

Confirmation - Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program

1 message

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Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program

Applicant Name: Paisley SD 11

Please provide the link to where your plan is posted on your website www.paisleyschooldistrict.com

Summary of Needs Assessment

Paisley School District's needs assessment includes layers of data gathering and review over the past five years. This process coincides this year with our work to renew our accreditation and, therefore, includes a comprehensive data set, including stakeholder input through meetings—both structured and informal—stakeholder surveys, assessment data and district operational data (attendance, grades, discipline, and classroom engagement data). Analysis of this data over the past years has provided the framework for our participation in the Student Investment Act, as well as our planning and participation in the High School Success grant. These efforts align with our Continuous Improvement Plan.

In the course of our work—and particularly during this accreditation renewal year—this data has illuminated strengths, concerns and areas where we need to develop resources to attain our charter commitment to “develop well-rounded citizens ready for college, the workforce and a lifetime of service to the community”.

These needs are brought forth to stakeholder groups during the course of our work. Processes and policies have been developed in response to these needs. The goals of and activities connected to these grant funds are

Plan Summary

intended to support progress toward ameliorating these needs and--by these efforts—to turn these needs into strengths.

Areas identified to be addressed in our integrated grant application:

- Support for students struggling academically. Particular focus is on the nexus between these struggles and other challenges these students face, such as homelessness, poverty, social-emotional challenges and potential or identified disabilities;
- Differentiated opportunities for all students, including access to career and college information—of particular importance for our frontier school with limited local exposure to the many options potentially available to students post high school;
- Support for students struggling with issues that prevent them from attending or engaging in school—again homelessness, poverty, SES challenges and possible disabilities;
- Recruitment, retention and development of qualified and high-quality staff to support our program
- Engagement of our community in our work.

To address these needs, our plan includes:

- Provision of mental health and social skills support through the services of a site-based counselor;
- Actions to support struggling students through tutoring, academic counseling, extended day and extended year opportunities, as well as through academic interventions provided during the course of their day in the classroom;
- Actions to support student inquiry into possible future career pathways through on-site and on-line electives, guidance counseling, field trips and other school-bases opportunities open to all students;
- Opportunities for students to do advanced work—college courses for high school students, high school courses for middle school students and challenging opportunities for elementary students to excel and exceed standards;
- Increased engagement of students through targeted staff development centered on peer support and collegial learning;
- Support for staff to grow and advance in support of their goals and the needs of our program and students.

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

Students experiencing poverty, Hispanic/Latino, and students with disabilities are the groups who are affected. The potential impact of resource allocation and strategic investment will have greater positive impacts due to the district being located in a rural area where resources are already minimal. Bringing more resources to the district will benefit ALL students.

Decisions towards allocations of funds and where supports need to be in place have been considered in order to minimize disparities that already exist. Providing supports more consistently will allow for equal opportunity for all students to achieve and work towards eliminating the opportunity gap. Community members have had multiple opportunities to provide input towards what supports and services are needed for the district. Paisley School District has held several community input sessions to allow community members time to share their ideas. Staff members have been provided a survey along with gathered data from REN. Local partnerships were also made aware of the legislation and provided time for input.

What needs were identified in your district or school in

All students will benefit from activities and programs supported by these grant funds. The foundational goals of this application relate to supporting the academic progress of all students as well as helping eliminate or reduce academic disparities impeding progress of focal student groups. Well-rounded educational programs, extended learning opportunities and activities

terms of equity and access?

to bridge learning gaps are interventions intended to mitigate funded by this grant application, all in service of illuminated grant goals.

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

All students will benefit from activities and programs supported by these grant funds. Our focal groups--students with disabilities, students experiencing homelessness, students in danger of not graduating and students experiencing poverty--will be able to access all school programs and activities, including those supported by these funds.

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

All students will benefit from activities and programs supported by these grant funds. The foundational goals of this application relate to supporting the academic progress of all students as well as helping eliminate or reduce academic disparities impeding progress of focal student groups. Well-rounded educational programs, extended learning opportunities and activities to bridge learning gaps are interventions intended to mitigate funded by this grant application, all in service of illuminated grant goals.

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?

Removal of barriers and risks impacting focal group progress are the intended focus of many grant activities. Extended learning opportunities—including after school tutoring, in-class support, supplemental and intervention education, summer school, credit recovery and other activities--are designed to ameliorate or overcome these challenges.

