

## Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

### Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. *(500 words or less)*

*The Integrated Guidance Leadership Team met on Friday, December 2nd, 2022 in the Long Creek Library for three hours. Our leadership team is diverse including parents, students, certified staff, ESD SIA Coordinator, and classified staff members. We worked on answering questions on the Needs Assessment using a variety of data sources including: staff surveys, student surveys, school board surveys, special education parent surveys and community surveys. We also used data on 3rd grade language arts, four year graduation rates, five year completion rate, 9th grade on track for graduation data and regular attenders data.*

*The leadership team met a second time on January 3rd, 2023 the purpose of the meeting was for team members to share out the work they had done in answering assigned sections of the Integrated Application Template. The meeting lasted several hours with rich discussion about the strengths and areas for growth for Long Creek School District. Many of the conversations were filtered through the equity lens on our two focal groups including students of poverty and special education.*

*The information formulated from these discussions was then used to write our initial plan on January 23, 2023. The initial plan was then shared with the Long Creek School Board at the February Board Meeting and placed on the Long Creek School District website for public viewing and input.*

*All meeting input was considered and incorporated into the final plan where appropriate. The main points of discussion about investments centered around student opportunities, re-engaging the community, and addressing SEL with students. When we made our plan it focused on establishing a hybrid community school, providing for SEL, and investing in class electives and opportunities for all students.*

### Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the

## Integrated Application Template (Optional)

purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

***Long Creek School District is a Pre K -12 comprehensive school district located in frontier rural Grant County, Oregon . Our location is about 40 minutes from John Day and 25 minutes from Monument. The response time for the county sheriff's department is approximately 40 minutes. Our school has about 28 students k-12 and five certified staff. The community has a gas station and one general store. The school district has been losing students over the past three decades. Fourteen of our students have transferred to Monument School District. The curriculum offerings for our students has been limited by lack of staff and resources. The district has not had any administrative leadership for the past two school years 2020-2021 and 2021-2022. The largest draw to the community is Elk Season when hunters are drawn to the area.***

### ***Four Year Plan***

#### ***2023-24***

- ***Add a part time counselor***
- ***Add a part time media specialist***
- ***Expand vocational program in automotive repair and maintenance - 2 electives***
- ***Add fine arts opportunities through Artist in Residence Program (Twice per year)***
- ***Add educational field trip opportunities for all grades k-12***
- ***Initiate grow your own administrative program***
- ***Provide staff pay for extended time to work on identifying and integrating core content standards in new mathematics adoption***
- ***Provide staff pay for extended time to identify performance assessments and plan instruction.***
- ***Community engagement with dinner and Bingo***

#### ***2024-25***

- ***Maintain all additions and expansions noted above***
- ***Implement professional growth plans which include conference/workshop learning opportunities for teaching staff. This will be tied to professional growth goals.***
- ***Add three all community dinner and bingo (Integrated Guidance 4 year plan is shared)***
- ***Add vocational program woodshop***
- ***Add reforestation class***
- ***Provide staff pay for extended time to work on identifying and integrating core content standards in new science adoption.***
- ***Provide staff pay for extended time to identify performance assessments and plan instruction.***

#### ***2025-26***

- ***Add welding class(AWS Welding Certification)***
- ***Add robotics class***

#### ***2026-27***

- ***Invest in instructional technology upgrades***
- ***Invest in library-media upgrades***

***This plan will be monitored by the IG Leadership team biannually and a report will be made to the school board annually.***

***This plan meets the needs of our underrepresented students through expansion of educational opportunities and vocational training for later life. The plan provides a balance of vocational learning, fine arts learning and technology opportunities. It does the same for all Long Creek Students who will benefit from this expanded curriculum.***

## Integrated Application Template (Optional)

*The plan also addresses a concern which was a salient factor in surveys indicating that the school district needed to add more activities inviting the community into the schools to improve school-community relationships. This is accomplished through the three community dinners in which the Integrated Guidance Plan is discussed with the community.*

