



Integrated Application

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)

Engaging in our needs assessment process has happened over the course of multiple months, meetings, data collections, surveys, etc. Consulting with a wide variety of stakeholders has been an integral part of the assessment. We have worked diligently to make sure that we have engaged with multiple groups including but not limited to: students, staff, families, community members, community partners, local education service partners, school board members, etc.

The district utilized multiple teams to conduct data dives for each student population that is served, examining trends and highlighting strengths, outcomes, opportunities, and disparities. Analysis was conducted by teams focused on grade and age bands including: elementary, middle and high school. Data was then analyzed across the K-12 continuum.

Our data collection has included: input surveys, ORIS district/building level needs assessments, Continuous Improvement Planning documents, School Improvement planning meetings, and other targeted data collection with a continued focus on our minority groups. We have also spent time looking at targeted data collection including: 3rd grade SBAC, 9th grade on track, graduation rates, and K-12 attendance. While ALL focal groups were considered, a particular focus was also considered for our students identified as eligible for Special Education Services and students experiencing poverty. The insights from data review and community engagement informed the priorities for the planning and application processes with an overarching goal to better meet the strengths and needs of ALL students. Specific areas that we found a need for improvement include: 3rd grade ELA, regular attenders K-12, and 9th grade on-track.

Contributing factors that were considered included: learner factors, instructional factors, climate/culture factors, and family and community factors. While contributing factors were considered throughout the needs assessment, the district also prioritized focusing on what we can control (ex. high quality interventions, behavioral supports, etc.).

Throughout the process, the review and use of our equity lens helped to drive decision making. Data was looked at from multiple perspectives. We identified patterns of success and areas for improvement for students who fit into one of our many focal groups. Our priority goals and needs center around: relationship, rigor, and relevance.

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Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. *(500 words or less)*

District demographics:

Our School District demographics include:

- 9% Hispanic/Latino
- 3% Multiracial
- 2% American Indian/Alaskan Native
- 1% Black
- 18% are students with disabilities and
- 44% of students qualify for free and reduced lunch
- 1.85% experiencing homelessness

We expect to see the following outcomes:

1. FRSD will provide a supportive and safe school environment that values diversity, in which all students and adults feel welcomed and respected.
2. FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills
3. FRSD students will connect and apply their education to the world of today and tomorrow

Processes that will be used to monitor the plan:

- Review OSAS English Language Arts & Mathematics data
- Review Regular Attendance Report
- Continued collection of input from all stakeholders
- Regular data collection and monitoring of 9th grade on-track

Strategies to support outcomes and address needs:

1. Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.
2. Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.
3. Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.

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4. Create an ongoing process and system to encourage and utilize stakeholder feedback.
5. Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.
6. Develop and enhance engaging, student-centered and well-rounded learning experiences.

To achieve these outcomes, Fern Ridge School District will strategically use the funding provided by the Student Investment Account, High School Success, Career and Technical Education Perkins Grant, and Early Indicator and Intervention Systems. We will continue to engage our stakeholders, monitor student data and will share updates to the community through Board updates, community events, and district communications. Additionally, we will report quarterly to the Oregon Department of Education about the progress we are making towards our identified outcomes. Working in concert with our families and communities, we will meet our district vision and mission.

Equity Advanced

(250 words or less per question)

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

Our District has many strengths in terms of equity and access to educational opportunities for ALL students. We utilize our district equity lens to slow our thinking and deepen our commitment to understanding the impacts of our actions and investments. We have a district equity team that consists of building/staff representatives who are working towards creating an action plan for the next 3-5 years, aligning building goals, and the implementation of our equity lens.

Additionally, our district also sees strengths in the following areas

- ALL high school students have access to school Counselors to discuss and access class, program and future opportunities that will maximize their success.
- Master scheduling minimizes access barriers for high level core and enrichment instruction.
- On-line education options are available for students to access credit recovery or alternative learning paths.
- Newly opened Falcon Free Store for all students to access items that may need including clothes, toiletries, and school supplies.
- Afterschool and summer school enrichment programs provided to K-12 students at no cost.
- Mental health, food, and clothing provided for families experiencing insecurity.

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- Full-time Family Support Coordinator.

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

FRSD is a mid-size, rural district. In looking at our data, there continues to be multiple needs in a variety of areas. Because many of our focal groups have less than 10 students, it is challenging to narrow in on specific groups/needs without careful consideration.

