



Thriving Students. Engaged Community. Ready Graduates.

Applicant: Redmond School District 2J

Institution ID: 1977

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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

Redmond School District engaged a multidisciplinary team in conversations focused on 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 team examined practices, systems health, program quality all in the context of community input and analysis of disaggregated student performance data including trends for focal student groups.

Teamwork anchored in a review of the Oregon Equity Lens (belief statements, purpose and objectives) as well as the Redmond School District Equity Tool. Then, after clarifying and confirming a shared understanding of each goal area, participants were guided through primary questions on each goal, connecting findings and observations supported in data and themes from community engagement. The team identified trends and patterns to formulate a shared understanding of strengths and needs, contributing factors, and priorities.

Data included qualitative analysis reports from listening sessions and affinity groups, Redmond School District annual engagement survey results (Families/Students, Staff), follow up staff listening session data, *Oregon Student Health Survey data*, RSD Student Wellness data, eligibility for Special Education services, discipline rates, attendance, RSD Annual EL Report, third grade reading and math proficiency rates, 9th grade on track, graduation rates, credits earned (dual credit, AP, IB achievement), participation in work-based programs, and participation in extracurricular and co-curricular programs.

Our team examined contributing factors that impact the trends and patterns we are seeing, including: instruction, climate and culture, family and community factors, and impacts from the covid-19 pandemic. This examination revealed pandemic related impacts: mental and social-emotional health needs, decreased attendance (most significant for our K/1st and 11th/12th gr. students), and impacts to academic outcomes. The analysis showed the outcome gap (pre/post pandemic) widened for our emerging bilingual students, students with disabilities, and students experiencing homelessness and mobility. Our survey and listening sessions revealed a desire from both parents and students for robust curricular and extra-curricular options to increase engagement and belonging as well as the challenge and barrier our families experience from accessing information from a variety of digital sources. This examination also emerged a need to further examine systems that support students in Special Education and the impact on 9th grade on-track and graduation outcomes.

The team also examined investments made in our 2022-23 SIA and HSS and reflected on progress in relation to the four goals of advancing equity, well-rounded education, engaging our community and strengthening systems.

The following priorities emerged from this process:

1. Continued investment in behavioral, mental health supports.
2. Continued investment in providing robust pathways to graduation.
3. Expanded well-rounded learning opportunities and supports for students.
4. Continued investments in welcoming and inclusive school communities through strengthened family partnerships and improved communication.
5. Strengthening literacy instruction and tiered supports for K-5 students and focal groups through reductions in class size and job-embedded professional learning for staff anchored in the science of reading.
6. Improve achievement outcomes for our English Language learners through explicit instruction in English language development, adoption of high quality curriculum and consistent data review/response systems.

Plan Summary

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

RSD operates one PreK program, seven elementary schools, one K-5 dual language school, two 6-8 middle schools, one 6-12 charter school, two 9-12 high schools and one K-12 online program. Of the 6,159 students in RSD there are 20% Latinx, 4% multi-racial, 73% white, 47% navigating poverty, 13% navigating a disability, 12% ever-ELs, and 17% mobile. The RSD mission is to create thriving students, engaged community and ready graduates by providing supportive, inclusive, empowering and academically rich environments.

RPA, our sponsored charter school, serves 860+ students in grades 6-12. Their student population is: 9% Latinx, 86% white, 40% navigating poverty, 11% navigating a disability, and >5% are ever ELs. RPA's IG focus will be on improving student achievement for Latinx students, students with disabilities, and economically disadvantaged students. They will focus on attendance and grade-level progress of freshmen. The ORIS Systems Health Assessment and

information gathered from Community Input Night, identified a need to increase programming and staff training already in place to support the emotional health needs of all students, especially Latinx students, students with disabilities, and economically disadvantaged students.

Blending and braiding investments, supports maximum benefit and flexibility in planning strategies aligned with prioritized needs. RSD will target Integrated Guidance funds toward sustaining impactful investments from prior year SIA and HSS funds and will add prioritized investments based on current comprehensive needs assessment and community feedback themes. Investments and Tiered Supports (T) to address future needs are listed below by identified priorities:

1. **MTSS: Behavioral Mental Health Supports (SIA):** BRYT programs in all schools and StepUP program district-wide. *SEL Curriculum (T), Middle School Counselors (T), Administrative support (T)*
2. **Robust Pathways to Graduation: (HSS):** CTE staffing, High School Success Coordinators, DropOut Prevention-Credit Recovery staffing, COIC tuition, GED testing, School Improvement Specialist, Leadership/RTI Coach, AVID Professional Learning (SIA). *Graduation Support Specialist (T), Career Information System (T), College Visit Funds (T), MAPS Assessment (T)*
3. **Expanded Well-Rounded Learning Opportunities and Supports (SIA):** Artist-in-Residence (K-5), Robotics Program (K-12), Adaptive P.E. Teacher (K-12), District Librarian (K-12), Funding to expand and diversify library book collections (K-12). *Elementary Music Teachers (T), Elementary STEM Teachers (T), K-8 Afterschool Enrichment Programs (T)*
4. **Welcoming and inclusive school communities through strengthened family partnerships and improved communication (SIA):** Community Liaisons, Parent Square Digital Communication System, Public Information Officer.
5. **MTSS: Strengthening literacy instruction and tiered supports for K-5 students and focal groups (SIA):** Reduced class size for K-1 at QEM recommended level, (EIS) a data dashboard to be used by RTI teams to help monitor real-time data (attendance, behavior, academic markers) for all students, and disaggregated by focal groups, to support in identifying individual and group needs and providing aligned interventions in a timely manner. *K-5 Staff Professional development in Science of Reading (T)*
6. **MTSS: Improve achievement outcomes for our English Language learners (SIA):** ELD/DL Administrator to support explicit ELD instruction, implementation of high quality ELD curriculum, training ELD teachers to lead RTI data review and aligned supports for emerging bilingual students, (EIS) data dashboard (see #5 above). *New Comer Supports: ELD Coach + New Comer Center (T)*

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 strengths we identified in our process was the reduction of achievement gaps for focal populations in our 4-year cohort graduation data for the class of 2022. Latinx 78% to 88%, multi racial from 82% to 91%, underserved races/ethnicities 80% to 87%, students with disabilities 68% to 73%, and Migrant 73% to 90%. Additionally, we identified that focal populations are accessing our high school CTE courses proportionately based on enrollment. Focal populations are also persevering through programs of study which we believe is a significant factor in the graduation rate growth for focal students we are experiencing.

	<p>Additionally, our OSAS (K-5) scores indicate shrinking achievement gaps between All Students, Econ. Disadv., and Multi-Racial. We identified a gap closing trend from the 2018-19 school year to the 2021-22 school year for K-5 ELA and Math: Econ. Disadv. and Students with Disabilities.</p> <p>During our affinity group listening sessions in schools, students articulated the importance of developing strong and supportive relationships with adults at school as a critical process in their learning and acknowledged that they have experienced this across the schools they have attended in Redmond. Family survey write-in data articulates this as well.</p> <p>In our districtwide family survey, families indicated that they felt they were treated with respect at their school and that teachers, staff and administration at the school demonstrate a genuine concern for their child. These two categories were two of the highest scoring items on the survey.</p> <p>On the Oregon Healthy Teen Survey: A caring school community in which students are challenged academically, seen, heard, valued and belong, and supported by trusted adults can serve as a counter to the process by which victimization distances students from learning and contributes to other problems, including truancy and academic failure. Schools can create spaces where students feel safe, included, and authentically engaged.</p> <ul style="list-style-type: none"> ● 83% of respondents report that teachers and other adults at school help them feel good about themselves ● 70% of respondents know that there are adults at school that care about them
<p>What needs were identified in your district or school in terms of equity and access? (directly inform your planning and budgeting)</p>	<p>Review of repeated themes in the data from our needs assessment and community engagement led to the development of six key priorities articulated above in the Plan Summary. See Plan Summary section above for budget alignment.</p> <ol style="list-style-type: none"> 1) MTSS: Behavioral Mental Health Supports: <i>Data from our Student Health Survey indicates that RSD students experience higher incidents of ACES (Adverse Childhood Experiences) than the state average. Data from listening sessions indicate that families, students and staff are concerned about mental health issues and the impact on wellness and on accessing academic programing.</i> 2) Robust Pathways to Graduation: <i>Data from our listening sessions from both students and parents indicated that students are more engaged and likely to stay in school when they can access relevant, hands-on, collaborative learning experiences that are directly aligned to post graduate pathways. Data shows that there is a significant disparity in the graduation rate for Emerging bilingual students compared to all students.</i> 3) Expanded Well-Rounded Learning Opportunities and Supports: <i>Data from our surveys from teachers, students and families and also from our listening sessions shows a strong desire for increased extra-curricular options for elementary students.</i>

