Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

Applicant:

Jefferson County School District 509J (JCSD)

Institution ID: 2053

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Application Components begin here:

Needs Assessment Summary:

We have engaged a diverse multidisciplinary team with the purpose of examining community, staff and student input, and conducting an analysis of disaggregated student performance data which includes trends for our focal groups of English Learners, Students w/Disabilities, American Indian and Hispanic/Latino Students. The team examined district practices, systems health, and program quality in the context of the needs assessment during 4 meetings in 2022/23.

Data sources included analysis reports from community engagement and student listening sessions, and the student/family/staff Youth Truth survey. One example of the valuable insight gained from this data is from the Youth Truth survey and shows us a need to enhance support for student's sense-of-belonging in schools.

Data disaggregated by focal groups included 3rd/8th/11th grade reading proficiency; 5th/8th/11th grade mathematics proficiency; graduation rates; regular attendance; student participation; 9th grade on track to graduate; and data on the Belonging theme from Youth Truth.

When reviewing the data we see positive trends and disparities to address. One example is 8th grade Latino students' math scores have improved and exceed pre distance-learning levels, however there is still much work to do as the achievement rate for English Learners and Students w/Disabilities remains significantly lower than their peers.

The team made observations of data in three categories; Celebrations, What's Working, and What Needs Improvement. This led to input gathered around contributing factors that could impact the trends. **Instructional factors** the NA team considered were effectiveness of tiers of support, teacher professional learning, instructional strategies and interventions, and implementation of a clear and viable curriculum. **Learner factors** examined were

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behavior and impacts from distance learning. **District climate and culture factors** included recruitment and retention of high quality staff, school safety, and communication with families. Lastly, factors that include **support for our students' families and ongoing family and community engagement** were noted.

The team also examined the investments made during our 2020-23 SIA. They reflected on progress made providing a well-rounded education, advancing equity, engaging our community, and strengthening systems and capacity, as well as suggested actions to further the common goals.

Through completing the needs assessment, the 7 priority needs below emerged for strategic planning of investments.

*Key to Alignment with Common Goals -- Well Rounded Education=WRE, Equity Advance=EA, Strengthened Systems & Capacity=SSC, Engaged Community=EC

1. Students' mental and behavioral health needs. *WRE,EA,SSC
2. Academic achievement, rigor, and reduction of academic disparities for our focal student groups. *WRE,EA,SSC
3. Job embedded professional learning for staff. *WRE,EA,EC,SSC
4. Continued implementation of professional learning communities. *WRE,EA,SSC
5. Expand offerings to enhance the well-rounded education of our students. *WRE,EA,SSC
6. Continue to enhance the safety and security of our schools. *WRE,EA,EC,SSC
7. Support authentic incorporation of culture and language. *WRE,EA,EC,SSC

Throughout this process we examined decisions through our district equity lens to ensure equity-based decision making.

- JCSD Equity Lens
- Equity lens aligned note-taking tool for needs priorities

Plan Summary (500 words or less):

JCSD is a Central Oregon district that includes Metolius, Madras, and Warm Springs; the Confederated Tribes of Warm Springs; and the Big Muddy-Washington Family Ranch. We have 11 schools: (2)high schools, (1)6-8, (2)K-8, (3)K-5, (1)pre-school, (1)K-5 dual-language, and (1)K-12 online. Of our 2,830 students, 36% are Native American, 31% Latino, 30% White, and 3% other. Our diverse population combined with persistent barriers associated with poverty, and the fact that segments of our population have historically been underserved, directly impede our students' academic success.

Not all JCSD students have the same access to equitable education, as our disaggregated data reveals disparities between the academic achievement of student groups. The work of transforming our education system to create an equitable and personalized experience for all students is an extensive and ongoing process.

JCSD will use IG funding to sustain impactful investments from our 2020 SIA and add new investments based on our needs assessment and community feedback. The needs that the investments will address are described below. *(T) indicates the activity is in tiered planning* which allows us to proactively anticipate and consider future modifications.

We will invest in:

- School counselors, FAN Advocates, drug and alcohol counselors, health room assistants, behavior specialists, and behavior assistants*(T)* to meet **priority #1**-student mental and behavioral health needs. Stated in law, SIA goals include meeting students' mental health/behavioral needs
- School instructional coaches, professional learning, PLC facilitators/school learning coordinators, K-2 class size reduction, tutoring*(T)*, summer acceleration programs*(T)*, and graduation coaches*(T)* to meet **priorities #2**-academic achievement, rigor, and reduction of academic disparities for our focal group students, **#3**-job embedded professional learning for staff, and **#4**-continued implementation of professional learning communities. SIA goals include reducing academic disparities and increasing achievement for focal groups, and HSS goals include improving student progress toward graduation beginning with grade 9.
- Elementary music teachers, CTE teachers and materials, after school programs*(T),* and middle school elective teachers*(T)* to meet **priority #5**-expanding offerings to enhance the well-rounded education of our students. SIA goals include reducing academic disparities and increasing achievement for focal groups, and CTE goals include developing more fully the academic knowledge and technical skills of secondary students.
- Facility safety upgrades*(T)*, professional learning on safety procedures*(T)*, school resource officers*(T)*, and facility/grounds maintenance*(T)* to meet **priority #6**-continuing to enhance the safety and security of our schools. SIA goals include meeting student's mental health/behavioral needs, and allowable fund usage includes addressing student health/safety needs.
- Native language teachers*(T)*, liaisons*(T)*, a cultural curriculum coordinator*(T)*, and curriculum materials/supplies*(T)* to meet **priority #7**-supporting authentic incorporation of culture and language. SIA goals include reducing academic disparities and increasing achievement for focal groups.

Braiding and blending funding helps ensure maximum benefit and flexibility in planning strategies that meet the needs of JCSD students and families.

We will monitor progress by tracking third grade reading, ninth grade on-track, four-year graduation, five-year completion, and regular attenders.

Equity Advanced (250 words or less per question) :	
What strength do you see in your district or school in terms of equity and access?	JCSD is committed to diversity, equity, and inclusion. One way this is demonstrated is by our shared commitment as a district to apply our <u>JCSD Equity Lens</u> to ensure equitable decisions are made that provide access to learning for all. Other strengths: - Our district equity team is a diverse multidisciplinary team that engages with the National Equity Partnership to further their understanding and facilitation in regard to leading for equity. - Our commitment to providing programs such as Grow Your Own, New Teacher, Early Childhood Education HS CTE Path in partnership with Central Oregon Community College to provide core teacher ed courses at no or low cost to our students, staff and community members. This ensures that our teachers are from our community and our students see themselves in our teaching staff.

	• We are committed to providing ongoing training for our staff in teaching practices for underserved populations, trauma informed care, and culturally responsive teaching. • All teachers new to our district participate in a first and second year induction course that centers around the study of Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. • We preview instructional materials for cultural sensitivity and relatability for district adoption, and incorporate culturally relatable components into courses. • We fully utilize our rich partnerships with the Confederated Tribes of Warm Springs and the Madras Latino Community, and partner with them to provide valuable in and after-school programming for all students and families such as the <u>Family University</u>, and Native Language classes during and after school.
What needs were identified in your district or school in terms of equity and access? (directly inform your planning and budgeting)	All seven of our priority needs identified are essential to our district in terms of ensuring equity and access for all our students: 1. Additional support across the district to meet students' mental and behavioral health needs. 2. Increased focus on academic achievement, rigor, and reduction of academic disparities for our identified focal student groups; Native American students, Latino students, students with disabilities, and our English Language Learners. 3. Additional job embedded professional learning for staff. 4. Continued implementation of professional learning communities to allow teachers and staff to have sufficient time to collaborate, review data and develop strategies to ensure that at-risk students stay on track to graduate. 5. Expand offerings to enhance the well rounded education of our students through nourishing electives, careers and technical education, after school programs, tutoring, clubs and other learning experiences. 6. Continue to enhance the safety and security of our schools, facilities, procedures, and use of community resources. 7. Support authentic incorporation of culture and language of our students and community in our teaching strategies and practices, courses, and curriculum. The needs of our students directly inform our planning and budgeting. We know that not all JCSD students have the same access to an equitable education, as our disaggregated student assessment data reveals disparities between the academic achievement and graduation rates of student groups. The investments designed to address the seven priority needs identified above will positively impact our student population and reduce academic and mental health wellbeing disparities of our focal groups.
Equity lens or tool upload/link? Describe how you used this tool in planning.	During the processes of completing the **needs assessment** and **designing our activities/investments** we applied the questions below from our district equity lens to the decisions being made for strategic planning and resources allocation. Linked below the list is the tool we created and utilized to ensure we are making equitable decisions that provide for each student's needs. 1. Does this decision/action align with the district mission and equity belief? YES 2. Are those being affected by the decision included in the process? 3. Does the proposed action address barriers to equitable outcomes or potentially create new barriers? 4. What information/data are you basing your decision or action upon?