*The plan also addresses two identified Division 22 deficiencies by adding a counselor and media specialist to provide well rounded educational and social-emotional support to our students.*

*The plan also allows opportunities for teachers to attend conferences and professional workshops that are correlated to their professional growth goals.*

*The district has had trouble keeping a superintendent/principal and went two years without any administrative leadership. The "grow your own administrator" plan will help to resolve this ongoing issue.*

### Equity Advanced

*(250 words or less per question)*

- What strengths do you see in your district or school in terms of equity and access?  
Very low student to teacher ratio allowing for excellent one on one instruction from staff. This is particularly helpful to our students of poverty and special education students.  
Our small size is our greatest strength. With 29 students K-12, we can accurately make sure that we are individualizing each and every student. 100% of our students qualify as living in poverty. This means when we design curriculum, it is always with our focal students in mind. Everything is designed around them.
- What needs were identified in your district or school in terms of equity and access?  
We identified our most underrepresented student group to be special education students and students of poverty were our second focal group. We found universal desire from all students that they needed more opportunities. They demanded more electives, and the community in the needs assessment agreed with this statement. When we looked at equity and access, we actually compared it to the other districts and looked at opportunities other schools have for their students that we are not able to provide, but would like to work on. When interviewing families from our special education students that expressed the feeling of support, but wanting more options and rigor for their students.
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
- Describe how you used this tool in your planning.  
The equity lens was used to help analyze data, and also to formulate outcomes, strategies, and activities for our students. When we thought about a decision, we then used the lens to make sure all consequences and impacts were discussed and thought out.
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.  
The aim of the plan is to impact all students K-12. We are bringing in social emotional support through a counselor, upgrading curriculum for classes, providing better learning environments through PD for teachers, and adding back electives in CTE that are badly requested and needed.

## Integrated Application Template (Optional)

Long Creek has been suffering from poor attendance and enrollment because of a lack of class options and a feeling that there is no reason to be at school. With the new classes, academic and behavioral support, better curriculum, we are changing the culture that makes Long Creek School, the place to be. With better attendance, academic performance will also improve and we will turn back our dropping enrollment. We are striving to recreate an amazing well-rounded education that will feature project based learning, field trips, hands-on activities, all traits of good teaching which will result in better academic performance.

- 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?  
Long Creek does not have LPGTs. However, they will experience support through having a regular counselor available, an intervention staff member to help, as well as a special education teacher that supports them individually. In addition, they will experience the same extra support from the enhanced classes and opportunities that are being brought to the whole school.
- 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?  
Because 100% of our school student population is experiencing poverty, all of our plan is about helping the entire school population. The supports being provided are for all students so that way no individual student is being stigmatized for receiving extra support. Our work with the ESD Everyday Matters person has created support that allows for anonymity but still provides the support they need.

### CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?  
Currently Long Creek does not have any Programs of Study. However, we are looking into eventually adding our Automotive Program that we established in the 22/23 School Year into a Program of Study. We are already seeing a huge interest from students and are starting to promote the program via social media to let the community know what options are available. One of the strengths about Long Creek School is that the small size means everyone knows what is available, so we don't need to put too much effort into awareness but can instead focus on targeting specific students for enrollment that we feel would benefit.
- What needs were identified in your CTE Programs of Study in terms of equity and access?  
The main need is working on a schedule that guarantees all students will have the opportunity to take the class if they want to. Right now with it only being offered one time in the day, students whose schedule didn't work were unable to take the class. Additionally, in the Needs Assessment, it was brought up that students with poor grades were unable to take the class because that was when they received intervention. We are seeing students however who are getting their grades up because they want to be in the program. So the class is a form of incentive for our students.
- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?  
In the past, we focused on recruiting students just by word of mouth. However, through our Needs Assessment, we were made aware how much people rely on social media to get news and in reality, decide how good the school is providing an education. Students also talked about

## Integrated Application Template (Optional)

using Instagram as a way of bragging about their school, so we see social media as a great form of recruitment for the program.

