



*Glendale School District K-12 Charter*

# Successfully Educating All Students

## Needs Assessment Summary

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

In the spring / fall of 2022 the Glendale School District used comprehensive disaggregated assessments to identify areas of strength and areas of needs as we developed the improvement plan moving forward. To complete this assessment our team used School Report cards, attendance data, stakeholder surveys, the ORIS needs assessment protocol, Oregon Equity Lens (OregonEquityLens (1).pdf) and Oregon integrated plan guidance. An executive team met to determine trends and needs within the district based on the disaggregated data, develop a plan of action, present and implement a plan moving forward.

School Board, District Teams and Schools look at individual student outcomes and needs at each data-based meeting. Glendale is 100% free and reduced, which qualifies for Title 1A support. Those supports are targeted at the Elementary intervention level. In 2022-23 Glendale did not have any students qualify under second language acquisition (two students enrolled in April of 2022- trend data was not available on their progress at the time of this evaluation. Glendale collaborates with the Douglas County Tribe, for our Indigenous Native American students who need support and resources. Based on peer review all sub populations have been significantly impacted by the pandemic. The population of students who have experiences adverse conditions have demonstrated the hardest time re-integrating into the school system

Student outcome reports provided multidimensional analyses of academic and behavioral outcomes for individual students and student groups. Reporting applies quality thresholds on a set of core metrics assessing students' academic performance and commitment, including a) what each student is accomplishing in terms of their academic performance and commitment, and b) how each student and group of students are progressing over time with respect to these key accomplishments and challenges.

Surveys gave us access to stakeholders thinking about their own experiences, their perceptions of safety, and how they view their relationships. It included information on

Interpersonal Supports for students and staff , High and clear expectations , Targeted supports – effectiveness , Engagement and Sense of belonging at school and Academic decision making. Observation and walkthroughs provided data on student engagement, instructional alignment, assessment outcomes, and rigor of instruction

## Plan Summary

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

The Data review elevated the need for us to examine what is affecting our students and families using a post COVID—19 lens including traditionally underserved students and how we can adjust our system to help them be more successful. The team used individual student outcomes focusing on are highest at-risk group of students in poverty at 93% and students with disabilities at 23%. Disaggregated data identified 1% English Language Learners, 1% openly identified as a LGBTQ, 9% of the student population identified as ethnically diverse. The Data indicated a need for Universal Targeted Instructional approach to provide growth in all areas, with those in poverty and experiencing Disabilities demonstrating the largest gap in instruction skill development.

The data made it clear that the district plan needs include:

1. Reading – Implementation of standards-based instruction using a defined core
2. Math – Evaluation of current curriculum and implementation of best practices in math instruction
3. Graduation Rates – although have shown an increase, still need to be addressed.
4. Mental and behavioral Health – student's ability to self-regulate, feel safe, conflict resolution.

The review of our data showed that gaps in achievement occur in our district for economically disadvantaged students and students on IEPs/ 504s. Given the impact of the pandemic there are significant gaps across all student groups that show a concerning trend in academic performance. This indicates to us that additional academic intervention support needs to be identified, and strategies implemented to address these inequities in achievement.

An additional element of the review of our data showed that attendance is a critical indicator of success. Students that attend school regularly are more likely to succeed, and students that finish their 9th grade year on track are much more likely to graduate. Although the district has made growth in both on track and attendance domains, they remain high needs areas to address in our comprehensive plan.

Specific needs include:

Review and implementation of current academic curriculum – purchasing a math curriculum in 2022/ 23

Research, implementation, and review of best practice intervention programs – developing skills for our young teaching group.

Community and family engagement plan- that includes multiple opportunities for parent engagement and input

Attendance protocols/ systems for improvement

Analyze behavioral management system and data to meet student needs – Trauma informed practices

Implementation of consistent SEL (Social Emotional Learning) curriculum/ programs

Priority improvement areas:

Increase success for all students by closing the achievement gap exasperated by school closures and irregular instructional options.

Increase attendance Grades K- 12 Target 93% by 2025

Provide instruction that reflects best practices and standard based alignment both vertical and horizontal alignments.

Provide staff with professional development that contributes to increased instructional effectiveness including intervention, differentiation, and social emotional systems.

Implement Multi-Tiered Systems of Support/ (Positive Behavior Interventions and Supports at all levels

Increase the percentage of KG 8<sup>th</sup> grade students meeting academic proficiency in core subjects ( ELA, Math and science)

Grade 9 on track to graduate – 90% by 2025

Expand CTE and Post-secondary options at the MS/ HS level.

## Equity Advanced

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

- Glendale supports full integration and inclusion for all students. In terms of equity- we implement programs and practices that provide equal access to all student groups. This enables all students to thrive academically, socially and emotionally.
- Teachers have received PD on Trauma informed practices, resilience in learning and positive behavioral interventions for all students. Data indicates that more than + **70%**

of the students feel respected and safe with staff at Glendale. Key area of concern in spring of 2022 was student to student interaction

- We are in the process of developing a wide range of classes, opportunities and resources for our HS students to experience that include, access to Collegiate course work, internships, expanded science and technology programs for all students to have access to.
- Implementation of district wide SEL program to support student engagement and positive student relationships and core problem solving.
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### **What needs were identified in your district or school in terms of equity and access?**

- Glendale is not considered an ethnically diverse district with less than 9% ethnicity, less than 1% of students who identify as LGBTQ+. Our greatest subgroup population are special education students at 21 % and students living in poverty at 93%.
- The capacity to provide a variety of supports to help students engage in learning - Especially for diverse students in sub categories.
- Consistent and trained diversified staff to support students' learning .

