

**Three Rivers School District
Woodland Charter School
Southern Oregon Success Academy
Integrated Grant Application
Required Application Narrative Responses
March 2023**


Needs Assessment Summary	
Question	Response
<p>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.</p>	<p>Three Rivers School District along with Woodland Charter School and Southern Oregon Success Academy completed a comprehensive needs assessment that engaged stakeholders to review multiple sources of data to help inform our equity-based decisions for our Integrated Grant outcomes, strategies, and activities. Data used in the needs assessment process included the following: 4 year graduation rate, 5 year completion rate, regular attenders, 9th grade on-track, and both 3rd and 8th grade reading and math data. For all of the above named data sources, all subpopulations of disaggregated data were analyzed including students with disabilities, students experiencing houselessness/poverty, etc. Both strengths and areas for improvement were noted for each subgroup in each of the analyzed data sources. Stakeholders documented their findings and shared a summary of the data with the entire group.</p> <p>Once the data was analyzed, we looked at the feedback from the community engagement activities with students, staff, community members, parents, etc. In the community engagement process, stakeholders shared with the district what is going well for their student, what the district can do to better support their student, and their top priorities for resource allocation.</p>

	<p>The data analysis was matched with the community engagement to create a list of outcomes, strategies, and activities for the grants included in the Integrated Application. We then used our Three Rivers Equity Lens tool to analyze each activity to determine if it would support access and learning for all, or create a further disparity or gap in access. Once the outcomes, strategies, and activities were created, various stakeholders reviewed them again to ensure identified needs were matched with actions.</p>
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<p style="text-align: center;">Plan Summary</p>	
<p>Question</p>	<p>Response</p>
<p>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.</p>	<p>Three Rivers School District and our charter schools have created a plan to support students and staff both academically and with social emotional/mental health needs. We are deeply committed to closing the achievement gap, but also are concerned for the mental health of our staff and students. The Integrated Grant plan reflects these major themes of academics and mental health support. Our three outcomes and strategies encompass a strong foundation for professional development and well rounded education for all students, making sure to eliminate barriers so there is equitable access for all. Staff and student physical, social, emotional, and mental health was a top priority from all stakeholder groups and our Integrated Grant plan reflects this need and request from stakeholders. We are fortunate that the needs assessment and community engagement highlighted needs that are in alignment with the purpose of the Student Investment Account and High School Success funds. Our parents and students shared through multiple data sources the need for additional Career and Technical Education courses, which is directly aligned to High School Success funds. Our Integrated Grant plan reflects this need with funds allocated to staff, professional development, and supplies for Programs of Study. Three Rivers School District and our</p>

	<p>charter schools both have strong relationships with community partners who have helped create quality CTE programs with equitable access and participation for all students, especially those identified subgroups who do not traditionally engage in these classes. Finally, we will use the Progress Markers along with regular analysis of data and stakeholder feedback to determine if the investments are having positive impacts on intended focal groups of students and if the activities should be continued.</p>
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Equity Advanced	
Question	Response
<p>What strengths do you see in your district or school in terms of equity and access?</p>	<p>In Three Rivers School District, all means all. All students including those at the district-sponsored charter schools (Woodland and Southern Oregon Success Academy) are supported towards a quality education despite their social and/or economic status. Programs include the Family Advocate at each building, who supports families in meeting basic needs and aligning resources of our community. A policy has been adopted for <i>Every Student Belongs</i> and a district wide Equity, Diversity and Inclusion team has been created to support students, staff, and families. All students are provided with technology and internet access in order to access instruction. In addition, transportation is provided by the district to support students who are involved in after school activities and students have access to athletics regardless of ability to pay due to various grants and other funding.</p>
<p>What needs were identified in your district or school in terms of equity and access?</p>	<p>The Three Rivers School District Equity, Diversity, and Inclusion team identified the following areas as high priority needs; review of student handbook, review and update dress code policy, conduct staff exit interviews, create a set list of interview questions focused</p>