- 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 will work with the intervention schedule to find ways to still make the class available to the students if they want to participate. As stated before, the class is already working as an incentive which is helping get academic performance up, as well as help make it so all students are wanting to enroll. We are working with our special education teacher to find alternative times to make sure that students that need a pull out or extra support are not being excluded during the one time the class is offered.

### Well-Rounded Education

*(250 words or less per question)*

- 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).  
We have relied heavily on what is demanded from our whole community of students, staff, community members, etc. for what they want. Through the surveys with all stakeholders, they have expressed the same needs which support a well-rounded education. Those demands were more vocational classes, field trips, hands on learning and projects, SEL support, and sports. When we established the IG plan, we focused almost exclusively on creating a well-rounded education for all of our students. For our lower school, this means more field trips, access to a counselor, SEL lessons, updated curriculum that is adopted every year, and PD for staff to support our students the best way possible. For our middle and high school students, we are adding electives, offering field trips, school/job visits, offering sports, and also adopting K-12 curriculum to meet the adoption cycle.
- 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?  
In the past the school has not had any specific fine arts disciplines due to the COVID pandemic. Students would do art within classes for various projects and lessons, but they did not receive a specific art education. We are looking at adding artist in residence programs and field trips as part of the IG Grant. We are hoping instead of taxing our already small staff, we can utilize our community partners to help bring the arts to the school.
- How do you ensure students have access to strong library programs?  
We will be adding a part time library-media person to next year's IG Budget. This has been an area of need for the past several years. The school does have a school library that is accessed by all classes, but we feel we do need the assistance of a media specialist.
- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?  
Long Creek stresses the need for students to have time to move and eat. K-12 students are provided 1 hour for lunch and recess. In addition, teachers are encouraged to have lessons where students move throughout the classroom. Lessons are designed with stations and movement integrated within the lesson. Morning recess is provided for elementary students

## Integrated Application Template (Optional)

and high school students have a morning break time. Adequate physical education time is provided for students K-12.

Long Creek is also looking at IG as a way of enhancing our opportunities for movement and play through investments not just for students but also the community. We want to offer after-school exercise opportunities to the community since there are no gyms or anything for exercise indoors. With these investments, we can help keep our students and our community moving and enhancing learning opportunities after 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. This is an area that could see improvement.  
We rely on our teachers to drive curiosity through projects in their lessons. These lessons incorporate multiple subjects and help demonstrate to students how the subjects work together. With our small school and staff size, it results in teachers teaching multiple subjects, so they are able to imbed STEAM relatively easily. We have worked with the ESD to incorporate various projects that allow for a wide option where kids want to take a project. We will focus on the IG plan with upgrading curriculum that helps specifically incorporate STEAM practices.
- 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 are currently adopting a new math adoption k-12. IG Grant dollars will be used to provide staff with time to identify core content standards in the new curriculum and plan instruction to fully integrate core content standards into math instruction. IG Grant dollars will also be used to provide staff with professional development time to identify performance assessments and plan lead up instruction for each subject area assessment.
- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.  
Primarily through implementation of a new teacher evaluation system this school year. Consistent staff evaluation has not been done for two years. All staff are aware of expectations that need to be met. The administrator has a reflection meeting with the staff members following the lesson to discuss what was seen, the positives, and offer constructive feedback relating to student engagement and rigor. Through our Needs Assessment, students and parents expressed a desire for more rigorous instruction, so that is a focus in the observations and evaluations of staff members.
- How will you support, coordinate, and integrate early childhood education programs?  
Long Creek currently has a preschool program in place that works cooperatively with the K-3 education program to coordinate curriculum and activities. By having the program work cooperatively with our K-3 teacher, we ensure a great transition for students. Additionally, it allows for the teachers to have a good scope and sequence established.
- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?  
The transition from middle school to high school is difficult at Long Creek because they don't change buildings and even have the same teachers. This makes it difficult for students to realize

## Integrated Application Template (Optional)

that “grades now matter”. To combat this, we use an academic tracker, which helps to keep students on track towards graduation. If students are struggling with the transition, we are then able to use intervention to support them and get them back on track. Finally, we are using our new class offerings in the HS to incentivize students to keep up academically so they are able to take the “fun” classes.