	<p>4) Welcoming and inclusive school communities through strengthened family partnerships and improved communication: <i>Data from our listening sessions shows that we have continued work to generate stronger partnerships with our Latinx and BIPOC families and students. Language and cultural (inclusiveness) barriers continue to impede equitable access for parents and students.</i></p> <p>5) MTSS: Strengthening literacy instruction and tiered supports for K-5 students and focal groups: <i>Data from our OSAS (Oregon State Assessment System) 3rd grade reading proficiency scores shows a significant gap in performance last year for our English Learners, Latinx students, and Students with Disabilities. Further, our overall 3rd grade reading scores, while still above state average, show an almost 10% decline from pre-pandemic.</i></p> <p>6) MTSS: Improve achievement outcomes for our English Language learners: <i>In addition to academic disparities described above, our 2021-22 EL Report indicates that our English Learners have a rating of “Limited Progress” in attendance, ELP, and academic measures.</i></p>
<p>Equity lens or tool upload/link? Describe how you used this tool in planning.</p> <p>Oregon’s Equity Lens Oregon’s Equity Tools RSD Equity Tool</p>	<p>In preparation for planning, community engagement and needs assessment sessions, the Oregon Equity Lens belief statements and equity stance were reviewed. We used the RSD and Oregon Equity tools in supporting our decision-making about priorities and aligned investments. The questions from the tools (listed below) were considered during prioritization of goals and investments.</p> <p><i>From RSD Equity Tool</i></p> <ol style="list-style-type: none"> 1) <i>What does data illuminate about access, experience, outcomes for historically excluded groups?</i> 2) <i>Who are the historically excluded groups of people affected by the current practice? How are they welcomed and meaningfully engaged in this decision-making process?</i> 3) <i>What contributing factors exist that may explain the data outcomes?</i> 4) <i>What has been tried, how long was it sustained, and what was the outcome?</i> 5) <i>What is/has been done that could be elevated or what are other possible solutions that may result in a more impactful and sustainable outcome?</i> 6) <i>How will the decision/action(s) improve outcomes/experiences for historically excluded group(s)?</i> 7) <i>What specific resources will be necessary to implement this decision/action?</i>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>Our investments focus on systems level integration of resources and supports to reduce and eliminate the predictability of student academic outcomes for all students and for focal populations across all of our schools. Our systems investments include the use of implementation science to ensure that each of our investments are built upon a shared commitment to success. We have seen a direct correlation between our investments in CTE course development and increased participation of focal student</p>

	<p>populations. This has also correlated to increased graduation rates overall and for almost every focal group.</p> <p>Our focus on reduced class sizes in K-1 (QEM), high quality curriculum, professional development on the science of reading instruction for teachers, and responsive systems integration of formative assessments across all grade levels will directly impact the achievement of students, and allow a coherent approach to providing differentiated tier 1 classroom support for any student or group of students who is not achieving at or above grade level.</p> <p>We have specifically focused on MTSS integration across all schools and have utilized a common dashboard of metrics to further develop tier II and III academic, mental and behavioral support. We have increased the amount of time teachers and administrators spend creating and implementing tiered support for students and authentic partnership with families around student achievement. This work will result in a more cohesive approach to addressing the varying academic and social emotional, behavioral needs of students and has focused school admin and teachers on how to close gaps in reading, writing and math for all students and for focal populations. We believe this work is essential to ensuring all students can both meet and exceed grade level standards and access advanced and career related learning opportunities.</p> <p>Our investment in explicit ELD instruction, high quality ELD curriculum, and teacher training will ensure that students feel equipped and ready for continued success in the classroom. It will also ensure that students feel confident and supported as they engage in academics.</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>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 RSD 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>Another challenge our planning team discussed is when we attempt to build middle and high school schedules that allow for Tier II interventions (core pulse more) for math and reading, which is part of our MTSS process, while not pulling focal students from engaging electives. We do not want to sacrifice students wanting to come to school for engaging electives, but also need to ensure students who need additional support can access it daily. We are currently working to train staff and use a 30 minute period at the beginning of each day for all students to receive academic support or enrichment in reading or math. This will allow us to eliminate disparities while ensuring students get a targeted math or reading intervention/enrichment.</p> <p>Another barrier we are working to navigate is the number of students who leave high school early to enter the workforce. We've seen a disproportionate number of focal students, beginning in earnest during the pandemic, leave high school early for the workforce. Many students suffered significant family financial hardship and needed to work. This need continues as inflation has made daily life more difficult for families. We have specifically utilized funds to re-engage youth who have dropped out of high</p>

	<p>school and are currently utilizing paid internships as a recruitment tool to ensure students can continue their education while earning the money they need to support their families. Many of our internships take place within the school district as well as local business.</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>Our district employs a full time McKinney Vento liaison who works closely with the district federal grants manager to ensure policy (JECBD) and procedures are supported and implemented so that students navigating homelessness are not stigmatized nor segregated on the basis of their homeless status. Key to the process are the relationships the liaison creates with each student and their families and the connections she assists in developing at each of their schools. This includes guaranteeing students have accessible transportation to and from their school of origin, are fed, and school teams routinely check attendance, grades and credits. Barriers are identified and mitigated to the best of each school’s ability in collaboration with the liaison.</p> <p>Feedback from our students navigating homelessness and their families highlight some areas for improvement that include additional flexibilities in transportation and more individualized supports at the secondary level. This is resulting in district level planning meetings and conversations at secondary meetings between the liaison and key staff to identify where adjustments or changes can take place.</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>We believe that CTE represents a robust pathway to graduation and provides meaningful, real-world future oriented planning opportunities for students. Ensuring that all students equitably access programming is essential to the wellbeing of our high schools and of course students themselves. Currently we have nine programs of study across two comprehensive high schools which allows students to choose from a strong list of highly engaging, industry aligned CTE courses. Recent participation data shows strong signs of participation by our Hispanic students, our multi-racial students and our students navigating a disability. These specific subgroups are proportionally represented within CTE programs of study.</p> <p>We 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>Lastly, we have partnered with ODE on an audit of our CTE programs of study and will receive a report on access and equity which we will utilize to improve our current practices.</p>
<p>What needs were identified in your CTE</p>	<p>The following list represents our identified needs.</p> <ul style="list-style-type: none"> ● Recruiting female students into manufacturing, and autos;

<p>Programs of Study in terms of equity and access?</p>	<ul style="list-style-type: none"> ● Develop long range financial planning associated with growing programs to meet ongoing student requests, specifically facilities updates, equipment; ● Reviewing master scheduling processes to ensure courses are equitably filled; ● Create onramps to some of the more technical machinery that is intimidating for students; ● Update computer software to allow all students to access CAD programming; ● Ongoing training for staff on safety and industry standards. <p>We are working regionally with our local ESD to recruit and retain more female students in manufacturing and autos; we are also collaborating with our CTE instructors to determine how we can grow their programs and update practice based on industry standards. Lastly, we've identified the need to recruit and train high quality CTE instructors who can both teach industry standard skills, while also knowing how to be inclusive, engaging and accessible for students. This is essential to having engaging and accessible courses.</p>
<p>What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>We utilize curriculum guides that line out course descriptions, credits and course sequence in programs of study. The course catalog is translated in Spanish and English. Additionally, high schools host parent scheduling nights where they invite families in to review course options, explain forecasting and allow students and parents to get personalized information and give tours of the CTE programs.</p> <p>Both high schools utilize weekly mentor periods to communicate course opportunities, engage in interest inventories and complete career related graduation requirements, that include course selection and career engagement activities. All students get the same information and time to engage in course selection with the guidance of a teacher who can answer questions. These students have the same teacher mentor over the course of their high school career and therefore get great, individualized support for career planning and CTE course selection. Additionally, we communicate and recruit students to courses through flyers, announcements, emails, and showcase events.</p> <p>Our counselors and Career Center Coordinators participate in regional training provided by HDESD around CTE opportunities. This allows us a better understanding of the flow and rigor of our CTE programs. Additionally, by integrating career navigation programs such as YouScience into our schools, students are more aware of their career trajectory and we are able to align their educational plan.</p> <p>Additionally, we give a career inventory screener through the Oregon Career Information System to help students learn more about their own unique skills and talents and then align them to course offerings.</p> <p>Lastly, we review course enrollment and have conducted an audit on participation by focal groups. We have, overall, equal representation across focal groups.</p>
<p>How will you ensure equal access and participation in your CTE Programs of Study among focal student</p>	<p>Because CTE participation is such a strong predictor of on-time graduation, we view participation in CTE course offerings as an essential opportunity that must be accessible to students. As such, we dove deeply into a robust audit of our CTE program offerings, who accesses them and to what extent students continue in each program of</p>