	<p>on identifying implicit bias and discrimination in candidates, host student led listening sessions, create a district equity plan/road map, conduct building signage audits, conduct website and social media audits, conduct student surveys, curriculum assessment for institutional racism or implicit bias, obtain a multi-agency support statement from local support partners, post jobs and media announcements in multiple languages, compose a district statement on equity. We are actively working on addressing these needs with transparency and input from all stakeholders.</p>
<p>Upload the equity lens or tool you used to inform and/or clarify your plan & budget.</p>	<p> TRSD Equity Lens 2022-23</p>
<p>Describe how you used this tool in your planning.</p>	<p>Our district Leadership Team as well as our District Level Equity and Diversity team met multiple times to map out each of our priorities. We use this tool regularly to consider the impact of each decision/activity and ensure the equality of voice in the decisions and priorities.</p>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>The data needs assessment showcased the disparity among several focal student groups, including those in foster care and students with disabilities. We were very mindful when creating the Integrated plan to ensure our activities would increase academic achievement as shown by the five metrics, and that the activities would not create a wider gap among subgroups. Our Longitudinal Performance Growth Targets will close the gap for the five metrics and the major focal student groups are represented in the Gap Closing Targets.</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>Hiring is a barrier for all schools in the district including the charter schools. We struggle to hire quality teachers who have graduated from college and have completed an education prep program. It has been and will continue to be vital that we place the most qualified teachers with those students who have the greatest need. This is a huge barrier because of our lack of ability to find quality staff to work with our students. Another barrier of hiring staff who are representative of identified focal</p>

	<p>groups in Three River School District (BIPOC, EL students) has a potential impact to have a diverse staff. We believe the activities in our Integrated plan will support identified focal groups and the LPGTs will become a focus for all staff, thus having a significantly positive impact on identified students.</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>Below are ways Three River School District and charter schools use policy and procedures to ensure the district does not isolate or stigmatize children and youth navigating homelessness:</p> <ul style="list-style-type: none"> ● Family Advocates ● Graduation coaches ● Counselors ● GAP Coordinators at the secondary level ● Campus Closet/ Free shoe event ● Policies and procedures that level the playing field for participation fees for all participants ● 1 to 1 device initiative with connectivity ● Free lunch and breakfast programs ● School Resource Officer <p>Family Advocates are used at all levels to support students experiencing homelessness. Family Advocates work closely with building admin to help support students in need, but also to protect the privacy of students and families. The Family Advocates help to connect families to resources and eliminate barriers in school. They work with community partners, such as food banks and other non profit agencies to secure donations. All schools have a Campus Closet to help support families in need. At the secondary level, Graduation Coaches are integral pieces of the MTSS which helps identify and apply additional resources to students. Three Rivers has a one-to-one device initiative to provide access to chromebooks/iPads to all students. Wifi</p>

	<p>hotspots have also been provided to families in need, as well as mobile hotspots that families could access. The district regularly communicates with parents regarding opportunities that may benefit students experiencing homelessness, such as free shoe events and the FCC Affordable Connectivity Program. Three Rivers works to remove barriers such as fees for extracurriculars and field trips.</p>
<p>CTE Focus: What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<p>In Three Rivers School District, all incoming freshmen take <i>Freshmen Journey</i> which exposes them to all CTE courses throughout the school year (welding, woods manufacturing, culinary arts, agriculture, child development, health occupations). This class allows a variety of exposure and creates potential interest for students in fields that may not have a variety of sub populations. For example, our female sub population is 100 percent exposed to welding which is a nontraditional CTE population. Studies show that students that have access and exposure are more likely to continue their CTE journey. In addition to the 100 percent exposure rate to all our programs, Three Rivers School District has eliminated cost or minimized cost to participate in our CTE programs. Students in Three Rivers have access to the most up-to-date equipment in their field. This includes industrial grade kitchens, CNC machines, software from industry in manufacturing and agriculture, state of the art medical equipment as well as child development curriculum and labs that provide all students the opportunity to develop their interest and ability in their chosen fields.</p>
<p>CTE Focus: What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>Special Education students were identified as a subpopulation that are not accessing programs at the same rate as general education students. Courses required as part of their IEPs can create barriers to their schedules that could create instances where they can not take courses. Access for our students that are also scheduled in Advanced Placement courses have difficulty fitting CTE</p>

	<p>courses into their schedule due to the master schedule conflicts with AP courses.</p>
<p>CTE Focus: What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>To recruit students into CTE programs we start at the 8th grade level during the freshman transition activities. Current CTE students and teachers spend time at each middle school sharing products and experiences to encourage participation. Parents and students are introduced to these programs during freshmen open houses and other community engagement programs with the focus on the high graduation rate among students engaged in a CTE program through high school. Three Rivers School District graduation rate among CTE students is 84% for the 2021-2022 school year while overall graduation rate is 75%. CTE programs include introductory classes to virtually all freshmen students, giving them an opportunity to engage with the subject matter and staff to determine their level of interest. Most students are encouraged to continue into semester-long courses including advanced courses to continue their learning and engagement in the CTE programs. TRSD also offers students the opportunity to graduate with a CTE designation. These courses are offered at no cost to students and all are able and encouraged to participate. Programs often include very diverse groups of students including diversity of gender, race, economics and learning level. Research has shown that participation in CTE programs increases satisfaction and achievement by students involved in these activities. These activities also open opportunities for students to pursue post-high school studies other than four-year degrees.</p>
<p>CTE Focus: How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?</p>	<p>Creating a system where all students receive an introduction to all CTE programs at the middle school and high school levels will ensure equal access and participation. This will ensure equal opportunities for all students in all subgroups to be exposed to all CTE programs.</p>