### **Upload the equity lens or tool you used to inform and/or clarify your plan & budget.**

- OregonEquityLens.pdf
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### **Describe how you used this tool in your planning.**

- The team identified all area of equity - evaluated needs and determine specific targets of support based on the data profile presented
- Resources are targeting students who are demonstrating need for growth and development - ex - intervention to support reading and math for all students who are not meeting current academic criteria
- Implementation of systems to support students at risk - including developing school student handbook, developing district based assessment system, behavioral intervention, targeted supports for HS students through counselor - PD focus on classroom integration and supports for high risk students
- Review implementation of Educational Equity in Glendale -
  - Fairness - making sure that personal and social circumstances are not obstacles to achieving educational potential.
  - Inclusion -basic minimum standard of education for all.
  - opportunity - access to all programs and services

Instead of failing students, give them intense intervention in specific skill areas. 100% intervention program

Work with parents more to get their support for their child's schoolwork. If this is impossible, then provide after-school programs for those children.- Currently, small group Homework-help 2 times a week for students.

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

By providing a comprehensive and targeted intervention support system we look to decrease the academic impact for our students -

- Reading intervention - 100% K-7 - Individual targeted at 8-12
- Math Intervention - Adoption of new standards based curriculum 2023 - research and support math intervention focus - for targeted intervention 2023

Increased access to UCC/ RCC programs - all students have access to take coursework - teachers getting certified to teach course work increases post-secondary opportunities

**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?**

Rural travel barriers - Access for some families can be limited based on the ability to provide transportation to school and school based functions - due to high costs associated with transportation needs, ( gas, vehicle)

Students who have been impacted with Homelessness have a difficult time acquiring basic needs to support positive learning including meals, clothing, shelter and resource supports in Glendale.

Engagement with community and resources to support our mission access to mental health, medical health - programs to provide basic needs

Outsourcing critical programs such as special education limits that effectiveness, access and development of programs to support students.

Internet and phone access for families in rural areas has been limited and inconsistent

**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?**

- 100% food program - all students are fed at each meal
- Daily nutrition support
- Bussing and transportation - Door to door transportation
- Coordination of services with our local service providers - expanding support within the city of Glendale
- Supply all student learning materials: supplies, backpacks, and coats
- Provide assistance with enrollment -minimize enrollment delays related to residency, immunizations or guardianship.
- Provide all students with access to extracurricular activities- pay fees, purchase materials.
- employ practices that increase the awareness of the Homeless Education- for staff and community
- Early identification will ensure that homeless students receive the needed resources as soon as possible.
- Counselors who are knowledgeable about homelessness
- Family support services, encouraging family involvement.
- adopt policies and practices to ensure that homeless children and youth are not isolated or stigmatized.
- Provide targeted intervention and support services - remediation/ tutoring.

- ensure that school personnel are aware of the legal rights of homeless children, and schools should actively collaborate with local shelters to provide continuity
- *Ensure timely access to appropriate educational services and in-school support services.*

### **CTE Focus**

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

- In Glendale ALL students have access to quality instruction, resources, and the experiences necessary to take that next step towards college and career readiness.
- Currently Developing Cluster CTE based programs that provide a variety of opportunities, skills training and support for all students. workshop, education, Medical and farming.
- Coordinating with local businesses and supports to provide internships and real-world job experiences
  - We offer a Grad coaching program- that tracks and supports all students.
  - Work with Recruit hippo to ensure student access to work related opportunities.

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

Glendale is in the process of re-establishing a CTE program - after much of what was in place was shut down during the COVID Pandemic. We are in the process of hiring qualified teachers, re- imagining programs. We have been conducting student interviews of interests - which identified a wide range of interests and needs. Being a smaller rural distort it is difficult to coordinate multiple complex CTE programs. Using community and county resources to broaden the scope of opportunities for our students has been a strong focus as we decide on which programs will become our comprehensive foundation for CTE in the future .

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

Implementing Glendale CTE Plan includes disrupting current inequities in programming, participation, and outcomes and requires that the workforce, higher education, K-12, and business and industry come together to align our work and support our common goals. Our commitment to improved systems alignment and equity drives our planning.

In order to provide essential opportunities for CTE engagement the Glendale School District recruits local and regional members that have experience and skills within the subject.

We have surveyed students to determine overall trends and interests so that all students have options and opportunities for a variety of CTE and work related experiences . Staff have been assigned to monitor and council students who are currently attending Glendale Schools to ensure equal opportunities to access all CTE programs.

Utilizing local and regional resources Glendale provides a multi- level of CTE options - ranging from basic understanding to hands on internships in related areas for all students ( Work experience and post-secondary class opportunities

**How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**

- Glendale’s targeted objective for all students will be to experience a CTE program, Complete at least 1 post-secondary class and/or experience an internship. Currently all students meet regularly with our HS Counselor, Recruit Hippo coordinator and our Project youth+ support to design a program that provides for multiple opportunities of engagement in this CTE programs.

