

Integrated Application Narrative - Riddle

Needs Assessment Summary

The Riddle School District Site Council conducted our comprehensive Needs Assessment process from spring 2022-winter 2023. Below is a list of data sources that were reviewed using our District Equity Lens (below) to write an equitable and inclusive Strategic Plan that would allocate funding to all challenge areas identified to meet the needs of all our students.

Equity Lens: *Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, race, religion, color, national origin, disability or marital status. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.*

Student and Staff Surveys: *IRRE surveys in spring 2022 regarding attitudes, supports and general culture in our schools.*

Community, Parent, Staff, Student Surveys: *Surveys conducted in fall 2022 on strengths and challenges of access and outcomes and areas of specific need provided on paper during district events as well as flyers at parent conference nights.*

Student Empathy Interviews: *In fall 2022, students 6-12 Grades were interviewed with a focus on collecting data from our focal group students to ensure the voices of these historically marginalized populations were elevated. The interviews were conducted as class groupings with a trusted adult who recorded the thoughts and concerns of students. The data was reviewed by our Site Council.*

Institute for Research & Reform in Education (IRRE) Student Outcome Reports: *In fall 2022, our Site Council reviewed disaggregated student outcome data including information from 2021-22 school years on: OR State Smarter Balanced Assessments; District Attendance Records; District Credit Records and OR State data for 9G on-track and graduation rates.*

Board Meetings: *Our admin team presented data trends from IRRE to our Board to receive feedback on the district's strengths and challenges in the focus areas of Attendance, Well-Rounded Education and CTE/Advanced Coursework to inform the creation of our Strategic Plan.*

ODE Suppressed Data Files: *In winter 2023, our admin team reviewed this disaggregated source to drive our decision making with a focus on the 5 common metrics to compare student outcomes based on race and poverty to create our LPGTs for the next two school years.*

OR State Advanced Coursework Dashboard: *Our team used data from this dashboard, created by EducationNW.org to review disaggregated data related to student access and barriers to advance coursework, including direct enrollment in college courses, dual credit classes and CTE courses.*

Site Council Needs Assessment: *Our district team presented data trends from community, parent, student and staff surveys; Student empathy interviews, advanced coursework dashboard, and unsuppressed student outcomes data to our Site Council. The council is made up of community members, staff, parents and CTE community to receive feedback on overall strengths and needs in terms of equity and access, including a focus on CTE Programs of Study.*

Integrated Application Narrative - Riddle

Plan Summary

The Riddle School District partnered with members of the community, school board, parents, students and staff to discover the specific needs that could be addressed through these funding streams. The following priorities emerged from this process and will be addressed over the next four years:

- 1. Focus on increasing academic rigor K-12*
- 2. Focus on student and family active engagement at school K-12*
- 3. Improve K-12 student sense of belonging and wellness*
- 4. Strengthen community partnerships between families, school, and local businesses*
- 5. Increase opportunities for students to learn life-skills K-12*
- 6. Increase career, college, and trades exposure and guidance grades 6-12*

With these in mind, the district administrative team reviewed their past program applications to determine what current strategies needed to be maintained, adapted, or concluded, enabling the team to determine additional strategies necessary to meet the district's goals. Many of the following strategies support more than one the district's areas of priority:

Implement staff training and development courses to ensure that rigor and engagement strategies are part of the training and planning for all staff.

Ensure well-rounded education experiences for students to be engaged and encouraged to attend school by maintaining additional staffing for PE and Music classes.

Increase student engagement and attendance rates by enhancing our hands-on STEM experiences through upgrading equipment and supplies.

Improve student mental and physical health, well-being, and a sense of belonging by district will maintain additional staffing with a nursing contract; additional hours for Instructional Assistants, and contracts for mental health counseling.

Support student behavior skills and wellbeing by implementing SEL curriculum to use K-12.

Maintain our On-Track Coordinator who designs and supports systems in which each student and an assigned staff member develop and regularly review an Individualized Student Plan, (ISP) for each student from 6th grade to graduation that will contain a career path, academic guidance, school involvement, health and wellness, safety and service goals.

Develop and purchase supplies for a new course in "Adulting 101" where MS/HS students will be given access to important adult survival topics such as: doing taxes, filling out FAFSA/college forms, doing laundry, monthly budgeting, buying groceries paying bills, etc.