<p>groups? How will you ensure there is no discrimination for focal student groups?</p>	<p>study. In this process we first looked to determine if there is representative enrollment in CTE programs; if there is not equal access, then the administrative team works to determine the root cause. Are certain groups not getting all the information, are the programs of study no of interest to certain groups etc.? Once more information is known, the administration works directly with the counselors and staff to address it. This can mean the development of specific recruitment strategies for different groups.</p> <p>All CTE teachers participate in ongoing professional learning regarding engaging students in Tier 1 instruction. This training which is rooted in AVID strategies trains staff on inclusiveness to ensure there is no discrimination for students and even more so that all students are fully engaged, having fun and enjoying the learning.</p> <p>Considering the various needs of our students and being responsive to those needs is of the utmost importance and we don't have a one-sized, fits all solution.</p>
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<p>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 pedagogy and practices and through relevant learning, including opportunities to earn postsecondary credit while in high school.</p>	
<p>Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high)</p>	<p>Well-rounded education at the elementary level in Redmond School District involves a variety of components including the following:</p> <ul style="list-style-type: none"> ● High quality, well-vetted Tier I curriculum aligned to state standards in all core content areas. Additionally, supplementary programs and practices are employed to support student engagement (e.g., AVID, ENVoY, Scottish Storyline) and individual student skill development (e.g., iReady Reading and Math, small ground instruction). ● Tier II interventions are provided to students through an MTSS systems approach including universal screening, drill down diagnostic assessment (student dependent), and targeted instruction unique to the needs of students. Both Tier II and III instruction are supported by Title IA funding/teams and instructional coaches. ● Weekly specials rotations focus on providing well-rounded experiences for students and include opportunities in P.E., Library/Media, Computer Science, STEM, and in many cases Artist-In-Resident programming. Furthermore, optional activities are provided outside of school hours through our Afterschool Enrichment offerings and other clubs (e.g., Chess, Robotics, etc.). ● Annual events that are highly valued by RSD and contribute to student learning outside of the classroom include both field trips and Outdoor School programming aligned to grade level standards. ● Mental health and wellness are supported by nurses, counselors, BYRT staff, FAN Advocates and Community Liaisons at all of our schools. <p>Middle School</p>

	<ul style="list-style-type: none"> ● High quality tier 1 curriculum for all courses and school wide AVID WICOR strategies implemented. ● An engaging set of elective offerings for all students: Band, 2nd Language, Art, Technology, PE, Team Sports. ● Enrichment and Clubs available to all students: Sports, Robotics, Afterschool Enrichment including: Chess for Success, Rock Climbing, Beginning Guitar, Music Production, Cube Club etc. ● Multi Tier Systems of Support in place to ensure tier II and III resources are available to all students in need. These supports are organized and facilitated to maximize support without reducing student engagement and participation in electives. ● Community social events that include academic and non-academic focus: Parent Open House, School Dances, Student Conferencing, Holiday Events, Community Service Opportunities, Career Fair etc. <p>High School</p> <ul style="list-style-type: none"> ● AVID schoolwide WICOR strategies including job embedded professional learning for staff that focuses on student engagement. ● AVID Elective courses with embedded college visits prioritizing first generation college going students. ● Internship coordinator prioritizing paid internships, with a focus on extension of current CTE programs of study and local businesses. ● High schools offer a robust set of course offerings accessible to all students. Students are able to earn 30 credits in our trimester model, which is well above the required 24. With that students are able to earn college credit through our deep partnership with colleges and universities around the state. ● Strong core course instruction expanded by rigorous and engaging Advanced Placement courses, 9 CTE programs of study, NJROTC, & Performing Arts. ● Robust sets of clubs and activities including student leadership, ASPIRE Mentoring, College and Career Fairs, college visits, industry showcases etc.
<p>Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?</p>	<p>Our district offers a variety of arts instruction throughout all grade levels and schools.</p> <p>Elementary: In our elementary schools, we offer visual and performing arts through a funded artist-in-residency program as well as a funded after school enrichment program. In addition, our elementary schools put on various theater productions throughout the school year. Art instruction is also integrated into K-5 cross-curricular content. A few of our schools currently incorporate music education through Artist-in-Residence programs or by contract using PTC-raised funds. It is a goal of ours to provide consistent music education in our elementary schools and we have listed it as a tiered support for SIA funds.</p> <p>Middle School: Students have access to a number of courses and clubs related to the arts. Our middle school courses include: Beginning Band 1, 2 ,3 Band Beginning Guitar (enrichment) Art 1, 2, 3 Art enrichment</p>

	<p>Dance</p> <p>High School: Students have access to a number of courses and clubs related to the arts.</p> <p>Art 1: Design Art 2: Drawing and Painting Art 3: Advanced Drawing and Painting Jewelry and Metals Independent Art Studio Art and Wellness Ceramics 1, 2 & 3 Digital Photography 1 & 2 AP Art and Design</p> <p>Acting 1 & 2 Acting Lab Theatre in Performance Technical Theatre Workshop Advanced Technical Theatre</p> <p>Concert Choir – Voice 1 & 2 Symphonic Band Wind Ensemble Jazz Ensemble A/B/C Chorale Drumline</p>
<p>How do you ensure students have access to strong library programs.</p>	<p>Library programming in the Redmond School District is highly valued, aligned with Division 22 Standards, and considered an essential service for all students, families, and staff. We have prioritized funds to ensure that each school has a dedicated full-time staff member focused on library-media programming. Library staff partner with teachers to provide materials and services designed to support school-based programming including course specific academic goals. They also work to equip students with practical library skills such as locating, retrieving, and organizing print and nonprint media. Additionally librarians support students in how to best access and utilize media sources in order to record and express ideas and knowledge, as well as how to critically interpret and analyze various forms of media. At the district level, RSD employs a Certified librarian whose primary responsibility is to oversee library collections and services district-wide.</p> <p>Redmond School District has allocated SIA funds to each school with the primary purpose of expanding, updating, and diversifying library collections in an effort to provide all students with engaging and relevant materials through the lens of “mirrors, windows, and sliding glass doors.” Furthermore, 2020 SIA funds were allocated to support the development of a multicultural library collection at our only dual language school, Hugh Hartman Elementary.</p>

	<p>In elementary schools, all students have scheduled time in the library for lessons and book selection/check-out.</p> <p>Middle School teachers ensure students utilize the library for both academic research and enjoyment. Our high schools partner with the media specialists to ensure that all incoming freshmen know what's in the library, how it's utilized and collaborate with teachers to promote sections of the library for specific coursework and research.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>When students engage in healthy daily habits, they are better learners and more focused on their schoolwork. With this in mind, the Redmond 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 articulates wellness standards associated with nutrition and physical activity. Students also have an opportunity, through health instruction, to learn about healthy foods and habits.</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. All 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. In addition to dedicated instructional time in P.E., our K-8 students have daily recess and break opportunities to be physically active. Our elementary schools bolster physical activity minutes during transitions with BEPA classroom-based physical activities.</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>The Redmond School District offers a number of STEAM-based extracurricular programs, and courses for students throughout the K-12 continuum. All RSD elementary students have access to Next Generation Science units of study which contain lessons and activities to support the Next Generation Science Standards. In addition, all elementary students access SAM Labs STEAM curriculum, as part of their technology rotation, that is cross aligned with both NGSS and National Computer Science Standards.</p> <p>Our Middle school students have a number of STEAM-based elective courses where coding, graphic design, 3D design, basic engineering and the design process are the focal points of the curriculum. The ISTE Standards for Students and National Computer Science Standards are the guiding forces behind the content.</p> <p>Many of our after-school and summer programs are STEAM themed and incorporate a number of popular STEAM-related after-school activities such as Robotics, Girls Who Code clubs, Theater, Art, and many more.</p>

	<p>High school students have access to a wide variety of STEAM experiences in our different CTE pathways. These courses and experiences are essential for creating a well-rounded and career focused educational experience for our high school students.</p> <p>In addition to the STEAM courses, programs, and clubs, we have a robust AVID program at our secondary 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 RSD 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>The selection, adoption and implementation of high quality instructional materials is a process we take very seriously. When adopting a new curriculum in the Redmond School District we run a comprehensive process, outlined in Board policy IIA, that includes a variety of diverse stakeholders (e.g., teachers, specialists, administrators, coaches, School Board members, with input from community members). The process begins with identifying materials that have been vetted and included on the ODE Instructional Materials approval list. The process includes a comprehensive review of various state and local requirements regarding the adoption of instructional materials including; a) Division 22, b) RSD Board Policy, c) State Standards, d) general adoption criteria and rubrics set forth by the state (e.g. IMET), e) Ed Reports materials reviews, f) priorities established by the committee, and g) equity and access filters.</p> <p>Materials are reviewed and narrowed based on established criteria for quality. Final selections are piloted by teachers on the curriculum committee and feedback from the pilot is thoroughly reviewed. Families and community members are provided access to the final materials being considered for adoption and their input is considered in the final selection.</p> <p>Once proposed instructional materials are approved by the School Board, an implementation plan is developed which includes ongoing professional development in the use of the materials. This professional development includes a clear articulation of scope and sequence aligned to state standards.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>Redmond School District employs a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students.</p> <p>We take advantage of adoption cycles to reinforce the alignment of our curriculum and classroom instruction to the state standards. This alignment connects the rigor of the state standards to our teacher’s daily instructional practice, formative assessment, and curriculum planning.</p> <p>As part of our PLC work at the elementary level, we use data from common formative assessments and pre-assessments and from other diagnostic measures, to determine instructional modifications aligned with student need. The DuFour PLC questions guide this collaborative work:</p> <ul style="list-style-type: none"> ● What do we want all students to know and be able to do? ● How will we know if they learn it?

