

Integrated Application Section I: Plan Summary, Needs Assessment and Equity Advanced District/Independent with CTE Program

Summary of Needs Assessment

The needs assessment included gathering feedback from parents, community members, staff, and students. We conducted student listening sessions, community feedback sessions, and online surveys. These strategies were selected because they offered the best methods to learn about the needs of our students and families, hearing from a variety of individuals.

Ten student listening sessions were held, gathering a variety of data. The priorities included concerns for school safety, the need to address mental health and depression, and provide more mental and behavioral health support. Students also voiced concern about social media, the amount of substance abuse among students, and the lack of motivation among our secondary students.

Our Oregon Health Authority (OHA) School Based Health Services (SBHS) grant needs assessment provided information from parents, staff and students. From the family data, the priorities listed for Sheridan High School (SHS) included a friendly and welcoming environment, easy access and availability after school. It was noted in our data, families who identified as a race other than white were more likely to report substance abuse and bullying, as a priority need. Our student data was in two groups, survey and a focus group. The survey had 68 respondents (enrollment is around 225), and the focus group had 15 students participate, in two different groups. The focus groups included Gay Straight Alliance (GSA) club members and leadership students. From this data, students prioritized mental health and lack of sleep. The Community Data set included 14 responses from a staff survey and seven participants for a staff focus group. We also included key informant interviews. The priorities included mental health, substance abuse, and affordable nutrition.

Along with our needs assessment for the OHA grant, we also conducted a survey with our elementary families. From the survey we learned that improving social/emotional well-being was a priority, along with school safety and providing activities after school. Of those responding, 23.5% were the parent/guardian of students receiving special education services.

A review of our K-8 PBIS behavior reports for this school year showed that 40% of all behavior referrals were for disruptive behavior. Referrals by ethnicity showed that White students had 76% of the total referrals, Latinx 12%. The overall ethnicity data for FCS is 69% White, 10.7% Latinx. Sheridan HS data shows a significant increase in behavior referrals, 2019-20 there were 120 referrals, 2022-23 to date, 175 referrals. The referrals by ethnicity were 79% White and 20.5% Non-White.

Other staff data to note:

K-8 school counselor reported starting a 5th grade small group session for self-harm. In the eight years of being in this position, this is the first time there have been students in a grade level who need this type of intervention. Concerning mental health services, we have only one counselor compared with two for previous school years. This means that approximately 40 students at FCS are not being served.

Our FCS library media specialist held a fundraiser, Book Blast. Over \$13,757 was recorded in book purchases, all conducted online, the event lasting two weeks. This sparked a school-wide interest in books, as we recognize our need to improve our library program for middle school students.

Plan Summary

The needs assessment led the District to implement the following strategies for the next four years, utilizing funds received through the High School Success (HSS) and the Student Investment Account (SIA) grant.

The HSS can only fund initiatives within the categories of dropout prevention, college level education opportunities, and Career and Technical Education (CTE) opportunities. The SIA can only fund initiatives within the categories of reducing class size, addressing student health and safety, expanding availability of and student participation in well-rounded learning experiences, and ongoing community engagement.

Student Health & Wellness - SIA

1. Establish a K-5 reset classroom, allowing students to learn self-regulation, reducing classroom disruption and improving access to instruction.
2. Provide behavior support for students grades 6-12. Establish positive relationships with students, address student motivation, improve student engagement in the classroom.

Academic Growth - SIA and HSS

1. Provide middle and high school academic support for math and reading. Small group intervention, based on district assessment data.
2. Address the learning needs of students identified for special education services and homelessness.

Expanding CTE Opportunities, College and Career Planning - HSS

1. Increase student opportunities to take CTE course offerings, including middle school electives for CTE. Our CTE courses provide project-based learning that increases student engagement and motivation.
2. Create a college and career center at the high school. We need to improve how we provide information to our student focal groups, increase our career exploration options and provide information to students on a modified diploma.

Professional Learning - SIA and HSS

1. Provide professional learning for high school teachers on AVID WICOR strategies, increase student engagement in the learning process. This strategy is targeted for the specific outcomes for learners in focal groups, but has long-standing research-backed results for all students.

2. Developing a K-12 multi-tiered system of support that includes the Professional Learning Community (PLC) process as tier two intervention. Using our district reading and math assessment, teachers and support staff are able to determine flexible student intervention groups.

Other needs the District will address: (Not using SIA & HSS)

1. Continue the work of Equity, Diversity, and Inclusion. Address the discrepancy of behavior referrals to Hispanic/Latinx students.
2. Provide learning opportunities for students outside of school day.
3. FCS - continue the development of a multi-tiered system of support.
4. Develop a 3-4 year plan to expand our middle school library media program.

If funding is available:

1. Fund a 6-12 reading intervention program.
2. Increase the availability of expanded learning opportunities.
3. Hire a community outreach coordinator, work as a liaison between the schools and families.
4. Hire a 6-12 health teacher, specifically addressing substance abuse prevention.

These initiatives will be monitored by the District Leadership Team. We will use our YouthTruth survey data (not yet available) to refine our plan as needed. We will also conduct a yearly parent/guardian climate survey. We will monitor our district STAR math and reading data, using it to adjust our professional learning plan.

Note: Multi-tiered Systems of Support (MTTS) and Response to Intervention (RTI) are used interchangeably throughout the document.

