to develop a fire science program that will offer both high school and college credits and create a pathway for one-year certifications/Associate of Applied Science.

30. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers were experienced, and how might you anticipate and resolve those issues in future engagement efforts?

Jewell is a unique, rural town in Oregon spanning many miles in all directions, with the center of the community being the Jewell School District. The new administration has leadership that has worked in the district for sixteen years, and the establishment of



trust is high. Community engagement meetings are usually not well attended, but the comfort level for people to call, email, and talk with school board members, administrators, teachers and staff in the community is much more robust. This style of immediate feedback is a continual process and partnership with our community, and the level of trust in having their voices heard is high. We continue to host community engagement events, and advertise through letters home, flyers, advertisements/postings at the local general store, restaurants and other places around town. We also send out these communications via phone messenger, texts, website, phone app, social media, and direct calls as needed to make sure that all families, especially our focal groups, receive the correct, and most recent updates. In regards to Integrated Guidance we held a community discussion and surveyed families. With 145 students in district (PreK-12), and with many families with multiple children, the numbers are small for families that are attending our community engagement events. However, the community voices that are represented are very much part of the fabric of our learning culture, with an increased outreach to engage with those families that are within our focal groups, and those that are less inclined to attend in-person community engagement events.

31. What relationships and partnerships will you cultivate to improve future engagement?

In Jewell, a district with 145 students, you can imagine how important our day-to-day relationships and communication with family are. Specific events/meetings can be helpful too, but people here are pretty quick to pick up the phone, drop in, or send an electronic communication if they want to influence what we are doing. Expanding that level of comfort to include everyone, especially our focal students and their families, is part of the relationship work we plan to continue. The use of surveys for feedback provides another way for us to gather information, and we plan on utilizing these on a regular basis going forward. Effectively reaching out and hearing from families, community organizations & businesses (local and surrounding communities) will be part of our ongoing work as well.

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



In small rural communities, trust is a large factor in engagement efforts, especially when it is with people at the local level. Building trust with community and school, especially with newer families moving in, can take some time to cultivate. Engagement efforts with local staff is imperative to allow for authentic community engagement and for voices to be heard. If ODE would support and help pass legislation providing specific funding directly to districts can help support this engagement and allow for a more authentic job at our engagement processes it would be helpful. Also, highly contrived and scripted expectations in order for a district to receive funding (such as this) can be difficult to navigate in a community like Jewell. And in fact, can actually harm our relationships with families and the community. ODE should take into account smaller districts (not just very small) in designing these kinds of applications and tailor them to better meet our needs.

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

All community members, and partners are welcomed and respected within our building/campus and around the community. Our values-based maxims support inclusiveness and diversity. These maxims are: Learn Courageously (open-minded-goal oriented-inspired), Work Persistently (motivated-disciplined-responsible), and Give Graciously (empathetic-respectful-grateful). These values are reiterated and shared by the board, staff, students, and guests. These values were created by all stakeholders in our vision-mission work through the fall and winter months of 2022-23. Of course as indicated in our application, we also utilize the Oregon Equity Lens in our work and decision making. This adds to our safe and welcoming environment.

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

We do not currently sponsor a public charter school.

35. 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?



- A. School District Maxims/Portico Identity Work
- B. Parents/Community/School Staff Interviews
- C. Community Engagement
- D. Community Survey
- E. MS/HS Survey

These particular artifacts show a new vision and continued engagement with our community with demonstrated specific and intentional outreach to our focal student populations and their families. From surveys helping us to identify the visionary work of identity and community input on improvement around student social and emotional needs, to community discussions around developing a shared vision of the educational needs within our school. The voice of our community, students, parents, community members, board members, and staff are all part of the work moving forward. All stakeholders provided their voices (whether in person, through distance communication and/or surveys) to the visioning process, and all sides showed great appreciation and respect for listening and providing feedback.

36. Describe at least two strategies you executed to engage the focal student groups and their families in your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Being a really small rural school district, reaching out to our focal groups was done with the majority of our student survey and community engagement opportunities. Special education students, students of poverty, and our other focal group students took part in the survey, as well as the thought exchange. Conversations were had around the positive things that are taking place within the school district, as well as any barriers that are in place, and how to work on improving the systems with these barriers currently in place. A second strategy was to specifically survey MS/HS students (including our focal student group), to have them express their thoughts about our school, and what would be the characteristics, skills, mindsets, and behaviors of the students on campus that could bring the greatest success and comradeship for all within the school community. community. Our efforts offered as example here (survey, Thought Exchange, collaborative communication) fall on level two (Consult), and level three (Involve) on the Community Engagement Spectrum.