	<ul style="list-style-type: none"> • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? <p>Annually, we design a comprehensive professional development plan that leverages beginning of the year inservice opportunities, weekly early release School Improvement Wednesdays (SIW), the district Curriculum Day, and other strategic PD events aligned to district initiatives and identified areas of need. Additionally, we provide a strong preservice New Teacher Orientation prior to the start of school followed by a year-long mentorship program that partners new teachers and administrators with a mentor to support ongoing professional development. Our district professional development work anchors in ongoing support for the effective use of curriculum, high-leverage instructional strategies (e.g. AVID, Math Studio, Science of Reading, etc.), student engagement, use of assessments and data-driven decision-making.</p> <p>In RSD we strongly value the work of our Instructional Coaches and Instructional Specialists. They organize and deliver professional development as part of our annual comprehensive plan in addition to supporting principals in coaching individual teachers, grade level teams, and school-wide PD events.</p> <p>Principals provide drop-in feedback to teachers and engage them in reflective dialogue as part of more formalized observations in alignment with individual teacher supervision and evaluation cycles.</p>
<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>Our school district has a number of valuable early childhood education partnerships that assist us in supporting our community's early learners. At Hugh Hartman Elementary, four pre-kindergarten programs flourish in partnership with Early Childhood Special Education, High Desert ESD's Typical Peer program, Juntos Aprendemos, and a district supported Title 1A prekindergarten. Head Start shares campus for their prekindergarten program at MA Lynch Elementary, and Tumalo Community School provides a pay-to-participate prekindergarten that supports their small community.</p> <p>For many years our district participated in P3 planning and partnerships with regional pre-kindergarten programs, and although the grant funding for that initiative ended, we continue to meet with these partners annually. Together we created a common pre-kindergarten to kindergarten transition form that each group completes in the spring for each student transitioning into our district's kindergarten program, and those are shared with district elementary principals and kindergarten teachers in the following fall. In addition, one of our district's kindergarten teachers provides evening presentations in the spring to each of our community's Head Start programs that focuses on what students and families can anticipate as they transition to kindergarten.</p>
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high</p>	<p>Our primary transition strategy is to run highly effective RTI processes that have our administrative teams and counselors meeting every other week to review student grades, attendance and behavior and developing specific plans for support, intervention and celebration. Teachers join the RTI meetings monthly and form CARE</p>

<p>school and from high school to postsecondary education?</p>	<p>teams that wrap services and encourage support around students needing additional resources. We believe that the transition to high school begins with having effective middle schools that address learning gaps, support mental health and address student needs in real time.</p> <p>In addition to robust RTI teams, we also provide a summer bridge program called Camp 9, where incoming 9th graders spend three weeks in the summer engaging in a growth mindset, learning about high school success and building meaningful relationships that will shape their future experience.</p> <p>We also utilize AVID schoolwide, and AVID electives which are embedded in all of our middle schools and high schools, although there is room for improvement in our AVID implementation, it sets a baseline for instruction and WICOR strategies.</p> <p>Collaboration across teachers and counselors throughout the school year is essential to having clear and achievable expectations of students. Throughout the year teachers engage in shared AVID training on instructional practices and counselors meet regularly to discuss course placement, recruitment and career planning and advocacy, as well as student mental and behavioral health supports.</p> <p>Our high schools utilize the Oregon Career Information System to help students plan for careers and post secondary education. We utilize future centers and work with the colleges and universities across Oregon to coordinate college presentations to students.</p> <p>Our local community college has specific staff who we collaborate with to ensure our students are finding success at the college. We work together to ensure our courses are aligned with their expectations through our college now course partnerships.</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>Although each grade band (elementary, middle, and high school) are at various levels in the implementation process, Redmond School District has a focused initiative around having robust Response to Intervention (RTI) systems at each school site which ensure that we are continually reviewing student outcome data, disaggregated by focal groups, in order to determine supports for both students who are not meeting standards and for those who are exceeding. It is a critical part of our districtwide MTSS structure.</p> <p>As an example, our elementary school systematically administers universal screeners to all students followed by diagnostic and progress monitoring measures as needed to best support the effectiveness of targeted skill specific interventions for students who would benefit from additional supports or who require extension. Our curriculum adoption processes coupled with a comprehensive professional development plan helps ensure strong Tier I materials and instruction are in place for all students in addition to targeted supports for some. Furthermore, some schools receive Title 1A funding targeted at supporting specific students in the area of reading instruction. Other components of our comprehensive MTSS system includes Special Education, ELD programming, TAG services and small group instruction.</p>

	<p>As part of our SIA-funded strategies, and based on our needs assessment review showing a performance gap for our emerging bilingual students, we are strengthening our data review and response systems for our ELs through ELD teacher training, adoption of new ELD curriculum and training on explicit instruction methods.</p> <p>Also, through our needs assessment and community engagement efforts, we are developing a multi-stage plan to improve our Special Education supports.</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>As mentioned above, our MTSS Tier I systems are the first and most important part of ensuring that all students receive high quality, engaging instruction, differentiated by need. This is anchored in continual review of student outcome data (on screener, diagnostic and pre/post formative assessments) and disaggregated by focal groups. MTSS should focus on both students who require additional support to meet standards and those who require extension of learning because they are already meeting or exceeding standards. Part of our district ongoing professional development on data-driven instruction and response systems addresses the alignment of student outcome data to differentiated supports.</p> <p>At the secondary level we strive to support students as they meet and exceed state standards; Our most important strategy to support students who have met and exceeded state and national standards is to ensure that all of our staff have the skill and ability to first and foremost differentiate instruction to provide rich and meaningful work and learning opportunities for all students no matter the course title.</p> <p>In addition we offer advanced math courses in middle school, which provide opportunities for students to earn high school algebra credit. We also offer middle school Spanish courses for high school credit. While in high school students participate in a number of advanced courses including AP, College Now dual credit and Expanded Options.</p> <p>We offer AP Literature and Composition, AP Language and Composition, AP Biology, AP Chemistry, College Now Construction Technology, College Now Construction Technology 3, College Now Welding, College Now Agriculture Business & Leadership, AP Calculus AP Human Geography and AP Government. We also promote and support the Expanded Options model which allows any student to take a college level course at our local community college so long as it's not a duplicate course and we have not met our funding cap.</p> <p>Like all districts in Oregon, RSD is updating its district TAG (Talented and Gifted) plan to align with updates in ORS and OARs associated with TAG identification and services. This will include the development of local eligibility measures that strongly consider focal group performance and local conditions and demographics. We have trained TAG Coordinators at each school who support the identification and service planning for identified students. Once identified each student with a TAG eligibility, will have a Personalized Education Plan (PEP), co-developed with input from school staff, parent/guardian and the student themselves. Those plans are reviewed and updated annually and placed in the students CUM file as part of the permanent record of services that supports students who move to other schools or districts.</p>

CTE FOCUS New CTE programs of study to be developed	
<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>Student career exploration is an essential aspect of our CTE programs of study and our work and growth has been focused on a multifaceted approach: ensure freshmen have a strong grasp of each program of study, and connect students to meaningful work/career experiences.</p> <p>We utilize our mentor periods, which happen every Wednesday as a tool to inform every student of CTE programs of study and courses they may be interested in. This is the “before” portion of the work. Students ask questions, explore options and discuss meaningful coursework that they are interested in. Additionally, 9th grade students take a CTE survey course which affords them two weeks of each CTE course offering, where they get to know the instructor and the gist of the course so that they can forecast for future CTE courses in the coming grades.</p> <p>Additionally, our high school counselors provide ongoing support to our CTE instructors and utilize the Oregon Career Information System to help students utilize career exploration tools to identify strengths, interests and next steps. The counselors also work to update teachers on community college offerings to be shared with students.</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 it 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 it is really what they want to do. 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>We have partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. We have a strong partnership with Youth Career Connect who provides us an internship coordinator who is dedicated to Redmond School District students. The coordinator knows our CTE programs and our local businesses and coordinates paid internships for students. The coordinator collaborates with our future centers and provides up-to-date information on careers and work opportunities.</p> <p>Below is a list of the types of internships that have been established.</p> <ul style="list-style-type: none"> ● Manufacturing ● Legal ● Computer Science ● Medical ● Real Estate ● Tourism ● Culinary ● Business Development ● Marketing

	<ul style="list-style-type: none"> ● Graphics Design ● Web Design ● Journalism
<p>Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.</p>	<p>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.</p> <p>Students academic and technical skills will be improved when teachers utilize best practice engagement strategies to ensure every student engages deeply in the content of the course, and then facilitate safe, rigorous and meaningful learning activities that represent industry standard expectations while providing scaffolding so that each student can achieve the expectations over the scope of the course. Our strategy is to develop specific course and program scope and sequence that builds upon prior learning and slopes learning vertically toward college now dual credit courses. This strategy is lined out in our course catalogs which builds pathways to dual credit and progressive learning experiences which build rigor and value over time for students as they progress toward graduation.</p> <p>All of our CTE instructors are also trained in AVID engagement and WICOR strategies so that students experience thoughtful alignment of expectations between core and elective course offerings.</p>
<p>What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>One of our most effective strategies has been to invite recent graduates to return to share their success stories; recently we had a student who is an engineer/designer for Corvette return and share his story with students. He shared the importance of continuing through a program of study and how it prepared him for a successful career. This is one example, but students value and listen to testimonies from recent graduates.</p> <p>On a broader level, our programs of study are aligned to the ODE statewide standards and we work to provide direct instruction to each of them.</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, access to Career Tree in our Career Centers, as well as career guidance.</p>
<p>How will students from focal groups and their</p>	<p>In addition to utilizing a weekly mentor period, which is our most robust, consistent and equitable recruiting method, we host parent evenings where we give tours of our</p>