One specific area of need includes improved support for our students with disabilities. Other focal groups that show patterns of being underserved include: Hispanic/Latinos and students experiencing poverty.

FRSD also has needs in terms of strengthening equity and access to educational opportunities for ALL students. Student participation and achievement data shows that focal groups Hispanic/Latino and students with disabilities are meeting the academic requirements in the areas of attendance and 8th grade mathematics at lower rates than the overall population.

Another area we continue to see a need for improvement is student voice and engagement. Our student input survey data showed that only about 68% of 6th-12th grade students believed that they had the power to make a difference in how things are done in their school. FRSD is deepening our use of the equity lens and expanding the work of the equity team. Specific activities and practices include:

- Working with an outside coach to support our District Equity Team in creating a 3 year Equity Action Plan.
- Providing laminated copies of our Equity Lens Tool at school board meetings, data review meetings, district committee meetings, etc.
- Monitoring data for ALL students with an intentional focus on our focal groups as well.

Fern Ridge School District Equity Lens- attached

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

The Fern Ridge School District uses the Equity Lens questions in consideration of actions and decisions that will directly and indirectly impact students' learning and experiences within district schools. Continually striving to use the questions develops an equity-mindedness amongst district staff. It also offers important reminders and opportunities to practice inclusion of diverse and underrepresented voices. The equity lens tool provides guidance in analyzing

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the impacts of decisions in terms of their potential benefits and burdens on specific students, families, community members and staff as well as their potential to close or widen existing equity gaps in access, opportunity, advancement and/or representation.

The FRSD Equity Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan. The Equity Lens was applied as agenda items and/or through discussion at the following steps in the Integrated Guidance process:

- District Team participation: The District Team developing our Aligning for Student Success Plan included classified, licensed and administrative staff as well as input from community members who are parents, partners, and have vested interests in our students, including those who are part of focal student groups.
- Community Engagement Activities
- This Equity Lens was shared at each Community Engagement activity prior to discussion and input, and was utilized again as discussion of district strengths and weaknesses, program effectiveness, and potential outcomes were considered.

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

Use of these funds will have significant academic impact for ALL our students, including those in focal student groups. Resources must be allocated based on need as identified using data to support plan outcomes. Additionally with significant investments in CTE programs of study and college and career readiness, it is believed that the investments will serve students in securing high wage high demand careers and/or access to higher education opportunities post high school graduation. The following are activities that we will be implementing to support reaching desired outcomes as developed through our Needs Assessment process:

- HSS/SIA funds have been allocated to increase CTE staffing, credit recovery options, and additional high school counseling services. These FTE hours provide for additional support in the areas of 9th grade on track, attendance, as well as graduation.
- Dollars allocated to translation services allows for easier access to support in primary language.
- 1.0 Behavior Supports IA- by increasing support for our students with behavioral needs, they are able to stay in class, at school, at higher levels.

These are just a few examples of the activities that are being funded in order to achieve success in regards to our Outcomes and Strategies.

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- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

There are many potential barriers and risks to meeting the needs of the district's focal students in order to meet the Longitudinal Performance Growth Targets. One potential risk is not being able to effectively recruit, hire, and maintain highly qualified staff members in the positions identified as part of this plan.

Another potential barrier is the fact that FRSD, along with many Oregon school districts, is experiencing a slight decline in enrollment which creates a budget shortfall, creating reduced funding at the general fund level which will ultimately impact all district students and potentially have an impact upon the success of the district's Longitudinal Performance Growth Targets.

We feel strongly that the outcomes, strategies and activities outlined in this plan provide resources and address barriers to student achievement, especially for our focal group students. We recognize that our intent and our impact may be different and will monitor implementation closely and in partnership with our students, families, and staff.

- 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?

Students experiencing homelessness in the Fern Ridge School District have access to all the activities that housed students have. In an effort to ensure students experiencing homelessness have equal access to opportunities, FRSD has leveraged grant funds to pay for registration fees for extra curricular activities, test fees, and other needs of the student to be able to participate fully in education and enhancement opportunities. In order to protect the status of students experiencing homelessness, the district has developed a database to track the students, but access to this information is limited to individuals in the school on a need to know basis and is only shared through the district homeless liaisons.

FRSD has also added 1.0 FTE Family Support Coordinator who is excelling in this position, not only supporting our students/families experiencing homelessness but also creating/providing resources and opening a "Free Store" at our high school.