	<p>This introduction will also support overall CTE numbers and increase the number of students who complete three years in a CTE class. Students are required to take the CTE exploratory classes and to spend at least 6 weeks in each class which helps provide exposure to all students. Three Rivers also participates in a CTE job fair that supports students wanting to enter the work force aligned with our current course offerings.</p>
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Well-Rounded Education	
Question	Response
<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>Elementary: All teachers including those at the charter schools follow Oregon’s adopted standards in all curricular areas. The district has chosen the PLC framework as a model to identify priority standards and focus instruction on students’ individual progress towards mastery. Teachers collaborate on instructional results via data to determine instructional moves as well as plan for intervention and enrichment needs. An intentional focus on standards in health, PE, science, social studies, music and art have been included in schedules as well as mandatory instructional minutes in math and language arts.</p> <p>Middle: All teachers including those at Woodland Charter and SOSA follow Oregon’s adopted standards in all curricular areas. The district has adopted PLC as a strategy to identify priority standards and focus instruction on students’ individual progress towards mastery. Teachers collaborate on classroom data to alter instruction as well as plan for intervention and enrichment needs. The district has increased the amount of elective classes. Social-emotional learning has become a focus</p>

	<p>with programs and data collection.</p> <p>High: In TRSD, standards for every subject are being followed in each grade at all high schools including SOSA. Elective offerings have been increased as well as an awareness in trades and encouraging students to pursue interests beyond high school. Teachers are in the initial implementation phase of Professional Learning Communities (PLC) across all subject areas which takes a closer look at student data, and the specific learning targets being addressed along with the strategies used to teach them.</p>
<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>All three high schools in TRSD offer visual arts programs as stand-alone classes throughout the school year. All three middle schools also offer visual arts programs as stand-alone classes throughout the school year. Theater offerings are currently only available at one of the high schools. Theater offerings are not currently offered in any of the three middle schools as stand-alone class offerings. All three high schools currently offer comprehensive music programs containing multiple elective offerings as stand-alone classes. All three middle schools currently offer comprehensive music programs containing multiple elective offerings as stand-alone classes. Media Arts offerings are currently available at two of our high schools as stand-alone courses.</p>
<p>How do you ensure students have access to strong library programs?</p>	<p>Books are purchased that cover a large range of reading levels from pre-primer to advanced college level. Online books that offer text to speech to assist with non readers are available. Informational texts across diverse areas of interest have been added. These interests were enhanced by surveying students. Multicultural books have been included in all areas to meet varied student</p>

	<p>backgrounds. Multiple copies of popular books and series have been added in order to meet the demand of interest by students.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>Students in elementary school are allowed to take breakfast items to the classroom to eat either at a back table during direct instruction from the teacher or to eat at their snack break. Students in secondary schools have multiple lunches allowing for time to get through the cafeteria service line and have time with peers. Supervisors work closely to move grade levels in and out of the cafeteria at their assigned time to allow the next grade level time to eat. Supervisors are trained in various activities to encourage games. Students are given a morning recess/break in both elementary and secondary for physical movement and a break from an academic focus. For secondary, gyms are often left open with supervision for intramural games.</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>TRSD offers a comprehensive array of STEAM activities through various modalities at all levels including the district's two charter schools. TRSD partners with non-profit and grant funded organizations to provide STEAM activities, one of which is Outdoor School. At the elementary level, the focus is on cross curricular learning that is inquiry driven. This involves small group learning that engages students in activities like engineering solutions to real world problems, integrating grade appropriate math, and language arts skills. TRSD partners with outside organizations and groups like "Destination Imagination". Middle school instruction in Three Rivers School District focuses on group work in specific classes. The groups are driven by mixed ability levels to support community building within the school. The curricular instruction is driven by real world applications and presentation components that continue to prioritize creative solutions demonstrated in consumer friendly formats like graphic organizers and integration of music.</p>