<p>families learn about CTE course offerings and Programs of Study that are available?</p>	<p>CTE facilities and post and share information in our future centers in multiple languages. All incoming freshmen have an orientation day and get a full tour of all programs.</p> <p>These allow all students to see and 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.</p> <p>We provide individualized counseling and guidance sessions for all newcomers who need specific language support and ensure that all parents have access to our community liaisons who are fluent in multiple languages. Additionally, we collaborate with our SPED department to ensure our lab spaces are accessible to all students and that all accommodations are met for students who need them.</p> <p>Our local ESD partner has created informational videos and works in close collaboration as a regional partner to ensure focal groups are represented in all CTE programs.</p>
<p>How will you prepare CTE participants for non-traditional fields?</p>	<p>The first aspect of preparing CTE participants for non-traditional fields is to ensure the instructors know how to promote their programs and remove any stereotypes about who can access them and be successful. Instructors must be aware of these realities and have the skill to dismantle stereotypes in the school and classroom spaces.</p> <p>The second aspect is to ensure that students can accurately see themselves as being successful in the field and persevere to completion of the program. In our CTE programs of study, we do our best to show a wide range of people in various career fields. 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. Additionally, we are working to ensure all informational materials reflect all students including, gender, race and disability.</p> <p>Additionally, we believe it's important to promote the potential earnings of non-traditional careers so that students can understand the benefit of the pathway.</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 and build programs in construction, health science, manufacturing, and technology.</p> <p>We are working on a partnership with our community college to further develop our manufacturing program by adding metrology, and we are exploring the growth of our health occupations courses.</p>

Engaged Community

Who was engaged, how were they engaged, artifacts, where on the spectrum?

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?

We leveraged existing HDESD, Better Together, and district resources to elevate community voice and increase participatory decision making in Fall 2022 listening sessions by:

- Implementing best practices in family and community engagement with support of Better Together and HDESD
- 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
- Qualitative consultation and analysis to examine data from listening sessions and shape investments
- Logistical and communications support by HDESD and our district

Additionally, as part of our partnership with Studer Education for continuous improvement, we have implemented annual family, staff and student engagement surveys to highlight strengths and improvement opportunities that we use to develop and track progress on goals that are the pillars of our district scorecard for improvement. These surveys serve as a launch point for follow up engagement sessions at the school level with students, staff and families focused on school-specific data.

We also engaged a 49 person multi-representational team of district staff, families and community stakeholders in a two-day Mission-Vision development process facilitated by Nancy Golden from the University of Oregon. Community members engaged with each other to establish a common knowledge base, understand different perspectives, and galvanize around a powerful vision and supporting Redmond’s students so they can thrive and be ready graduates.

Where are we in the process of authentic, on-going community engagement? In the Six Levels of Community Engagement outlined in the Integrated Guidance Engagement Toolkit, we are strongest in the *Inform* and *Consult* levels with growing practice in the *Involve* level and some initializing practice at the *Collaborate* and *Defer* levels.

Barriers: In our first round of annual engagement surveys, we did not get the level of responders that we had hoped for from our Latinx community. We plan to address that in our next round of surveys this spring by targeting specific communication strategies to communicate about the surveys (purpose and use) with our Latinx families. Another barrier is the significant investment of time and resource it takes to conduct district level affinity group listening sessions. In reflection on our engagement work this fall, we believe that developing a regular practice of engagement/listening into our school-level improvement activities will be a better investment of time and will yield greater participation and more relevant, authentic engagement.

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

Based on the analysis of our community engagement data, we will continue to build sustainable practices to engage our Latinx families and families of color. These populations were underrepresented in our engagement efforts. In future engagement efforts, we plan to elevate and expand student voice.

	<p>In the analysis of our student listening session data, we heard powerful testimony about their lived experience in our school system. Their input and insight provided some clear areas of focus for us in the future: in creating safe, trusting, inclusive, engaging, inspiring and culturally relevant classrooms and school environments that embrace and provide for the unique needs of our diverse student population.</p> <p>We will continue to partner with the HDESD and Better Together organization in support of engagement for our affinity groups. We are in the development now of a partnership with the COREN (Central Oregon Regional Educator Network) to establish a plan for ongoing equity-based training for our staff. Our superintendent is establishing a partnership with HeadStart to engage our PreK families to work on more seamless transitions from our early learners.</p> <p>We will continue to strengthen partnerships with our Latinx students and families through partnerships with Juntos, the Latino Community Association, the Latino Success Initiative, the Seal of Biliteracy program, College partnerships (AVANZA through COCC and Juntos through OSU), through recruitment of bilingual teachers from Mexico and Spain and through support for student clubs and organizations at the our high schools.</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 was 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 as well as being welcomed daily to our schools, programs, and events.</p> <p>To create a safe and welcoming educational environment for our non-English speaking families, we have SIA-funded Community Liaisons assigned to our schools to help with translation and support as needed for families and newcomers. Additionally, this year we purchased ILA Pro desktop translation devices for each of our schools (supporting multiple languages) in each of our school offices to support translation if Liaisons are not available. We partner with the HDESD to ensure that translators are available during conferences and at key events. This is an ongoing work in progress as we continue to improve efficiency and access to these resources. We also have an SIA-funded communication officer who ensures that our district communications are translated and priority school communications are translated.</p> <p>We also have key staff in our schools to support a variety of family needs: Family Access Network Advocates, Community Liaisons, Counselors, Mental Health professionals, and a school-based health clinic.</p> <p>Our most recent family engagement survey indicated that 85% of respondents felt that <i>their family is treated with respect at their school</i>. This is a positive result, but will continue to be an area of focus. As part of our partnership with Studer Education, we</p>

	<p>will be implementing school level scorecards next school year. Each scorecard will focus on academic achievement and family engagement. This will enable school teams to use their unique school survey data to further engage families in the development of strong partnerships and inclusive communities.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>Throughout the planning process for our Integrated Guidance Plan, we were in continuous monthly conversation with our sponsored public charter, Redmond Proficiency Academy (RPA). Additionally, RPA provided RSD with multiple drafts of RPA’s Integrated Planning and Budget proposal in terms of outcomes, strategies, and activities to guarantee alignment with the district’s plan. RPA also shared community engagement learnings with RSD to continue this effort of continuous partnership and alignment. More details of RPA’s community engagement efforts can be found at the following link: Redmond Proficiency Academy Excellence and Equity Review</p>
<p>Who was engaged in any aspect of your planning processed under this guidance?</p>	<p><i>(Highlight all that apply)</i></p> <ul style="list-style-type: none"> 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 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 Chamber of Commerce CTE Regional Coordinators Regional STEM/ Early Learning Hubs Vocational Rehabilitation and pre Employment Service Staff Justice Involved Youth Community leaders Other: _____
<p>How were they engaged?</p>	<p><i>(Highlight all that apply)</i></p> <ul style="list-style-type: none"> 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 _____
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Evidence of Engagement

UPLOAD top 5 artifacts

Artifact 1 Staff Engagement Survey Results	RSD Staff Engagement Survey Report_Spring 2022 RSD Staff Engagement Survey Top/Bottom Results 2022 Survey Results Rollout Toolkit_Studer Education
Artifact 2 Student Engagement Survey Results	RSD Student Engagement Survey Results_Spring 2022 - Elementary - Middle School - High School RSD Student Engagement Survey_Top/Bottom Results_2022
Artifact 3 Family Engagement Survey Results	RSD Family Engagement Survey Results_Spring 2022 RSD Family Engagement Survey Top/Bottom Results 2022
Artifact 4 Fall/Winter Listening Session Report	RSD 2022 Community Conversation Report HDESD Community Engagement Support
Artifact 5 Mission-Vision Development	Mission-Vision Development - Agenda Mission-Vision Development - Summary Report

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?

NOTE: We chose to cluster some artifacts around a common theme to provide additional context and information to our engagement work.

- **Artifacts 1-3: Staff, Student, Family Engagement Survey Results** - These reports provide a one-time snapshot of staff, student and family opinions, perception, and feedback from Spring of 2022. As part of our

commitment to continuous improvement, and our partnership with Studer Education, we will implement annual surveys to diagnose our organization's landscape and use those results to develop plans of action at both the district and school level to address areas of need and track progress over time. Included in this work is training for our administrators on how to roll out results to stakeholders and collaboratively translate those results into action. As an example, our spring 2022 Student Survey results showed that an area of need was addressing school climate issues of respectful behavior among students. Each school developed an action plan, collaboratively with input from staff and students. Progress on those action plans is regularly reviewed at our district administrative meetings and at the school level.

- ***Artifact 4: RSD Community Conversation Report*** - This report is evidence of our intention to provide authentic engagement activities to invite and capture the voices of focal groups within the district. This report captures an analysis of data from 20 separate listening sessions with different student and family groups, representing focal populations across our district (Special Education, BIPOC, Emerging Bilinguals, Students Navigating Social-Emotional Wellness, Students Navigating Homelessness, Students in Foster Care, and general student groups with multiple representation including LGBTQ2SIA+). *Better Together* and *HDESD* partnered with regional school districts to provide support for the listening sessions and to prepare a summary analysis. This third party analysis is a valuable opportunity for us to review and make meaning from data without the lens of our own filters and bias.
- ***Artifact 5: Mission-Vision Development*** - As referenced above, this artifact shows evidence (at both the *Involve* and *Collaborate* levels) of the engagement of a 49 person multi-representational team of district staff, families and community stakeholders in a two-day Mission-Vision development process facilitated by Nancy Golden from the University of Oregon. District and Community stakeholders engaged with each other to establish a common knowledge base, understand different perspectives, and galvanize around a powerful vision and supporting Redmond's students so they can thrive and be ready graduates.