- 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?

Long Creek tries to provide academic support through school hours support and off-hours support. All students have the ability to receive support with a staff member during afterschool and Friday School support. With a 4-day week schedule, we push students to use the Friday as a time to get extra support. We also provide a study skills class that is for any student who is falling behind. This is provided during the school day. As stated before, students normally don't want to be in that class, and would prefer to be in the fun elective class, so we use that as an incentive to promote good academic performance. We also work with our local ESD to provide an Everyday Matters Liaison who is helping us track, and follow up with students who are struggling with attendance. They are working with our IG Liaison to plan and design strategies that support students and make them improve their attendance, thus academic performance.

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

For students that are exceeding, we push them to take advantage of the online class opportunities. We also have partnerships with several of the universities and community colleges to provide college credit for those students. We listen to feedback from teachers who identify strong performing students, and then followup and push them to take the more challenging class offerings. We are also researching the possibility of coordinating with Eastern Oregon University and seeing about the possibility of having more qualified teachers that can teach dual-credit courses.

### CTE Focus

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

We are in the beginning stages of looking into creating a Program of Study, as we don't currently have any. However, we still put lots of effort into providing career exploration opportunities. This is done from middle to high school. We provide field trips to college and trade schools as well as career sites. Additionally we participate in the regional job trade show. Finally, we have just started offering an automotive mechanics class taught by a local mechanic.

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

We are advertising the class through word of mouth, and showcasing what they are doing via our Facebook page. In addition we talk about the opportunities in our school newsletter which is sent to all families. For some of the field trips, we also take all age appropriate students so every kid is included.

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

## Integrated Application Template (Optional)

Long Creek works with community partners to have them come and provide experiences based on their skills. An example would be our automotive mechanics class. We have the local auto mechanic come to the school and teach one period of mechanics. We are looking into expanding that design and bringing in a shop and welding teacher.

- 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.  
We have partnered with the local university to get teachers qualified to teach dual-credit classes. In addition, we provide online class options for students. The online classes are more difficult than a traditional class, and it also provides a wider range of classes than our small school can provide.
- What activities will you offer to students that will lead to self-sufficiency in identified careers?  
We have our automotive mechanics class that is a beginning class. In addition, throughout the other classes, the teachers provide hands-on learning opportunities where we teach essential skills to be successful after school.
- How will you prepare CTE participants for non-traditional fields?  
We try to work with our community partners to showcase career opportunities throughout our community. We want to give them opportunities to explore these other opportunities. We have had people from banking, military and watershed workers share with our students about their vocations.
- Describe any new CTE Programs of Study to be developed.  
We are looking into the possibility of expanding our beginning automotive mechanics class into a full program of study. Right now we have a local mechanic come into the school to teach one period. We are looking at getting a teacher certified, investing in tools & curriculum, and creating the full POS. We are also looking into the possibility of eventually creating a POS for Ag based on welding and helping our students get an AWS certification once they complete the POS. We are still deciding if we want this to be a POS or would rather look into making it an elective choice instead.

### Engaged Community

*(250 words or less per question)*

- 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?  
This is an area that needs considerable work. Currently the relationship between the community and school is not positive in many cases. The past few years have caused a rift between the school and the community, with many in the community not trusting and not believing in the fidelity of what the school states is being done. This is the result of a lack of leadership (No Superintendent for two years). During our needs assessment, it was pointed out from community members about how we can show this is going to be done, and they kept suggesting a distrust in the implementation.



## Integrated Application Template (Optional)

With a new administrator that is focused on bringing back accountability, one point of that is transparency with the community. We are working on having more community events, promoting a social media presence, and showcasing what is happening in the schools. We are also looking at bringing in the community more to help volunteer, and teach. Our hope is to bring in our biggest critics, so they can see the transformation.