EQUITY ADVANCED

<p>Question 1: What strengths do you see in your district or school in terms of equity and access?</p>	<p>Sheridan School District (SSD) established an Equity, Diversity, and Inclusion (EDI) committee during the 2021-22 school year. This committee, made up of district staff and parents, developed a work plan to improve district communication and access. We also reviewed the equity work completed by other organizations, determining our equity statement, guiding questions, and desired outcomes.</p> <p>Post-COVID we have focused on equitable access to instruction and programs. We have reviewed our disciplinary process for students found to be in possession of nicotine or marijuana, improving communication and wrap-around support.</p> <p>Our district communication plan includes our registration process, student handbooks, and monthly newsletters to parents. In this process we are addressing the barriers or points of confusion. We attempt to have all communication to parents at about the 7th/8th grade reading level.</p> <p>The EDI Committee will eventually merge with the District Leadership Team, forming the “way we do business”, establishing our equity guiding questions, and continuing to analyze areas for improvement.</p> <p>The District greatly appreciates Dr. Maria Chavez-Haroldson, coming alongside our team to guide us in the process of better understanding the scope of EDI work. Organizational work of EDI is not a step-by-step plan, but a very fluid process of an ongoing commitment to learning.</p>
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<p>Question 2: What needs were identified in your district or school in terms of equity and access?</p>	<p>Our data analysis and needs assessment, the application of our equity guiding questions, led us to identify the following student focal groups: Students needing behavioral and mental health services, including students struggling with substance abuse addiction. We also identified students qualifying for homeless education services, and students experiencing disabilities, including those students requiring services under medically fragile conditions.</p> <p>Other identified needs include ongoing support for student behavior, staff that are trained to work with challenging student behaviors, reducing the need for “room clears” or disciplinary action that removes the student from classroom instruction for an extended amount of time.</p> <p>We also used our data from community conversations for health and wellness. Many of our families struggle to access mental and behavioral health counseling, vision and medical appointments because of transportation needs, or unable to schedule the appointment. The gap between the schools and health services requires staffing support at the building level. Not supporting our families in this manner leads to poor student attendance.</p>
<p>Question 3: You will be required to upload the equity lens or tool you used to inform and/or clarify your plan and budget when completing the assurances and attachments portion of the application. Describe how you used your equity lens or tool in your planning.</p>	<p>The EDI continues to work on our equity lens statement and tool. At this time, the following questions are used, but will be reviewed by the EDI, and possibly refined.</p> <ol style="list-style-type: none"> 1. Is the outcome/strategy aligned to the District mission and vision? 2. What data have we gathered that informs our decisions? What does it say about outcomes for targeted and specific groups of learners? 3. Which students/staff does the decision or initiative affect both positively and negatively? 4. Have members of the community been involved in the decision-making process? Is there collective support to move forward supporting the strategies? 5. What are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?

	<ol style="list-style-type: none"> 6. How does this decision build capacity and empowerment for student agency and voice, including students who do not represent the dominant culture? 7. Can this initiative be both sustainable and scalable? What are the implications of lack of future funding? 8. What data should be collected to inform reflection on the effects of this decision? <p>Throughout the development of our Integrated Plan, the draft guiding questions for equity have been applied to each goal, strategy, and activities. Additionally, the DLT and School Board will review quarterly results, adjust the strategies and activities to support our students meeting the desired outcomes.</p>
<p>Question 4: Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>Potential academic impact for all students and focal student groups:</p> <p>Student Health & Wellness</p> <ol style="list-style-type: none"> 1. Establish a K-5 reset classroom, allowing students to learn self-regulation, reducing classroom disruption and improving access to instruction. 2. Provide behavior support for students grades 6-12. Establish positive relationships with students, address student motivation, improve student engagement in the classroom. <p>Academic Growth</p> <ol style="list-style-type: none"> 1. Provide middle and high school academic support for math and reading. Small group intervention, based on district assessment data. 2. Address the learning needs of students identified for special education services and homelessness. 3. Provide professional learning for high school teachers on AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies, increase student engagement in the learning process. This strategy is targeted for the specific outcomes for learners in focal groups, but has long-standing research-backed results for all students. 4. Developing a K-12 multi-tiered system of support that includes the PLC process as tier two intervention. Using our district reading and math assessment, teachers and support staff are able to determine flexible student intervention groups.

	<p>Expanding CTE Opportunities, College and Career Planning</p> <ol style="list-style-type: none"> 1. Increase student opportunities to take CTE course offerings, including middle school electives for CTE. Our CTE courses provide project-based learning that increases student engagement and motivation. 2. Create a college and career center at the high school. We need to improve how we provide information to our student focal groups, increase our career exploration options and provide information to students on a modified diploma.
<p>Question 5: 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?</p>	<p>Possible activities or actions that could impact the potential for focal students to meeting the Longitudinal Performance Growth Targets:</p> <p>Staffing shortage, staffing changes, including administrative leaders: Our licensed teachers, support staff and administrators are crucial to the success of our plan to have positive growth on our focal student groups. Turnover in staffing can set initiatives back 1-2 years, as new staff must be trained. Additionally, the lack of substitutes leaves teachers giving up their prep time, multiple times over the course of a month, placing teachers at risk for burnout.</p> <p>Changes in funding: Our High School Success grant, Student Investment Account grant, plus federal grants, are essential for funding key positions. Any decrease in funding over the next several years will greatly hinder our ability to provide effective instruction and behavior support.</p>
<p>Question 6: 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?</p>	<p>We have developed numerous resources and established procedures to meet the needs of youth navigating homelessness. At both schools students have access to resource centers that provide essentials including clothing, school supplies, toiletries, and various other items. Procedures have been established to help students and their families access these resources discreetly and free of charge. We also have multiple staff who do community outreach to connect with families who may be experiencing homelessness or other</p>

	<p>challenging circumstances. This includes a homeless liaison, district nurse, student managers, counselors, and front office staff.</p> <p>Our homeless education liaison provides training for our frontline staff on identification, procedures, and support systems. This position works closely with neighboring districts, Oregon Department of Education (ODE), and county services, to see that our students navigating homelessness are supported.</p>
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EQUITY ADVANCED CTE FOCUS