**Well-Rounded Education**

**Describe your approach to providing students with 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).**

Glendale School district believes the best approach to providing a well-rounded education happens through consistent instruction, targeted learning opportunities, developing creativity, encouraging critical thinking, promoting social and emotional learning and providing Multiple opportunities for learning.

- In the elementary program we provide comprehensive core academic curriculum offerings, In addition all students receive instruction in social skills, health, PE, music, technology and library.
- Our schedules include time for teaching research-based social skills instruction ( Character Strong) as class meeting times to connect with students. Staff utilize the programs to support students’ personal and interpersonal development.
- The middle school programs provide core academic classes and various related arts courses including STEAM, band, choir, physical education, advisory, and after-school athletics. Staff work hard to develop positive and supportive relations ships that will provide opportunities for students to feel engaged and have a sense of belonging. This can include activities such as art, music, creative writing, and problem-solving exercises.
- High school offerings include the core academic curriculum and electives such as Drama, Wood Working, culinary arts, entrepreneurship and music. Students are able to participate in hands-on activities, field trips, internships and community service projects. This helps them apply what they have learned in the classroom to real-world situations and develop practical skills.

Instructional practices/ curriculum/ skill development

- a content-rich curriculum - cycled review of all curriculums
- 100% of students in K- 7 get targeted intervention daily, targeted intervention grades 8-12
- District level assessment - in core instruction benchmark and progress monitoring
- Teacher Mentorship - 1-1 support for instructional practices in class
- Differentiated instruction - during class instruction - with IA support for students who struggle with skill development
- Building Community - connected relationships focused on inclusivity for all students, families and community

- Collaborative PLC- focused on data= instructional practices= student outcomes
- PD - paraprofessionals to provide support and instruction.
- Parent involvement - Inviting families into the classrooms, school and programs. Regular conversations/ conferences to let parents know where students are at
- Employing specific, targeted positive reinforcement when a student meets a behavioral or academic goal
- Providing opportunities for engagement through extracurricular- drama, arts, music, athletics.

**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?**

Glendale Elementary level has a licensed music teacher that provides K-6 weekly music instruction for 60 min in all grade levels. We have one evening choral music performance annually as well as one evening instrumental performance for all grade levels.

At the Middle School and High School Students have access to :

- Theater - Drama - three performances a year
- Arts program - visual and applied arts.
- Music- Choir and instrumental
- Media - Journalism through Associated student body - and yearbook programs

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

Glendale School District has two in-house library programs that provide access to a wide variety of books. We also coordinate services with our local community library facilitating reading experiences throughout the year. Glendale Recently received a grant from the ODE to revitalize our library books and resources.

- At the Elementary school students receive weekly lessons in library skills and sciences.

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

- In Glendale we develop a comprehensive schedule that allows supervision for both time to eat freshly made meals and movement during the day -
- Students at the Elementary receive 1.5 hr. of released recess/ meal times daily with the addition of 30 min/ day of movement through PE/ Music . Meal periods of 20 min twice daily provide both breakfast and lunch.
- Students have the opportunity to eat upon coming to school if late.
- Middle school students have access to Physical Education 225 minutes a week
- High school has release time between classes, lunch break - with open Gym time, as well as 40 min daily with seminar - that includes movement. High School students have the opportunity to participate in daily PE as well as a large variety of sports related activities during the week

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



Glendale schools offer a variety of STEM and STEAM options for our students in addition to core instruction. Our district has access and uses our local STEAM Hub to provide various opportunities for exploration and learning. Teachers use Mystery Science to provide additional lessons in the area of Scientific problem solving and critical thinking related to science. Additionally, students have access to club that focus on robotics and other art activities. These are seminars provided by staff in our district daily. In the summer Glendale provides an enriched STEM based learning program for students to attend.

- STEAM/ project based programs are integrated into weekly lessons
- SEL - Character Strong lessons focus on Critical thinking and real world problem solving
- Staff coordinates all STEM, Project based learning and cross disciplinary content - that allows for hands on, exploration of concepts in core and extracurricular course work
- Grade 6 participates in Outdoor Ed program annually.

**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.**

Our process for adopting curriculum and programs follows our State guidelines as outlined on the ODE website . We convene teams of educators to review research, standards, and district data to determine a district direction and needs prior looking at the materials recommended for adoption. We revise used ODE evaluation tool along with support from our ESD partners, to dive deeper into recommended programs. We concentrate on equity to ensure best practices and equitable learning opportunities are available for all sub- populations including English Language Learners, students receiving Special Education services, and students needing extended learning opportunities.

We want to ensure a guaranteed and viable curriculum for all students. This includes providing opportunities for staff to review standards, develop long-term goals and plan for formative and summative assessments. The process we follow to ensure students have access to high-quality materials and strong instruction is grounded in our multi-tiered systems of support.

We provide ongoing coaching and mentoring support that is focused on implementing standards-based materials, researched-based instructional strategies, and data collection to make in time decisions for what students need.