Please see the attached District policies pertaining to homelessness.

- [Homeless Student Policy](#)
- [Homeless Student Policy](#)

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FRSD utilizes the following supports to provide information to children, youth and families navigating homelessness.

- District Homeless Liaison provides support for students through direct services, and support for staff through training, that are trauma-informed and sensitive to the special needs of these students and families.
- Title I set-aside dollars.
- Elementary, MS, HS Counseling support through direct, scheduled, weekly contact and intervention.

CTE Focus

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

Participant data indicates Career Technical Education (CTE) is becoming increasingly diverse and is reaching more focal students than ever before. For example, our student participation rates for students with disabilities increased from 20% in 2019 to 30% in 2021. Another example, our females participating in CTE programs has increased from 13% in 2019 to 15.25% in 2021.

Our programs are available to all of our students and we actively promote our programs during the forecasting process to ensure a maximum amount of students are aware of what we have to offer.

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

Although CTE is seeing an increase in diversity among participants, demographics of most CTE programs are not in alignment with school demographics, often with an underrepresentation of females and Hispanic/Latino students. There is an identified need to raise awareness of CTE programs in all middle and high schools.

Conflicts with schedules were identified as a barrier to CTE admission in focus groups with counselors. The types of credits required for freshmen and sophomores restrict the number of students who can sign up for CTE courses.

Through a family/community survey as well as an engagement event on January 13th, input was gathered from our community to assess our needs in terms of equity and access in our CTE programs.

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The need to provide information about available programs earlier was identified as part of our needs assessment. We are now providing middle school students with a comprehensive overview of programs and possible outcomes.

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

Students are informed of all of our offerings in our course catalog and teachers are trained on how to help students make appropriate choices during the course selection process. We have created flyers that highlight the courses we have to offer and the benefits of taking CTE classes in high school.

CTE courses are listed in the academic planning guides of every high school. Language translations of the guides are available.

- 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?

Our courses are available to all students and we actively recruit underrepresented students to take CTE classes. There are no barriers for students to take our CTE courses, they are available to all students throughout the school day.

The district is working to introduce a course fee replacement program for all CTE programs. The program eliminates all student course fees that were historically required for participation, allowing every student in the district access to CTE courses regardless of economic status.

Other efforts to ensure equal access include;

1. Continued community engagement and input opportunities. Decisions are made at the district and school levels based on the information received in order to support the initiative to offer CTE opportunities to all students.
2. Working with our CTE director, teachers, and administrators several times a year to assess the development of CTE at the high school level. Examining enrollment data for student focal groups is a regular part of meetings. Buildings regularly collaborate and look for ways to improve with the objective of growing enrollment within each focal group.
3. Working with our CTE director to expand our CTE promotion at the middle school and looking at possible ways to expand CTE opportunities to our middle school students in order to make sure families and students are aware of what is available.

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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).

In FRSD, we are committed to delivering all of our students, especially our focal student groups, a well-rounded education at each level (elementary, middle, and high school) and in each grade throughout the school career for each student. We use our equity lens and targeted universalism to ensure equitable program design and opportunity. A few specific strategies are listed below.

K-5: scheduling intentionally to include all content areas, research based and relevant curriculum, partnering with community resources whenever applicable (Planned Parenthood, Walama, farm, ukulele artist in residence, etc.), time for student choice. Tailoring schedules to support student groups needs (Title intervention pull-out vs. push-in general support).

6-8- All sixth grade students take either beginning band, beginning choir, or a general music class. Seventh and Eighth graders can choose to take Advanced Band or Advanced Choir. Seventh and Eighth grade students can also take an art elective. We also have nine week long activity classes that students can choose from that have included fine and performing arts depending on student and teacher interest.

9-12: We work to make sure that students come to the high school well-informed about the courses we have to offer and the classes that they need to graduate. Student schedules are designed to ensure that they have all of the courses necessary to graduate on time. The current Oregon graduation requirements ensure that students take a variety of subjects and we communicate with students and parents all of the different course opportunities that we have to offer.

- 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?

K-5: Teachers integrate various arts disciplines whenever they can, and where their individual comfort and skill levels allow. Brain breaks often include movement opportunities, and projects include various visual/textile art opportunities. Artist in residence helps to supplement (I.e. ukulele).

6-8: Visual Arts, Dance, and Media Arts. All 6th grade students take either choir or band.