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 a purposeful effort at gathering direct feedback from focal student groups and their families. This feedback represents This strategy is at the *Consult* and *Involve* levels on the Community Engagement continuum. Care and intentionality were employed to provide a safe, casual and conversational environment where students and their families felt comfortable engaging in conversation around a common set of questions. The value of feedback from our stakeholders, as a whole group and for focal groups specifically, is important to our continuous improvement as a system. We plan to make listening sessions a regular part of our school and district practice. It is a natural extension of our annual surveys which provide data that will help us hone in on topics for deeper exploration and collaborative conversations.
- **Mission-Vision Collaborative Development** - As we engaged in planning for our collaborative Mission-Vision development work, we were intentional about inviting stakeholders from our district and community that represented our demographics and could lend voice from unique positions of identity and perspective. The group consisted of representatives from the following groups: Special Education, Emerging Bilingual, Latinx, BIPOC, Civic Leaders, Business Leaders, Redmond Education Association, Board members, Community Partners (*Better Together*), and District and School-based leaders. The varying perspectives and representative voices supported rich discussion around both unique and common viewpoints. Our resulting Mission and Vision statement development is a synthesis of multiple layers of collaborative conversations

and narrowing toward commonly held beliefs and hopes. Our Mission and Vision serves as a powerful driver and foundation for our work as a district. This process was strongly anchored in the *Collaborate* level of the Community Engagement continuum.

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 Surveys Spring 2022** - As evidence of our transition and intention toward engaging in purposeful and systemic continuous improvement, we launched the first of what will be annual survey opportunities for staff, students and families. Staff survey data is in the form of both questions (with a five level response ranging from Strongly Agree to Strongly Disagree) and write-in feedback to three questions: *What is working well? What could be improved? Is there anyone in the organization that you would like to recognize for good work?* As part of our survey data rollout protocols, the data is analyzed at both the district and school levels. The themes from both questions and written responses are followed up with a commitment to purposeful action (which includes further follow-up listening and collaborative improvement design). Pulse check surveys (for high and low data points) provide valuable progress monitoring data.
- **Staff Listening Sessions** - As mentioned above, the surveys are a launch point for further listening to gather more specific information that will be used in our goal of more strategic continuous improvement. Some examples of follow-up listening sessions include: 1) Write-in survey data indicated the need to gather more comprehensive feedback about improvement needs for Special Education programming. Further surveys and listening sessions were held with both licensed and classified Special Ed. staff to hone in on specific themes for targeted improvement. 2) Write-in survey data indicated the need to gather more specific feedback from Classified support staff (both Special Ed. and those providing small group Reading support at the elementary level) on the need for more professional development and training. Further listening sessions were held to hear from these staff members about their needs. 3) Survey data from licensed staff indicated the need for more relevant professional development/training. Further surveys were conducted with licensed teachers at the elementary level to design district-wide training and collaboration by grade level during our early-release Wednesday time. After each session, feedback from staff was collected to determine modifications and improvements to future trainings.

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

From our families we heard the need for improved communication, across a variety of group listening sessions and in our survey results. In response, we have already implemented improvements to our proactive communication to families (via updated course statements, syllabi and classroom newsletters) about upcoming learning topics and materials. We have also strengthened our prior notification for potentially sensitive topics (e.g. health) and parent opt-out options as defined by Board policy. We are in the process of improving our parent conference communication about student progress and learning, and specifically, for families who require translation. Finally, we have prioritized the use of SIA funds to purchase a single digital parent engagement platform (Parent Square) to provide easier, more consistent, translated, single-access point information to parents. We are also prioritizing SIA funds for our Community Liaison positions to support our Spanish-speaking families.

We also heard from our families that they value well-rounded educational experiences for all students and robust pathways for graduation, college and workforce. This feedback helped inform our investments and planning for high quality CTE course options, extracurriculars expansion, AVID, and staff training. From staff we heard the continued concern, and heightened in the post-pandemic school return, about student mental, behavioral health and wellness. This reinforced our decision to prioritize continued investments in our BRYT

and StepUP programs, to support students who experience barriers to education as a result of significant mental, behavioral health challenges.

We also hear from our primary teachers about concerns regarding the challenge of solidifying proficiency in foundational reading skills as they are challenged to provide increasingly more support for additional subjects and for student learning-readiness. As a result, we are continuing to prioritize investments in lowering class sizes at the K and 1st grade level to QEM (Quality Education Model) standards.

CTE FOCUS

<p>How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?</p>	<p>Regionally, internships opportunities are available through our partnership with Youth Career Connect. This work has been established for five years and has been a consistent form of collaboration with local business and industry partners. With that said we understand that work based learning stretches beyond internship to include multiple modalities for students. Some examples include helping 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.</p> <p>One specific way we develop partnerships with employers is through our regional partnerships and collaboration with Redmond Economic Development Group. As businesses germinate in our region, the REDI board communicates with our teams about potential new partnerships and our coordinator and teachers collaborate to act on partnerships.</p>
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Strengthened Systems and Capacity
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>The Redmond School District has developed a process to recruit culturally and linguistically diverse educators which includes a few different approaches. From a recruitment lens this looks like presence at job fairs and universities that are located in regions where the population is more diverse than Central Oregon. We have also created regionally specific social media ads, radio ads, and updated website and application information. Many of these recruitment efforts have been focused on the support the district provides employees. These benefits include bilingual HR support, partnerships with local universities in an effort to provide lower cost programming, and ease of access to licensing information, new staff induction, and mentor support from veteran teachers and instructional coaches.</p> <p>Additionally, the district partners with our local COREN and ESD to offer Grow Your Own grant funding. This year, our district is working with the ODE visiting teachers program to hire teachers from Mexico and Spain. Additional retention strategies include the creation and implementation of a new administrator coaching program with a focus on building a culture of inclusion and belonging. Redmond School District</p>
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	<p>is also in the planning stages to partner with equity leaders for training around culturally responsive leadership.</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 work diligently to ensure that ALL students of Redmond School District have access to highly qualified, caring and engaging educators. The Human Resources processes that support these measures include monitoring of teacher licensures in partnership with Oregon TSPC, partnering with licensure programs to provide quality professional development at discounted rates and/or tuition reimbursement opportunities. In order to provide sound guidance to current and potential employees, our HR Department is investing in learning opportunities to develop a depth of knowledge and understanding of licensure pathways. We are also cultivating a strong partnership with the local COREN/ESD in order to utilize funding for grow your own programs.</p> <p>The excellence of our educators is supported and promoted from the very beginning and beyond through a robust New Educator Induction series, mentor opportunities, and ongoing mentoring and coaching. As an AVID school district, professional development offerings and training are rooted in highly-researched best practices for instruction.</p> <p>In addition to formal Human Resources and Central Office systems, our building-level administrators implement strategies to promote equitable access to quality education through a robust feedback and evaluation process, careful and thoughtful master scheduling, and consistent building-level professional development.</p> <p>This year, our Student Services department created a leadership team to ensure that any disparities in our systems and practice are addressed. This leadership team also provides support for both new and veteran teachers. Next year, we plan to restructure several job roles, so that we may implement additional coaching opportunities for our Special Education teachers.</p> <p>Also, we are working with our English Language Development teachers to elevate their skills and agency in monitoring student progress data for their EL students so they can represent that focal group in RTI and tiered support systems. We are also providing focused training for them in explicit ELD instruction as well as updated ELD curriculum to improve outcomes for our emerging bilingual 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?</p>	<p>The first step in reducing the overuse of discipline practices that remove students from the classroom is by creating engaging classroom experiences and trusting relationships with teachers. Keeping students focused on learning helps prevent situations that can lead to potential discipline. This was reinforced from our Student Listening session data...students identified the desire for engaging instruction and positive connections with their teachers.</p> <p>Additionally, our staff have been trained in research-based strategies that are proven, proactive measures to prevention and de-escalation of behaviors so students do not need to be removed, or return to class after a brief de-escalation. This includes:</p>