In 2022 Glendale began a comprehensive review of curriculum as it related to standards, scope and sequence alignment. Teams review process for regular adoption of core curriculum ( math 2023, Science 2024, Social Science 2025, Extra-curricular- 2026 and reading 2027 )

- Lesson plans/ grades are documented based on standards being taught - tracking successful completion of skills with in those standards for student mastery
- Teachers participate in annual curricular planning sessions/ PLC before the school year to consider the standards guiding their course(s) and plan out scope and sequence detailing the essential learning objectives all students are required to know. This helps create a guaranteed and viable curriculum for each grade level.
- Additionally, teachers have begun the process of crafting unit plans that clearly outline formative and summative assessments as well as key learning activities necessary to meet key standards.

- Quarterly PD sessions and monthly coaching sessions provide additional support to complete, maintain, troubleshoot, and adapt these plans and assessments.

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

- The classroom visit protocol emphasizes alignment with standards in terms of whether learning materials and activities reflect standards for the course, are on-track with the pacing, and whether the difficulty, grading/evaluation, and feedback given for student work are structured to facilitate student proficiency of standards. The leadership team then uses the aggregated data to determine necessary supports for individual and groups of teachers
- Teachers receive instructional PD that is based on academic skill development, indicators and student progress.
- PD design is designed to increase the core teaching practices that follow best practices modes. . Follow-up supports include: coaching, follow-up PLC, etc. Leadership helps monitor and give additional support to teachers by conducting walkthroughs and incorporating mini PD lessons into bi-weekly staff meetings. In addition, supporting teachers who are currently working on teaching certification with additional mentoring and PD to support instruction.

In Glendale we conduct:

- Quarterly observations within the alignment of our evaluation process
- 1-1 peer mentorships - for teachers within 5 years of experience
- Adoption, Professional development and implementation of core curriculums and supports
- Schedule intervention on student specific targets and needs.
- Coordination of academic and behavioral supports with our specialist (special education/ Title 1A)

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

The Glendale School district currently has (1) Preschool Promise classrooms for age four students. This program services 15 local students as well as integrating our ECIC intervention supports for speech and learning. Our program has access to all critical school staff, including a Behavior support, who can consult and assist with individualized plans and tiered support.

Our district preschool staff have access to all district professional learning opportunities. In the fall , we coordinate individualized transition sessions for students in our preschool programs. In the spring of Preschool year the team coordinates a transition program into school age classrooms that provides students and parents with information about programs embedded in the Kindergarten. We Provide a viable curriculum that is aligned with our core school age programs . We Coordinate with Early Childhood programs within the Douglas ESD for 2-3 year old special needs intervention.

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

One aspect of the student survey asks students to report the extent to which adults communicate expectations for pursuing post-secondary education and help students plan to do

so, and whether students themselves believe they are being prepared to succeed. We use these results to develop programs and support to meet students' needs- .

- Transition programs
  - All schools are open in August for 1-1 parent and student meetings - tours of the school and resources for students. Schools communicate with students and families about the transition process and provide resources to help them navigate it. This is done through parent information nights, school visits, and written communication for incoming students to include a variety of resources and information about the new school community.
  - All students annually review the school handbook of rules and expectations with staff - including where to go for support, how to access meals, transportation and academic support.
  - Elementary All students have transition day - where they meet and work with teacher(s) for the next year annually. Meet with parents to discuss new grades, expectations and focus of instruction in fall
  - Elementary to Middle transition- Transition included - Meet and greet with principal and office staff, One day field trip visit to school in spring to meet staff, get an understanding of day and location of classes and supports. Parent meeting and contact in fall providing information on school, programs and expectations
  - Middle to High - Meet with the Grad Coordinator/ principal in spring of 8th grade year to develop an academic plan for HS completion. (Located in same facility as Middle)
  - Our schools engage in ongoing curriculum alignment across all levels. This ensures that students have access to rigorous instruction aligned to State standards, and prepares students for the next level of education.

### **How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?**

In the context of MTSS, our schools have a team that meets regularly to analyze academic and behavioral data. The team looks at all data to determine direct needs for intervention and enrichment.

- Student outcomes reporting for each child uses quality thresholds to identify whether standardized test and assessment performance is weak, marginal, promising, strong, or very strong.
- Multi-year data is disaggregated by focal groups (special education, ELL, student of color), allowing the leadership team to pinpoint areas or combinations of areas in which students need additional support. This helps us give multi-tier support to students, including: (reading, math and behavioral intervention).
- Identify
  - Annual District benchmark assessments - iready, DIBELS and student performance indicators
  - Teacher Referral - based on curriculum and social emotional behaviors
  - Teacher/ Parent Referral to the MTSS - diagnostic assessment
- Support

- Targeted intervention K-12 program - Students who have been identified as struggling to meet standards get a minimum of 30 min / 4 times a week of small group instruction ( 2-5 students to one TE) - in addition students who have difficulty in multiple areas are provided additional small group instruction to meet educational needs.

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

Glendale has a process for identifying TAG students, which meets the minimum state expectations. For our TAG students differentiated instruction focuses on content, process, product, or learning environment. Adjustments to instruction focus on student readiness, interests, and learning profile.