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?

Paisley School District has adopted non-discrimination policies designed to preclude isolation of students, staff, parents or community members based on their background, status or other potentially distinguishing class. This applies most importantly to students when it comes to services provided or disciplinary actions imposed on any student, staff member or community member.

What strengths do you see in your CTE Programs of

7. All Paisley School programs—including CTE programs, extended learning opportunities, specially designed interventions, electives, core classes, credit recovery or advancement classes, after school and extra-curricular activities—are open to all students interested in participating in such activities. Some

Study in terms of equity and access?

programs have learning targets, but these targets are not focused on a specific group, but, rather, the accomplishment of a particular need, regardless of a student's background or other distinguishable characteristics.

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

Any needs determined in the service of these grant resources have taken into account all stakeholder groups, including focal student groups and all other students.

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

Student recruitment for elective classes, including CTE options, after school, extra and co-curricular activities are presented and available to all students, irrespective of their status, identifying characteristics, or other distinguishing qualities.

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?

Discrimination in regards to participation in any academic or elective class, program, club, extracurricular or other activity sponsored or supported by Paisley School District is strictly forbidden by both law and policy and will not be tolerated.

Confirmation - Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program

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Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program

Applicant Name:

Paisley SD 11

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).

A well rounded education at Paisley School begins with students in our pre-K program. Students come two half days per week and develop many skills for school success, including pre-reading skills and early math, as well as how to navigate a group learning setting.

Early primary students focus on developing beginning reading and mathematics skills that prepare them for matriculation into to upper elementary levels, where application of reading and math are developed. When challenges occur, students are supported by in-class intervention (supported by our SIA funded reading intervention program). Our writing program helps them develop writing skills that translate from early to upper elementary school to middle school in this area. Formative assessments—including a norm-referenced reading/language arts and math assessments—assure progress is achieved or further intervention is considered.

Our elementary program prepares students academically for middle school. There are also efforts to prepare these students for the increased independence of middle school. Learning structures such as planning for assignments—as well as note-taking and other essential success skills—are embedded in their daily work.

High school students travel in two cohorts of between 8 and 12 students to engage in core instructional work (math, science, social studies and language arts). These classes use district adopted curriculum—along with teacher enhancements—to engage in this work.

Transition to post high school includes ongoing advisory work, as well as opportunities to learn and be exposed to college and career options.

Which disciplines (theater, visual arts, music,

Music and the arts are integrated into the elementary grades. These disciplines are scheduled weekly into the master schedule and taught by on-site staff. In the middle and high school, offerings in these areas are dependent on staffing. In the past five years, drama, music, art and graphic

dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

arts have been offered on the master schedule as electives. Many of these elective offerings are taught by community members, hired by SIA or HSS grant funds on an hourly basis. These courses are available to all students subject only to space restrictions, when they apply. Students select the electives they wish to take each spring when a potential list of electives is provided to middle and high school students. We cultivate opportunities for new elective classes by asking students what electives not currently offered they would be interested in. Efforts are made to recruit staffing for these requested classes. When unable to accommodate with a live teacher, students often have the option of an on-line elective to meet their needs.

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

Our current library is staffed by a three-hour per day instructional assistant. Training and continuing learning for this staff member has been provided by previous library staff and continuing learning is currently being offered by the Lake County ESD. A library revitalization grant has been applied for to further upgrade our program.

All students have access to our program throughout the day. Our library staff has provided a mechanism to check out and return books during the school hours she is not present. Our reading incentive program in grades K-6 insures that the library is used daily, and students from kindergarten to sixth grade are frequently seen in the library serving themselves with new reading material.

Middle school and high school students are frequent users of the library as individual reading is incorporated into the language arts program in these grades.

Our radio program includes on-going "book talks" and short "advertisements" from students in all grades as well as readers theater-style book presentations on the air.

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

Our elementary students have ample time—spaced throughout the day—for movement, play and socializing with peers. They have a 15 minute morning and afternoon recess at the mid-point of morning and afternoon classes. This activity is supervised on our playground. Lunch for these students consists of a 49 minute block of time where eating is a minimum of 20 minutes and outdoor/play time is 29 minutes. Students who take longer to eat are able to finish before going to supervised play time. Middle school and high school students have a 40 minute time that includes eating and social time, as well. During good weather, these students often socialize or play games outdoors. During inclement weather these students socialize in the cafeteria or auditorium, where a movie is often being viewed. They also play board games—chess is a popular game among the middle school students—play card games and complete puzzles. All students are able to take whatever time they need for eating.