<p>Question 7: What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<p>As a small school, Sheridan High School is able to inform students on an individual basis regarding the options available to them and to identify those interests that guide their coursework choices. All students are able to pursue a Program of Study as we build a master schedule that provides access and reduces course conflict. As well, we eliminate “teacher recommendation” so any student can participate.</p> <p>Barbara Roberts Career Technical Education Center</p> <p>Fall of 2022 the District was able to purchase a vacant manufacturing plant with the goal of creating a regional career technical education center (CTEC), increasing CTE options for rural students. This project addresses the inequities for CTE offerings, based on where students live. For example, students living in Salem-Keizer have numerous options for CTE Programs of Study. Most rural districts offer 2-3 options. The Sheridan CTEC project, known as the Barbara Roberts Career Technical Education Center, is working to address equity and access for students living in rural communities.</p> <p>The Roberts CTEC is 75% through the design phase, planning to start construction in the coming months. This is an enormous project for the small community of Sheridan, and the District is grateful for the help and support of community and county organizations.</p>
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<p>Question 8: What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>In terms of equity and access, the greatest need is to have additional CTE teachers. Additional course offerings as part of the master schedule, will allow more students to participate, completing a Program of Study.</p> <p>In previous years, we have not had the CTE staffing to cover electives at the middle school level. This became a priority as we wanted to grow student interest in CTE, preparing them for high school and beyond.</p> <p>The other identified need was that our students were not able to access quality CTE programs, aligned to industry standards. We need to upgrade our CTE equipment, electrical design of the space, and provide our students with up-to-date equipment.</p> <p>The Roberts CTEC project addresses the issue of equity and access for CTE Programs of Study, for the West Valley Region.</p>
<p>Question 9: What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>Our recruitment strategies include offering middle school CTE offerings, increasing the number of CTE classes offered, and creating a college and career center that highlights careers related to our Programs of Study.</p> <p>Middle school students are able to take CTE exploratory electives, Discovery Agriculture and Intro to Art, that increase access and participation in CTE Programs of Study at Sheridan High School. We are able to do this by using the High School Success grant to fund a fourth CTE teacher.</p> <p>Additionally, Sheridan HS has increased the number of CTE courses offered, with the addition of another CTE teacher. The high school provides information to incoming 8th grade students in the spring, allows them an opportunity to visit the high school, and provides information to families.</p> <p>Establishing a College and Career Center will allow us to provide students with more information about careers in various industries, and the path that leads to certification and/or employment. This will encourage equitable access and increased participation in CTE Programs of Study.</p>

<p>Question 10: 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?</p>	<p>Going forward, one of the identified goals is to expand our CTE Programs of Study, expand enrollment to students who experience disability, and students experiencing homelessness, and create awareness of career pathways within the program.</p> <p>Strategies for ensuring these goals are met include:</p> <ul style="list-style-type: none">● Student choice (rather than teacher recommendation)● Eliminating pre-registration course requirements● Continuous monitoring of course enrollment to assess true representation across all focal groups
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***Integrated Application Section 2:
Well-Rounded Education
District/Independent with CTE Program***

WELL-ROUNDED EDUCATION

<p>Question 11: 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).</p>	<p>Faulconer-Chapman School (FCS)</p> <p>FCS provides well rounded education for students through a variety of means. All K-8 classrooms have social emotional lessons through a researched based curriculum. Our K-8 ELA and K-5 Math curriculums were both chosen in part due to their strength of cross curricular content. Students in K-5 have weekly time built into their schedule for art, music, science, and social studies.</p> <p>Our K-8 school, in partnership with the newly formed Parent Teacher Club and OSU 4-H Extension offers expanded learning opportunities for students. This includes multiple after school clubs like theater, art, chess, and radio controlled car building.</p> <p>Students in grades 6-8 have science, social sciences, and electives such as Art, Debate, Leadership and Agriculture. We also offer music (K-5) students, choir and band (6-8).</p> <p>Sheridan High School (SHS)</p> <p>All students have the opportunity to take leadership, yearbook, drama, choir, weightlifting, shop classes, marketing, and FFA. In addition to a regular course load, we have clubs including GSA, board game club,</p>
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	<p>safe space support, a peer mentorship program, and several sport options. SHS is working towards offering AP courses, fall of 2024.</p> <p>Instructional practices include making instruction relevant, project-based, along with using WICOR strategies such as student collaboration, process note taking, and reading strategies.</p>
<p>Question 12: 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?</p>	<p>Faulconer-Chapman FCS provides a music class once a week to K-4 students for 30-45 minutes depending on the grade level. All 5-8 students have the opportunity to sign up for band class as an elective and 6-8 students can also take choir. We have two art electives classes that are taught by the SHS art teacher that are offered as electives to 6-8 students. The following are after school clubs available to students that are already taking place or will be by the end of March 2023:</p> <ul style="list-style-type: none"> • Theater (drama) • Music • Band • Art <p>Sheridan High School</p> <p>SHS provides the follow courses:</p> <ul style="list-style-type: none"> • Drama • Band • Choir • Art

<p>Question 13: How do you ensure students have access to strong library programs?</p>	<p>Faulconer-Chapman School The issue at FCS is <u>not access</u> to the library, but the quality of library media programs offered. Students at FCS, grades K-5, have access to a library. Students grades 6-8 have access to the library but it is not a strong program.</p> <p>Overall, FCS does not provide a strong library program. Many years ago the District made the decision to prioritize small group reading instruction over library media programs. The space used for the library was dedicated for reading instruction. We are formulating a plan and budget to correct this decision and provide all students access to a strong library-media program.</p> <p>Sheridan High School The SHS librarian was hired in the fall of 2021 to revamp how the library was utilized. It has gone from an overflow space for students to a welcoming environment. It is open during key times of the day (lunch, breakfast) for students to visit. In addition, the librarian has worked closely with English and history teachers to come to their classes and discuss the variety of services the library can provide. The librarian has helped students with everything from chromebook repair to getting library cards from the local public library.</p>
<p>Question 14: How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>Faulconer-Chapman School All students have the opportunity to eat breakfast at school, have a snack, and time to eat lunch. Students in K-5 utilize a 10-15 minute recess break for any uninterrupted three hour portion of their schedule. All K-8 students also have a daily lunch recess for 10-15 minutes coupled with a 15-20 minute lunch time. Every K-8 student also receives daily PE classes.</p> <p>Sheridan High School SHS offers two times to eat breakfast as well as lunchtime. SHS students can eat off campus if they meet certain benchmarks. If they are on campus for lunch, they can eat in the cafeteria, the old gym, or the library. The old gym also provides space for students to play pickup basketball.</p>

