

Integrated Guidance Application (v.2/28/23)



Applicant: Crook County School District #4

Institution ID: 1970

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Application Components begin here:

Needs Assessment Summary: describe process, results of the needs assessment, data sources and how equity-based decision making for strategic planning and resource allocation.

- Consider community engagement Input
- Review Disaggregated Student Data
- Identify priorities aligned to the 4 common goals: well-rounded education, equity advanced, engaged community, strengthened systems and capacity

Within the ever-changing landscape of education in Oregon and our district, we have engaged a diverse multidisciplinary team in examining each of the four goal areas: equity advanced, engaged community, well-rounded education, and strengthened systems and capacity in the context of multiple data sources. The purpose of this team was to examine the interrelationship of community engagement and partnerships to a shared assessment of need. The team examined key artifacts related to CCSD practices, systems health, program quality all in the context of community input and robust analysis of disaggregated student performance data including trends for focal student groups.

Participants were guided through primary questions on each goal ensuring findings and observations were supported in data. The team used deeper analysis and guiding questions from the Integrated Needs Assessment tool to further identify trends and patterns and prioritize student groups.

Data used in this needs assessment process included both aggregate and disaggregated qualitative analysis reports from stakeholder surveys, attendance rates, third grade reading and math proficiency rates, 9th grade on track, graduation rates, accelerated learning options (AP and dual credit) participation, CTE participation, family conference attendance, staff ethnicity ratios, and participation in extracurricular and co-curricular programs.

Our team also considered contributing factors that may impact the trends and patterns revealed in the data. Factors we considered were learner, instructional, climate, culture, family factors, and impacts from the covid-19 pandemic. This examination showed that our students certainly experienced impacts from the pandemic: higher rates of anxiety, reduced attendance, and greater need for social-emotional support were all evident.

Data review and needs assessment processes are repeated and continuous practices within our district's work. However, through this current analysis, our data supported prioritizing continual social-emotional supports that we

invested in through the first round of Student Investment Funds including additional resources for mental-health and counseling for secondary schools, increased trauma-informed teaching practice and systems, and additional K-5 classroom teachers for greater individual support. Our needs assessment also prioritized continued support for our focal population of emerging bilinguals and continued development and implementation of a robust support system for below-grade level students. Additional priorities identified are continued investments and support for access to extracurricular options, expanded community partnerships, and post secondary programming for focal groups and all students.

Plan Summary: Context, braiding/blending of investments, needs and issues the investments will address, process to monitor

Crook County School District is a thriving, rural, growing district in Central Oregon, serving more than 3,300 students. We desire to be an organization driven by integrity and equity, a model for educational success, and a recognized leader for excellence in helping students dream, learn and succeed. The students, families, and community that we serve are both distinctive and diverse. We are proud that more than 10 languages are spoken amongst our students & families and roughly 8% of our students are considered Ever English Learners. 15% of our students receive Individual Education Plan (IEP) services and 17% are classified as 'mobile students'. Based on our most recent published demographic information, our district is composed of 15% Hispanic/Latino students, 78% white students, 5% multiracial students, and 1% American Indian, Asian, African American, and Pacific Islander students. Our district's charter school, Powell Butte Community Charter School, is composed of 219 students, of which 89% are white, 3% are multiracial, and 5% are Hispanic Latino. 12% of the charter school's students receive IEP services. It is without a doubt that the cultural, economic, and ethnic diversity of our community is one of our school district's greatest assets. One of our school board's top goals is to ensure, "Every student, family, and staff members feels welcome, safe, supported, and successful." The strategic planning and investment made through the ODE's Integrated Guidance will undoubtedly serve a large role in achieving this goal.

Based on our comprehensive needs assessment and community feedback, our targeted Integrated Guidance investments will focus on improving health and safety, reducing class sizes, creating well-rounded educational experiences, increasing instructional time, and beyond. Specifically these investments will enhance our targeted class size reduction, extracurricular opportunities, small group instruction, community engagement, bilingual support, high school academic intervention, remove barriers to participation, and expand mental and SEL health support. It was clear that our district needs to expand our capacity to provide individualized and small group academic, mental, and social support to students as we emerge from the COVID-19 pandemic. Similarly, we have aligned our HSS and EIS targeted investments to meet the gaps identified in our needs assessment to their intended funding purposes. Specifically, we will use these funds to expand CTE learning opportunities and training, dropout prevention, and provide additional accelerated and college-level opportunities.

Monitoring the success of these strategic investments will be ongoing through formative and summative assessment, stakeholder surveys and feedback, ongoing stakeholder listening sessions and advisory groups, as well as quarterly Integrated Guidance Reports and board goals.

Equity Advanced: outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen

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

One of the major strengths we observed in our needs assessment in terms of equity and access is the closing of the achievement gap for a number of historically underserved student groups. For the class of 2021, the graduation rates for our Hispanic/Latino, multi-racial, students with disabilities, and economically disadvantaged students were all above the State of Oregon graduation rate of 82%. We have also seen a narrowing of the achievement gap for our elementary Math & English OSAS results for several focal student groups as well.

In addition to our achievement outcomes, in the review of our annual student Youth Truth Survey, many student comments focused specifically on the ways that school staff create the conditions for community and learning. Students note the importance of small acts such as administrators meeting them at the front door every day, teachers checking in with or directly affirming students' potential, and overall creating a school community where most students feel like they belong and can do their best every day.

A number of student comments also recognized the many ways that school staff see and respond to each student individually, recognizing each person's experience, potential, and needs. One student expressed, "My teachers make me feel heard and seen, they treat me like a person. I feel respected and understood by my teachers."