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

STEAM is incorporated in our 2-6 classrooms through the support of an ESD initiative that included resource materials and training for our teachers. These students are learning about programming through a robotics program that steps them through an engaging set of lessons and allows them to see a product as a result of their work: the performance of a task or tasks they have programmed!

In middle school students have enjoyed units on electronics, solar and wind power and have produced products and performed experiments to enhance their learning.

All students in grades 4-12 have dedicated science classes daily that include connections between science, technology and math. They conduct experiments and complete hands-on activities to support this learning. Middle school through high school students also participate in cross-curricular activities in English Language Arts and Social Studies across the year by producing and performing radio content (history minutes, mini

cross-disciplinary content.

biographies, book talks, and similar areas connected to their learning). They also perform scenes from their reading, participate in debates related to their learning topics and produce multi-media presentations of their work in science, English and social studies.

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.

Curriculum adoption follows the Oregon Department of Education adoption cycle. The choices we make are limited to state-approved curriculum following the Oregon State Standards which, "define what students should know and be able to do within a content area at specific stages in their education" (ODE, 2023).

Our process includes relevant staff meeting to review the available options and determining a program or programs that best meet our school's needs based on what they know about our students. An important element of their decision hinges on the amount and type of professional learning available for the program—and particularly available in our remote location. Resources to support the program are also a primary consideration. The staff refers to local (ESD) and regional (Eastern Oregon Regional Educator Network) supports in making these decisions. Funding for the recent ELA and Reading Intervention adoptions has been enhanced by funding accessed through the SIA grant under the "well-rounded education" goal.

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

Review of data involving learning and engagement—which includes grades, attendance, discipline and classroom observational data—it is evident we have strengths as well as areas for growth in this area. We have many examples of intentional, engaging and appropriately challenging learning happening at Paisley School. Kindergarten and first grade students researching, writing and presenting a speech on their topic is a typical representation of the language arts program in the early primary grades, as well as an example of integrated curriculum. Student scores in our formative assessment show growth year over year and across test administrations in grades K-6. Our middle school and high school students have access to challenging and engaging curriculum, as evidenced by the visible products we see across the year.

Evidence of concerns regarding engagement can be observed in several data categories for the middle and high school cohorts: significant issues with attendance are focused on this grade level band. An increase in failing grades for students in grades 6-8 has been a concern, especially this year. Identifying issues related to engagement can be enigmatic: coursework too rigorous, too static or too easy are several possibilities. Some of our responses have been to change our master schedule to include study or support periods for students needing help, to increase opportunities for tutoring or extended learning and to dig deep into reasons for these challenges. The grant funds represented in this application will support and enhance these efforts.

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

Our early learning program consists of a pre-k, site-funded initiative that brings these students onto our campus for two afternoons per week, beginning in late Fall of each year and continuing for the remainder of the year. The focus of this program is to ensure early literacy and math skills are introduced. The students also gain experience in a school setting, with classroom expectations, schedules and group dynamics part of the learning process. Some of these students are enrolled in the summer program—funded by SIA dollars—to further support the transition from home to school. Our early primary staff supports this program. The transition to school is well-supported.

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

Middle school to high school transitions are enhanced by the size and structure of our school. The middle school students have the same teachers they will have in high school. The staff, therefore, has a strong history with these students by the time they enter high school. They know their strengths and areas of concern. They also have become familiar with the families and other supports for the students. By the time a student graduates from Paisley School, it is possible they have had the same core staff for five or six years!

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?

Our small size assures that every student is known by name and need. When a student presents concerns—academic, social-emotional, behavioral, or even attendance-based—we all know about it. We have weekly meetings where concerns are brought forth. During these informal meetings, it is typical that a preliminary plan is established. This would include an immediate intervention such as tutoring or other classroom-based intervention to address the concern. If this level of intervention did not produce positive results, follow up would include a review of information in our student information system, a conversation with the parent and additional data gathering. It would likely include an assessment and possibly a more formal level of support such as a 504 or IEP.