<p>Question 15: Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross disciplinary content.</p>	<p>Faulconer-Chapman School FCS has multiple electives and after school clubs that are Science Technology, Engineering, Arts, and Math (STEAM) based. Science classes in grades 6-8 utilize a curriculum with strong STEAM components and our 7th and 8th grade science and social studies teachers design their classes to be heavily rooted in project-based learning. Grades K-5 have 30-60 minutes a day dedicated to a combination of science and social studies, all embedded with critical thinking, inquiry, and project-based learning.</p> <p>Sheridan High School SHS has an emphasis on agricultural sciences. These classes range from culinary foods to veterinary science, horticulture, and animal science. These classes bring all aspects of STEAM into the classes. There are several project-based activities that include FFA competitions. In addition SHS offers a CTE pathway focused on business, marketing, and technology. This gives all students exposure and opportunities in fields ranging from sports marketing to computer programming. SHS also has a fully-functional shop for woods and metals and partnerships with regional companies that help advise our FFA advisors on how to best meet the needs of the changing job market in the area. SHS also has a pathway devoted to visual arts and communication. This pathway focuses on ceramics as well as painting. We are in the process of adding photography as well.</p>
<p>Question 16: 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.</p>	<p>K-12 teachers are trained and provided support for the creation of a scope and sequence with clearly defined learning objectives, aligned with all state and national standards. In Sheridan SD, the process starts with the state standards.</p> <p>The process begins with teachers allotted PLC time to select the most essential standards, that is, standards that are absolutely necessary for the standards at the next grade level. Following the selection of essential standards, teachers deconstruct the standards, formulating learning objectives or targets. From this work, teachers then select from our adopted and supplemental curriculum, the content that best aligns with the essential standards.</p>

<p>Question 17: Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>Our accountability system for highly effective classroom instruction starts with a collaboration with district administrators, Sheridan Teachers Association leaders, and the HR Specialist to improve our instruction for all students.</p> <p>We use the <i>Danielson Framework</i>, conducting classroom observations. Follow-up conversations with teachers, based on observation data, using the “Learning-focused Conversations”:</p> <ol style="list-style-type: none"> 3. Calibrating - What are the gaps/growth areas indicted for this teacher, based on present performance levels and the standards 4. Consulting - What information, ideas, and technical resources will be most useful to this teacher, at this time 5. Collaborating - What are some ways to balance my contributions with this teacher’s experience and expertise 6. Coaching - What mental and emotional resources might be most useful for this teacher at this time <p>Our current challenge is the number of teachers on an emergency license and the District providing the level of coaching needed to give these individuals an opportunity to learn classroom management and instructional strategies.</p> <p>The additional challenge is that the school principals were new to the position for the 2021-22 school, with only one having previous administrative experience as an assistant principal. Our small administrator team meets regularly and will often spend time discussing classroom observations and the follow-up process.</p>
<p>Question 18: How will you support, coordinate, and integrate early childhood education programs?</p>	<p>Sheridan SD has partnered with Nonnie’s Village to provide childcare and preschool services for the community. Additionally, we are part of the Yamhill Care Connect Organization (YCCO), and the Early Learning Hub. Through the Early Learning Hub/YCCO we participate in regional health care issues, parent education, and Service Integration Team.</p>

	<p>Transition meetings are held each spring, to provide support staff, Kindergarten teachers, and early childhood providers an opportunity to mindfully plan the transition to Kindergarten. Additionally, grant funds are used to provide a Kindergarten transition camp. During this program, teachers instruct students on the classroom systems, giving lots of opportunities to practice, and have time to observe students that might need additional support when school officially starts.</p>
<p>Question 19: What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>Transition to SHS includes spring visits and forecasting, and a tour of the high school. In the summer we offer a freshman transition camp, where freshmen spend 3-4 days with student mentors doing team building activities. On the first day of school, only freshmen attend, giving them additional time to learn the high school systems.</p> <p>As part of seniors' capstone projects, students learn about postsecondary options, as well as have time devoted to meeting with the school counselor about college, job, and scholarship applications. In addition, students with IEP transition services meet with a mentor through the Willamette ESD twice a month to map out and manage a plan to support those students through their 21st birthday.</p> <p>For our students transitioning post graduation, we offer both career and college planning opportunities. These include but are not limited to college visits, application guidance, college and career counseling, and an annual career fair. As well, the high school employs a graduation coach to additionally support post secondary student success.</p>
<p>Question 20: 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?</p>	<p>The academic needs of students, including our focal student groups, starts with our district assessment, STAR math and reading, grades K-12. K-5 students identified as needing additional support are provided small group reading and math intervention. Our teachers collaborate to provide intervention at the tier two level. For some students, intervention is with a reading or math specialist.</p> <p>Additionally, the SHS math intervention teacher has an adjusted schedule so that academic support can be provided after school. The school works with the student and family to see that transportation is provided.</p>

	<p>Specific to focal student groups:</p> <p>Students qualifying for special education services, including medically fragile, receive Tier Three services in either a pull-out or inclusion instructional model. Paraprofessionals are trained to provide academic and behavior support so that instruction is consistently accessed.</p> <p>Students qualifying for homeless education receive the services necessary for consistent access. This includes credit recovery options for high school students, or academic intervention for the other grade levels. Other resources include transportation, clothing, personal items, school supplies, and online access through a hot spot.</p> <p>Students experiencing substance abuse are provided support through county behavior intervention, offered at a time they are not missing core classes. Additionally, any suspension is kept to the shortest amount of time, scheduling the disciplinary hearing as quickly as possible.</p> <p>In consultation with our MWEC partners, we learned that Perkins Performance Targets are in their report to ODE.</p>
<p>Question 21:</p> <p>What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>The academic needs of students who have exceeded state and national standards are supported with lesson extensions, project-based learning, and opportunities to attend courses beyond the grade level content offered.</p> <p>Students at the middle school, demonstrate proficiency in 8th grade math and ELA standards, are able to take courses at SHS. Transportation to the high school is provided by the District.</p> <p>Focal student groups, when demonstrating that they have exceeded the state standards, are supported with lessons and activities designed to meet their academic level.</p>