Integrated Application Narrative - Riddle

Improve student and family engagement through the development of specific programs, including evenings, events, or field trips where parents, students, local businesses, local non-profits, post-secondary institutions, military recruiters, and tradespeople can meet with parents and students to discuss what opportunities exist in their fields.

Increase student engagement and attendance rates, while decreasing drop-out rates, by investing in expanding and improving our CTE Health Sciences program through staffing and upgraded equipment and supplies.

Increase student engagement and attendance rates, while decreasing drop-out rates by expanding and improving our CTE Construction program through upgraded facilities, equipment, and supplies.

The district plans to continue to engage in regular community engagement sessions with constituents including our board, our site council, and families to elicit feedback on any pivots necessary to ensure the success of every Riddle student.

Integrated Application Narrative - Riddle

Equity Advanced

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

We are a small school district, so every student is valued and important to us. Our student to teacher ratio is 13:1, so with such a small ratio, we are able to plan for the needs of every individual no matter what their status. Due to this small size we were able to look specifically at focus groups of students with disabilities, students living in poverty, and students dealing with homelessness.

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

We were able to specifically identify some areas of need specifically with our equity focus of students. These included students living in poverty, homeless, and special needs, all needed more assistance determining their future goals and how to “adult” in society. These students have a lower graduation rate than other students, and with at least one subgroup, felt less connected to the school than other students. Our Junior High students also felt disconnected from school and wanted to be connected in a real way to the school and staff.

- Describe how you used your equity lens or tool in your planning.

We collected and analyzed data from every student and disaggregated that data into subgroups after it was collected. Students in several subgroups were identified and their disaggregated data was examined for trends after collection. Unfortunately, identifying students of different racial, ethnic, or gender identities would be singling out individuals or specific families that would cause them to potentially be singled out when doing the process so these areas not identified specifically.

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

Generally, all students, as well as subgroups, identified a need to be better connected to the school and more engaged in their curriculum. The groups as a whole felt like their academic success would be improved by having more engaging curriculum, and being better connected with school staff and the school in general. Students who were not identified in subgroups felt the curriculum needed greater alignment to a future purpose, and needed to be more rigorous. Gain JH Students felt a disconnect between themselves and the rest of the school district and needed to be better connected to staff and school.

- 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?

There is a risk in our efforts to increase rigor for students and serving the needs of our poverty, homeless, and Special Needs students. The needs of our college bound students are much different from our subgroup students who tend to be more CTE or career bound, at least initially. We also have a challenge with rigor/ connectivity/ engagement as many of our staff are new and inexperienced. We have had to recruit teaching staff who are not licensed teachers and “grow our

Integrated Application Narrative - Riddle

own staff” in order to keep our school going. As a result many of these new staff (Over 45%) have little or no experience working with students especially our subgroup students, who need that connectivity and engagement in order to be successful. So a great deal of staff development will be needed in order to break down that particular barrier.

- 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?

We are ensuring that all efforts that we undertake will not have a negative impact on our homeless students. In order to do this we have a policy that allows student dealing with homelessness access to the school both before and after school hours to accomplish needed work, assignments, and research that may be required. Students experiencing homelessness are also given access to laundry, showers, food and other necessary accommodations for their success in our programs.

CTE Focus

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

All our students have equal access to our CTE Programs. Students in Poverty, Homeless, or SPED all are given opportunities to participate in our Business/Leadership, Shop/Welding/ Construction, STEM, or our Health studies programs. Students in our subgroup categories are often those who choose to be in our CTE Programs as they have less interest in University or College bound courses.

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

The data from all students indicated the need for more elective and CTE type courses. We need to expand our offerings in these areas. Our JH also expressed interest in these types of courses, and while some areas are accessible to these students, their State Required Curriculum causes them to be less likely to participate in the elective offerings. We also need to look at our scheduling so that these CTE Courses do not interfere with other electives, such as Band.

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

Recruitment Strategy: As part of our Individual student Planning, (ISP) Counselors and advisors will promote students taking more CTE/ College bound courses, encouraging students to pursue a college or career track unless other plans are communicated.

- 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?

We have specific enrollment goals set for our CTE courses. Modifications and accommodations will be made for our SPED Subgroup, and for our homeless and Poverty groups, CTE courses are their favorite courses of study. These students tend to be more engaged in these courses than in the more traditional classes. For many of our students CTE courses are what bring them to school daily.