- What relationships and/or partnerships will you cultivate to improve future engagement?  
We are implementing three annual community dinners to discuss progress on the IG Plan and receive input from parents and community. We are in the process of making a stronger social media presence based on input from the community and students. We are in the beginning stages of planning how to get community members involved in teaching lessons, etc.
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process? Funding for dinners through IG Plan.  
Currently the biggest resources we need is the money to help host these events, and time to facilitate them and cultivate a trusting relationship. Our funds are already fairly used up in activities that specifically benefit students, so we do not want to pull money away from them to host the community events. More money specifically to support community events would be beneficial.

Our ODE contacts have already been a tremendous support. Having them stop by every year to see the school and what is happening helps bridge the gap between the western and eastern part of the state. Additionally, them being support for our ESD Liaison helps assure us and gets immediate results when we have questions.

- How do you ensure community members and partners experience a safe and welcoming educational environment?  
Through development of a school culture that is open and inviting to the community, staff and students. We are working on opening our doors to the community as much as possible and inviting them to become part of our school community. We want them to be guest speakers and “adopted” members of the classrooms. Teachers always stay in the room when there is a guest for classroom management, and we have standard safety protocols in the school such as locked doors, guest check-in etc.

We are also seeking money from IG to address safety concerns such as keypad entry and better outdoor lighting to make the school have a safe feeling. With our desire to add after-school activities, having these safety improvements will ease concerns and increase participation.

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.  
Long Creek does not sponsor a charter school.
- Who was engaged in any aspect of your planning processes under this guidance?  
(Check all that apply)
  - Students of color
  - Students with disabilities

## Integrated Application Template (Optional)

- Students who are emerging bilinguals
  - Students who identify as LGBTQ2SIA+
  - Students navigating poverty, homelessness, and foster care
  - Families of students of color
  - Families of students with disabilities
  - Families of students who are emerging bilinguals
  - Families of students who identify as LGBTQ2SIA+
  - Families of students navigating poverty, homelessness, and foster care
  - Licensed staff (administrators, teachers, counselors, etc.)
  - Classified staff (paraprofessionals, bus drivers, office support, etc.)
  - Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
  - Tribal members (adults and youth)
  - School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
  - Business community
  - Regional Educator Networks (RENs)
  - Local Community College Deans and Instructors; Local university deans and instructors
  - Migrant Education and McKinney-Vento Coordinators
  - Local Workforce Development and / or Chambers of Commerce
  - CTE Regional Coordinators
  - Regional STEM / Early learning Hubs
  - Vocational Rehabilitation and pre-Employment Service Staff
  - Justice Involved Youth
  - Community leaders
  - Other \_\_\_\_\_
- How were they engaged?  
(Check all that apply)
    - Survey(s) or other engagement applications (i.e., Thought Exchange)
    - In-person forum(s)
    - Focus group(s)
    - Roundtable discussion
    - Community group meeting
    - Collaborative design or strategy session(s)
    - Community-driven planning or initiative(s)
    - Website
    - CTE Consortia meeting
    - Email messages
    - Newsletters
    - Social media
    - School board meeting

## Integrated Application Template (Optional)

- 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?  
We selected the special education check-ins, and surveys as our artifacts because they not only allowed us to hear from our students, but their parents, and the community as a whole. Our special education check-in was done with every special education student and their family to double check with them how they felt we were supporting them. Additionally, we tried multiple ways of informing the community about what was happening with the school including IG through Facebook posts, and a monthly radio morning show call-in. With multiple paths of communicating with the families and students, we made sure all focal students were engaged, and all students in general were as well.
- 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.  
We had a back to school BBQ, christmas concert, and regular basketball free gym drop-ins. We also used surveys that were shared at the events and at school to get as pest participation as we could. The direct interviews with our focal students and their parents were a great way of hearing directly how we are doing, and what additional resources could help support them. Right now we are rebuilding the community-school relationship. It is why we are investing in ways to re-engage the community and have them partner with the school. As of right now, we are at the “informed” stage of the spectrum, and are hoping through our investments that we will get to “involve” and “collaborate.”
- 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.  
Administration has regular meetings with the staff where they are informed about upcoming initiatives as well as opportunities. This is also the time where he opens the floor for the staff to talk about concerns or suggestions for improvement with the school. The administrator also has an open door policy where he promotes staff members to talk to him about concerns/needs. Additionally, Larry also surveyed all staff in an anonymous survey where they were able to express strengths and weaknesses of the District. These strategies put Long Creek on the “collaborate” stage on the spectrum. The administrator uses their opinions to help make decisions to better the district.