Ensuring that every student feels seen, heard, and supported is one of our district's greatest tools in promoting equity and access for all students.

What needs were identified in your district or school in terms of equity and access? (directly inform your planning and budgeting)

While we have made tremendous progress in providing access and equity for all students in Crook County schools, we still have identified a number of areas we hope to improve for all students, particularly those in focal groups.

One of the key improvement areas identified is to provide additional academic support for students who are below grade-level in core subject areas. We plan to continue to provide targeted small group intervention for every student that is below benchmark in Math and English Language Arts. In addition, we must continue to provide individualized support for at-risk high school students. The research is clear that small group and individualized intervention can help fill in the learning gaps for struggling students.

In addition to academic support, many students from our focal population groups struggle with social, emotional, and mental health issues. Based on student comments about their own mental health, we must continue to provide a robust support system in all our schools. While there certainly has been additional resources and emphasis placed on reducing barriers for students to access mental health services in our school, students' comments elevate the need for adults to observe and respond proactively and empathetically, before crises occur.

Finally, we must ensure every student has access to a well-rounded educational experience. This includes reducing barriers and expanding access to CTE courses, extracurricular activities, and rigorous general education courses.

<p>Equity lens or tool upload/link? Describe how you used this tool in planning.</p> <p>Oregon's Equity Lens</p>	<p>Ensuring each Crook County School District student, family, and staff member feels welcome, safe, supported, and successful was at the heart of our <i>Integrated Guidance</i> strategic planning, comprehensive needs assessment, and decision making. Oregon's Equity Lens was provided as a systematic structure for decision-making within the context of each task. The eight essential questions from the Oregon Equity Lens were instrumental in guiding our decision making, conversations, and planning regarding our strategic investments.</p> <p>The Oregon Equity Lens was featured and linked as part of the opening tasks for our Comprehensive Needs Assessment and the eight essential questions were highlighted and discussed prior to our team's review and decision making related to our targeted Integrated Guidance investments. For the vast majority of our data documents and conversations, information was disaggregated in order to identify which student and family groups are in need of targeted investment and support.</p>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>The targeted investments in our plan have the potential to end the predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen.</p> <p>Our increased targeted and individualized academic support will certainly lead to a further reduction in the achievement gaps for our historically marginalized student population groups. In addition, reducing barriers for students to access high quality CTE and STEAM courses will undoubtedly increase student engagement and acquisition of practical skills. These strategies will increase ELA, Math, ELPA & Science proficiency levels, increase 4 year graduation and freshmen on-track rates, as well as reduce chronic absenteeism.</p> <p>Our school board has set a goal to ensure, "Every student, family, and staff member feels welcome, safe, supported, and successful." These strategies will create a supportive and well-rounded school experience, increase academic achievement for all student groups, and address the common goals of the 6 Integrated Guidance Initiatives.</p>
<p>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>The COVID-19 pandemic taught us that we can never fully predict all the barriers that we may potentially experience in public education. With that in mind, we've made deliberate choices in our strategic planning to maximize the positive impacts of our Integrated Guidance funding while also reducing the potential barriers and risks to the greatest extent possible.</p> <p>One of the major barriers that could impact our focal students ability to meet our Longitudinal Performance Growth Targets is chronic absenteeism. Looking at our historical data, chronic absenteeism has disproportionately impacted many of our focal student groups compared to the general population. To help mitigate this potential issue, each CCSD school has established an attendance team that regularly interacts with potentially chronically absent students to support their individual needs, reduce barriers, and ensure the student can become a regular attender.</p> <p>We have also sought to reduce historical barriers related to extracurricular engagement and after-school tutoring. It is clear that students who participate in extracurriculars and receive tutoring generally experience higher academic outcomes and school</p>

	<p>satisfaction. Removing historical barriers such as transportation, pay-to-participate fees, and participation caps was essential in our planning.</p> <p>While we certainly cannot predict all the potential barriers for the upcoming school years, we certainly have positioned ourselves to be able to support students' individualized needs whatever they may be.</p>
<p>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 a number of policies and procedures in place to ensure activities do not isolate or stigmatize children and youth navigating homelessness.</p> <p>Our district's policy JECBD-AR provides clear direction for providing high-quality support for students navigating homelessness. This administrative regulation keeps the students' best interests in mind while describing the procedures for enrollment, services, coordination, liaisons. Our district homeless liaison ensures services to homeless students are coordinated with local social service agencies or other agencies/programs providing services to homeless students and their families. The liaison also certifies that services are provided in cooperation with other districts on interdistrict issues such as transportation, transfer of school records, and issues concerning appropriate credit for course work completed at a prior school.</p> <p>In addition to the support provided through our homeless liaison, we also have a Family Access Network (FAN) Advocate available to support students and their families with basic needs. Whether it is clothing, school supplies, food, rental assistance, or athletic/activities scholarships, our FAN advocates work tirelessly to ensure students' needs are met. This work makes certain that these students do not feel stigmatized due to lack of resources.</p>
<p>CTE FOCUS</p>	
<p>What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<p>In CCSD, we offer a variety of CTE courses in 9 different approved pathways. Our CTE Coordinator, building administration, and district office work with our teachers to identify any systemic barriers that may be in place that make it difficult for students to access those programs. In addition, we work with counseling staff to better understand the scope and sequence of CTE programs. We have also provided training for our CTE teachers to better serve special education students. In addition, we have the ability to support translation services in a limited capacity to our CTE programs.</p>
<p>What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>Generally speaking, our CTE programs reflect the student populations of our high school. However, we struggle with nontraditional populations in our Manufacturing and Health Science programs - which matches national trends. We have worked regionally throughout Central Oregon to identify and remove barriers to students in those programs and are seeing significant progress.</p> <p>We have made an intentional push to increase our female CTE participation through our 8th Grade CTE Preview Day, "Chick Tech" Conference opportunities, as well as our K-12 Lego Robotics initiative.</p>
<p>What is your recruitment strategy, and how does it ensure equitable access and</p>	<p>Our counselors participate in regional training provided by the High Desert Education Service District around CTE opportunities. This allows us a better understanding of the flow and rigor of our CTE programs. We also integrate career navigation programs such as YouScience into our schools, students are more aware of their career trajectory and</p>