<p>Question 22: 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?</p>	<p>This is an area that needs improvement. Our plan is to create a robust College and Career Center that will be open during the school day, before, and after-school. The Center would have chrome books available, along with career exploration information, employment opportunities, and career guidance.</p> <p>We will also expand our AVID implementation to school-wide, with more opportunities for students to explore various careers.</p> <p>Our current CTE Revitalization grant, which will end June 2023, provided funding for a career fair week. We were able to partner with outside organizations like Baker Technical Institute, local industries, colleges, and universities, bringing these resources to campus. We plan to apply for other grants or eventually use the High School Success grant to support a career fair.</p>
<p>Question 23: How are you providing equitable work-based learning experiences for students?</p>	<p>Sheridan High School provides two ways to achieve this opportunity. First, students can earn elective credit through our work experience program either by working volunteer or paid hours, submitting documentation, and completing a task with their mentor in that role. This opportunity is open to all students, with an emphasis for juniors and seniors. Second, as part of senior capstone projects, they shadow someone in a line of work that they show interest in, and learn about the various aspects of that profession.</p>

<p>Question 24: 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.</p>	<p>Students' academic and technical skills will be improved by encouraging a deeper understanding of how the arts, sciences and mathematics are integrated with and used throughout our lives and careers in both educational and professional settings. Students will tackle real-world problems that utilize the knowledge of their current course work, giving them a sense of pride in ownership and recognition that they are an integral member of society.</p> <p>Students who participate in CTE Programs of Study are challenged and engaged through rigorous coursework and direct application to the related industry.</p> <p>Sheridan HS partners with Chemeketa Community College (CCC), allowing us to offer dual credit at no cost to the student. We also partner with CCC for curriculum alignment, making sure that our students are offered the course content that will prepare them with the technical skills to attend CCC in their selected certification pathway.</p> <p>Sheridan HS also partners with Willamette Promise and Western Oregon to provide dual credit Spanish, Math, and Psychology courses that earn students credit at both SHS and WOU.</p> <p>Under a well-rounded education, Sheridan HS offers a variety of Ag classes, business and marketing, art, theater, band, and choir.</p>
<p>Question 25: What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>There are several activities we offer that will lead students to a living-wage career (self-sufficiency).</p> <p>In the spring we provide a career fair event with industry representatives. They share about entry level positions, and then opportunities for growth to a career that provides a living-wage. The career fair also allows students to explore many career opportunities.</p>

	<p>We will also increase access to career information and employment opportunities by creating a College and Career Center. The Center will provide students with information about what salaries are necessary for self-sufficiency, along with the importance of employee benefits.</p>
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	<p>Our CTE pathways, including those selected for the Barbara Roberts CTEC, were chosen because of industry demand and offering a living wage job. Eventually we will create Career Trees for each of the pathways, allowing students to see a visual rendering of entry level positions to management, executive, and positions requiring a college degree.</p>
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WELL-ROUNDED EDUCATION CTE FOCUS

<p>Question 26: How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?</p>	<p>Students from focal groups, and their families, learn about CTE course offerings and Programs of Study through our middle school to high school transition plan, family communication about high school offerings, community publications, fall open house event, and through district to home communication.</p> <p>We also communicate through large events, including the FFA Fall Festival and Spring Dessert.</p>
<p>Question 27: How will you prepare CTE participants for nontraditional fields?</p>	<p>Preparing CTE participants for nontraditional fields starts with role models. For example, when Baker Technical Institute (BTI) brought their trailer with heavy equipment simulators to SHS for a career fair, the instructor for BTI, a female, shared her experience as one of the few certified female trainers in the state.</p> <p>We also have guest speakers so that our students hear from those who have entered a nontraditional career field, such as a female chemical engineer. As opportunities arise, we work to break down gender barriers, when it comes to selecting a career pathway.</p> <p>We have also partnered with local and regional businesses who are looking for specific job roles and work to create plans for students using our job board. This allows us to network with local businesses and provide economic support for students.</p>
<p>Question 28: Describe any new CTE Programs of Study to be developed.</p>	<p>Barbara Roberts Career Technical Education Center:</p> <p>Auto Tech Students who participate in the Truck Driving and Diesel Mechanics program will develop foundational driving skills, as well as specific skills using a semi-truck driving simulator. Students will also learn basic mechanics for maintenance of diesel trucks. Long-term goals for this tract include a full-scale auto body & repair program.</p>

	<p>Outcomes: Students who successfully complete this tract will be prepared to obtain their Commercial Driver's license (CDL) and have hands-on experience with operation and basic maintenance of diesel trucks. Students will also have developed skills related to record-keeping, personal responsibility and professional communication.</p> <p>Firefighting/EMT Training The Fire Science program will be developed in partnership with the Sheridan Fire District. Instructors for the program will be provided by Sheridan Fire, who will also coordinate funding and resources for a training tower to be built on site.</p> <p>Outcomes: Students who successfully complete the Fire Science tract will be prepared to demonstrate competency with regards to fire suppression, and will have developed skills related to working as a team, personal responsibility and professional communication.</p> <p>Manufacturing Manufacturing will utilize existing equipment and staffing to expand opportunities for students interested in career paths based on manufacturing skills. Students participating in this tract will also learn business skills necessary to run a small business.</p> <p>Outcomes: Students who successfully complete this tract will be able to operate basic equipment and tools, and have a basic understanding of the steps involved for setting up their own small business.</p>
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***Integrated Application Section 3:
Engaged Community
District/Independent with CTE Program***