Strategies for instruction include, but are not limited to the following: higher-level questioning, extensions, flexible grouping ,and single-subject acceleration. Additionally, our middle school schedules allow for extension opportunities that allow students to participate in Honors reading and math classes. .

Glendale uses a Multi-Tiered System of support for all students. Through ongoing scheduled benchmark assessment, State of Oregon Summative Assessments, Monthly progress monitoring and curriculum based reviews the team develops an ongoing profile of each student being served. All assessments are disaggregated by focal groups and decisions about instructional needs are made by class, groups and individual students. 100% of students in grades K-8 are provided ongoing direct intervention or acceleration based on needs.

Students who have exceeded standards participate in enrichment activities that focus on advancing skills in the areas of problem solving, critical thinking and application of skills

***CTE Focus***

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

In Glendale High school and middle school counselors and staff spend time with industry to learn about CTE/career options They Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in the middle grades, before enrolling and while participating in CTE

We have expanded work-based learning opportunities in equitable ways so that more of our learners have the professional skills and social capital to be successful when they transfer from education into the workforce. Currently 45% of our students engage and participate in CTE, Internships and Post secondary programs. Focus on career learning, guided pathways and common messaging in school - including a running record of Job and Internship opportunities- as well as using school resources to apply to programs allows all student to have access to programs. Coordination with local and regional partners including UCC, RCC and local businesses provide opportunities such as walkthroughs, field trips and day engagements to explore career opportunities for students.. They have provided information and guidance for students on how to apply and be eligible for employment in that industry . All learners will be able to make

connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.

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

Glendale Coordinated work based learning experiences through our partnerships with Recruit Hippo, Project Youth Plus and cultivated business partnerships within the community. They are advertised on school-based information systems - postings in the school, emails and 1-1 meetings for students to access the opportunity.

Several of our programs actively incorporate work-based learning (WBL), and we are building additional possibilities through collaboration of businesses and community resources.

. WBL requirements were partially implemented in the district during the last school years, with the state's initial target of having 31% of senior concentrators complete WBL by the end of 2023. Our Current 2023 graduates have a rate of 45% participating in WBL opportunities in education, mechanics, arts and food service.

### **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.**

In Glendale High school, we offer a variety of opportunities for students to access the arts, CTE courses, and dual credit courses through both UCC and RCC . We offer post-secondary credit both off and on campus through dual certified teacher options.

We encourage students to explore a wide range of subjects so that they are exposed to new ideas and perspectives, which can help them become more creative and innovative thinkers.

We seek to expand opportunities and remove barriers to access through intentional discussions that look at the impacts on all students with focus on our students who are impacted most. Our activity seeks to develop ongoing community relationships that provide opportunities for all students.

Glendale seeks to provide early opportunities for college education by having access to dual credit courses which allow students to earn post-secondary credit in addition to meeting high school credit requirements. Current programs cover areas such as technology, engineering, health sciences, business management, manufacturing, fine arts, performing arts, early childhood education, and medicine.

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

Most of our Glendale's CTE programs focus on career related skills in their curriculum. Students gain leadership experience and skills that help them prepare for careers in the field. We are working towards developing CTE programs that offer industry recognized credentials and post-secondary employment opportunities.

Work-based learning experiences, specifically in advanced CTE courses, have allowed students to work in a work setting in order to learn in multiple settings.

While we are still building our WBL experiences, the goal is to increase the variety of experiences to give students opportunities to interact, practice, and build on labor market skills. Currently our programs provide student's embedded leadership learning experiences. In the Health Science (CNA) and Mechanics (welding and auto), students are offered educational experiences that provide the opportunity to complete all required education at no cost to students.

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

Students and families will work with staff including our career counselor, community partners to learn about CTE opportunities. Students in grades 9-12 will meet quarterly to develop their graduation and post-secondary action plans. Parents participate in conferences and parent engagement opportunities to learn about post-secondary options, requirements and programs available

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

It is difficult to focus on Non Traditional fields in a small rural district of 900 residents. We work hard at developing skills that support our community employment needs as well as offering students opportunities outside our local setting. Work-based learning (WBL) experiences. In our CTE courses, students have had the opportunities to immerse themselves in the career-related work opportunities. WBL experiences have helped students to focus on independently learning from the industry, in a controlled environment. This provides students with the additional experience needed to build industry skills to become self-sufficient beyond the classroom.

Our goal is to increase the variety of experiences available to Glendale Students - while building a comprehensive CTE program that provides students the opportunity to interact, practice, and build on labor market skills. This year Glendale School district offers our first credentialed program, CNA for students.. We are in the process of adding recognized credentials in a small engine report and welding through partnerships with UCC.

### **Describe any new CTE Programs of Study to be developed.**

In partnership with our County ESD, Post Secondary Community Colleges, we are targeting CTE opportunities that support our student interests and community needs. This will help inform our future CTE opportunities.

Additionally, we are cultivating partnerships with industry leaders in our community to better understand the work demand in our area. Our introduction of industry-standard equipment upgrades in the last few years allowed our programs to grow and develop.