participation in CTE Programs of Study?	we are able to align their educational plan. Finally, we have built a substantial CTE 8th grade recruitment day that showcases all the CTE opportunities and generates excitement for students as they forecast for the high school classes.
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?	Considering the various needs of our students and being responsive to those needs is of the utmost importance. In some cases, students struggle to access CTE or other elective programs because of the services that they receive. Our registrars, counselors, and schedulers work to eliminate systemic scheduling conflicts so that CTE is accessible for all students. In addition, we provide several after school clubs related to STEAM and CTE so that students can access that learning outside of the regular school day. We continue to work to decrease these barriers and create additional pathways for students to participate in CTE.

Well-Rounded Education: mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices,	
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>In CCSD, we strive to offer our students a rigorous, engaging, and well-rounded educational experience. The integrated guidance funding is essential for enriching student’s experience both in and beyond the classroom.</p> <p>At the core of our elementary student experience is a high-quality Tier 1 classroom experience. These programs consist of strong core curriculums such as Wit & Wisdom and Engage NY as well as a number of special elective options such as technology, physical education, and music. There are a number of instructional practices in place such as AVID, ENVoY, Quest, and Storyline. Our MTSS elementary program is supported by instructional coaches and provides small group reading and math intervention. Beyond the regular school day, we offer our students a rotating menu of clubs and extracurricular activities.</p> <p>Our middle school students also experience a strong Tier 1 course offering and a number of engaging elective and intervention course offerings. Our electives provide students experiences in the Visual & Performing Arts, Robotics, STEAM, Physical Education, and AVID. In addition to the school day options, our middle school is known for a diverse club offering such as STEM Club, Cookie Club, Sewing Club, & many athletic options.</p> <p>At the high school level we offer students the full spectrum of course options. We have high quality core course instruction expanded by rigorous and engaging AP, CTE, NJROTC, & Performing Arts courses. Similar to our elementary and middle schools, our high school students have a wide range of extracurricular options to choose from as well.</p>
Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an	Our district offers a wide variety of arts instruction throughout all grade levels and schools. In our elementary schools, we offer a special music elective for K-5 students. This provides students an introduction to basic music practice. In addition, our elementary schools put on various theater productions throughout the school year.

<p>integration of content or as a separate class?</p>	<p>Our middle school students have access to a number of courses and clubs related to the arts. Our middle school courses include Theater, Choir, Photography, Band, Graphics & Photo, Ceramics. We also have an Art Club and Drama Club available for middle school students.</p> <p>Our high school students also have access to a number of courses and clubs related to the arts. Beginning Guitar, Concert Choir, Acting, Drama & Improv, Costume Design, Script Writing, Chorale, Art 1 & 2, Ceramics 1 & 2, Graphic Design 1 & 2, and Photography are all available for our high school students as elective choices. In addition, we offer a number of extracurricular clubs related to the arts.</p>
<p>How do you ensure students have access to strong library programs?</p>	<p>Ensuring CCSD students have access to strong library programs is an essential service for students and families. Our district meets all Oregon’s Division 22 requirements related to libraries and media services. Nearly all of our schools have their own full FTE staff member dedicated to our library programs. One of our smaller magnet schools, Steins Pillar Elementary, does not currently have a dedicated library staff member but has coordinated with one of our other elementary schools in close proximity for weekly library services.</p> <p>CCSD library staff partner with teachers to provide materials, equipment, and services which support the school district, program and course goals. They also work to equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials.</p> <p>Finally, our district recently made significant renovations to our high school library in order to create a more modern space that is warm, welcoming, and encourages students to “hang out” in the library. Our high school library now resembles more of a coffee shop than a library and has led to an increase in student’s spending time in the library and accessing the materials.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>Every educator knows that when students engage in healthy daily habits, they are better learners and more focused on their schoolwork. With this in mind, the Crook County School District has a number of systems, policies, and procedures in place to ensure students have adequate time to eat, as well as adequate time for movement and play throughout the school day.</p> <p>Prior to the start of every school year, school administrators intentionally build their master schedules ensuring adequate time for students to eat breakfast, lunch, and after school snacks. In addition to the state meal requirements, we have board policy that requires students to have sufficient time to eat their lunch scheduled at a reasonable time of day. This deliberate planning certifies students will have the opportunity to adequately meet their daily nutritional needs so they can focus on learning.</p> <p>Beyond guaranteeing students’ nutritional needs are met, our district has developed a number of processes to ensure there is adequate time built into the school day for student play and movement. The vast majority of our schools have full-time physical education teachers. These teachers map out an annual schedule of diverse physical education activities for students to explore. For the few schools that don’t have full PE staffing, grade-level teachers have built-in physical education time for students to meet</p>