Integrated Application Narrative - Riddle

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).

The need to make curriculum better aligned and more engaging will assist students in getting a well-rounded education. Students in Elementary (K-6) need to feel that their curriculum is important for real life. Thus the approach at Elementary School is to relate the skills being provided to real life activities. So one approach for all teachers at that level is to relate the skills that they are teaching to a real life career or lifelong learning opportunity. In Junior High (7-8) Students need to also relate all learning to their current lives and some to their future. To engage the students more in education means to relate the skills to their current life and their potential future lives. At the High School Level, (9-12) the students seemed most concerned regarding their future lives. By engaging students in career or college preparation classes and supplementing those with Adult Life skills. The students will see how this curriculum is practical and relative to them as their futures.

- 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?

Being a small school, we have limited offerings. During Elementary Years all students are exposed to Art in their classrooms. There is also a music program for all grades and Band program starts at fifth grade. At our JH/HS we have an Art History course and a multi-year band program that runs from JH all the way through twelfth grade.

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

We have a staffed library with a growing fiction section, while our non-fiction section tends to be unused as on-line resources tend to be more up to date and reliable. Students are guided by our full time librarian at the JH/HS level and one day a week at our Elementary Level.

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

Students at our Elementary School all have access to a morning snack as well as their regular lunch period which is 15 minutes long. Students also have access to three fifteen minute recess periods as well as a 30 minute PE Class every day. At the JH/ HS level, students have access to a morning snack break as well as a forty five minute lunch break which includes time to eat and move. Every JH student and two years of High School students also have a required fifty-minute PE course, which is also optional as a course elective for the other two years of High School.

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

At the elementary school level we offer science in each classroom as part of each grade's curriculum. Currently we have a limited STEM Program at the High School level that consists of Computer

Integrated Application Narrative - Riddle

Programming and 3-D Printing. With the support of these funding streams, we will deepen our STEAM cross-disciplinary efforts to include more project-based learning, critical thinking, and inquiry.

- 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.

We utilize the State Adoption List and the seven-year rotation regarding state mandated adoptions for core curriculum. We are currently adopting new curricula in Math and making up for an ELA Adoption that was implemented last year. A Curriculum Adoption team of volunteers meets as needed to adopt new curricula. One of the criteria of non-required adoptions is a clearly stated scope and sequences aligned to statewide standards and National Standards.

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

Since all three of these are goals identified by the district for the coming year, we will be requiring staff to engage in meaningful staff development with the intention of improving the engagement and rigor of all curriculum. The establishment of Useful Applications at the beginning of each lesson will help staff and students understand the real life applications of any subject taught to students. There will be additional staff trainings on Inquiry based and project based cross-curricular Learning. These projects are designed to be long term and have some sort of presentation at the end of the project where students present their outcomes to other students, parents, and staff. This will also involve a paper or publication describing the entire project.

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

For students entering kindergarten, we have transition meetings with the Douglas ESD for students with IEP's and offer an early registration/orientation for other families. This allows families to become acquainted with the school prior to entering kindergarten.

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

We will use the Individual student Planning, (ISP) to facilitate these transitions. JH students will participate in transitional activities during the school year along with guidance from their Homeroom Advisor to meet the students transition needs. The possibility of a JH/ HS mentor program is being developed by the admin of the HS administration.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Elementary Students not meeting critical standards or performance goals will be identified during the Student Services Team Meetings along with our MTSS process for examining data sources related to student progress. Plans for small group instruction, Behavior Plans and tracking, counseling interventions and homework assistance are all part of this system. JH/ HS Students not meeting critical standards or performance goals will be identified during the Individual student Planning, (ISP)

Integrated Application Narrative - Riddle

process as well as student study meetings throughout the year. Students identified as students in need will have a specific plan to get them back on track. The staff and students will implement the plan and coordinate with the Homeroom Advisors to assist.

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

Elementary Students who exceed standards will also be brought to the SST team Meeting to determine if they meet the requirements for TAG or are just in need of more challenge during their instruction. These students will be given a specific plan either TAG or a supplemental plan for individualized instruction within their elementary classroom. At JH/HS Level, students who exceed standards and performance goals will be brought to the student study team and either have these needs addressed by a TAG plan if they qualify or they will have these needs addressed by their Individual Student Plan. The plans will work on specific academic and performance goals that will provide additional challenge and enhance their academic performances during regular instruction. These plans will be developed to take these students to the next level of their academic journey.