37. 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.

One of our strategies was to hold district leadership meetings, along with community and staff meetings/discussions around data from our previous work within our district. With the effects of the COVID years of education, the changes in multiple leadership and staffing over the years, these discussions/meetings helped us to collect a better understanding of the issues that our students are facing. This included looking at the groups that are impacted, why this is the case, and looking for ways to make improvements. Staff did not directly engage with any students during these strategies, but the knowledge of all students (including our focal students) and families through the work that we do in our small community provided for some very valuable information. Our second strategy was to hold community engagement forums to acquire participation from all community members, parents and these meetings intentionally included staff. We partnered up with Inflexion (part of the Portico organization), and worked diligently on creating our community anchors and maxims for our visionary work around student readiness, and to identify what the traits and skills are needed for all of our students as they graduate from our district. community. Our efforts offered as example here (survey, Thought Exchange, collaborative communication) fall on level two (Consult), and level three (Involve) on the Community Engagement Spectrum.

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

We found that a well-rounded education, that includes academic and social-emotional supports, are the most requested component that our stakeholders are requesting. Over the years, the continuous leadership changes, COVID changes, instructional coaches (teachers & educational leadership) turnover, loss of a counselor with no counselor applicants seeking employment, and the loss of an overall identity for our district has had a negative impact on the overall educational growth of our student population. Our students and families/guardians are seeking learning that incorporates skills and experiences that help students to find a vision beyond high school. A vision that can provide avenues for jobs and opportunities that bring them comfort and joy to their everyday lives. This includes the academic, social, and emotional support that are needed everyday to help guide them as they become young adults. Furthermore, opening the doors for student voices to advocate



for their own needs, wants, and opportunities for their everyday happiness and growth. School should be a part of their everyday lives that brings them great meaning, joy, and hope for their futures ahead. As a result of this input/feedback, our plan does the following: increases and expands our CTE program offerings for students including in the middle school grades; increase and improve our delivery of MTSS/PBIS/RTI and Trauma Informed Care through professional development and teaming; expand our extracurricular programming options; and continue our search and hire of a counselor thereby providing our students access and improved social emotional health.

39. How will you intentionally develop partnerships with employers to expand student work-based learning opportunities?

Our district's work-based learning opportunities are explored through many areas with our students. We are always working to expand these opportunities and collaborate with local employers to create internships/work-based learning opportunities, and offer a work-release program to support graduating seniors entering into the workforce. We also continue to develop career awareness through school-based, local and regional job and career fairs, as well as inviting guest speakers from diverse industries. Through our CTE program, we have adopted Paxton Patterson, a provider of Career and Technical Education that furnishes College and Career Ready Labs, empowering students to discover their interests and aptitudes in the trades, along with career exploration that explores the job outlook, opportunities, training, and compensation. Also, Jewell has had a long relationship with Clatsop Community College's Career Pathways Certificate Programs as well as the Job Corps at Tongue Point, Astoria. Additionally, students utilize tools (CIS, CareerOneStop, ONET) to help match their interests and skills with multifaceted career opportunities.

40. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Due to the location of the Jewell School District, recruiting teachers in our very rural community can be a challenge. This is due to a lack of educators seeking employment in the world today, and our rural location. Much of our focus has been through recruitment of local staff and community members, to "grow-our-own" as an option for recruitment. We value diverse staff to connect with all of our students, and view all of our employees as educators, whether they are in the classrooms everyday or not. Within the certified and classified contracts, there are tuition reimbursements and incentives provided to encourage



employment with the district. We also offer on campus housing (we have nine campus houses available) for district employees.

41. 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?

Honestly, this question is a bit of a red herring for a district of our size. We have 145 students. That means about 11 students per grade. In short, all of our teachers basically teach all of our students, perhaps with the exception of some elective classes. However, you have asked and therefore, you shall receive our best answer. In Jewell, we work to ensure all of our teachers we hire are highly qualified in the subjects they teach as expected by TSPC. We also work to ensure students needing the most help and support get our best teachers. This especially includes students of color, students experiencing poverty, and students with disabilities. We work hard to improve the quality and skill of all staff as they serve our students. We recently began incorporating our MTSS systems of support within our district, and alongside student support/success teams, 9th grade on track, and data teams, we work together to identify and address any academic and social/emotional disparities that we notice for all students. Further resources and supports are utilized for students in need through extra math supports, homework club supports, alternative classroom support staff, special education staff, alongside staff that provide quality instruction and differentiation for all students. Every Friday, school staff are provided professional development on providing supports for students, with assistance in identifying students that need extra help through our student support teams.