	<p>state requirements. Our district has also invested heavily in creating a menu of after-school clubs and athletic teams for students to choose from. We have fostered a partnership with our Parks and Recreation Department to offer additional activity beyond the school day.</p>
<p>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>In partnerships with the HDESD STEM Hub and the Meta Prineville Data Centers, the Crook County School District offers a number of STEAM-based extracurricular clubs, programs, and courses. All CCSD elementary students have access to technology, science, arts, and math extracurricular opportunities throughout the year, including a large-scale, 5 week STEM based summer school program.</p> <p>CCSD Middle school students have a number of STEAM-based elective courses such as Robotics, Woodshop, Art, and Drama, as well as a number of engaging core Science and Math courses. There are also a number of popular STEAM-related after-school clubs such as Technology Club, Drama Club, and Art Club.</p> <p>Finally, STEAM-based learning is a hallmark of our high school experience. Students have access to a wide variety of STEAM experiences in our 9 different CTE strands. These courses and experiences are essential for creating a well-rounded educational experience for our high school students. We also have a dedicated K-12 CTE coordinator who is stationed at our high school who seeks to enhance the integration of CTE & STEAM skills and opportunities throughout all the district</p> <p>In addition to the STEAM courses, programs, and clubs, we have a robust AVID program at our high school, middle school, and one of our elementary schools. One of the core tenants of AVID is the integration of critical thinking, inquiry, and cross-disciplinary content into every lesson. Incorporating these skills into all classes helps enrich the learning experience for all CCSD students.</p>
<p>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>There are a number of systems, processes, and people in the Crook County School District that work to ensure that our adopted basal and supplemental curriculum consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to state and national standards. Several CCSD school board policies and ODE guidelines also serve to keep our district curriculum processes and procedures aligned with best practices.</p> <p>All core curriculum in CCSD starts with a thorough curriculum adoption process. This process begins with a review of the adoption criteria and standards set forth by the state by our curriculum adoption committee. The committee is composed of administrators, teacher leaders, and instructional and curriculum specialists. The curriculum options also undergo a month long community/parent review and feedback phase. After a core curriculum is selected, a staff training plan and curriculum scope and sequence plan are developed.</p> <p>In addition to the initially developed curriculum plan, scope and sequences are regularly reviewed and refined based on feedback from staff and students. At each of our secondary schools, department chairs have been appointed that regularly review and adjust scope and sequences for each course. At our elementary schools, instructional coaches and administrators work with grade-level PLC teams to review and refine their curriculum scope and sequences. These plans are electronically shared with the</p>

	<p>appropriate teacher teams and often include embedded teacher-developed common formative assessments.</p> <p>These different processes and procedures are in place to ensure our curriculum contains a stated scope and sequence, is aligned to state and national standards, and is also responsive to teacher and student feedback.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>Crook County School District has implemented a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students.</p> <p>One of our primary strategies implemented over the last three years was to strengthen the alignment of our curriculum and classroom instruction to the state standards. This alignment initiative helped connect the rigor of the state standards to our teacher’s daily instructional practice, formative assessment, and curriculum planning.</p> <p>Our district’s instructional coaches also play a key role in enhancing our classroom instructional practices. These staff members partner with our teaching staff and instructional assistants to implement research-based instructional strategies that help foster classroom engagement. Examples included coach-provided model lessons, facilitation of lesson studies, co-teaching, observations and feedback, etc. In addition, our instructional coaches help facilitate our student data team meetings. These meetings are essential in informing our teachers’ differentiated instructional choices.</p> <p>Finally, our district has implemented a robust K-12 observation/supervision cycle and implemented programs such AVID and ENVoY that equip teachers with engaging classroom instructional practices and management strategies. We have partnered with the Central Oregon Regional Educator Network to provide trauma-informed instructional strategies so that all students can be engaged and challenged in a rigorous classroom environment.</p>
<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>Through innovative programs and partnerships, the Crook County School District integrates a number of supports for students prior to entering kindergarten. Currently our district offers a “Jump Start” program at each of our 5 elementary schools. This program provides incoming kindergarten students a two week orientation experience prior to the start of their kindergarten school year. This experience is invaluable for familiarizing students with their school’s campus, key staff members, and school expectations.</p> <p>In addition our district has made several key partnerships throughout our region to support and integrate early childhood education programs. One of those strategic partnerships is with the Early Learning Hub of Central Oregon. The Early Learning Hub is a regional cross-sector partnership working collectively to support parents and to establish a solid foundation for children’s long-term success.</p> <p>In addition, our district partners with the High Desert ESD’s Early Intervention / Early Childhood Special Education program. The High Desert Education Service District provides early childhood developmental support for children birth to 5 years of age (prior to entering Kindergarten). Those services include screening, evaluation, and specially designed instruction for young children with special needs in Crook County. Coincidentally, this program is housed in the same building as the Crook County School</p>