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9-12: We provide visual arts, music and media arts as classes within our master schedule. Drama is an after school club available to all students.

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

We partner with Lane ESD to provide our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system.

K-5: Area of growth - need more resources/time. All students have library time every other week.

6-8: We update our collection annually and have received grants to enhance our collection.

9-12: We have a strong media assistant who works closely with our teachers to provide our students with access to our library programs.

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

K-5: Scheduled time for eating in the cafeteria, with scheduled recess times. Students who need longer to eat can linger in the cafeteria or finish on the playground as needed. Teachers include movement and play breaks throughout the day in response to student needs. Individual students may have more movement breaks as their behavior support plans indicate.

6-8: Daily free breakfast is served from 8:00-8:25am. Middle school students have P. E. daily and a 32 minute lunch period. Lunch is divided into a 16 minute eating period and a 16 minute play period. However students have the option to remain at the tables eating and socializing during the play period if they choose to.

9-12: Breakfast is provided every morning from 8:00-8:20 and lunch is at least 31 minutes long everyday. Our students have passing time between classes which allows for movement from classroom to classroom and a majority of students take a physical education class allowing for daily activity.

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

K-5: ELA curriculum has crossover with STEAM subjects/projects. Teachers create opportunities to expand with various project-based experiences, and the teacher team is planning a family STEAM night. The school has supported successful Science Fairs prior to the pandemic.

6-8: All FRMS students are required to take math and science each year and some will have the option of taking art classes as an elective. Math and Science teachers integrate project based learning into their curriculum throughout the year to promote student engagement. Elective and exploratory options include Robotics, STEM Projects, The Art of Science, and Gardening, among others.

9-12: Most of our students take a math and science class everyday and a large percentage take some kind of art class as well. All of these classes include projects to enhance student learning and most labs in the science classes are inquiry based.

- 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.

K-5: Through extensive work with PLC teams, teachers build a scope and sequence aligned to both standards and curriculum units/lessons. PLC team leads have ongoing planning time, and support their grade level team through the plans.

6-8: FRMS follows the district textbook adoption process that ensures that the selected textbook is aligned to state and national standards. In addition, teachers in each department collaborate to create a scope and sequence plans that align to those prioritized standards.

9-12: Staff are required to provide course syllabi as well as update and provide a scope and sequence for all of their courses. Dedicated time is provided for this work throughout the year.

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

K-5: Frequent classroom observations with feedback in both growth and strength areas for teachers, problem-solving/brainstorming with individual teachers around challenge areas/content/times/students, PLC process across both schools to ensure collaboration and best practices.

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6-8: Provide teachers support and training in specific strategies to increase engagement and ensure effective learning. Teachers plan around prioritized standards with clear learning goals. Learning goals are clearly posted. Frequent and ongoing observations and evaluations with constructive feedback to teachers.

9-12: Building Administrators work closely with teachers to talk about their teaching practices and to provide them with ideas and guidance on how best to meet the needs of their students.

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

This is an area that we are looking to improve. Some of the things that we have in place and continue to build capacity around include:

- EC Cares Classroom
- Family Support Coordinator (birth to 5)
- Parent supports and programming for parents of children birth to 5
- Successful KITS (Kids in Transition to School) Program
- Open and on-going communication with our local preschool programs and teachers

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

FRSD has a planned and systematic transition from middle school to high school that begins when students start their eighth grade year at FRMS. Throughout their 8th grade year, EHS has a high school success coordinator who provides outreach to 8th grade students during home room to help students start thinking about and planning for the upcoming transition. This outreach intensifies in the spring and includes forecasting, talking to students about how high school works, answering questions, etc.

EHS also provides shadow days for 8th grade students to visit the high school, an 8th grade fly-up night to answer parent and student questions, and Strong Start, a summer orientation program for incoming ninth grade students, to help them prepare for high school. Ninth grade success is a class required for all ninth grade students during semester one of high school. Second semester allows for additional support as needed based on teacher input and requests.

Our guidance counselors, HSS coordinator, ASPIRE assistant and YTP coordinator provide students with a variety of activities such as job shadows, college recruiter visits, financial aid assistance and application workshops to assist with the transition to postsecondary education.

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- 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?