- 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?

We have different events, programs and staff that support student to workforce transitions. We host numerous presenters that include military branches and different employers. We attend one or two job fairs at other facilities that include employers from across the country. Our juniors take a required Entrepreneurship class that utilizes career and college investigations and uses the program Naviance to track student interests. We recently scheduled a senior class that continues with these lessons and includes job shadowing opportunities. Besides that, our current CTE classes host field trips to local events that deal with that specific CTE program. Our medical students helped the Mercy Foundation during a local vaccination's clinic. Our Intro to Trades class has taken field trips to our local mills to see how wood is produced and have shadowed construction works on-site.

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

At Riddle High School, we try to combine the academic pieces of our CTE programs with real life experiences. For example, our medical students had an opportunity to work with the Mercy Foundation to help with vaccinations. Our carpentry and construction classes fill orders from district personnel as well as community partners. For example, we have had an ongoing contract with some of our local mills to make gates for protection of their land programs. Our metals/welding class have made and are again making nail drags for our softball and baseball programs. In the past they have made things like L-screens and other implements. On top of that, our students are working with CNC drafting programs to create metal signage that has been requested by district personnel and community partners. Outside of our proposed CTE programs, we have students work in a concessions stand and a student store. This helps students with handling money, doing inventory and stocking supplies. These are real world applications of skills our students need.

- 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.

Integrated Application Narrative - Riddle

We have been working with our local community college (Umpqua Community College) to provide college credits to our CTE programs. In the beginning of the year, high school CTE teachers meet with the community college professors to outline the requirements for the year so that our programs mirror theirs. Our CTE programs then follow the community college's syllabi which helps validate the program.

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

In our students' junior and senior years, we work with them on filling out applications, building resumes, and interview skills. We do this so that our students are better prepared for the demands of future job/career switches. Their CTE programs help the students build relationships with community partners, such as Mercy Foundation and local mills so that students are more ready to enter our local workforce.

CTE Focus

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

We are a small school and the information to access our programs is very apparent. Many students are introduced to our CTE shop programs in jr. high. Our nursing program begins to be introduced their sophomore year in high school as we go through Biology with Sophomores. We also meet with students in class advisor periods as well as homerooms to help students access these programs. Parents are introduced to our programs through an Open House event in the beginning of the year.

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

We try to provide an all-around education that focuses on the complete student. This will allow students the opportunity to learn a variety of skills and apply them to new challenges and/or new fields. We then allow students to access a wide range of post-high school schools that could help them narrow down their interests or provide new opportunities. We assist students in accessing job fairs where a multitude of employers from a variety of fields can answer questions. This helps open our student's eyes to what is out there and what is possible.

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

We are currently offering carpentry/construction/metals classes and our nursing program. These are programs that our partnered up with our local community college as well as community partnerships. We are hoping to strengthen our business department to eventually oversee our concessions/snack stand and maybe grow it into a drive up coffee shop. We also have coupled up with another high school and currently send 3 students to that school to take FFA classes.

Integrated Application Narrative - Riddle

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?

The district found that there were many barriers to robust community involvement - it was difficult to get our community and families to engage in school improvement surveys, no matter how convenient or short we made them. We found that the strongest community engagement activities were our site council meetings and our district family nights. Using these strategies, the district moved from a Consult relationship with our community to Involvement and even Collaboration through our needs assessment process. We look forward to this community engagement process being a regular part of our school year, as opposed to a one and done initiative. We are planning quarterly community engagement activities moving forward to elicit feedback from our constituents about how we are addressing the needs of our students.

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

The district would like to deepen its relationships with local tribe communities as well as faith-based communities in our area. Because of our rural, remote location, there is not always an opportunity to connect with people, and we found that feeding them and providing childcare were not enough. We have found that making deep connections with a handful of parents and community members and asking them to reach out to those who may feel less engaged with the school has made a big impact and we will continue to use this as a strategy to build trusting relationship

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

Our rural area struggles with infrastructure, which means many families may not have access to the internet, phone service or gasoline for their vehicles. ODE could continue to lobby the legislature to ensure that there is accessible, even free, availability of cellular and internet service in our rural, remote areas.