ENGAGED COMMUNITY

<p>Question 29: 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?</p>	<p>Sheridan SD is in the midst of earning the trust and confidence of our community. The two years of COVID, with all of the health protocols, asking children to quarantine (many more than once), eroded what community engagement there was prior to March 2020.</p> <p>Community engagement will be a challenge for many years. For example, October 2022, we hosted a parent listening session for our needs assessment. Using our OHA grant for School Based Health Services, we offered a \$50 gas card, dinner and childcare for the participants. We had 20 parents say that they would attend. Four parents attended the event, three of which were also district employees. This was a reality check for our leadership team. Given this occurrence, what is the best way to engage our parents?</p> <p>If the barrier is transportation, we will need to provide a mini-bus and schedule pick up for families. Or look at offering family engagement opportunities at unique times of the day, focusing on small groups of parents, starting with our student focal groups.</p>
<p>Question 30: What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>The City of Sheridan, Sheridan Fire District, Sheridan Rotary, and the Sheridan Chamber of Commerce (many of the same people) are very supportive of Sheridan SD and our current initiatives. We will continue to partner with these organizations in an effort to increase parent and family engagement.</p>

	<p>Sheridan SD also works closely with the YCCO, Yamhill County Health Department, and Polk County services. Within the YCCO, we are working on a proposal for a community outreach coordinator and a 6-12 health teacher position, specifically to focus on substance abuse prevention.</p> <p>Future engagement will include partnering with the County regarding the apartment complex recently opened in Sheridan. The complex is designed for families recovering from substance abuse/addiction. The District will look for ways to specifically address the needs of students living at the complex.</p>
<p>Question 31: What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>Our District Leadership Team discussed a response to this question. It is difficult to respond because the Integrated Plan process feels like another box to check. The 49 questions are heavy with CTE, lacking the areas of elementary instruction so critical to making academic growth and preparing our students for access to secondary content.</p> <p>Our improvement process will go beyond the content of the 48 questions. We will construct internal goals to monitor, by grade level bands, tracking cohort district data, adjusting our instructional plans based on the results. We hope that ODE staff will support our school improvement efforts not evident within this document and the Longitudinal Performance Growth Targets.</p>
<p>Question 32: How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p>Our community members and partners experience a safe and welcoming educational through the following activities:</p> <ol style="list-style-type: none"> 1. District communication plan (EDI work, internal and external communication) <ol style="list-style-type: none"> a. School registration forms, remove known barriers b. Training for frontline office staff c. Safety and security protocols 2. Implementation of safety and security protocols 3. May 2023 bond to create a more safe school entrance (vestibule), increase security cameras, improve intercom system 4. Open invitation to attend district and community events

<p>Question: 33 If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>N/A</p> <p>Sheridan All Prep Academy will submit their own Integrated Plan.</p>
<p>Question 34: Who was engaged in any aspect of your planning process under this guidance?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students of color <input checked="" type="checkbox"/> Students with disabilities <input checked="" type="checkbox"/> Students who are emerging bilinguals <input checked="" type="checkbox"/> Students who identify as LGBTQ2SIA+ <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care <input checked="" type="checkbox"/> Families of students of color <input type="checkbox"/> Families of students with disabilities <input type="checkbox"/> Families of students who are emerging bilinguals <input type="checkbox"/> Families of students who identify as LGBTQ2SIA+ <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc.) <input checked="" type="checkbox"/> Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) <input type="checkbox"/> Tribal members (adults and youth) <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) <input checked="" type="checkbox"/> Business community <input type="checkbox"/> Regional Educator Networks (RENs) <input type="checkbox"/> Local Community College Deans and Instructors; Local university deans and instructors <input checked="" type="checkbox"/> Migrant Education and McKinney-Vento Coordinators

	<input type="checkbox"/> Local Workforce Development and / or Chambers of Commerce <input checked="" type="checkbox"/> CTE Regional Coordinators <input type="checkbox"/> Regional STEM / Early learning Hubs <input type="checkbox"/> Vocational Rehabilitation and pre-Employment Service Staff <input type="checkbox"/> Justice Involved Youth <input type="checkbox"/> Community leaders <input type="checkbox"/> Other _____
Question 35: How were they engaged?	Check all that apply <input checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e., Thought Exchange) <input checked="" type="checkbox"/> In-person forum(s) <input checked="" type="checkbox"/> Focus group(s) <input type="checkbox"/> Roundtable discussion <input checked="" type="checkbox"/> Community group meeting <input type="checkbox"/> Collaborative design or strategy session(s) <input type="checkbox"/> Community-driven planning or initiative(s) <input type="checkbox"/> Website <input type="checkbox"/> CTE Consortia meeting <input checked="" type="checkbox"/> Email messages <input checked="" type="checkbox"/> Newsletters <input type="checkbox"/> Social media <input checked="" type="checkbox"/> School board meeting <input checked="" type="checkbox"/> Partnering with unions <input type="checkbox"/> Partnering with community-based partners <input type="checkbox"/> Partnering with faith-based organizations <input type="checkbox"/> Partnering with business

☐ Other _____

EVIDENCE OF ENGAGEMENT

Question 36:
 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.

1. School Based Health Services grant - needs assessment data summary
2. Summary of K-5 Guardian Survey
3. SHS Student Listening Sessions
4. Bulletin Board Article
5. Barbara Roberts CTEC - Design Presentation

Question 37:
 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 top five artifacts demonstrate a wide range of community and staff engagements.

The SBHS Grant Needs Assessment Data Summary

This document summarizes a variety of data gathered from staff, parents and students, pertaining to the health and wellness needs of our students and families. This document was presented to the School Board December 2022, along with other documents, making the recommendation that we implement a nursing model for our school based health services.

Summary of K-5 Guardian Survey

This survey was sent to student guardians from our K-5 teachers. From the 14 who completed the survey (sent in Spanish and English), the top priorities were social/emotional well-being, school safety, offering after school activities, and improving math skills.