K-5: Classroom interventions (individual or small group), Title I interventions, behavior support plans, check-in/check-out, special education supports, 504 accommodations, family support services, ELD supports. After-school "Enrichment Club"

6-8: Students are identified through a wide range of methods beginning with anecdotal information from teachers to looking at assessment data given to all students to targeted testing. Teachers then meet in teams to plan for how to support that student academically or behaviorally.

9-12: Our high school has committees that meet monthly to discuss specific students who are not meeting graduation targets. These students are also discussed in SST meetings where plans are designed to provide them with assistance to succeed in their classes.

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

K-5: Extension opportunities within the classroom, TAG plans, differentiation within core curriculum, peer coaching opportunities.

6-8: Enrichment opportunities in our exploratory classes. Individual students have TAG plans that outline how core teachers (Science, Math, Language Arts, Social Studies, and P.E.) will provide challenging and higher level learning opportunities for those students.

9-12: We work with our district TAG coordinator to find ways to challenge these students. We also offer a variety of AP and College Now classes to provide these students with advanced learning opportunities.

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- 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?

Elmira High School assigns staff to support students in CTE programs. Counselors collaborate with the administrator to coordinate forecasting. Each year during the forecasting process, student voice and interests are solicited about potential course offerings. Classroom visits and individualized planning offer students a number of opportunities to explore CTE courses. Counselors and teachers work with groups and individual students to promote CTE courses each spring during forecasting. Course options and programmatic information are shared with families to support students in their forecasting. Many students of focal group populations receive additional support in understanding educational offerings with support being provided by administrators, counselors, and teachers.

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

Job shadows are open to all students regardless of gender, race or disability. Work experience credit is available to all students who complete the appropriate paperwork.

We provide opportunities for all students, and field trips to hiring fairs/local community colleges do not have any stipulations, requirements, qualifications, and are all free to join.

FRSD requires work sites to sign an agreement that states they are an “equal opportunity” employer.

- 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.

All of our students receive scheduling guidance from their teacher and guidance counselors to ensure that the courses they select help them earn a high school diploma. All students meet with a counselor or our High School Success Coordinator early in their 9th grade year to determine the most appropriate course of study. We encourage all students to look at our College Now and AP offerings, particularly those that have indicated that they have an interest in attending a 4 year university.

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

Elmira juniors and seniors have the chance to explore different careers through a variety of means during their last two years of high school. Each one is required to do a job shadow / site tour, attend a college fair and a career fair the school puts on, as well as the ability to participate in career days, industry tours, and internships with Connected Lane County. They also have the opportunity to attend a Trades Academy through Lane Community College and as a senior they have the opportunity to attend a senior hiring fair sponsored by Elevate Lane County Group through Lane ESD.

CTE Focus

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

We try to address this with our forecasting process every year. I know that we planned to provide this material in Spanish for students and especially parents that need this. Our CTE teacher has been actively working to recruit more girls to his classes and we even discussed offering a section of welding just for girls next year.

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

We offer a variety of job shadows throughout the year that include several different industries that may not be on our students' radar. We also host a career fair in the spring with several different industry partners to demonstrate to our students the variety of options available for a career.

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

We are working to build our Motion Graphics and Film Editing programs to include additional courses. It is a full program of study in the second year of existence. We have participants and now a few concentrators but have not had a student complete the program yet. In the student's third year they will be eligible for college now credit.

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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?

In the last three years, the district has made great strides in increasing meaningful engagement with our parents/guardians and community members, primarily through the use of technology. In fall 2022, the district started using a communications platform called ParentSquare with all parents/guardians in the district. In addition to communicating information about community meetings and surveys, the tool allows for 2-way communication between parents and teacher/administrators in a parent's preferred language.

A key barrier to engagement is time. It is challenging to plan events that work for all. Staff feel overworked and are less likely to offer participation. Many families are hesitant to add more events to their schedule. There is a need as a district to continue to find creative and engaging ways to connect with all families. Our goal is to continue to work on blending events together and utilizing times when we already have high numbers of folks present (ex. parent teacher conference, Open House, Football games, etc.).

The levels of engagement framework shared by ODE is used as a tool to assess our level of engagement for different strategies. We have shown growth and evolved from more of an informed and consult model to more of an involved and collaborative model.

Different forms of engagement fall on different levels of the spectrum and still provide valuable input ie. community surveys fall on the input range of the spectrum where the district visioning team was on the collaborative and defer end.

One significant change in our community engagement practices over the last few years has been the use of identifying and inviting members of particular focal groups of students and families to participate in engagement activities in different ways.