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

Students exceeding standards may be offered accelerated options. A middle school student taking a high school class, for example, or a high school student taking a college class. Individual teachers often establish higher expectations for students exceeding expectations. A more formal process to address this need will be developed this spring in response to recent statute and ODE mandate.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling

Career exploration includes a mandated junior/senior class that focuses on career exploration—including a specific career class this year for juniors—and other career-focused actions. For the first time this year, students are taking the “You Science” assessment—provided by our CTE consortium partners—to help them connect with possible career avenues. We plan to have the eighth grade students take this assessment as well, and to begin accessing E-Dynamic career awareness classes. Our ASPIRE guidance program this year has been revamped to include aspects for every high school student. In addition to the parent-selected career mentor program, we have expanded the opportunities to include career-focused activities for all students. The first event included 50% of our high school students. It produced their view of strengths and challenges for our school program, their suggestions for electives and questions they had about post-high school

before and during CTE Program of Study enrollment?

options. These students asked very specific questions ("Can I use scholarship money for trade school?" "How will I pay for college?" "How can I find a college that will help me attain my career?" "Can I take a test to see what career would be best for me?"). These questions will help guide our work this year. Students also heard from four staff and community members, who described how they got where they are career-wise.

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

All students are eligible to participate in work-based experiences. Some of these opportunities are on- elementary classrooms, under the direction and supervision of the teacher they are assigned to. We also have one student doing work experience in our kitchen--for one period--under the direction and supervision of our cafeteria manager. This student had to apply for a food-handlers card, and is helping prep, cook and serve the lunch meal to our students and staff. She is learning the daily record-keeping process, as well. Other students work with local business--mostly ranches--and receive work-experience credit in lieu of class credit for some elective classes. During summer months, some of our students work for the forest service, under a youth experience grant. Students are also required to complete at least 25 hours of community service per year, which can provide them with experiences related to their career goals. An example: several of our students have volunteered to support youth sports and other after school activities for younger students such as the youth mentor program co-sponsored by PSD and the ESD.

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.

Rigorous and relevant core classes help prepare students for the post-high school world of work and college by providing them with foundational skills such as reading, writing, critical thinking and problem-solving. This preparation also includes an ever-changing array of on-site electives—including career oriented electives such as wood shop, welding, agricultural science, culinary arts, media production, computer assisted design, radio, photography and other options based on ability to hire community members with these areas of expertise. We also offer advanced classes for middle school students in mathematics, foreign language, for example. We also offer dual credit college classes for our junior and senior students. We have the option of online AP courses, as well.

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

Our junior/senior class includes helping students discover and explore career pathways they might be interested in. They learn to craft a resume' and create a "story" to share their decision to pursue a particular career or college pathway. They learn to write cover letters to apply for a training or college program or job position. Throughout their high school work, students meet with our advisor, plan their high school experience around their goals and are encouraged to investigate how to reach them. Students are also trained in managing their time, reviewing their academic progress through access to our student information system and are taught through class work or experiences to navigate basic life skills.

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

All students are offered all elective class options each spring for the coming school year. Parents are asked to help students select electives from the list. No student is denied entrance to an elective class--including all focal groups.

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

Student needs beyond our array of CTE elective options have frequently been met with off-site coursework (on-line, or work-experience based). We have also provided Independent Study options for students whose needs cannot be readily met with our current options. Last year, for example, a student edited and published a manuscript for credit in a field we had limited resources to support. Editing assistance was provided by staff. A student previous to this wrote, directed and produced a play. Another student revised the classic story "A Christmas Tale" for performance as a play on our radio station. We remain open to work with a student and their advisor (parent or staff member) to help them work toward their career goals.

Describe any new CTE Programs of Study to be developed.

We are continuing work on establishing our Agriculture and Natural Resources program of study. No other POS are in the works.

Confirmation - Integrated Application Section 3: Engaged Community - District/Independent with CTE program

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Integrated Application Section 3: Engaged Community - District/Independent with CTE program

Applicant Name: Paisley SD 11

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 a theme that comes up in every iteration of stakeholder input for Paisley School over the past five years. Enhancement of our community engagement is a goal of Paisley's Continuous Improvement Plan crafted in the 2019-20 school year. Using the lens provided in the Integrated Guidance document, we are hovering in the "consult/involve" levels for "Stance Towards Community", the "involve" level for current "Community Engagement Goals" and the "Inform/Consult" levels when describing "Example Engagement Methods". Our CIP calls out establishment of an on-going advisory committee, which has not launched formally as of this date. Efforts to receive actionable input are of varied success. Staff and student input are consistent. Parent and community input has been productive, but limited. This is an area we need to improve upon.