	<p>District Office so we are able to see and experience first-hand the needs of our early childhood education programs.</p>
<p>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>Creating programs that seamlessly transition our students from middle grades to high school and from high school to postsecondary education is an essential service that we provide for Crook County School District students.</p> <p>Our first transition program begins as students shift from 5th grade into our middle school. Staff at our middle school facilitate a three day camp experience that equips incoming 6th graders with the practical skills they will need for a successful start to middle school. In addition, the 6th grade orientation camp provides students with an opportunity to meet key staff members and participate in engaging and fun activities.</p> <p>For students entering high school, our incoming freshmen orientation camp provides a multi-day program where students can become familiar with the high school campus, bolster their practical academic skills, and meet school administration and key teachers. In addition, all freshmen are enrolled in a “Freshman Success” class during the first trimester that equips students with the key academic skills necessary for long-term high school success.</p> <p>Finally, the transition from high school to postsecondary success is a multi-year process that is individualized to each student’s unique postsecondary goals . We have four guidance counselors and a dedicated College & Career Coordinator position that works collaboratively with each student to develop and execute their postsecondary education plan. In addition, our district hosts Beyond High School and FAFSA parent nights each school year.</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?</p>	<p>Identifying and supporting students in need of academic support is one of the key aspects of our work in the Crook County School District. As part of our common instructional practice and board goals, we have several measures throughout the school that assess student proficiency and identify students needing additional support.</p> <p>For elementary and middle school students, benchmark assessments in reading, writing, and mathematics are used each trimester to assess student proficiency level and assign the appropriate intervention or enrichment opportunity.</p> <p>In addition to our benchmark assessments, teachers also use a variety of other formative assessments to determine their students’ unique needs and supports. We have a robust MTSS program that ensures students, particularly those in focal student populations, are assigned appropriate support and intervention as needed. Finally, our SPED department ensures that students in need of Tier 3 support are provided with an individual education plan to adequately support their individualized needs.</p> <p>At our high school level, we have a number of teams in place to support students who are credit deficient or are in need of additional academic support. Every week our high school CARE Team reviews teacher recommendations for students needing support. In addition, we have staff teams in place to support credit deficient students get back on-track as well as a team dedicated to Freshmen who are not being academically successful. Finally, we have two graduation coach positions who individually work with students who are in jeopardy of not graduating.</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>Our district strives to create enriching academic experience and supports for all students who have exceeded state and national standards. Currently, we offer 9 different AP courses (AP English Literature & Composition, AP Statistics, AP Calculus, AP Physics, AP Chemistry, AP Human Geography, AP US History, and AP Government) and 38 different dual-credit courses through various university partnerships. These AP and dual-credit courses provide students with a rigorous, high-level academic challenge for students to stretch their academic abilities. There are also a number of tutoring groups and structures in place as students grapple with high-level content.</p> <p>In addition to our rigorous AP and dual credit courses at the high school level, our district also offers a Talented & Gifted (TAG) program K-12. For students identified as TAG, teachers and building coordinators create individualized TAG plans for each student. These TAG instructional plans identify the differentiated instructional practices that will be used to enrich the students' learning experience. While the core of this program is in place, it is an area our district has targeted for enhancements.</p> <p>Beyond formalized TAG instructional plans, AP & dual-credit courses, students who exceed standards are also provided with in-class enrichment activities, supports, and experiences to expand their academic abilities through differentiated instruction. This takes on various forms such as small group instruction, grade-level enrichment grouping, and tiered literacy materials. Students also have several opportunities to accelerate throughout their academic career such as taking high school spanish and math courses while still in middle school.</p>
<p>CTE Focus: New CTE programs of study to be developed</p>	
<p>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>Regionally, YouScience, a career aptitude assessment, is available for all middle and high school students. Not only does this allow students to identify their aptitudes, it combines their aptitudes with their interests. It also serves as a career navigation tool providing information on employment outlook, education/training, and skills used on a daily basis. In addition, Career Tree is available to all high schools and challenges students to dive into their career choice to investigate if that pathway is truly a good fit. Schools are using YouScience and/or Career Tree to help guide students to CTE programs.</p>
<p>How are you providing equitable work-based learning experiences for students?</p>	<p>Our region has partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities. In addition, our high school CTE/Career Coordinator works to connect students with local business internships and postsecondary job pathways. CCSD also has a Youth Transition Program that equips IEP students with work skills and connects students with potential careers that can align with CTE strands.</p>
<p>Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a</p>	<p>There are several ways in which students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning opportunities. First and foremost, we work to integrate core academic knowledge and skills into all CTE program of study work. This includes CTE teachers working with their math and/or ELA counterparts to integrate lessons/coursework. In addition, we offer 9 different AP courses (AP English Literature & Composition, AP Statistics, AP Calculus, AP Physics, AP Chemistry, AP Human Geography, AP US History, and AP Government) and 38 different</p>

<p>well-rounded education, including opportunities to earn postsecondary credit while in high school.</p>	<p>dual-credit courses through various university partnerships. These AP and dual-credit courses provide students with a rigorous, high-level academic challenge for students to earn postsecondary credit while still in high school. There are also a number of tutoring groups and structures in place as students grapple with high-level content.</p>
<p>What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>Our programs of study are aligned to the ODE statewide standards which include:</p> <ul style="list-style-type: none"> ● Adhere to workplace practices ● Exhibit personal responsibility and accountability ● Practice cultural competence ● Demonstrate teamwork and conflict resolution ● Communicate clearly and effectively ● Employ critical thinking to solve problems ● Demonstrate creativity and innovative thinking ● Demonstrate fluency in workplace technologies ● Plan, organize, and manage work ● Make informed career decisions <p>We provide access to the Central Oregon Skilled Trades Fair, YouScience, access to Career Tree in our Counseling Centers, as well as career guidance.</p>
<p>How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?</p>	<p>Our schools promote CTE programs and course offerings prior to forecasting each year. Regionally, we offer various CTE informational videos, 8th Grade CTE Days, and other CTE recruitment opportunities. These opportunities allow all students to get a hands-on feel for what CTE programs have to offer as well as see what careers they could move into upon completion of the CTE program or after additional postsecondary training/education. In addition, we have partnered with a local marketing company to create a clearinghouse of CTE information for students and families to explore.</p>
<p>How will you prepare CTE participants for non-traditional fields?</p>	<p>In our CTE programs of study, we show a wide range of people in various career fields as model examples for students. This includes our non-traditional students. By having speakers and presenters from non-traditional fields, it allows us to show students how open careers are to students from various backgrounds.</p>
<p>Describe any new CTE Programs of Study to be developed.</p>	<p>Currently, following the focus of our regional workforce investment board, we are working to strengthen our existing programs in construction, health science, manufacturing, and technology.</p>