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

The pandemic certainly impacted our interactions with community partners, however, this school year, there has been renewed efforts and emphasis on community partnership teams.

The district continues to build momentum as our Family Support Coordinator enters their second year in the position. When community members are more involved in our schools, research suggests that they are more invested and more likely to engage with the district. In addition, as part of the strategic planning process related to this application for the Integrated Guidance grants, there have been concerted efforts to include local government officials, civic

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leaders, nonprofit leaders and business owners in the actual work of developing a roadmap for the district.

By envisioning the future with community partners, it is believed that community partners will be more inclined to continue their participation and support of the district's mission.

Most recently, the district planned and hosted an engagement evening with 19 different community partners. Some of the "Heart of the Community" guests included: Capital Dental, Orchid Health, Fern Ridge Library, 90x30, Lane County Public Health, The Child Center, and more.

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

The short answer is funding. We currently allocate dollars for both ParentSquare and Engagement evenings. Staff, students and stakeholders are more apt to participate if there is food, incentives, etc.

Additional staffing. It is challenging to find staff who want to work additional hours after long days. It would be fantastic if we could fund a position that the bulk of the job revolves around engagement.

ODE can support these engagement efforts by continuing to provide engagement resources and guidance for districts. In addition, support the Educational Service Districts with services and engagement supports specifically around underserved groups with few students in our districts such as tribal members.

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

The Fern Ridge School district strives to ensure community members and partners experience a safe and welcoming environment on each of our campuses. In fact, one of the pillars of our mission statement is ***Relationship: A supportive and safe school environment that values diversity, and in which all students and adults feel welcomed and respected.*** This focus upon creating a safe and welcoming educational environment where everyone belongs goes well beyond students to also include; families, community members, faculty and staff. The district is dedicated to implementing strategies to develop and support the needs of our community and recognize the importance of every community member. To ensure all members of the community experience a safe and welcoming environment the district adheres to strict safety measures at all campuses, uses signage and displays in multiple formats that highlight the

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assets of our diverse student and community population, and encourages community involvement through a variety of different ways.

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

The Fern Ridge School District has one public charter school located within the district's boundaries; West Lane Tech. WLT is a public charter school eligible to apply independently. They elected to apply independently.

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs

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- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

- How were they engaged?
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

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?

While there were many artifacts that could have been selected to showcase the wide variety of community engagement events that were conducted during the process of completing the district’s Needs Assessment and developing a plan for use of the grant funds that are a part of ODE’s Aligning for Student Success: Integrated Guidance Initiatives, these five artifacts were selected to highlight the wide variety of stakeholders that the district connected with over the

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course of the process, as well as some of the various types of engagement methods used to gain input.

- [Heart of the Community Flyer](#)
- [Community Input Survey 2023](#)
- [6-8 Student Input Survey 2023](#)
- [9-12 Student Input Survey 2023](#)
- [Staff Engagement](#)

- 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.

Students, families, community members and staff were asked to complete anonymous surveys that included short answers and Likert Scale responses. This included students with disabilities, emerging bilinguals, students and families of color, students navigating poverty, houseless and foster care, as well as students and families who identify as LGBTQ2SIA+. The surveys were used to gather input from students, families, staff, and the larger community on a broad scale. Additionally, it was felt that use of surveys allowed community members that may not be comfortable sharing in a face to face format an alternative format of engagement. We also did rounds of “intentional invitations” where letters were mailed, phone calls and text reminders for events. Specific to our Heart of the Community event, families were mailed 10 bonus raffle tickets that could be entered into drawings for prizes if they attended. These engagement examples fall under the category of “Consult”, on the Community Engagement spectrum.

To engage our focal students groups we focused on two different types of engagement. First, we utilized the data from the Student Health Survey and student input surveys. Because our students' perception of school is related to their academic outcomes, we needed to know how they were feeling and wanted to ask in a safe way. This data provided us with a better understanding of what we needed to do to support our students.

Secondly, we did empathy interviews with our focal student groups. This allowed them to just share how our changes utilizing SIA dollars has or has not affected them or their friends directly. It allowed us to better pinpoint the needs of our students.

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- 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.

- K-12 Staff PD
- On-going updates shared at staff meetings
- Input surveys
- Staff engagement opportunities

These engagement examples fall under the category of “Involve,” on the Community Engagement spectrum.