Our High School Team collaborates annually with Umpqua Community College and Rogue Community College to align curriculum that offers dual credit. We are constantly looking for more opportunities to align with UCC to expand our college level offerings in high school that support preparing students to enter non-traditional fields of their choice. Currently we have one UCC Certified instructor on staff and support two others in the certification process. We have

expanded our capacity of online instruction provided by UCC to give our access to programs and classes in a variety of fields of interest

### Engaged Community

*(250 words or less per question)*

**If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**

Community engagement is one of the top priorities for the Glendale School District . Our aim is to develop a working, trusting, welcoming and inclusive community. We hope to empower families, community members, staff and students by providing equitable access for all voices to be heard, with particular focus on underserved families.

The District’s Equity Statement related to community reads: “Equity means all programs and opportunities are open to all families and students. We will treat everyone ( parents, staff, students and community - including people who experience disabilities, language barriers or at risk populations) with dignity and respect by valuing individual perspective and cultural diversity.

Glendale has sought to engage parents on multiple levels. Barriers to participation include time constraints of stakeholders as students, staff, families and community members lead busy lives with many obligations at school, work and in the home. For this reason, we created a variety of platforms for stakeholders to provide input, including online and in-person opportunities. We will continue to seek feedback from our students, families, staff, and community members to better understand the ways we are effectively engaging and ideas to improve our practices by

- Conducting ongoing surveys, roundtable discussions and conferences
- Designing opportunities for Effective communication:
  - Regular updates - through newsletters, emails and phone contacts, remind aps.
  - Updating and maintaining web presence
- Developing ongoing engagement activities that allow for the meaningful and authentic communication -
  - Increasing engagement in classroom - issues - parents completing documentation, requirement of Covid Protocols - Immunization status reporting, meeting background check requirements.
- To resolve issues - we offer multiple methods of communication and engagement opportunities - by varied time of activities and events. Multiple avenues of communication- email, web site, phone contact and in person opportunities.

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

Glendale will continue to cultivate partnerships for:

Objective data analysis, e.g., with Douglas County ESD, IRRE survey and data analysis

Student and families - working together to develop learning plans

Glendale City Council

Organizations leading equity work, best practices (especially culturally responsive practices), inclusion, diversity, and expertise in their fields, such as Umpqua Community College, Rogue Community College, Siskiyou Health Systems, Avia Health, Project Youth +, Recruit Hippo, as well as local business such Swanson Mill, Nanos and A&M trucking

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

The Glendale District would like to continue to work with our local ESD partnerships for support for specific resources that will enable the District to conduct ongoing training or just staff time to help with engagement efforts.

As other school districts can attest, collecting, analyzing and integrating stakeholder input is a significant undertaking, requiring time and resources of school staff as well as the groups for whom we are trying to engage. We appreciate the technical assistance that ODE and DESD provided throughout the process. ODE can support continuous improvement through ongoing technical assistance as well as additional resources, including funds to engage all groups. In addition ODE needs to recognize the time and resources that are impacted with initiatives and plans that take away from the opportunities in small districts in Oregon. It would be helpful if there was an understanding by the state of how this work is accomplished with limited staff and administration.

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

- Regarding Covid-19 and other risks, we follow their Communicable Disease Management Plan outlined in 2022.
- We also follow ODE and OHA guidelines.
- We continue to use emails, robocalls, social media and Iris Alerts for safety alerts and to engage families.
- All Staff, including community partners, have security badges., All visitors are required to sign in
- With bond funds, we have expanded Secured entities and updated intercom and fire alarm systems.
- Key staff use radios and are trained in Building Safety Plans.
- We use Safe Schools (now Vector Solutions), a school-related, mandatory, safety training system for employees and volunteers to complete annually. Topics include but are not limited to child abuse, sexual conduct, cyber bullying and homeless children awareness. Volunteers and employees are required to pass criminal background checks. Families can voluntarily complete some Safe Schools training.



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

Glendale is a charter school District K-12, Glendale Elementary and Glendale Middle/ High School all participated in the development of the plan. Each school completed surveys, held parent nights and provided data that contributed to this plan

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals.
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- 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
- CTE Regional Coordinators
- Community leaders

**• How were they engaged?**

***List included how Glendale Engaged?***

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- Email messages
- Newsletters

- social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business

#### Artifacts

Survey - Student, staff and parent  
Board Presentation Integrated plan

### **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?**

Surveys presented allowed for students, staff, families and community to engage in the process of providing feedback regarding current practices of instruction for students in Glendale. The artifacts we uploaded were selected to demonstrate the information we presented to students, families, and the community, and the manner in which we facilitated conversations to create space for feedback and input from our stakeholders.

Using the guidance provided by ODE, we have chosen to engage with our community in collaborative ways, in order to create greater trust with our community and build collective ownership, accountability, and transparency in our work.

### **Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

Glendale implemented community forums and surveys to engage students and families. These strategies were used because they have been successful strategies to collect feedback in the past, and complied with current pandemic protocols. The two surveys were used, the first being the IRRE survey, which collects student and staff voice regarding engagement, school culture, relationships, instructional effectiveness, social/emotional learning, academics, college readiness.

The second survey was locally developed and aligned to the targeted goals of the Integrated Plan. In addition, we hosted community forums and facilitated discussions aligned to the common goals of the Integrated Plan, and asked participants for feedback, ideas, suggestions, and input regarding what we are doing well, and what areas need improvement.