	<p>High school instruction focuses on various components of core curriculum offerings like Language Arts, and Math in CTE classes like Manufacturing, Culinary Arts, Construction, Agriculture, Automotive, and Health Sciences. These multidisciplinary approaches highlight student's ability to create solutions to practical problems in the community. The format of these classes provides students the chance to work in groups. We continue to develop assessments that allow students the chance to present their artistic abilities. This has been a useful tool in increasing the participation rates of traditionally underserved students in these classes.</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>Utilizing the Continuous Framework Model and adapted to support the implementation of a deep Professional Learning Community (PLC) model, Three Rivers School District has begun with unwrapping of state standards as a lead to identify priority teaching and learning across the grade levels. Teachers will then develop proficiency scales that inform what students should know, then through collaborative professional development sessions create scope and sequence models with a common pacing guide and formative assessment checks, to ensure student learning.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>Three Rivers School District employs a multi-tiered approach to ensure classroom instruction is intentional, engaging and challenging for all students including those at the district's charters schools, Woodland and SOSA. Grade level teams across all subject areas work to identify priority standards and develop scope and sequences. This will ensure all instruction is intentional and focused on state standards. Three Rivers also has staff utilizing Professional Learning Communities with the goal of providing a guaranteed and viable curriculum for all students. Grade level and content area PLC's meet regularly, utilizing a systems approach, to review student</p>

	<p>outcomes and design instruction to facilitate learning for all students. Another tool utilized by Three Rivers School District to ensure engaging and challenging instruction is the position of School Mentor Teacher. Each school in the district has a mentor teacher, an experienced effective educator that works with other teachers in the school through meetings, observations and coaching to help them design and deliver engaging, effective and challenging lessons. The administrator in each school also frequently observes classroom instruction. Student engagement is a key area administrators pay particularly close attention to when they are doing formal and informal observations. Administrators provide feedback and offer ideas for how teachers can increase student engagement. In addition, student engagement is a discussion point at the administrative levels meetings (occurring monthly).</p>
<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>Preschool age 3-5 are the most formative years and research shows that children who attend a high quality early childhood pre-k program are more likely to develop strong social emotional skills and more likely to graduate high school. A district wide coordinated early childhood program builds a continuity of care for a school based community. Working with community partners, Three Rivers School district will advance opportunities for our early learning community through establishing learning goals, aligning academic and social emotional individual learning priorities and transition team meetings our district will further the learning foundation of our students. Our goal is to expand opportunities for early learning for all stakeholders with communities. Currently one school, Williams Elementary, has a licensed preschool program that works closely with the school to prepare students for the academic and social transition to kindergarten. Learning targets for preschooler's are developed in conjunction with the kindergarten teachers.</p>

	<p>Also, we are actively working with Head Start and Early Learning Hub to add additional early childhood education to sites in the district.</p>
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>Middle School to High School: There is consistent communication between middle school and high school beginning in the fall of each year between administrators, counselors, and teachers. The high schools hold moving up nights where 8th grade students come to the high school with parents and during that time they can visit tables for all activities that are offered at their high school. These activities range from sports, drama, art, music, CTE, etc. Our Graduation Coaches help facilitate the transition with things such as Summer 9th grade Academy, middle school visitations, and collaboration with middle school MTSS teams. In addition, freshman students have a staggered start during the first week of school. A key role of our Graduation Coaches is to monitor 9th grade on track to ensure a successful transition.</p> <p>High School to Postsecondary: Our high schools have several strategies for helping facilitate transition to postsecondary education. Some examples include meeting with a counselor to start off to determine the types of classes a student needs to take. We offer programs such as our College and Career Advocates, Project Youth+, transition specialists. These teams host FAFSA nights, college visits, scholarship nights and testing sessions for trade schools.</p>
<p>How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?</p>	<p>Students in Three Rivers, including those at the district's two charter schools, who are not meeting or exceeding standards and Perkins Performance Targets are identified through a multi-faceted approach. Students are identified through district and classroom formative assessment processes, state interim</p>

	<p>assessments, and summative state assessments. The PLC process is used to specifically plan for student interventions and support. At the secondary level, counselors and Graduation Coaches are integral to identifying students and working with staff to provide support. Examples of support include opportunities for students to earn and retrieve high school credits toward graduation. There is a need to increase focus on focal student groups when identifying students who need support.</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>Elementary Math: Priority standards have been identified through the PLC process. A district scope and sequence has been established and proficiency scales and summative assessments have been provided to help guide teachers in the development of rigorous units to support student learning. Students receive 75 minute Core Math instruction as well as a 30 minute intervention/enrichment block every day.</p> <p>Elementary ELA: Priority standards have been identified through the PLC process. All students receive 120 CORE instructional minutes in ELA instruction. In addition, 30 minutes of enrichment/intervention is provided for all students for Tier II instruction as well as 30 more additional minutes of Tier III instruction for intensive students. Progress monitoring systems are in place where foundation skills are measured three times a year. Intensive students are progress monitored every two weeks and strategic students are monitored every four weeks to ensure students are making progress on their individual goals</p> <p>Secondary Math and ELA: Teams have provided flexibility in scheduling students who show proficiency on grade level standards. These students are able to access classes that provide instruction in the grade level above standards. Advanced students have the opportunity to gain college level</p>