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

Through our engagement process with students, staff, families and community, including all focal groups, three priorities have been identified that the District will focus on in the future.

These include:

- FRSD will provide a supportive and safe school environment that values diversity, in which all students and adults feel welcomed and respected.
- FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills.
- FRSD students will connect and apply their education to the world of today and tomorrow.

These priorities were identified as a result of extensive community engagement, followed by a compilation of data and a Needs Assessment review that resulted in our key areas of focus. The resulting areas of focus will touch academics, workforce development, and the health and well-being of students.

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

The CTE Coordinator has built a strong relationship with Connected Lane County through our local Lane ESD as well as partnering with Elevate Lane County and Lane Workforce. Through Industry Tours, Job Shadows and paid student internships, our students can explore and connect with local employers. Our YTP and High School Success Coordinators work

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frequently with new partners to expand the options we have for kids to explore through job shadows and work experience.

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?

The District has set up a hiring process that includes advertising positions locally and throughout the State of Oregon and nationally. The District also uses social media to help with this process. The District continues to strengthen a mentor program for new staff. The Fern Ridge School District recruits staff via professional educator fairs, outreach to specialized professional associations and participation in regional networks dedicated to helping diversify the workforce. The district onboards and supports new educators and leaders by dedicating time and resources to extended days of professional learning, and providing new employees with mentoring. Additionally, the district provides ongoing professional learning embedded within our early release times each week, as well as opportunities for release time for additional learning and tuition reimbursement to encourage continuous learning.

- 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?

District leaders work closely with the Administrative team to ensure staff assignments maximize teacher expertise in supporting and meeting the diverse needs of students, including students of color and those experiencing poverty, learning English or who experience disabilities. Further, the district annually reviews the licensure of each and every staff member to ensure that teachers who are out-of-field are properly supported so that instruction is robust. In recent years, the district has used grant funding, as well as general fund dollars to provide

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extra support and professional learning for teachers new to the profession and/or those on emergency teaching licenses. Teachers new to a subject area or level may be assigned a teacher mentor to assist them in providing high quality instruction. All instructional leaders are regularly trained and supported in effective staff supervision including support scaffolds to ensure that performance gaps are closed and all teachers consistently provide high quality instruction.

Each of our schools have teams in place that meet regularly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. In our current middle school schedule we have a math and Language Arts quarterly rotating support class that students can move in and out of depending on their academic needs.

At the elementary levels, classes are built in the spring so that each classroom has a balance of students from all demographics. This ensures that all teachers work with students of all demographics. The District also works to ensure the effectiveness of teachers through Instructional Coaches, Literacy Coaches, teacher evaluation processes, and ongoing professional development. Inexperienced teachers are provided an in-district mentor for their first two years in the district, with monthly meetings.

Our high school has a 9th grade team that meets regularly in order to identify students struggling to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

Work will continue to increase communication between the high school(s) and middle school(s) in order to improve the transition between levels. This includes sharing successful strategies implemented, and earlier identification of students needing additional support.

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

K-5: Behavior supports (radio calls) respond to the classroom instead of sending students out. Goal is to support students to be successful in the classroom, with coaching or breaks as necessary. Social skills groups target gap skills. Teachers and behavior teams work together to find various individual strategies to support students in the classroom (point sheets, dot cards, break cards, break space in the classroom, choice boards, first/then, etc.)

6-8: We emphasize a positive and relationship based approach to student management as well

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as encourage teachers to use high engagement strategies so that we can minimize disruptive behaviors before they happen. We also encourage teachers to maintain good communication with parents. We have also implemented a PASS program to intervene with individual students before they escalate to the point where they are removed from class. In addition we also have multiple positive incentives throughout the year based on the PBIS model including Good News Referrals and PBIS Boosters.

9-12: We try to be proactive with teachers about what strategies work best to keep students in class and we try to implement PBIS supports that celebrate good behavior rather than always looking to punish for negative behavior.

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

School leaders identify school and teacher needs using data to inform their annual School Learning Plan. Further, as part of the Aligning for Student Success: Integrated Guidance Initiatives the district has worked to engage as many community members as possible in identifying strengths and needs in its strategic planning process outlining the vision, mission and strategies that must be implemented to ensure all students meet high standards of academic and behavioral success. Professional learning for staff is designed around identified needs at the school level and in concert with the district's strategic plan. The strategic plan is the north star, a key driver of resources that align systems designed to produce expected outcomes for students as described in the district's vision for success. Budget allocations and continuous improvement planning all flow from this overarching plan of action so we are doing the work that results in the outcomes identified for all students, particularly those from focal groups.