Each of these activities supported the process - and provided various information regarding the health of the district. Student participation was strong - 80% or better, however it was more difficult to engage our parent groups. Overall parent and community engagement was below 40% on average when all of the elements of access were combined.

**Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

In 2022 we conducted two staff surveys, one district developed and one from IRRE that provided feedback on the health of the district. In addition each staff member participates in committees that focus on change and development within the district- in given areas. In the spring of 2022 each committee presented data - that staff was able to comment on . Committees included - student wellbeing, academic progress, District planning, Safety.

These methods were used to give staff voice to the changes in instruction, student support and district direction. Each staff member had multiple opportunities to engage in the district focus goals moving forward. The surveys provided staff with the about to be anonymous, while the committees allowed for open problem solving and data review.

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

As described in the needs assessment section of our application, the primary takeaways from community and staff input included direct focus on student academic outcomes, increased student safety, increased social/emotional supports, increased focus on electives and career exploration opportunities at the High school level , and improved communication.

***CTE Focus***

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

- Teams will need to work across schools, buildings, and regions to find the resources to build partner networks, create WBL programs, and support students as they enter into these opportunities, and support businesses as they take in and train students
- The High School has a variety of active business and industry partnerships that have been essential to building and maintaining work-based learning programs and experiences. Partnerships are integral to sustaining and continuously improving upon the quality and integrity of the CTE programs of study. Glendale has just begun to develop long range planning on our current CTE program that includes student, community and staff input in the development of key programs in order to provide opportunities that our students are needing, interested in and would benefit from.
- Industry and business partners also serve as consultants on the CTE program . We host community partners on campus to provide mutually beneficial opportunities where partners provide feedback about student skills and facilities, present demonstrations, opportunities to engage with students, including Certificate programs ( CNA) and going to career/ college fairs.
- Administrators and community partners collaborate to: develop work-based learning opportunities; buy equipment to attain industry standards based on partner expertise and consultation; and engage students through facility tours and internships.

***Affirmation of Tribal Consultation***

**If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.**

Glendale School District does not receive Title VI funds nor do we have 50% or more American Indian/Alaska Native Students. We have a working relationship with the Cow Creek Tribe and often consult with them regarding programs and opportunities for our students.

### **Strengthened Systems and Capacity**

*(250 words or less per question)*

**How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

Glendale starts each school year with one week of staff development. All staff, including certified, classified, support, administrators and confidential, participate in the week-long training that includes review of policy, best practice instruction and professional development opportunities. In addition we conduct monthly PD in a district targeted area of need - for example this year we focused on classroom management systems K-12 due to the high number of teachers who are new to the profession.

New staff have additional training - through mentorships during the year, these sessions focus directly on student engagement, reviewing data and developing instruction for all students. These ESD mentors provide individualized support to staff and are a great resource. The mentor is available to answer immediate questions and provide support when it may not be necessary to include administrators.

Recruiting and retaining has been a struggle for Glendale. We have had 8 different Administrators, 25% staff turnover and a consistent need to fill hard to fill positions. . In the fall 2022, the district provided retainment bonuses to ALL staff. The district is actively working to increase salaries for both classified and certified staff in order to recruit and retain.

Glendale actively recruits and works to retain staff and leaders who represent student focal groups. The district has struggled to draw interest in positions due to the lack of housing and the hesitation to commute from the north or south of the district. (Approximately 45 miles) to work. The district utilizes the district equity lens when hiring to ensure an equitable process.

We currently work with the "Grow your Own Project" and have had good success with teachers and instructional assistants recruited within Glendale Community.

**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? training all students - targeted universalism to focus into the whole. trained focal group support.**

Glendale School District aspires to ensure that all students, including historically underserved students, are taught by effective, experienced, and appropriately assigned teachers. We have worked on the process of recruiting viable candidates through the ESD and through Advertisement. At this time we average less than two candidates per posting. Living in a rural area that is not directly connected to a bigger metropolitan area has made this difficult.

Glendale focuses on highly effective instruction that integrates academic and social emotional learning to address all children's needs. We will meaningfully include and honor diverse students, families, and teachers in the process of selecting and evaluating curriculum materials and professional development as well as ensuring high-quality and ongoing training, resources, and time for teachers and staff.

We will also build strong partnerships with community organizations, businesses, career and technical colleges so that each student has a clear pathway and the culturally specific supports they need to succeed within and beyond high school.

The Grow Your Own program recruits and retains a more diverse workforce, reflective of the student population, for licensed educator positions.

The Beginning Teacher Mentor Program developed by Douglas ESD provides new teachers with ongoing support, including in special education. Teachers receive instruction, training, and observational feedback in classroom management and culturally responsive management practices. They reflect on and refine their practice, engaging in analysis of student work to identify strategies to support differentiated learning opportunities.

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

Glendale schools have implemented PBIS systems that have been strengthened by professional development focused on inclusion and understanding of the impact of trauma on behaviors. We focus on teaching first and then focus on discipline second which has allowed us to understand the behaviors and put things into place that support all student's needs.