	credits while enrolled in high school.
<p>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?</p>	<p>College and Career Advocates at each high school organize college visitations, industry tours for students in our career academy courses, and we use the Career Information Systems at middle school for career exploration. Our Graduation Coaches provide students with mentorship through the college application process, follow up with scholarships opportunities, and support them as they meet graduation requirements. Each of our CTE programs utilize an Employability Skills Rubric that we developed with local industry professionals outlining skills necessary for successful employment.</p>
<p>CTE Focus: How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?</p>	<p>Three Rivers School District, including our two charter schools Woodland and SOSA, are intentional when providing information to students from focal groups and their families about CTE course offerings and available programs of study. Written explanations are provided to all middle school and high school families. CTE nights are hosted by the high schools and CTE students visit the middle schools to talk about the course offerings and available programs of study. High school counselors and CTE instructors visit the middle schools to highlight course offerings and programs of study, encouraging students to sign up for these classes. A special effort is made to connect this information to post secondary career opportunities. In addition, information is provided via schools' webpages, newsletter, and Parent Square. All of this information is translated into Spanish.</p>
<p>CTE Focus: How are you providing equitable work-based learning experiences for students?</p>	<p>Three Rivers School District provides all students with the opportunity to experience internships, job shadows, and apprenticeships built out of career classes at each grade 9-12. We have strong partnerships with our local industry partners through our Advisory Committees and have an Instructor Appraisal Committees for each Program of Study. We</p>

	<p>offer externships for teachers to intern in their specific industry.</p>
<p>CTE Focus: 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>Three Rivers School District will improve student skills through opportunities in woods and manufacturing, welding, agriculture, culinary arts, child development, and health occupations. In addition, our high schools emphasize employability skills through the Freshman Journey classes and all CTE courses as recommended by a collaborative rubric created with local industries. This rubric includes seven categories that allows students to demonstrate necessary skills that will help them to market themselves after high school. The standards are: reliability, collaboration, communication, respect, professionalism, problem solving, and attitude. Students self-evaluate their employability twice throughout their high school career—once during their journey class and then again during their career class. Furthermore, the rubric is referenced in the CTE courses that were mentioned above. Each secondary school has a college and career advocate who creates opportunities for students to participate and receive post-secondary experiences, such as college visits, military informational meetings, industry tours, etc. In addition to the aforementioned opportunities, TRSD students can receive certifications in First Aid, forklift, food handlers, tractor, and child care certifications that can be utilized at entry level positions after high school. Finally, TRSD partners with Rogue Community College to provide students with a stepping stone toward post-secondary education by allowing credit completion during their high school career.</p>
<p>CTE Focus: What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>Three Rivers requires all students to experience resume building, ethics panels, mock interviews, job shadows, and internships. We have industry expectations provided by our industry partners so students understand what skills are needed for them to embrace that particular career. Students also complete integrated projects that show applied learning.</p>

	Three Rivers students have opportunities to work in a student based business that allows students to apply learned skills.
CTE Focus: How will you prepare CTE participants for nontraditional fields?	Three Rivers will prepare CTE participants in nontraditional fields through partnerships with local community partners, local community college, and industry leaders in our region.
CTE Focus: Describe any new CTE Programs of Study to be developed.	Three Rivers will implement two new Programs of Study in the 2022-23: Early Childhood Development and Health Occupations.

Engaged Community	
Question	Response
<p>If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?</p>	<p>During the 2022-2023 school year, Three Rivers School District along with the two charter schools implemented meaningful community engagement activities. We made three significant changes from the previous school year: increased two way communication, more listening sessions with students, and empathy phone calls with parents from identified focal groups. We are proud of the changes made in our engagement strategies and took the feedback from the previous school year to increase our responses from identified focal groups. This school year, we did have a decrease in the number of parents/community members who completed the anonymous survey. We did offer 'Coffee with the Superintendent' as a new strategy to have two-way communication with staff and parents, but the number of people who attended was minimal. Our district leadership team is working with stakeholders to determine the cause for the decreased number of people who participate in the engagement sessions and will make changes for the 2023-2024 school year.</p>