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

The district provides instructional feedback to staff through our teacher and staff evaluation process. Teachers are observed, either through formal observations or mini-observations over the course of a year and administrators hold post-observation meetings to discuss strengths and provide feedback for improvement. Some of the core curriculum has on-going professional development and coaching as part of the curriculum adoption, which provides teachers with continuous feedback on their instruction with that specific curriculum. Our new English Language Arts secondary curriculum has provided remote follow-up training sessions to assist teachers in implementing the new curriculum. Additionally, Administrators are the instructional leaders within their school site, providing supervision as well as research-based instructional techniques and strategies.

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Our district's administrators meet together at least twice per month, participate in an admin. PLC team, and have monthly collaborative sessions with coaches.

- 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?

Every building has established processes for monitoring student data. Some of the data that is reviewed at least monthly includes:

- Attendance
- Behavior referrals
- Benchmark and progress monitoring

Interventions related to literacy for students in the early grades continue to be expanded. The district is still working to review and fully implement a Multi-tiered System of Supports that more fully addresses academic interventions across all grades K-12, in addition to behaviors, and to strengthen the data team at each of the district's schools.

Our high school has a 9th grade team that meets regularly in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

Our high school uses a variety of systems to monitor at risk students

- Monthly committee meetings consisting of a 9th grade committee that focuses solely on at risk 9th graders and a graduation committee that looks at academic progress from grades 10-12 with an emphasis on 12th grade students
- Parent letters home and parent meetings with 12th grade students at risk of not graduating
- Regular looks at credit data to determine who is at risk to not graduate
- Monthly SST meetings to target and discuss specific students in need of additional supports
- Individual graduation plans for each senior who is not on-track to graduate that includes access to work credit and on-line courses for credit recovery

The district continues to work on increased communication between the high school(s) and middle school(s) in order to improve the transition between levels. This includes sharing successful strategies implemented, and earlier identification of students needing additional support.

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- 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?

The district employs a variety of strategies to support successful and seamless transitions between grade levels; Early Childhood Programs to Elementary School • KITS Program • Kindergarten Round-up & Parent Orientation Events in the Spring • Staggered start to the school year with small groups of Kindergarteners coming one day at a time to attend orientation within their classrooms and the larger school setting Elementary to Middle School • 6th grade night with families • Course selection presentations • Staggered starts at the beginning of the school year with a day just for 6th graders to attend orientation events Middle School to High School Incoming 9th Graders Night with families • Staggered starts at the beginning of the school year with a day just for 9th graders to attend orientation events • Parent nights about the college process and available financing

Additionally, in order to meet the transition needs of students who experience a disability and are eligible for Section 504, there are meetings where elementary, middle and high school administrators/teachers/counselors come together to review student accommodation plans in order to ensure a seamless transition from one school to the next.

At each transitional level, care is taken to provide ample and clear communication with both parents and students. At the Early Childhood to Kindergarten level we provide a Kindergarten Round-up where families are invited to come to their school to see the building, their classrooms, and meet the teachers. The same can be said for elementary to middle school and middle school to high school, though at each increasing level we try to provide more agency for the student and their engagement in their own education.

For middle school transition each of our middle school administrators and counselors visit their feeder elementary schools to provide students with information on how middle school works, what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselors to choose their class schedule.

For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college visits multiple times to provide early enrollment opportunities.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)

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- 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, EIIS, 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.
- [FRSD Budget Plan](#)
- Equity Lens Utilized
 - **FRSD EQUITY LENS**
- Community Engagement Artifacts
 - [Heart of the Community Flyer](#)
 - [Community Input Survey 2023](#)
 - [6-8 Student Input Survey 2023](#)
 - [9-12 Student Input Survey 2023](#)
 - [Staff Engagement](#)
- Board meeting minutes
 -
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Documentation of Tribal Consultation (if applicable)
 - N/A
- District Charter Program Agreements (if applicable)
 - N/A
- URL where grant application is publicly posted
 - <https://www.fernridge.k12.or.us/district-and-state-reports/>
- MOU detailing aligned program consortia agreements (if applicable)
 - N/A

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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.

- By checking this box, you provide assurance that you 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.
- By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)
- By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)
- Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process
- HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

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.