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

One goal of our CIP is to increase the engagement of our school community. This will start with the formation of an on-going community advisory meeting. Our community has consistently requested more opportunities for engagement--but has only responded in large numbers to opportunities that involve their students in either performances, sports events or conferences. We will need to take this into account in our efforts, if they are to be successful.

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

ODE can support us by continuing to provide the excellent resources we have been fortunate to have access to over the past several years. Our ODE team--in the office of innovation--has come to our remote location, walked our campus, met with our county colleagues and done everything in their power to support us. The addition of a grant liason position in our ESD--supported by funding from ODE--has been a huge support. In other words, keep doing what you are doing!

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

In our stakeholder surveys--some of which are included in our artifact portfolio--have historically shown our schools and programs to be very welcoming and "user friendly". We will keep doing what we do to make that possible.

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

Our district is a charter program, which includes our physical school and a remote, distance learning program. The local community of Paisley has helped develop and continues to support our efforts.

Who was engaged in any aspect of your planning processes under this guidance?

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

How were they engaged?

Survey(s) or other engagement applications (i.e. Thought Exchange), In-person forum(s), Community group meeting, Collaborative design or strategy session(s), Website, CTE Consortia meeting, Email messages, Social media, School board meeting, Partnering with unions, Partnering with community based partners, Partnering with business

Why did you select these

We opted to upload stakeholder surveys and artifacts of stakeholder meetings. These two sets of artifacts show the breadth of our community engagement in these efforts as well as the tenor of stakeholder responses.

particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

There is also evidence of alignment of their interests with our funded activities.

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.

Our main strategies for both student focal groups and families of student focal groups are in-person input opportunities and survey data gathering. Our small size and the high percentage of families matching one of our two focal groups insures that whatever data set we are analyzing represents a significant portion of our community. Students and families of students with disabilities are additionally engaged through the on-going process of meeting their students' needs across the year through parent communication with teachers and support staff as well as the engagement through progress-monitoring and statutory review of students' progress.

In-person efforts include informal meetings such as our yearly welcome to school ("open house"), teacher and administrator initiated individual meetings and response-oriented letters and messages home. More formal input strategies include our parent conferences—which have a high attendance rate, typically 90% or higher—and content-specific parent meetings. Many of these parent meetings are activity focused. Others are more program and planning focused. Last spring, for example, we held a meeting of middle school parents to discuss options for accelerated learning. This will help inform our plan moving forward. We have also held parent meetings related specifically to our grant planning—one specifically focused on the Integrated Guidance Planning held winter of 2022.

Surveys have been on-going as part of our accreditation and CIP work. We have had survey data collected and analyzed in 2018, 2020 and 2023. These data have informed our CIP, our grant applications this document.

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 meetings, surveys and rubric-based rankings for our staff engagement. These have resulted in consistently valuable input.

Describe and distill what you learned from

Across all stakeholder groups and administrations of these data collection surveys, there are common positive elements—in both programs. Family and student stakeholder groups--and as a priority of their service--staff

**your
community and
staff. How did
you apply that
input to inform
your planning?**

stakeholder responses describe similar key words: friendly, welcoming, safe, polite, respectful in reference to our school. High expectations for students stand out as common observations for all stakeholder groups, as well. Students in the most recent surveys share positive descriptors for how their teachers work with them, as well. They describe “exploring new things” “teachers want me to do well” and other positive language they hear during the instructional process. They also report working with others frequently.

Middle and high school students also say they are sometimes “rushed” to do work and spend most of their time listening to teachers and completing worksheets. They list completing projects in class as a lower ranking activity. Parents and families of the brick and mortar have consistently—across the two survey administrations cited in this process at any rate—stated that there are not enough opportunities for their involvement, and that grades and other information are not shared as frequently as they would like. There has also been consistent messaging around non-academic “counseling” support across survey administrations.

Educators across the two survey administration periods (2020 and 2023) for the brick and mortar consistently see needs based on community engagement, providing a consistent means to identify student needs and providing staff development to enhance instructional efficacy.

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

We currently have relationships with several of the local agricultural businesses and have had students engaged in work experience programs with them. We have an on-going relationship with the major volunteer organization in our community, and work with them to provide student opportunities to serve. We will continue to solicit work-based learning opportunities through other local employers (forest service, local businesses, etc).