<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>Through the engagement process for the Integrated Grant, we were fortunate to form partnerships with many groups. We met with our Native American Student Union at one local high school to hear from a focal group of students what is working well and what we can do to help them be a life-ready learner. We also partner with Maslow Project and Department of Human Services to engage with additional homeless/foster care families. In the future, we hope to have purposeful engagement with local school PTO/PTA/Booster Clubs to help promote attendance at engagement events.</p>
<p>What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>The Oregon Department of Education can be responsive to technical questions we have about engagement activities (in a timely manner). We appreciate and would like additional technical assistance webinars that provide time for question and answers. In the future, we have identified the need to pay staff to work additional hours for engagement activities and we allocated money in our Integrated Plan to support these events.</p>
<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p>Administrators, staff, and student representatives perform walkthroughs of school entrance areas as well as audits of signage and school messaging with a specific lens of developing a welcoming school environment. It is our goal to meet and engage with parents where they feel safe/welcome. This year, we held our English Language Learner Family Nights at a local restaurant. Feedback from this focal group told us they feel safe and welcome when the meetings do not take place at a school. As a result, we held the meetings away from campus and parents expressed their appreciation. We need to conduct training for our front office staff to help create a welcoming environment in the main office of each building. In the future, we can partner with a local agency Family Connection to use their meeting room here in Grants Pass as a neutral location for our engagement sessions to reduce barriers to access the schools. Finally, we hope to send all stakeholders a school climate</p>

	<p>survey at the end of this school year to make changes for next year in an effort to provide a safe and welcoming education experience for all.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>Both Woodland Charter School and Southern Oregon Success Academy met with district leadership several times to review community engagement strategies, needs assessment and data analysis, and plan development. Both charter schools worked in conjunction with Three Rivers to use the equity lens to ensure identified activities help close the learning gap and do not create additional disparities. Three Rivers School District has a positive, welcoming, and respectful relationship with our charter schools and as a result, we chose to have the same outcomes and strategies in our Integrated Plan.</p>
<p>Who was engaged in any aspect of your planning processes under this guidance?<i>(Check 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 who identify as LGBTQ2SIA+ ✓ Families of students navigating poverty, homelessness, and foster care ✓ Licensed staff (administrators, teachers, counselors, etc.) <input type="checkbox"/> ✓ 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) 	<p>Selections are marked with an “✓”.</p>

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) <input checked="" type="checkbox"/> Business community <input checked="" type="checkbox"/> Regional Educator Networks (RENs) <input checked="" type="checkbox"/> Local Community College Deans and Instructors; Local university deans and instructors <input checked="" type="checkbox"/> Migrant Education and McKinney-Vento Coordinators <input checked="" type="checkbox"/> Local Workforce Development and / or Chambers of Commerce <input checked="" type="checkbox"/> CTE Regional Coordinators <input checked="" type="checkbox"/> Regional STEM / Early learning Hubs <input checked="" type="checkbox"/> Vocational Rehabilitation and pre-Employment Service Staff <input checked="" type="checkbox"/> Justice Involved Youth <input type="checkbox"/> Community leaders <input type="checkbox"/> Other _____ 	
<p>How were they engaged? <i>(Check all that apply)</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e., Thought Exchange) <input checked="" type="checkbox"/> In-person forum(s) <input checked="" type="checkbox"/> Focus group(s) <input checked="" type="checkbox"/> Roundtable discussion <input checked="" type="checkbox"/> Community group meeting <input type="checkbox"/> Collaborative design or strategy session(s) <input type="checkbox"/> Community-driven planning or initiative(s) <input type="checkbox"/> Website <input checked="" type="checkbox"/> CTE Consortia meeting <input checked="" type="checkbox"/> Email messages <input type="checkbox"/> Newsletters <input checked="" type="checkbox"/> Social media <input checked="" type="checkbox"/> School board meeting <input checked="" type="checkbox"/> Partnering with unions <input checked="" type="checkbox"/> Partnering with community-based partners <input type="checkbox"/> Partnering with faith-based organizations <input checked="" type="checkbox"/> Partnering with business <input type="checkbox"/> Other _____ 	<p>Selections are marked with an “<input checked="" type="checkbox"/>”.</p>