SHS Student Listening Sessions

	<p>Small group listening sessions, students representing SHS demographic groups. From these sessions we gathered information about the climate and culture of SHS, the current challenges facing our high school students, and what we could do to improve.</p> <p><i>Bulletin Board Article</i> Twice monthly, throughout the year, the superintendent submits an article to the local news paper, <i>The Bulletin Board</i>. This article summarizes the process and design of our Integrated Plan. This weekly paper reaches approximately 3,000 community members.</p> <p>Barbara Roberts CTEC - Design Presentation This PDF is a presentation provided to the District by Bric Architecture, February 2023. It represents a project that involves the City of Sheridan, local industries, MWECC, CCC, SEDCOR, Confederated Tribes of Grand Ronde, and many other community groups. The superintendent has given this presentation to Sheridan Rotary and the School Board. It has been sent to staff, former Governor Roberts, and potential funders.</p>
<p>Question 38: 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.</p>	<p>Student focal groups - the student listening sessions represented are students experiencing homelessness, dealing with substance abuse, identified for special education services, along with representing our student race and ethnicity. This strategy was used because it provided a safe way for students to respond to questions. We made sure to keep the student listening sessions under eight students, with the exception of the FCS student leadership class, created a safe place for sharing, and instructed the students at the start that there would be equity of voice in the room.</p> <p>Family engagement - this continues to be a challenge in Sheridan. For the SBHS grant we were able to use OHA grant funds to offer a \$50 gas card to attend a listening session event (Oct. 2022). We also provided childcare and dinner for the event. Twenty parents signed up for the event, four attended. While we continue to attempt to remove the barriers that often keep parents from participating, we now resort to very small groups of parent meetings, held at a variety of times. This work will never stop, it is constantly evolving as we work with our county resources, other grants, and learn from experience.</p>

	<p>Sheridan SD families attend events related to the Arts and sports. We have learned that this is our avenue for connecting with parents from all different backgrounds. It is important to note that during these events people report hearing adults using profanity when speaking to children, vaping on district property, and many other inappropriate behaviors.</p> <p>According to the ODE Community Engagement spectrum: Family engagement reflective of our student demographic groups: Level 2, consult Community engagement, including parents and employees that live in Sheridan: Level 4, collaborative Family engagement, small group interaction, including the newly formed parent-teacher club: Level 4, collaborative</p>
<p>Question 39: Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.</p>	<p>Staff were engaged through building level meetings, aimed at data analysis, proficiency based grading, and improving the school culture. This strategy was selected because of the availability of all staff to participate. Additionally, leadership teams at each school continue to work on the development of a multi-tiered system of support that places PLCs (teacher collaboration) at the Tier Two intervention.</p> <p>Staff also participate in district-wide surveys. This strategy is used because of the ability to reach all staff in a short amount of time, and how it creates privacy for responses.</p> <p>All staff activities: 2- 3, Consult and Involve Leadership Team activities: 3-4 Involve and Collaborate.</p> <p>The challenge in a small district is that we are required to do all of the reports with a limited number of teachers for the committee work. And while we try to reduce the number of committees, many teachers are on more than one. The other challenge is that Sheridan has a very young teaching staff. We had seven babies join the Sheridan SD family during the 22-23 school year! Our teachers with growing families have limited</p>

	<p>time to spend on committee work. Given this, we aim to provide opportunity for collaboration without lengthy meetings or work sessions outside of the work day.</p> <p>Currently staff can participate on the following district committees:</p> <ol style="list-style-type: none"> 1. Equity, Diversity, and Inclusion 2. Substance Abuse Prevention Task Force 3. School-based Health Services Implementation Committee 4. District Leadership Committee
<p>Question 40: Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?</p>	<p>From our community and staff we learned that our students struggle with mental health and wellness and maintaining appropriate classroom behavior. This impacts attendance. We also learned that our high school students do not have access to college and career planning information.</p> <p>Other highlights from our community and staff input:</p> <p>Many secondary students struggle with substance abuse, depression, and a lack of school engagement. It is not uncommon for us to have students vaping on campus, grades 6-12, some end up with 2-3 discipline hearings in a school year.</p> <p>Our District is not doing enough to provide rigorous courses to prepare students for post-high school options.</p> <p>Some of our teachers need more support and training to actively engage students in the learning process. Due to the recent staffing shortage, we have several teachers on emergency licenses. Sheridan SD will need to create three pathways: Teachers with an emergency license, classified staff working for a degree in education, and SHS graduates interested in a career in education.</p> <p>Our families struggle to access mental health and wellness services. Additionally, there is a lack of mental and behavioral health services in Sheridan.</p>

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CTE FOCUS

<p>Question 41: How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?</p>	<p>Sheridan SD is actively involved in the Barbara Roberts Career Technical Education Center project. We have a Development Team that meets monthly, partnering with SEDCOR and several industry partners. To date, we have developed a working relationship with CTGR (working on a MOU), Sheridan Fire District, TechTonics Tuning, Forest River, Cascade Steel, Associated Oregon Lumbers, and several others.</p> <p>Our CTE Revitalization grant, designed for the start of a Auto Tech, Truck Driving and student career exploration will end June 2023. In place of those funds, we were awarded \$500K through the federal government to purchase three heavy equipment operations and truck driving. Through this process we have reached out to several organizations and companies.</p> <p>Lastly, Sheridan SD has started working with the McMinnville Workforce Development Partnership, that includes Workforce Oregon and other local agencies offering work-based learning opportunities for students.</p>
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***Application Section Four:
 Strengthen Systems and Capacity
 District/Independent with CTE Program***