Coupled with restorative practices learning and school implementation of Character Strong - Social emotional learning has shifted the focus from disciplinary practices to learning, our schools are making changes to their existing practices.

At the elementary level, behavior referrals now focus on understanding to capture the skills that students need and the learning plan to support that learning. At the secondary level, schools have focused on recalibrating consistent systems, and are coupling discipline consequences with support and interventions.

Glendale has worked on transforming the culture through the development of relationships and understanding of the policies, rules and procedures. We have recently revamped our student handbook, worked with staff on resiliency and quality instructional practices.

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

Annually we evaluate the needs based on test scores, student and staff surveys and instructional needs determined by observation. We provide ongoing PD to our 56 employees within the district. Glendale has a very young staff - we have been supplementing best practices instruction and management systems in our PD. In addition each school supports the individual needs of their population. The Administrator works with staff to provide ongoing opportunities to increase skills, develop instruction both on site as well as providing off-site options.

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

The partnership between instructional support specialists/coaches and administrators is critical in this process to support our instructional staff.

In Glendale all of our specialists and coaches provide multiple opportunities to support teachers by pushing into instruction, providing before and after school consultation and developing action plans that increase teaching skill sets. In addition, more than 40% of our current staff is working on certification. This adds an additional avenue of instructional guidance that impacts the classroom. This is a relatively new practice for our district, as we implement the core evaluation process administrators are mindful about having thoughtful, reflective, data specific conversations with teachers to support them in their learning goals. We have had additional professional development opportunities with Trauma informed practices and resiliency that is focused on meeting students and teachers where they are and developing plans for improving instructional practices.

The use of data in our coaching conversations allows teacher and administration partnerships to develop specific strategies and skills. The administrative team strives to develop strong relationships with teachers to get to the heart of their individual goals and talents. They meet with teaching teams as well as individual teachers to tailor their approach to both the teacher feedback and the evidence within the student data. Our administrators engage in learning walks that focus on specific skills - which allow for direct feedback and development. An example of this is a focus on developing essential questions and learning targets and having long range plans for implementation of the standards.

Glendale has experienced a high level of turnover in the administrative positions. We have been striving for a consistent message to staff, students and parents within our district that focuses on the growth model and builds on relationships with each staff member and student.

### **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?**

Two structures that are good examples of existing systems are our Title 1 - school wide intervention system and our Graduation coach program. Title 1 team is used for individual students who are striving to meet grade level expectations, but experiencing barriers or difficulties in the classroom or school setting. The purpose of this program is to develop interventions that can be implemented in the classroom and reassessed after a designated period of time.

Our Graduation Coach is supported by stipends within the Integrated Grants. These were initiated in the first round of SIA funding. This person comes together to study our freshman data for students that are not on track to graduate and work on eliminating barriers and outreach efforts. She works with students at all levels to remain on track and take advantage of opportunities. Each student meets with our Grad Coach quarterly as they discuss classes and programs that would benefit the student.

### **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?**

Glendale School District facilitates transitions between each grade level to support instruction

Early childhood education and Kindergarten:

- Kindergarten Transition dates where Prekindergarten and Kindergarten students/parents participate in an informational night - which includes a tour and introduction to staff and programs .
- In the fall - Incoming Kindergarten/ Pre-Kindergarten Soft start - where a small group of students come in and learn about routines and procedures, and experience the school setting in small groups.

School Age Elementary Students:

- All school age students have a move up day where they experience the next grade level for an afternoon. They meet teachers, participate in an activity and are able to see some of the activities and expectations for the next year.

Elementary school to middle school transition:

- 6th grade Move up day - They spend ½ day at the MS - after an Administrative meet and greet - meeting teachers, completing transition activities and having lunch with the MS Leadership students.
- Middle school Administration meet elementary school to pass on information that will help us best support our students during the transition
- Middle staff attend 504/ SPED meetings to consult on plan and answer questions and concerns about the transition to middle school
- Fall parent night - to focus in on information parents need to know - accessing parent view, grades and electives

We employ the following strategies for the middle school to high school transition:

- Course selection presentations with our Grad Coach
- Freshmen Night with families
- High school Staff attend 8th grade 504/ SPED meetings to consult on plan and answer questions and concerns about the transition to high schools
- Meet and greet with parents and families at registration

Glendale High School transitions students to post-secondary education in the following ways:

- Glendale offers multiple parent nights about the college process and available financing
- There are Classes set up around exploring careers/interests and planning for post-secondary for each grade level
- Starting in Grade 9, the Graduation counselor meets with their students about their plans in the future and develop a working plan to achieve those goals
- The School posts updates on upcoming events in the weekly newsletter - including course options at UCC, Job opportunities including internships and scholarships
- We support all students in creating their post-high school plans in individual meetings
- We offer multiple opportunities to tour post-secondary schools as available - participating in career fairs at both UCC and RCC campuses
- We offer a free ACT standardized test to all juniors.
- We offer practice ACT for grades 9 and 10.

### **Attachments Completing Your Submission**

#### [Integrated Planning & Budget Template](#)

- The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.

Equity Lens Utilized

Community Engagement Artifacts

DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)- ( do not do )

Affirmation of Tribal Consultation (do not do)

### **Assurances**

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

### **After Application Submission**



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