<p>Engaged Community (250 words or less per question): who was engaged, how were they engaged, artifacts, where on the spectrum</p>	
<p>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>We leveraged existing HDES, Better Together, and district resources to elevate community voice and increase participatory decision making in Fall 2022 listening sessions by:</p> <ul style="list-style-type: none"> ● Implementing best practices in family and community engagement with support of Better Together and HDES ● Creation of a network of partners and community facilitators with culturally specific lenses and experience to provide insights into processes, create affinity space, and bring community context in sensemaking

	<ul style="list-style-type: none"> • Qualitative consultation and analysis to examine data from listening sessions and shape investments • logistical and communications support by HDESD and our district <p>Although we attempted a number of different outreach strategies, we would have liked to see even greater representation by all focal group students and families. Barriers that existed were coordinating times and dates that worked for all interested participants.</p>
<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>Based on the analysis of our community engagement data, we will continue to build sustainable practices to engage all our focal student groups and specifically families of IEP students. These populations were underrepresented in our most recent engagement efforts.</p> <p>In future engagement efforts, we plan to continue to solidify relationships of key stakeholders in each focal group. This will help us gather on-going feedback and input from all stakeholder groups.</p>
<p>What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>Regionally, over \$100,000 ESD/SSA technical assistance dollars were used to support and enhance our engagement efforts. It would be beneficial if ODE could increase their commitment to the financial lift of these engagement efforts. Additionally, continued development of processes for sharing best practices would be beneficial to our district and region.</p>
<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p>It is vital to create a safe, inclusive, and welcoming environment for our community to fully participate in our district’s school improvement efforts. First and foremost, our staff model the inclusive, welcoming, and positive behaviors that we expect from community members and guests in our school. Through modeling professional behavior and providing excellent customer service, we are able to set the tone for what is expected of our community members. In addition, protocols and procedures are in place at each school for dealing with potentially unruly guests. Group norms and expectations are shared at community listening sessions and board meetings. For athletic competition, spectator expectations are posted outside our primary gymnasium.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>Powell Butte Community Charter School played an integral role in the development of our plan. First and foremost, PBCC started with a comprehensive community engagement initiative. With a recent administrative change, the new administration conducted various listening sessions with the school board, parent groups, students, and community. The administration also gathered stakeholder input from surveys and school improvement meetings. This information helped inform which activities and strategies are most needed at PBCC to increase outcomes for all students and particularly those in focal groups. Throughout the planning process, representatives from CCSD and PBCC met bi-weekly to align efforts and share insights.</p>
<p>Who was engaged in any aspect of your planning processed under this guidance?</p>	<p>(Highlight all that apply)</p> <p>Students of color</p> <p>Students with disabilities</p> <p>Students who are emerging bilinguals</p> <p>Students who identify as LGBTQ2SIA+</p> <p>Students navigating poverty, homelessness, and foster care</p> <p>Families of students of color</p>

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

UPLOAD top 5 artifacts (small district 2 artifacts)

Artifact 1	<p>Qualitative Summary of Students & Families of Color Listening Sessions</p>
Artifact 2	<p>HDESD's planning support doc</p>

Artifact 3	Dr. Karen Mapp Community Engagement Leader Guide
Artifact 4	Staff Culture Survey 2022 Report
Artifact 5	Qualitative summary of Youth Truth Data

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?

- **Qualitative Summary of Students & Families of Color Listening Session** - This artifact contains a summary analysis of our students & families of color listening sessions conducted by a third party qualitative data specialist. Having an outside party conduct the analysis provides objectivity and removes any internal bias in interpreting the results.
- **High Desert ESD's Planning Support Document** - This artifact was selected because it shows the community engagement partnerships in our regional network. Leveraging the support and expertise of our Educational Service District to gather and analyze input from our focal student groups helps us to obtain unbiased results.
- **Dr. Karen Mapp Overview Summary** - As part of our regional commitment to community engagement, we joined an on-going community engagement professional development with Dr. Karen Mapp. Learning from the national expert on community engagement helped our team to enhance our own community engagement strategy.
- **Staff Culture Survey 2022 Report** - This artifact shows our commitment to gathering staff input on a continual basis. The report provides a three year trend of CCSD staff opinions, perception, and feedback as well as the action steps we take based on the feedback.
- **Qualitative Summary of Youth Truth Data** - The YouthTruth student survey is core to our feedback loop with our 6-12 students. We are entering our 5th year of conducting the YouthTruth survey. This particular report was a third party analysis of our 2022 results. Provides an objective analysis and was used to launch into a culture improvement initiative for the 22-23 school year.

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 fall on.

- **Affinity Groups & Community Listening Sessions** - Our fall/winter 2022 community engagement affinity groups and community listening sessions were essential at gathering direct feedback for focal student groups, their families, and community stakeholders. This particular strategy is at the 'consult' and 'involve' levels on the *Community Engagement Spectrum* and was chosen to gain direct feedback from focal groups in a casual, conversational, and safe format. In addition to these particular listening sessions, we also conduct monthly & quarterly student listening sessions through advisory groups at our middle school and high school. Our ongoing advisory student listening sessions fall into the 'collaborate' level of the *Community Engagement Spectrum*.
- **Family & Student Surveys** - Our YouthTruth student survey is a cornerstone of our focal student group engagement. The feedback and analysis gained from YouthTruth is disaggregated and has become the catalyst for our culture improvement cycles. Similarly, our *End of Year Family Survey* and *Mid Year Family Check-In* provides families an opportunity to share the highlights of their student's experience as well as opportunities for school improvement. These results are shared with the respective school-building leadership teams for follow up action. Although surveys are only on the 'consult' level of the *Community Engagement Spectrum*, they provide a broad overview of opinions as well as insight for areas that need deeper investigation.