	<p>ENVoY, Trauma-Informed Practices, Collaborative Problem-Solving. We have pockets of practice in Restorative Justice, including intention to provide in-school suspension vs. out-of-school suspension when appropriate. We have intention to train and install Restorative practices more fully.</p> <p>At the elementary level, we have developed and are continuing to improve a comprehensive behavioral health MTSS system in each school that includes PBIS teams, clearly articulated expectations, school-wide reward, recognition, consequences plan, and data management/decision-making tool. Our school teams review student behavior data (disaggregated by focal group) to identify and address trends with responsive action.</p> <p>Based on our Student Survey data, each of our schools has developed and implemented a plan focused on increasing kindness, respect, and rapport between students. Following multiple processes designed to collect feedback from various stakeholders within RSD, we have prioritized SIA funds on the implementation of behavior mental health supports at the Tier III level. We partnered with the Brookline Center’s BRYT program (Bridge for Resilient Youth in Transition) and have implemented their structures and supports in every school across the district.</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>This year, RSD is working directly with a consultant, Studer Education, in a process designed to align and measure priorities in the form of a district scorecard (continuous improvement plan). This direction and associated initial steps demonstrate our commitment to identifying and capitalizing on high leverage activities system-wide. One example outcome of this process is the district’s commitment to scaling up professional development opportunities in the Science of Reading in order to help support an early literacy focus. Furthermore, each of our school teams have developed a continuous improvement (CIP) plan based on a needs assessment (analysis of data) designed to help identify strengths and areas of improvement.</p> <p>Annually, we design a comprehensive professional development plan that leverages beginning of the year inservice opportunities, weekly early release School Improvement Wednesdays (SIW), the district Curriculum Day, and other strategic PD events aligned to district initiatives and identified areas of need.</p> <p>Our district holds strong value in ongoing partnerships and or commitments to various programs designed to support professional growth opportunities to teachers and schools as needed: Curriculum Associates; Teachers Development Group; AVID; ENVoY; and Culture of Care to name a few. Additionally, instructional coaches and specialists also play a critical role in supporting instruction practices in the classroom by working with principals to schedule and deliver PD opportunities school-wide, to grade level teams, and individual teachers, as needed.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based</p>	<p>Research-based improvement to teaching and learning is the cornerstone of our annually developed professional development plan. This plan articulates the topic and frequency of PD initiatives throughout the year. Our district believes that fewer PD focuses sustained over time are far more effective than a variety of one-off sessions.</p>

<p>improvement to teaching and learning?</p>	<p>We have enjoyed strong, multi-year partnerships with Curriculum Associates, the Teachers Development Group, AVID, ENVoY, Culture of Care, to name a few.</p> <p>Our Instructional Specialist and Coaching team organize and deliver professional development in alignment with our annual PD plan and working with our PD partners to support sustained improvement in areas of focus, and on an as needed basis to support specific needs and initiatives identified by school principals. Although PD is generally provided on a school-wide or department specific basis, coaching is targeted to individuals and or grade / department level teams by administrator and or educator request. Additional PD was made available to classified Instructional Assistants (IAs) this year with a focus on academic instruction. Based on input from IA listening sessions, we are making adjustments to next year's IA contracts to provide more job-embedded PD. Part time schedules have been a barrier to job-embedded PD for our IAs; we are working to fix that with contract adjustments.</p> <p>Principals provide both formal and informal feedback to teachers and paraprofessionals throughout the year in alignment with individual supervision and evaluation cycles. For areas of focus, we also schedule district-wide walk-throughs to observe exemplary teaching practices in a “studio” environment.</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>As mentioned above, our MTSS structures are at the heart of providing high quality instruction to all and personalized supports to those students who need it. Decisions about personalized supports are informed by a robust data review system (RTI) where we monitor student outcomes along the way so we can intervene early with instructional response.</p> <p>Various data review systems are in place in RSD designed to help identify a) students at risk of low achievement, b) gaps in Tier I core curriculum, and c) the fidelity with which instructional tools are being utilized with classrooms. As part of our RTI processes we review a variety of student outcome data (universal screeners, diagnostic assessments, pre/post formative assessments, curriculum-based assessments, performance tasks, and summative assessments). RTI teams and teacher teams (PLCs) review the data to determine students who are at risk.</p> <p>To support the data analysis, we have implemented the use of a data dashboard aligned with our student information system and are in the planning process for scaling up its general use and potential user base. Data review takes place at the classroom level, the school level and the district level. District leaders meet with principals periodically to review their RTI data and discuss plans for response.</p> <p>Response systems include: 1) modifications to Tier I supports in the classroom, 2) additional supplemental supports (Tier II) which can be provided by the classroom teacher and/or specialists, and Tier III supplemental supports provided mostly by specialists. We are in the process of redesigning our elementary Tier II/III supports to ensure that students with greatest need are spending the bulk of their instructional time with trained, licensed teachers.</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?

Our district has a number of valuable early childhood education partnerships that assist us in supporting our community's early learners. At Hugh Hartman Elementary, four prekindergarten programs flourish in partnership with Early Childhood Special Education, High Desert ESD's Typical Peer program, Juntos Aprendemos, and a district supported Title 1A prekindergarten. Head Start shares the campus for their prekindergarten program at MA Lynch Elementary, and Tumalo Community School provides a pay-to-participate prekindergarten that supports their small community.

We meet with our regional P3 partners annually. Together we created a common pre-kindergarten to kindergarten transition form that each group completes in the spring for each student transitioning into our district's kindergarten program, and those are shared with district elementary principals and kindergarten teachers in the following fall. In addition, one of our district's kindergarten teachers provides evening presentations in the spring to each of our community's Head Start programs that focuses on what students and families can anticipate as they transition to kindergarten. In the spring each elementary school hosts an open house event to welcome incoming kindergartners and families. Also, our district calendar provides days at the start of the school year for home visits and graduated-starts with fewer students.

We believe that the transition between grades and school levels begins with having effective systems (e.g., RTI) that address learning gaps, support mental health, and address student needs in real time. Our school counselors are a big part of the support system for the transition of students. They meet with counselors at the next level to ensure continuity and supports are in place for students prior to transition.

Our 5th and 8th graders visit their middle and high schools in the spring and we host family events as well. The first day of middle and high school is a 6th and 9th grade only day. The design of these days is to provide orientation for our incoming students. Student leaders are in charge of these days and provide a lot of culture-building and socialization activities to help students feel connected and comfortable with their new school.

We also provide a summer bridge program for incoming 6th and 9th grade students. This multi-week camp provides social and academic opportunities for students.

Collaboration across teachers and counselors throughout the school year is essential to having clear and achievable expectations of students. Throughout the year teachers engage in shared training on instructional practices and counselors meet regularly to discuss course placement, recruitment and career planning and advocacy, as well as student mental and behavioral health supports.

Our high schools utilize the Oregon Career Information System to help students plan for careers and post secondary education. We utilize future centers and work with the colleges and universities across Oregon to coordinate college presentations to students.

	Our local community college has specific staff who we collaborate with to ensure our students are finding success in college. We work together to ensure our courses are aligned with their expectations through our college now course partnerships.
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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

Integrated Budget 2023-24

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$18,358.92	\$1,719,431.66	\$4,794,704.68	\$6,532,495.26
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$18,358.92	\$1,719,431.66	\$4,794,704.68	\$6,532,495.26
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
S1	Sample		1.5	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)		STF		H&S	111	\$3,250.00		\$2,500.00		\$65,000.00	\$70,750.00
--	Indirect/Administration	--	--	--	--	--	--	--	690				\$0.00	\$228,319.27	\$228,319.27
A1	High School Success Coordinator - Staff		2	Supports: Other			DP STA	WRE	111				\$66,800.00	\$89,800.00	\$156,600.00
A1	High School Success Coordinator - Staff						DP STA	WRE	2XX				\$36,300.00	\$45,200.00	\$81,500.00
A2	HS Counseling - Staff	Physical/Mental/Social Well-Being	1	Supports: School Counselor/School Social Worker			DP STA		111				\$89,800.00		
A2	HS Counseling - Staff						DP STA		13X				\$5,200.00		
A2	HS Counseling - Staff						DP STA		2XX				\$44,100.00		
A3	CTE - Staff	Career-Connected Learning/Pathways	6.5625	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				\$535,000.00		
A3	CTE - Staff						CTE STA		13X				\$26,000.00		
A3	CTE - Staff						CTE STA		2XX				\$237,800.00		
A4	School Improvement Specialist - Staff		1	Supports: Other			CLO STA		113				\$113,300.00		
A4	School Improvement Specialist - Staff						CLO STA		2XX				\$37,900.00		
A4	AVID - Travel							WRE	34X					\$37,600.00	\$37,600.00
A5	Credit Recovery - Staff		4.25	General: Multiple subjects teacher (middle/high school)			DP STA		111				\$303,400.00		
A5	Credit Recovery - Staff						DP STA		2XX				\$141,400.00		
A5	Dropout Prevention - Tuition	Community-Based Organization					DP OCG		31X				\$40,131.66		
A5	Dropout Prevention - GED Testing						DP OCG		640				\$4,000.00		
B1	BRYT Program - Coordinator	Physical/Mental/Social Well-Being	1	Supports: Social Emotional Learning (SEL)				H&S	111					\$86,700.00	\$86,700.00
B1	BRYT Program - Coordinator							H&S	2xx					\$41,800.00	\$41,800.00
B1	BRYT Program - Staff	Physical/Mental/Social Well-Being	10	Supports: Social Emotional Learning (SEL)				H&S	111					\$729,600.00	\$729,600.00
B1	BRYT Program - Staff	Physical/Mental/Social Well-Being	11.25	Supports: Social Emotional Learning (SEL)				H&S	112					\$388,600.00	\$388,600.00
B1	BRYT Program - Staff							H&S	13X				\$1,100.00		
B1	BRYT Program - Staff							H&S	2XX				\$606,900.00		\$606,900.00
B1	BRYT Program - Services (Consultation, Substitutes)	Physical/Mental/Social Well-Being						H&S	31X					\$23,300.00	\$23,300.00
B1	BRYT Program - Travel							H&S	34X				\$1,000.00		\$1,000.00
B1	BRYT Program - Supplies							H&S	410				\$7,200.00		\$7,200.00
B1	StepUp - Staff	Physical/Mental/Social Well-Being	4	Supports: Behavioral Specialist				H&S	111					\$303,000.00	\$303,000.00
B1	StepUp - Staff	Physical/Mental/Social Well-Being	8.3125	Supports: Behavioral Specialist				H&S	112					\$297,000.00	\$297,000.00
B1	StepUp - Staff							H&S	13X				\$5,800.00		\$5,800.00
B1	StepUp - Staff							H&S	2XX				\$345,200.00		\$345,200.00
B1	StepUp - Services (Substitutes)							H&S	31X				\$6,200.00		\$6,200.00
B2	K-1 Class Size Reduction - Staff		6.731	General: Elementary Teacher				RCS	111					\$558,900.00	\$558,900.00
B2	K-1 Class Size Reduction - Staff							RCS	2XX					\$277,200.00	\$277,200.00
B2	K-1 Class Size Reduction - Services (Substitutes)							RCS	31X					\$13,685.41	\$13,685.41