## Integrated Application Template (Optional)

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

Through the engagement with staff and the community, we got the same message, make school a place students want to attend. Additionally, the distrust between the community and school was highlighted. We used these pieces of information to make a plan that makes as many opportunities for students as possible, as well as bridging the divide between the community and school. We are hoping to have open doors with the community where they become partners and help teach our students various skills.

### CTE Focus

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

We work with our regional ESD to set up field trips for job shadows, trade shows, and college visits. Through these experiences, students will have an opportunity to connect and see what is available and what is required for those jobs. Additionally, we are actively recruiting community members and employers to be guest teachers within the building. We are using these partnerships to provide real-world hand-on learning experiences.

### 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.

## Strengthened Systems and Capacity

*(250 words or less per question)*

- 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?  
Long Creek's remoteness really makes it hard to recruit for teachers in an already rural country that struggles with teacher recruitment. Therefore, Long Creek has relied on people already established in the community to become teachers. It is a struggle to make people come to Long Creek. Therefore, our strategy has been to train teachers who are established in the Long Creek community. We try to connect educators to PD opportunities provided by RENs and ESDs in the region. As stated before about our remoteness and lack of potential employee pool, Long Creek does not have the benefit of specifically recruiting based on focal groups. We have jobs that lay open for over a year, so we cannot be that specific when hiring.
- 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?

## Integrated Application Template (Optional)

Our small size means the schedule is designed so all students have the same teacher for the grade they are in. This results in no disparities of teacher options based on focal groups. We then work on educating the teacher for that grade group and training them to be the best qualified they can be.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?  
The District takes all necessary steps to reduce any out of school suspensions. We also monitor our discipline procedures to ensure a fair and equitable practice is followed. Our school philosophy is that school is a safe and nurturing place for our students, for some, it may be the only place that provides that. Therefore, we discipline with the same mentality, that the school environment is where we can use teachable moments to help keep students in the classroom.
- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?  
We use administrator observations from drop-ins and formal observations to identify weaknesses that the staff member and administrator both identify. Combining that with the current needs and vision of the school, we then encourage teachers to seek PD opportunities. The district pays for staff members to receive the PD. We also encourage teachers to present to the school the PD they received to help other teachers as well. We try to foster a group discussion about the needs of the school and to open dialogue between the staff about what needs we have.
- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?  
Regular drop-in and formal observations are conducted by the Superintendent. Each teacher has two in class observations with an end of year evaluation. The observations and evaluations are based on the newly implemented evaluation model. After the observations, the Superintendent conducts a post interview with the staff member where they discuss positives and areas for improvement. They then construct a plan of improvement together.
- 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?  
The District provides intervention services and also has after-school and Friday school academic services available to students. Staff members meet weekly to discuss any students of concern and to brainstorm ways to get them back on track. The eligibility list, academic tracker and teacher observations provide the data for identifying students needing extra help. Students may also elect to get help on their own.
- 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?  
Since all students, elementary school-high school are housed in the same building, we rely on familiarity with the building and with seeing the same people. Additionally we have mixed classrooms with multiple grades in the same classroom, therefore they really build strong connections with their teachers and their peers. Our K-3 program coordinates with the preschool to teach the transition by doing activities and programs together. For our middle-high

## Integrated Application Template (Optional)

transition, we really work on the messaging to students about how grades now stick with the student. We also have more intensive checking-in and intervention watching during the transition time to make sure kids are staying on track. For our postsecondary transition, we use our offer of online courses and dual enrollment options to preview rigor that is required for students. We also do college visits and exposure opportunities for our high school students to see if college is the right fit for them.

### Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
  - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
  -
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

### Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

### After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.