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 fall on.

- **Staff Mid-Year Check-In & End of Year Survey** - To gain a broad understanding of the strengths and challenges our staff experiences, we conducted both a *Mid-Year Check-In Survey* as well as an *End of the Year Survey*. Our staff participation on these surveys was surprisingly high and we shared the building-specific results with the respective school administrator or department director. This strategy is at the 'consult' level of the Community Engagement Spectrum
- **Staff Listening Sessions** - To hear directly from each school building and department staff, district office personnel conducted listening sessions at each location throughout the district. Each staff member was provided a link to submit questions anonymously 2 days prior to their specific listening session. This allowed staff the ability to get responses to questions they may have been hesitant to ask in-person. This particular strategy is at the 'consult' and 'involve' levels on the *Community Engagement Spectrum* and was chosen to gain direct feedback from all staff in a casual, conversational, and safe format.

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

From our staff, the major themes we heard was the need for additional staffing as well as the need for support with student behavior challenges. This feedback helped inform our planning by targeting additional staff for class size reduction and small group academic intervention and social learning. We also will set up systems to ensure there is a caring adult for each student. Additionally, we will continue to invest in mental health support for students and training for staff.

Our community feedback highlighted the need for well-rounded and balanced educational experiences for all students. This feedback helped inform our investments and planning for high quality CTE course options, extracurriculars expansion, AVID, and staff training. This feedback also helped inform our continued focus on getting all students to grade-level proficiency for math and ELA.

CTE Focus

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

CCSD has multiple positions dedicated to intentionally developing partnerships with employers to expand work-based learning opportunities for students. Stationed at our high school, our CTE/Career Coordinator works to connect students with local business internships and postsecondary job pathways. In addition, we have a Youth Transition Program Coordinator who serves as a catalyst to connect SPED students on career pathways.

Regionally, internships opportunities are available through Youth Career Connect. However, WBL is much more inclusive than just internships. We are working to help CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.

Affirmation of Tribal Consultation

Upload

NA

Strengthened Systems and Capacity (250 words or less): whole system success, shared responsibility and accountability

<p>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 outlined by our Education Staff Retention and Recruitment Grant application, Crook County School District continues to work on the recruitment of staff to more closely reflect our student population. We actively advertise our positions, attend job fairs, and have implemented a “refer a friend” incentive program with current staff.</p> <p>Our onboarding and development work to retain high quality staff include an induction and mentoring program to support our newly hired. This support also included additional paid planning time and support from instructional coaches. Additionally, we outlined differentiated professional development ensuring equitable access to resources at various stages of their career, and tailored to their specific roles within our system.</p> <p>Lastly, within our CTE consortia, with Perkins funds, we provide a New CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their program of study area. We also provide substitute and mileage reimbursement for learning walks for all CTE teachers to further support teacher coaching and mentoring.</p>
<p>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>We strive to have a highly qualified, caring, engaging, and experienced teacher in front of all students. There are a number of Human Resource procedures in place to ensure that every Crook County School District teacher is qualified. These processes include weekly monitoring of teacher licensures in partnership with the Oregon Teacher Standards & Practice commission, ensuring every teacher on a conditional license is also enrolled in a teacher preparation program, and coordinating a robust <i>Grow Your Own</i> program in collaboration with our local ESD. As staffing assignments can change annually, there is ongoing monitoring to ensure instructors hold proper licensure.</p> <p>In addition to the formal Human Resources processes, our building level administrators implement a number of strategies to prevent students from ineffective, inexperienced, or out-of-field teachers. These strategies include placing our experienced teachers in the courses with the students with the highest needs as well as providing building level professional development regarding research-based instructional strategies.</p> <p>As with many school districts in Oregon, teacher shortages have impacted our once deep applicant pools so we have created systems to support teachers that are new to the profession. We have expanded our robust teacher mentor program that supports all teachers in their first and second year in our school district. This program includes check-ins with a mentor, individualized support plans, and monthly professional development with other new teachers in our district. We have also partnered with our Regional Educator Network to provide a Special Education Teacher Mentor that supports SPED teachers in meeting the unique demands of teaching students with disabilities. With this comprehensive mentor program, even if a teacher is new, we know that they are equipped with the tools, strategies, and support necessary to properly teach all students.</p>
<p>How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups? (Currently 248)</p>	<p>Our first step in reducing the overuse of discipline practices that remove students from the classroom is by creating rich and engaging classroom experiences. Keeping students focused on learning helps prevent situations that can lead to potential discipline. In addition to our engaging lessons and course content, we have also implemented a K-12 non-verbal classroom management program called ENVoY. All our teachers and instructional staff are trained with these research-based strategies that are proven to de-escalate situations before having to remove a student from a class.</p>