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

We have recently moved to a PBIS/RTI/MTSS model for our school district. The systems are newly in place and the philosophy is that we will provide support training and classroom management training for all staff. We believe that students need to be kept in the classroom as much as possible, and that by putting behavior plans into place, teaching expectations for behavior, instead of detentions and suspensions, that positive adult interactions and guidance will be a much more successful plan. Through our identity work and community engagements, student voices are key to identifying, learning, and resolving problems within our school. We are changing our viewpoints so that relationships are preserved, and that discipline/consequences are still present when needed, but the main



point of presentation is to address behaviors, and how to identify them, learn about them, and grow from understanding how to work through these challenging moments. We have implemented a practice of regularly disaggregating discipline events and looking for any disproportionate results. When identified, we look for any root causes and work to improve.

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

Jewell School District currently functions as a 4-day a week school system, with Fridays utilized as professional development time for staff to study student and school-wide data. Feedback from this data, whether it is around student learning, growth, and development, or the very systems and programs we have in place within the district, help to guide the professional development needs of the district. Furthermore, discussions with students and stakeholders, in conjunction with our newly developed maxims and strategic plan, assist in guiding the district in moving forward. Professional development Fridays are used to focus on instructional strategies, behavior management, strategies, systems, intervention tools, and social-emotional learning strategies. All of these supports are shared monthly with the school board to keep the transparency of how we are working with students, and developing/growing our educators.

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

Throughout the school year, administrators, specialists, and instructional coaches seek out and attend trainings with various partners in the region. These partners have included: NWRES, COSA, ODE, OASBO, PACE, TSPC, and other training supports around current research and strategies to help guide and support our educational staff. During professional development time every Friday information is shared/discussed with all stakeholders through group/individual discussions, and small-group mentoring/coaching work. All staff members, classified and certified, work together as one to share their ideas and thoughts to help match their personal needs with the trainings. We also provide an evaluation system that allows for continual, and frequent feedback to help support and guide the improvements within teaching and learning.

44. 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?



SST/RTI/MTSS teams meet every Friday to review student data as well as any referrals that may come through to the central office. When indicated, individual student plans are discussed and created, and as they are monitored and discussed each week, they may be adjusted to make sure that the supports that are being provided, are meeting the academic, social, and emotional needs of the student, no matter who the student is.

45. 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?

Being able to work with students from PreK-12th grade, and connecting with partnerships outside of the school for post secondary discussions is a great benefit for our district. It is important to understand that our entire district is in one school building. Many of our staff do not change for students, including teachers in many instances. Even if a student has never had a teacher they will recognize them. This allows effective student transitions, planning, communication, and universal systems to exist throughout the school carrier of students.

We are able to maintain ongoing discussions between our PreK and Kindergarten programs to help families and students become more familiar with our building/campus, the staff that work on-site (both certified and classified positions), and the routines that so many expect at this age. We provide this opportunity for any student/family no matter the age/grade level. We coordinate EI/ECSE with the NWRESA for smooth transitions from an IFSP.

From elementary to middle school we coordinate between teachers and ensure students are in the best classes and with the right educators to ensure success. Near the end of the school year (each year), transitional meetings will be scheduled with staff in regards to students identified with special needs, TAG, 504, or medical plans. Furthermore, Fridays bring forth building collaboration, including with district specialists, and provides for opportunities to work and create aligned systems.

We are developing a new handbook for all incoming Freshmen that will spell out all of the student requirements for high school graduation, and the proposed classes, with detailed explanations of each class offered. This will be delivered to students during our freshman



day orientation. During the summer, Jewell has started a 9th Grade Boot Camp for all incoming 9th Graders.

For the transition between high school and post-secondary, we have a Post-Secondary Counselor who works with our high school students to ensure that each one has a postsecondary plan through a newly designed High School Guidebook. We also provide a dedicated career class to all seniors. The class permits each student to examine several vocations and occupations they may have an interest in. We provide continued educational/career advising throughout a student's enrollment. Jewell students annually tour two and four year colleges. Jewell offers counseling and access to postsecondary credit in partnership with Clatsop CC and Portland CC. AP courses are available to students through BYU Independent Study.