**We are a
district that
receives greater
than \$40k in
Title VI funding
or have 50% or
more American
Indian/Alaska
Native
Students, and
are required to
consult with
your local tribal
government.**



Confirmation - Application Section Four: Strengthened Systems and Capacity - District/Independent with CTE program

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Application Section Four: Strengthened Systems and Capacity - District/Independent with CTE program

Applicant Name Paisley SD 11

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?

Recruiting quality educators has been a challenge in our remote frontier school district. Last year, three instructional openings were staffed by teachers not qualified for certificated credentials. Two of these teachers were qualified for a Charter Registry License based on college degree programs they completed. One was hired with an emergency credential as an intern. These staff have been supported by a mentor weekly and meet with the site administrator as part of the evaluation process. They are representative of the community—two of these staff are from the local community. All three are progressing toward further licensure with the support of the district.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning

Due to the challenges of recruiting and hiring fully credentialed and qualified teachers, three of our middle and high school teachers are working on non-standard licensing. Two qualify for charter registry licenses—which are based on college degree background and experience. One has an emergency substitute license. All three of these teachers are not experienced to some degree. One has completed student teaching and two have prior experience as emergency substitutes, but all three—by TSPC standards—are teaching out-of-field. Thus, all of our middle and high school students—including those in focal groups—are taught at least part of the day with inexperienced and out-of-field teachers. Processes in place to support all of our students—including focal group students—include weekly grade checks, provision of tutoring and extended day or Friday school support and support for the staff members including collegial support and mentoring.

English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

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

Disciplinary actions are progressive and start with a written warning, proceed to a lunchtime detention, then to a discipline-based Friday school, then to on-campus suspension, with off campus suspension as a last resort. Most disciplinary actions do not involve removal from class. This year, only three students have received the level of discipline that resulted in removal from class or on-campus suspension. Students with frequent disciplinary challenges have been referred for additional support through our counselor, or other non-disciplinary support, such as a daily "check-in".

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

Professional growth is very individualized. Teachers develop their own plan and use professional development funds to support their goals. Opportunities that are outside of this pathway are common. This year, one of our elementary staff members attended a behavior intervention training, and has brought back and implemented the tools and strategies with students both in and out of her classroom. Training in STEAM education for elementary students has also been provided to two of our teachers. This training included instructional resources. Other staff have attended job related training in CTE, coaching and data analysis.

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

Feedback and coaching are provided by our visiting site mentor, by peers—both formal and informal—and through the evaluation process. Efforts to establish a professional learning community have so far not come to fruition, but staff is eager to participate in such a process, particularly if it fits our unique site structure.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do

Several layers of monitoring exist to identify students at risk of academic failure. Three times per year, formative assessments in reading and mathematics are administered to students. Every six weeks, progress reports are produced to identify students struggling academically. Weekly monitoring of grades occurs for students identified as struggling academically through the progress reports. All of these filters include parent notification—including weekly acknowledgment for students at the weekly reporting level. Students identified as struggling are offered tutoring and/or Friday school, where a staff member can support them. Teachers are also tasked with developing an intervention for the student. If it appears that the struggles are more

you respond and support the student(s) when those identifications and observations are made?

pervasive—ie: not responsive to the interventions—then further evaluation or support is proposed.

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?

A well rounded education at Paisley School begins with students in our pre-K program. Students come two half days per week and develop many skills for school success, including pre-reading skills and early math, as well as how to navigate a group learning setting.

Early primary students focus on developing beginning reading and mathematics skills that prepare them for matriculation into to upper elementary levels, where application of reading and math are developed. When challenges occur, students are supported by in-class intervention (supported by our SIA funded reading intervention program). Our writing program helps them develop writing skills that translate from early to upper elementary school to middle school in this area. Formative assessments—including a norm-referenced reading/language arts and math assessments--assure progress is achieved or further intervention is considered.

Our elementary program prepares students academically for middle school. There are also efforts to prepare these students for the increased independence of middle school. Learning structures such as planning for assignments—as well as note-taking and other essential success skills—are embedded in their daily work.

High school students travel in two cohorts of between 8 and 12 students to engage in core instructional work (math, science, social studies and language arts). These classes use district adopted curriculum—along with teacher enhancements—to engage in this work.

Transition to post high school includes ongoing advisory work, as well as opportunities to learn and be exposed to college and career options.