- How do you ensure community members and partners experience a safe and welcoming educational environment?
- *We recognize that not everyone had a great past experience with public school, and we use the opportunity of our family nights to engage families with fun events. Additionally, we do what we can to make the school a welcoming environment with things like gas vouchers, child care, and access to school events. These family nights and athletic events are very well attended, and we will continue to make use of these opportunities to make folks feel welcome and celebrated.*
- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

N/A

Integrated Application Narrative - Riddle

- 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

Integrated Application Narrative - Riddle

- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

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?

Our yearly IRRE surveys give our students and staff the opportunity to tell us how they feel about our school, providing a tremendous snapshot of the perceptions about what we do well and what we need to improve.

Providing a school improvement survey to parents, staff, students and members of our community allowed us to get specific feedback from a broader group about our strengths and challenges, including from focal group families.

Because of the small size of our district, small-sized focus groups with students and admin were key to elevating their voices without singling them out.

Finally, our Community Needs Assessment Site Council meetings gave folks from a variety of populations the opportunity to review our data and to identify areas of need, providing critical feedback on strategies we need to improve outcomes for our kids.

- 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.

Focus Group Interviews - Consult category - students from the general population and students from all applicable focal groups were interviewed to get their perspective on school, and because our population is so small, it was a way to do this without singling anyone out. In the past we have had only 1-2 students in some of these categories. We currently have no emerging bilingual students.

Student Surveys - Consult category - These anonymous surveys are an invaluable tool for the district to gauge student perceptions of school.

- 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.

Integrated Application Narrative - Riddle

IRRE Staff Survey - Consult category - These anonymous surveys are an invaluable tool for the district to gauge staff perceptions of school. This data is used by our admin team to improve the health of our staff culture and to create PLC teams, where needed, to support in areas of need.

Our Community Needs Assessment meeting - Involve and/or Collaborate category - was designed to ensure that voices of historically marginalized parents, staff, and community members were heard. Members of these population groups met for dinner and to review data and collaborate on the needs and improvements necessary for our students.

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

Our entire plan was based on the needs that were revealed in our community needs assessment site council meeting, where that group reviewed data from our community, parent, student, and staff surveys, as well as student outcomes from ODE-provided unsuppressed data. In addition we learned that the pandemic hit our students, staff, and parents very hard in the areas of apathy, motivation, and mental health, which is why there is a large focus on SEL and wellness in our funding plan. The support that we give to students will also include support to their families, as we rebuild and navigate toward a healthier future.

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

Our community has been very supportive of our CTE programs and want to be a part of them. We currently have the Mercy Foundation partnership in regard to our nursing program. Our teacher is very tied into the medical field and is continually reaching out to different organizations such as the Red Cross, who came in to do First Aid and CPR trainings. Our construction class has partnerships with our local mills who have been very supportive of our programs. They provide resources such as wood products while also providing job orders that our students can do for them. We have a great relationship with two different electrician companies who love working with our students. We also have a relationship with a local construction company who builds houses.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School 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.

Integrated Application Narrative - Riddle

Strengthened Systems and Capacity

- 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?

Our School District is in a small, rural community. This creates a setting where class size is generally much smaller than average, resources are creatively used, and every staff member is essential. Attracting quality educators and leaders who have a connection with the community of Riddle and are invested in student success is of paramount importance. Teacher to student ratio averages 13:1, which is significantly lower than our state average. This is very attractive to new teachers. We are able to provide a family feel in our schools with the small number of students and staff, which in turn helps with teacher retention. Providing mentorship through REN services to our new teachers, along with staff development days focused on student achievement and best practices ensures that we are developing and retaining quality educators.

Riddle School District has a significantly lower number of students (than the state average) of students and staff in ethnically or linguistically diverse groups. 19% of our student population is identified with learning disabilities. The number of students experiencing poverty is 55%. Being able to meet the needs of our students means that staff need to have a good understanding of learning differences, best teaching practices, and trauma-sensitive approaches. These have been areas of focus for staff development which equip our staff with tools they need to reach all of our student groups. Teacher efficacy increases as a result, which then improves morale and teacher retention.

- 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?

At the elementary level, we have been using Professional Learning Communities to build multi-tiered systems of support for our students. This entails having universal screening in academic areas of Reading and Math; analyzing the benchmark data and trends to determine scaffolding and supports needed. This process is done several times during the year and is an essential component of Student Study Team processes and referrals for Special Education, TAG, or ELL. We are using similar systems for identifying behavioral supports and lagging SEL skills. Interventions and supports are provided by well-trained instructional assistants led by Title I and/or Special Education teachers.