STRENGTHENED SYSTEMS AND CAPACITY

<p>Question 42: 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?</p>	<p>As a small, rural district, the recruitment and retention of staff proves challenging. For example, during the spring/summer of 2022, fourteen licensed teachers left Sheridan SD to work in neighboring school districts. For all but one, the new position provided a shorter commute (gas prices at \$5.00+), the opportunity to be on the same calendar as their own children, and a significant pay raise.</p> <p>Despite these challenges, we continue to evolve our recruitment strategy from a passive approach of posting to job boards and attending career fairs to one that focuses on growing our own, creating strong partnerships with Education Preparation Programs, and retention of student teachers. Although Sheridan SD cannot compete with larger districts offering a greater salary, we have partnered with an organization to provide a 25% reduction in childcare cost and highlight the benefits of working with a small school district: opportunity to have a voice and be part of the transformational change process, K-12 staff collaboration on all initiatives, CTE program development, and involvement in long-range planning and development of a multi-tiered system of support.</p> <p>Our onboarding process includes a one-day orientation and online training. Our HR Specialist conducts exit interviews, and will conduct “stay interviews”, an opportunity to learn why our staff stay with Sheridan SD.</p> <p>We recruit and retain educators and leaders who represent our student focal groups by supporting our</p>
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	<p>classified employees toward degree attainment and having conversations with our high school graduates about returning to Sheridan for a career in education.</p>
<p>Question 43: 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?</p>	<p>As a small district we intentionally support all licensed staff towards effective classroom management and instruction. Placement in classrooms for K-5 is done by staff recommendation, final approval of the principal. The district nurse, assistant principal, student managers, and counselors, are part of the conversation for classroom placement.</p> <p>At the secondary level there is typically only one teacher per content area, so that in and of itself, is the process.</p> <p>Given the recent change in staffing, we are working to provide professional learning opportunities for teachers placed on an emergency license, seeking out a mentor program through the Regional Educator Network (REN).</p> <p>Also, Sheridan SD has eight students K-12 identified as emerging bilingual students. To serve our emerging bilingual students we rely on the support of the WESD to provide staff coaching and feedback.</p>
<p>Question 44: How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>We have three student managers, one for K-5, 6-8, and 9-12. These positions work closely with staff, families, and principals to see that students do not experience disciplinary actions that remove them from classroom instruction.</p> <p>Students designated to receive specially designed instruction are supported with paraprofessionals, as needed. This requires special training, and involves special education teachers, district nurse, and administrators.</p>

	<p>Additionally, students experiencing substance abuse or homelessness, administrators and counselors work together to see that disciplinary action is corrective and restores the student to classroom instruction as soon as possible.</p>
<p>Question 45: How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?</p>	<p>Using the AVID Framework of Systems, Leadership, Instruction, and Culture, the District creates an action plan in each area, using available data. This is reviewed by the District Leadership Team quarterly.</p> <p>Leadership: Professional learning to implement a multi-tiered system of support, classroom management strategies, reviewing the <i>Danielson Framework</i>.</p> <p>Instruction: WICOR strategies, classroom management techniques, and SWEL to meet the instructional needs of emerging bilingual students. Providing feedback to students and improving our secondary proficiency based grading is also a priority.</p> <p>Culture: Substance Abuse Prevention, School Based Health Services (nurse model program), Native Not Your Game (grant with the CTGR), training for staff on the needs of our focal student groups, creating a welcoming environment for our growing population of students with medical needs, increasing our mental health services through Yamhill County Health Dept.</p> <p>Systems: Using our available data, timely data reviews, classroom walk-throughs, board worksessions with the District Leadership Team, evaluating our leadership capacity, along with our instructional effectiveness, and budget to support all initiatives. We also provide staff training on how to maintain an accurate attendance system, and how to improve communication with parents.</p>
<p>Question 46: How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>We use the <i>Danielson Framework</i>, conducting classroom observations. Follow-up conversations with teachers, based on observation data, using the “Learning-focused Conversations”:</p> <ol style="list-style-type: none"> 1. Calibrating - What are the gaps/growth areas indicted for this teacher, based on present performance levels and the standards

	<ol style="list-style-type: none"> 2. Consulting - What information, ideas, and technical resources will be most useful to this teacher, at this time 3. Collaborating - What are some ways to balance my contributions with this teacher's experience and expertise 4. Coaching - What mental and emotional resources might be most useful for this teacher at this time <p>Our current challenge is the number of teachers on an emergency license and the District providing the level of coaching needed to give these individuals an opportunity to learn classroom management and instructional strategies.</p> <p>Specific to secondary instructional staff, we focused on Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies, classroom observation, and evidence found in student behaviors across content areas.</p>
<p>Question 47: 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?</p>	<p>Faulconer Chapman utilizes a multi-tiered systems approach to both classroom based interventions as well as reading and math interventions done through specialists. Students' needs are identified through a rigorous assessment system and skill or knowledge deficits are identified. Interventions then target these deficiencies and progress is monitored weekly or bi weekly. Staff then meet to review data and make adjustments as needed through our RTI meeting framework.</p> <p>SHS is also working through the building process of its MTSS system. We have completely revamped our math pathway so that students in need of support will have access to extra instruction. Students grades 6-12 are provided math intervention support. As funds are available, the District will create a 6-8 and 9-12 reading intervention program. At the same time, we are using this as a model for what will happen in English in the fall of 2023.</p>

<p>Question 48: 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?</p>	<p>Yamhill County Headstart and other preschools schedule field trips to FCS each Spring. We host a spring event for kindergarten registration and schedule individual student meetings with any student enrolling with an IFSP. Each August FCS has a four day Kindergarten Boot Camp that takes place before the first day of school.</p> <p>Each Spring our middle school staff spend time in our 5th grade classrooms and begin meeting and building relationships with our 5th grade students. The beginning of each school year our 6th grade students have a start date one day earlier than our 7th and 8th grade students. This allows the 6th grade students to familiarize themselves with their new schedule, areas of the building, and staff before the older students arrive.</p> <p>Transition to SHS includes spring visits and forecasting, and a tour of the high school. In the summer we offer a freshman transition camp, where freshmen spend 3-4 days with student mentors doing team building activities. On the first day of school, only freshmen attend, giving them additional time to learn the high school systems.</p> <p>As part of seniors' capstone projects, students learn about postsecondary options, as well as have time devoted to meeting with the guidance counselor about college, job, and scholarship applications. In addition, students with IEP transition services meet with a mentor through the Willamette ESD twice a month to map out and manage a plan to support those students through their 21st birthday.</p>
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