	<p>Our schools also have a number of schoolwide structures in place outside the classroom that help support and encourage positive behaviors and orderly school operations. Each of our schools implements Positive Behavior Intervention System (PBIS) that integrate and support students' behavioral, academic, social, emotional, and mental health. This work also aligned with our schools' culture teams that focus on ensuring that school climate remains positive.</p> <p>Finally, there is no perfect solution for when a student does need to be removed from the classroom setting, but several years ago our district intentionally shifted from a model that assigns students out-of-school, to a restorative model that attempts to keep students in-school for their disciplinary consequence. This allows students the opportunity to keep up on their school work and perform service projects around campus while serving their suspension time.</p> <p>Through implementing engaging classroom content, non-verbal classroom management practices, positive school-wide systems, and restorative disciplinary practices we will continue to see a reduction in disciplinary incidents.</p>
<p>How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?</p>	<p>There are a number of district processes in place to help match the professional growth and development opportunities to the strengths and needs of staff. These processes include our observation/debrief/evaluation cycle, staff surveys, and our newly implemented professional development tracking system. These systems help district and building leadership identify and be flexible to the professional learning needs of our staff.</p> <p>Each year the district has conducted staff surveys to help inform our professional learning pathways. For example, based on the <i>20-21 End of Year Staff Survey</i>, both certified and classified staff reported the need for additional training on classroom and behavior management skills. With this information, we explored various research-based behavior management programs. Once we identified the <i>ENVoY Non-Verbal Behavior Management System</i> as suitable training, we piloted the professional development with a small group of teachers and administrators. After a successful pilot, we partnered with the HDESD to scale-up the ENVoY training to all K-12 teachers and instructional assistants for the 21-22 school year. In addition to the core ENVoY training, we had an instructional coach or assistant principal complete additional ENVoY certification so they could respond to the individual staff needs in their particular building.</p> <p>In addition, our annual observation/debrief/evaluation cycle provides school administrators the opportunity to hear directly from teaching staff regarding potential professional development needs.</p> <p>These systems help to ensure that our staff are equipped with the most up-to-date professional learning and tools necessary to provide exemplary service for CCSD students.</p>

<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>The Crook County School District has put in place a number of formalized processes, procedures, and staff positions to help provide feedback, coaching, and support to guide instructional staff in research-based improvements for teaching and learning.</p> <p>A number of key positions and partnerships have been created to help guide our staff in research-based instructional practices. Each of our elementary schools has a dedicated instructional coach that provides individualized support and feedback to instructional staff. Our district also has two dedicated new-teacher mentor positions to engage with teachers who are new to our district. These mentors meet with our new-teachers throughout the year and provide instructional feedback and professional support. Finally, we have partnered with a regional expert from the HDESD to provide teachers with optional classroom management and behavior reviews. Any teacher in our district can request a non-evaluative classroom observation with this behavior expert and gain valuable feedback and recommendations for instructional refinements.</p> <p>In addition to the instructional coaches and mentor positions, our school administrators serve as true instructional leaders and complete a number of formal and informal classroom observation cycles each year with an emphasis on research-based instructional practices. These observation cycles typically consist of a pre-observation conference, classroom observation, and post-observation debrief. The debrief meeting is focused on teacher reflection and feedback regarding their instructional practices.</p> <p>With our instructional coaches, formal and informal observation cycles, mentor teachers, and strategic coach partnerships, we are confident that teachers in CCSD receive exemplary coaching in research-based improvement to teaching and learning.</p>
<p>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>Our elementary schools have a number of monitoring, identification, intervention systems in place to respond and support students that are at-risk of academic failure. Students are administered reading and math benchmark assessments in the Fall, Winter, & Spring. Through an MTSS meeting structure, teachers and instructional coaches review student benchmark assessment data and assign tiered interventions and supports accordingly. In addition to the benchmark assessment, teachers implement progress monitoring and other formative assessment tools to designate supports and interventions. There are a number of intervention options including small group support, pull out reading intervention, and after school tutoring.</p> <p>Similar to our elementary schools, Crook County Middle School also implements benchmark assessments in reading and math and assigns interventions and supports for students based on their performance. There are a number of intervention options including in-class differentiated supports, intervention elective courses, summer programs, and lunchtime support.</p> <p>The identification and support of students at risk of academic failure is a hallmark of our district's high school system and has led to some of the highest graduation rates in the state. Several support teams and systems are in place to monitor student measures such as F rates, credits, and attendance. Each student that falls behind on credits is assigned a staff member mentor as well as a credit recovery plan. The student's recovery plan is composed from a menu of intervention strategies and supports that are tailored to a student's individual situation and need. This system also monitors</p>

	<p>student participation in extracurricular activities and seeks to ensure each student is engaged in at least one activity per trimester.</p>
<p>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>Creating programs that seamlessly transition our students is an essential service that we provide for Crook County School District students.</p> <p>Our first transition program is a two week “Jumpstart” mini-camp for our incoming kindergartners. This allows students to become acquainted with their school building and staff. For our incoming 6th graders, staff at our middle school facilitate a three day camp experience that equips incoming 6th graders with the practical skills they will need for a successful start to middle school. In addition, the 6th grade orientation camp provides students with an opportunity to meet key staff members and participate in engaging and fun activities.</p> <p>For students entering high school, our incoming freshmen orientation camp provides a multi-day program where students can become familiar with the high school campus, bolster their practical academic skills, and meet school administration and key teachers. In addition, all freshmen are enrolled in a “Freshman Success” class during the first trimester that equips students with the key academic skills necessary for long-term high school success.</p> <p>Finally, the transition from high school to postsecondary success is a multi-year process that is individualized to each student’s unique postsecondary goals . We have 4 guidance counselors and a dedicated College & Career Coordinator position that works collaboratively with each student to develop and execute their postsecondary education plan. In addition, our district hosts Beyond High School and FAFSA parent nights each school year.</p>

- Attachments completing submission:
- [CCSD Integrated Planning & Budget Template](#)
 - [CCSD \(2-28-23\) Draft of Longitudinal Performance Growth Targets](#)
 - [Oregon’s Equity Lens](#)

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.