Integrated Budget 2023-24

B3	Asst Dir DL/ELD	Community-Based Organization	0.45	Language: English Language Development				WRE	113						\$60,800.00	\$60,800.00
B3	Asst Dir DL/ELD							WRE	2XX						\$30,000.00	\$30,000.00
B4	Data Dashboard					SSS			470			\$18,358.92				
B5	Leadership Coach - Extra time						CLO STA		12X				\$38,300.00			
C1	Latinx Community Partnership - Community Liaisons	Community-Based Organization	3.6875	Supports: Family/Community Engagement (incl. McKinney-Vento)				OCG	112						\$130,800.00	\$130,800.00
C1	Latinx Community Partnership - Community Liaisons							OCG	13X						\$4,600.00	\$4,600.00
C1	Latinx Community Partnership - Community Liaisons							OCG	2XX						\$100,400.00	\$100,400.00
C2	Community Partnership (Communication) - PIO		0.5	Supports: Family/Community Engagement (incl. McKinney-Vento)				OCG	11X						\$43,800.00	\$43,800.00
C2	Community Partnership (Communication) - PIO							OCG	2XX						\$23,500.00	\$23,500.00
C3	Family Partnership (Communication) - Parent Square							OCG	470						\$41,200.00	\$41,200.00
D1	Adaptive PE - Staff	Community-Based Organization	0.5	Special Education (all positions)				WRE	111						\$40,500.00	\$40,500.00
D1	Adaptive PE - Staff							WRE	2XX						\$11,100.00	\$11,100.00
D2	Artist-in-Residence - Extra Time	Community-Based Organization						WRE	13X						\$40,700.00	\$40,700.00
D2	Artist-in-Residence - Supplies							WRE	410						\$24,000.00	\$24,000.00
D3	K-12 Robotics - Stipends							WRE	13X						\$40,000.00	\$40,000.00
D4	Library - Books							WRE	4XX						\$43,000.00	\$43,000.00
D5	District Librarian - Staff		0.5	Library & Media				WRE	111						\$44,900.00	\$44,900.00
D5	District Librarian - Staff							WRE	2XX						\$21,300.00	\$21,300.00

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Strategies	Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	S1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.					
	S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.					
	S3	Provide equitable access to social, behavioral and mental health supports.					
Strategies	Outcome-A	Enhance proven pathways to graduation for all students including equitable access to robust career and technical education options, dual credit opportunities, 9th grade on track support, and dropout prevention.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	9th Grade RTI teams frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
	A2	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
	A3	Plan, staff, and implement robust CTE programs of study across both high schools and ensure enrollment and credit attainment is represented by school demographic.					
	A4	Provide professional learning and ongoing coaching for high school teachers utilizing strategies to engage all students with a focus on focal populations and first generation college students.					
	A5	Strengthen credit recovery programs and GED instruction on high school campuses, including counseling support and local partnerships focused on re-engaging youth.					
Strategies	Outcome-B	MTSS structures are in place in all schools to articulate tiered supports for both academic achievement and social-emotional, behavior well-being for all students and for focal groups.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Implementation of the BRYT program in each of our schools and the StepUP program district-wide will provide Tier 3 + support to students who are navigating serious mental, social, behavioral challenges.					
	B2	Maintain QEM level class sizes in Kindergarten and 1st grade in support of high quality Tier 1 literacy instruction anchored in the Science of Reading to support improved acquisition of foundational skills and put students on a strong path toward reading proficiency by 3rd grade.					
	B3	Improve outcomes for our English Language learners through Tier I and II supports: explicit ELD instruction, adoption of high quality curriculum and consistent data review/response systems.					
	B4	A data dashboard will be used by RTI teams district-wide to help monitor real time data (attendance, behavior, academic markers) for all students, and disaggregated by focal groups, to support in identifying individual and group needs and providing aligned interventions in a timely manner.					
	B5	Coaching support for high school and middle school RTI development, implementation and monitoring to assess and align supports for students at-risk.					
Strategies	Outcome-C	Support welcoming and inclusive school communities through strengthened family partnerships and improved communication.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Strengthen partnership with our Latinx and newcomer families through improved communication efficiencies, proactive outreach, and responsive support.					
	C2	Public Information Office will ensure consistent, translated communication of district communications to Spanish-speaking families.					
	C3	Implement the installment of a single access Family Engagement Digital Platform to support more reliable and accessible communication for all families.					
	C4						
	C5						
Strategies	Outcome-D	Expand and integrate well-rounded learning supports to improve learning opportunities for our students.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	D1	Adaptive P.E. services are supported district-wide by a trained P.E. specialist.					
	D2	Support for Artist-in-Residence Program at K-5 schools.					
	D3	Stipends for to support K-12 coaches for Robotics programs at each of our schools.					
	D4	Support the updating and diversifying of K-12 library collections.					
	D5	District Librarian FTE to oversee the updating of library collections and increasing accessibility and quality of library programs at all schools.					

Additional and Tiered Planning

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	CSI/T SI Activity Budget	CTE Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$75,400.00	\$2,004,700.00	\$2,080,100.00
S3	SAMPLE: Contract with local mental health providers to provide counseling services at all school sites on a weekly basis						DP OCG	WRE	640				\$10,000.00	\$7,500.00	\$17,500.00
S1	SAMPLE: Hire additional secondary math teachers		2	Math: Teacher / Coach / Assistant / TOSA			DP STA	RCS	111				\$30,000.00	\$30,000.00	\$60,000.00
A1	MAPS Assessment							WRE	640					\$6,200.00	
A4	College Visits						CLO OCG		34X				\$6,400.00		
A4	Oregon Career Information System						CLO ESF		470				\$7,000.00		
A5	Graduation Support Specialist		1	Other: Other staff position not listed			DP STA		112				\$33,000.00		
A5	Graduation Support Specialist		1	Other: Other staff position not listed			DP STA		2XX				\$29,000.00		
B1	Middle School Counselors		2	Supports: School Counselor/School Social Worker				H&S	111					\$138,400.00	
B1	Middle School Counselors							H&S	13X					\$3,700.00	
B1	Middle School Counselors							H&S	2XX					\$77,000.00	
B1	StepUP Administrator		1	Supports: Social Emotional Learning (SEL)				H&S	113					\$125,600.00	
B1	StepUP Administrator							H&S	2XX					\$63,800.00	
B1	SEL Curriculum							H&S	4XX					\$50,000.00	
B1	Student Services Administrator		0.5	Other: Other staff position not listed				H&S	113					\$68,400.00	
B1	Student Services Administrator							H&S	2XX					\$33,900.00	
B1	Student Services Administrator - Travel							H&S	34X					\$500.00	
B1	Student Services Administrator - Supplies							H&S	410					\$600.00	

Additional and Tiered Planning

B2	K-1 Class Size Reduction Teacher		0.269	General: Elementary Teacher				RCS	111						\$21,100.00
B2	K-1 Class Size Reduction Teacher							RCS	2XX						\$10,700.00
B2	Professional development in Science of Reading for all K-5 teachers (subs)							WRE	12X						\$45,000.00
	Professional development in Science of Reading for all K-5 teachers (books)							WRE	4XX						\$5,000.00
B2	New Comer Supports - ELD Specialist Coach		1	Language: English Language Developmen t				WRE	111						\$78,300.00
	New Comer Supports - ELD Specialist Coach							WRE	2XX						\$39,500.00
C1	New Comer Welcome Center - Staff (classified)		1	Language: English Language Developmen t				OCG	112						\$27,900.00
	New Comer Welcome Center - Staff (classified)							OCG	2XX						\$27,400.00
C1	New Comer Welcome Center Materials							OCG	410						\$5,000.00
D2	After School Enrichment Programs (K-8)							WRE	13X						\$168,300.00
D2	After School Enrichment Programs (K-8)							WRE	410						\$66,000.00
D2	Elementary Music Teachers		4	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)				WRE	111						\$313,200.00
D2	Elementary Music Teachers							WRE	2XX						\$158,000.00
D3	Elementary STEAM Teachers		4	Other: Electives teacher not listed				WRE	111						\$313,200.00
D3	Elementary STEAM Teachers							WRE	2XX						\$158,000.00