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

- Rogue Workforce Partnerships met with school district superintendents for feedback on how districts would like to engage with Industry. Rogue WorkForce will be offering Career Area Sector Partner Zoom meetings where district planning teams may ask questions and receive feedback from Industry Leaders.
- Each district is participating in the Industry Sector Partnership panel Q&A sessions, superintendent/sector partnership discussions take place at superintendent meetings, community tours of CTE labs, and strong Advisory Boards for each CTE Program of Study
- In partnership with Rogue WorkForce, SOCTEC provided the opportunity for all consortia, *and non-consortia*, districts' Integrated Grant Planning Teams to meet with each career area, "Sector Partnership", as a part of the "Community Engagement" process of the Integrated Grant. This resulted in both a method for all districts to receive additional community feedback on their Integrated Guidance planning, and created new, *and strengthened existing*, relationships between K-12 and Workforce. Industry/District/Regional partnerships helped create our Employability Skills Rubric. We predict that these strengthened K-12/Industry relationships will result in:
 - Stronger future Industry Advisory Boards for Career and Technical Education POSs
 - Stronger and expanded Instructor Appraisal Committees that help us to license new CTE teachers
 - Stronger Career Connected Learning Industry Advisory Boards providing insight and support of expanded STEM Activities
 - Expanded opportunities for Students: tours, guest speakers, mock interview boards, and in expanded student internships and other CCL opportunities
 - Expanded opportunities for Teachers, in the form of: teacher externships, industry led teacher

	<p>technical training/PD, and a better understanding, and adoption of, Real-Time/Real-World standards for each career area</p>
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Engagement Artifacts (to be uploaded with the Integrated Plan)	
Question	Response
<p>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?</p>	<p>Three Rivers School District uploaded three artifacts, Southern Oregon Success Academy uploaded one artifact, and Woodland Charter School uploaded one artifact. Each artifact was selected to help portray the expansive community engagement activities completed as part of the Integrated Grant application. The artifacts show evidence of the focal group populations (parents and students) who provided feedback and suggestions that led to the development of our outcomes, strategies, and activities in the Integrated Plan.</p>
<p>Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.</p>	<p>To engage with the focal student groups, we used surveys and listening sessions. The surveys allowed students to provide anonymous feedback and suggestions, which is preferred by some. The listening sessions were very powerful and both district leadership and school board members were in attendance. Notes were taken at these listening sessions and used along with data from the needs assessment in the formation of the outcomes, strategies, and activities in our Integrated Plan. Students were honest at the listening sessions, sharing their passionate need for more mental health resources, more advanced classes, additional health/sex ed curriculum, and safe bathrooms/hallways. These two strategies were at a Level 2 and</p>

	Level 4 for community engagement.
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.	We used two strategies to engage with staff: a survey and open listening session. These strategies were used to allow for anonymous (survey) and directed feedback (listening session). We had a record high number of staff complete the survey and provide feedback on priorities and what additional programs they would like to see in Three Rivers. Unfortunately we did not have many staff attend the listening session. In the future, we will find alternate times and locations to offer the listening sessions as they are vital to have two-way communication as part of the engagement process. These two strategies were at a Level 2 and Level 4 for community engagement.
Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?	Detailed notes were taken at all district and charter school engagement activities. These notes were organized into priorities and analyzed with the student data used in the needs assessment. Feedback from the community and staff was directly used in the formation of the outcomes, strategies, and activities. The top priorities from all stakeholders can be seen in the Integrated Plan and they have the highest allocation of funds.

Strengthened Systems and Capacity	
Question	Response
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>Three Rivers School District, including two charter schools, understands the importance of hiring and retaining quality educators that represent student focal groups. Below are some of the systems currently in place:</p> <ul style="list-style-type: none"> • Mentor Program • Robust New Teacher Orientation and onboarding plan supported by Human Resources and building administrators

	<ul style="list-style-type: none"> ● Quality/targeted professional learning opportunities to attend or bring to the district ● Professional Learning Communities with ongoing training and support ● K-5 math specialist (Instructional Coach) ● 1.24 FTE K-12 instructional coaches or administrators with a strong instructional background ● Districtwide focus on Equity, Diversity, and Inclusion ● Observation process focused on teacher growth <p>A systemic approach to hiring, training and supporting educators must be in place, including an intentional focus on hiring staff that represent student focal groups. It has been challenging to find applicants. The approach begins with providing a quality environment, desirable incoming and benefits package and ability to grow as an educator. TRSD recruits educators through local and regional educator fairs, as well as growing its own educators from among classified ranks. We recruit from local universities; we should strengthen relationships with global online teacher preparation programs.</p> <p>New teachers participate in the New Teacher Academy and the PLC Structure provides ongoing support, mentoring, and PD.</p> <p>Graduation coaches in each high school and active MTSS teams in each building allow a collaborative effort of caring adults to identify economic barriers and help remove them or give assistance to navigate them in an effort to level the playing field for economically disadvantaged youth.</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>Three Rivers School District, including its two charter schools, tracks student data through three times a year benchmarking, grade reports, OSAS, and the PLC process. As part of the Federal Programs requirement, a comparability report looks at every single school and the experience level of teachers at that school. This data could be cross referenced with the academic data; it is not currently done so. Three Rivers needs to work on how to pull the data and then align to the other departments. Likewise, data could be used from the TalentEd system. Three Rivers Human Resources does track out-of-field teachers, but there needs to be a system to align this with student achievement data.</p>
<p>How do you support efforts to reduce the overuse of</p>	<p>Three Rivers School District has a firm belief that school suspensions and other practices that remove students from</p>