To ensure that effective teachers are working with students in these groups, having accountability is key. The PLC data review process holds all teachers accountable to their students and allows for collaboration among specialists and general education staff to plan effective instruction based on student data. The district will be using funds from these grants to strengthen our HS PLC programs and to make them as robust as our elementary program.

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

Our district employs PBIS strategies focused on being proactive by teaching, modeling, and practicing expectations. We have provided training to all staff in classroom management strategies, trauma-

Integrated Application Narrative - Riddle

informed practices, Conscious Discipline, and Mindfulness techniques. We have provided all teachers with a classroom fidget kit. We have sensory tool kits, wobble chairs, wiggle seats, and other tools for check out to staff. For students who aren't responding to Tier I level support, we might implement a Check-In/Check-Out plan, this becomes a team effort between home and school, which can be really effective. We have utilized behavior intervention support from ESD for students who need additional supports. Exclusionary practices are kept to a minimum when we can be proactive with our approach. At the elementary, we also track our data with positive Panther Paws and behavior incident referrals. We report this to staff each month and to our school board. The goal is to maintain at least ten positive referrals to each negative referral.

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

Our survey data is helpful in addressing the strengths and needs of the schools, teachers, and district leaders. We have a wide range of experience among our staff, which makes aligning professional growth and development more challenging. Several staff members are currently working on licensure programs. We have supported this effort with grant funds to reimburse teachers upon course completion. In addition to that, each building has professional development activities on our early-release days and in-service days based on the strengths and needs. As was previously mentioned, Professional Learning Communities have been focused on multi-tiered systems of support doing regular data review. In the upcoming school year, the entire district will be adopting a new K-12 curriculum in Math. We will be focused on student learning goals that reflect new curriculum and instructional practices.

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

The teacher evaluation process provides our framework for providing feedback and guiding staff in research-based improvement. Setting SMART goals early on and making sure that the feedback provided to staff is relevant to those goals is key. We have been using informal and formal observations as tools in this process too. School leaders are visible, present, and engaged in teaching and learning. Frequent classroom visits with feedback to instructional staff is important. As mentioned previously, the elementary focus on multi-tiered systems of support has been at the center of providing feedback and coaching to staff. Reviewing data in teams; reflecting on what the data is telling us, noticing trends, aligning instructional practices, and having collaborative conversations provides a meaningful exchange of teaching and learning.

- 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?

At the elementary level, we review benchmark data three times a year in the areas of Reading and Math, and we will be implementing these strategies at the JH/SH beginning next year. We have used our in-service days for training from Oregon Response to Intervention and instruction (ORTIi) and early-release days to meet on data teams. Teachers are focused on stretch growth goals and recognizing lagging skill areas. Teachers complete a mid-year goals conference with the administrator after having met with data team to answer guiding questions related to student progress. From there, needs are identified and supports are put into place. This could mean that a

Integrated Application Narrative - Riddle

student might be referred to the Student Study Team based on lack of progress, screened for Speech, etc. The students who are not making adequate progress will be monitored more closely and provided additional supports.

- 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?

For students entering kindergarten, we have transition meetings with the DESD for students with IEP's and offer an early registration/orientation for other families. This allows families to become acquainted with the school prior to entering kindergarten.

For elementary to MS, we host a 6G visitation day at the Jr/Sr High School to transition students to MS. They visit classes and are hosted by HS student leadership to introduce them to their new routines. The first day of school at the MS is for 7G, and HS student leadership help introduce them to staff, locker-routines, schedules, PE protocols. We ensure this is a day of fun to encourage excitement for the coming school year. There is no transition from middle to high school because they occupy the same building and share teaching staff and school rules.

We have different events, programs and staff that see to out student to workforce transitions. We host numerous presenters that include military branches, colleges and universities, and different employers. We attend job fairs at other facilities that include employers from across the country. Our juniors take a required Entrepreneurship class that utilizes career/college investigations using the program Naviance to track student interests. Our on-track graduation coordinator helps students plan for post-high school endeavors including college visits, SAT prep, skills testing, and senior events that include FAFSA, scholarship and college application prep.