<p>discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>the classroom do not result in improved student learning outcomes, actually improve relationships, or reduce negative school behaviors. Therefore, Three Rivers conducts monthly audits of discipline practices with a lens for identified focal groups. District Leadership offers administrator training that focuses on the continuous use of positive behavior support practices, and Restorative Justice training as an alternative disciplinary model.</p> <p>Our data analysis over the last ten years continues to show a significant reduction in suspensions /expulsions especially for our student focal group populations.</p> <p>Additionally, Three Rivers and charter schools have focused a concerted approach to creating positive school cultures and climate with every administrative meeting beginning with a review of the efforts to build and maintain school cultures that support student well-being and engagement. This collegial approach encourages and emphasizes cooperation among colleagues.</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>District and school level teams work to identify areas of need. Professional development is aligned with district and school goals based upon the identified student academic and social emotional needs. Professional growth and development is supported across grade levels working through collaborative teams. It is a combination of utilizing outside resources as well as growing the skills and knowledge of all through the expertise that exists within grade level teachers, administrators and directors. Educators attend conferences and workshops that teach skills and concepts designed to increase teacher efficacy. We leverage that investment by having conference attendees deliver professional development to peers through a “train the trainer” model to build the efficacy of all teachers. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>The district requires administrators, including those at its charter schools, to do formal observations and several classroom visits on teachers throughout the school year. Included in the process the administrators provide licensed staff suggestions to improve the efficacy of teachers. Every school has at least one licensed mentor teacher to provide</p>

	<p>mentoring, coaching and feedback to teachers in their building. The focus for licensed mentors in the buildings is to provide all teachers access to resources that best increase the pedagogy of teachers. Instructional staff districtwide are provided with ongoing professional development focused on research based best practices.</p> <p>In addition, there are a number of positions in K-12 which support improving teaching and learning for teachers. These positions include academic coaches, districtwide math specialists, and physical education and health instruction.</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>At each education level, students are identified through multi-tiered systems of support or MTSS meetings. These meetings can include administration, teachers, counselors, community resources, graduation coaches, family advocates and assistants. Each education level and school includes different team members depending upon the needs of the students. Students are identified based upon attendance, grades, behavior and social/emotional needs. The team discusses the students, the concerns and creates a plan of action that includes interventions. The focus is on assisting the students to become successful in the area(s) identified. While one student may respond positively to one or two interventions other students will need a tiered approach where different interventions are employed as previous interventions are effective and provide improvement.</p> <p>The graduation coach at high schools is tasked with daily tracking of senior grades and credit and freshman on track, a major marker of graduation rates. The graduation coach works directly with teachers and counselors to track student progress. They will help with pull-out counseling, tutoring if necessary, time to make up tests, assignments or projects. If needed, the graduation coach will work with the student, teacher and parents to determine and implement credit retrieval via online classes. The graduation coach also works closely with the senior advisor, counselor and administration and advisory teachers to implement academic support time for those students that have tests, assignments, projects etc. that need to be made up during advisory periods.</p>
<p>How do you facilitate effective transitions between early</p>	<p>Early Childhood Education to Elementary: TRSD strives to facilitate effective transitions between ECE and elementary</p>

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?

schools. Meetings are held for preschool students with early identified academic, medical or behavioral needs. We utilize summer programs, including Critter Camp designed specifically for incoming Kindergarten students, to help them with the transition from preschool and 'soft' start for kindergarten. Building principals set up individual meetings with parents/guardians of transitioning students as needed.

Elementary to Middle:

TRSD takes steps to effectively transition students from elementary to middle school. Administrators and teachers from middle school visit 5th grade classes to introduce themselves and answer questions. All 5th grade students visit middle school for a tour and introduction to faculty. Fifth grade teachers fill out a form for each student identifying strengths, needs and concerns of the incoming 6th graders. Finally, teams from elementary and middle school will meet to discuss specific students with academic, behavioral and medical concerns as needed.

Middle School to High School:

TRSD takes several steps to effectively transition students from middle school to high school. High school administrators will visit during 8th grade graduations and present students with a school shirt. Finally, transition teams will meet regarding students with specific needs, such as IEP's, health or social emotional concerns.

High School to Post-Secondary:

TRSD provides multiple supports for students transitioning to post-secondary. These include FAFSA nights, college and career nights and counseling, college and career advocates, strong community partnerships, opportunities to visit the local community college, and graduation coaches.