	5. How will the impact or outcome be measured? • [JCSD Equity Lens](#) • [Equity lens aligned note-taking tool for needs priorities](#)
Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.	The potential academic impact (outcomes) for all students and focal groups, based on use of funds in the plan will be to: • Targeted, job-embedded professional learning for teachers and leaders focused on PLC's, cultural systems' changes, and a cycle of continuous improvement. Staff who participate will develop a shared mindset, thereby creating a shift in teaching and learning culture and climate that ensures instructional equity for all. • Additional academic support for all students to eliminate opportunity gaps for our focal groups that include a guaranteed and viable curriculum across all schools, a MTSS system of tier 1, 2, and 3 interventions, and engaging elective courses that include applied learning and students' culture and languages. • Strong support for children to arrive at school prepared, healthy, safe, and eager to learn through the addition of FAN advocates, school counselors, behavior specialists, health assistants, and mental health supports. • An abundant supply of highly qualified teachers who reflect our student population through our Grow Your Own programs that begin with high school students. • Class size reductions in grades K-5 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency. Outcomes for all students and focal student groups align with the common goals by ensuring our students receive a well-rounded education, that equity is advanced by the reduction of academic and mental health/wellbeing disparities, and by strengthening systems and capacity for ongoing improvements. Engaging our community and embracing rich community partnerships enhances all areas of our improvement efforts.
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?	There will always be barriers, risks, and choices that could impact our focal group students' ability to meet their longitudinal growth targets. Our students face many variables that can impact their ability to meet a designated target. Our district has a long history of dealing with these variables and has made intentional investments to ensure that the resources will have a direct impact on focal student populations. With the guidance of our Equity Lens, we were able to focus on who the underserved groups are and how to strategically invest in equitable educational, behavioral/mental, and cultural outcomes for them. The persistent problems associated with poverty, living in rural communities, cultural barriers, and family dynamics are all barriers that impact the potential for our focal students to thrive and learn. Our proposed investments will help our students and families access wraparound support and services to help reduce these barriers. Our data shows that our 3rd grade students have been greatly impacted by the pandemic during their critical foundational development years. We are intentionally providing additional academic support and interventions for this group of students. One of our greatest challenges has been our ability to recruit and retain highly qualified certified special education teachers and English language teachers to educate our students with disabilities and English Language Learners. To help with this we've added additional

	stipends and incentives for special education and teachers of English Language to serve our most vulnerable student groups.
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?	JCSD policies and procedures are in place that ensure that youth navigating homelessness are not isolated or stigmatized. The district homeless liaison confidentiality coordinates services and support for our homeless students. Services that are provided based on individual need are: • Transportation provided to and from school and to and from extracurricular activities free of charge. • Ensuring that the students' right to attend their school of origin is honored. • Ensuring that enrollment in our school occurs immediately even if the student lacks normally required documents, such as immunization records or proof of residence. • Providing tutors or other academic support. • Providing basic needs, personal items, and school supplies. • Referring families to Family Network Advocates for additional support and networking with community partners. The homeless liaison also educates our school staff on homeless students' rights, and provides public notice to homeless families for access to their assistance. The notices are available in all schools, and other community locations.

CTE FOCUS

What strengths do you see in your CTE Programs of Study in terms of equity and access?	In JCSD we offer a variety of CTE programs in eight different pathways that include: Agriculture, Construction, Early Childhood Education, Manufacturing, Graphic Design, Business, Natural Resources, and Automotive. We work with our teachers to identify any systemic barriers that may be in place that make it difficult for students to access CTE programs. In addition, we work with counseling staff to better understand the scope and sequence of CTE programs. We have also provided training for our CTE teachers to better serve special education students. In addition, we have the ability to support translation services to our CTE programs.
What needs were identified in your CTE Programs of Study in terms of equity and access?	Generally speaking, our CTE programs reflect the student populations of the schools in which they exist. We have worked regionally to identify and remove barriers to female students in those programs and are seeing significant progress.
What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?	Our counselors and Future Center Coordinator participate in regional training provided by High Desert ESD (HDESD) around CTE opportunities. This allows us a better understanding of the flow and rigor of our CTE programs. Additionally, by integrating career navigation programs such as Naviance and YouScience into our schools, students are more aware of their career trajectory and we are able to align their educational plan.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?	Considering the various needs of our students and being responsive to those needs is of the utmost importance and we don't have a one-sized, fits all solution. In some cases, students struggle to access CTE or other elective programs because of the services that they receive. We continue to work to decrease these barriers and create additional pathways for students to participate in CTE.

Well-Rounded Education (250 words or less per question):	
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)	We strive to offer students in JCSD a well-rounded educational experience that is engaging, nurtures the whole child, and is culturally responsive and relatable. PLC teams meet weekly to collaborate on instruction, analyze student work, and plan response to students' needs. Mental health and wellbeing are supported by health room staff, certified counselors, FAN advocates, and community liaisons.

At the elementary level, we've worked hard to create a strong guaranteed and viable, Tier 1 curriculum aligned to Oregon standards, to ensure instructional equity across our schools. We utilize Eureka Math for our mathematics program, and are newly implementing Benchmark Advance ELA. We are an AVID district and provide hands-on science units, physical education, and music in every elementary school. Our MTSS are supported by certified school counselors, instructional coaches, and reading specialists in each school. Beyond the regular school day, we offer elementary students after-school programs in Madras and Warm Springs.

Our middle school students also experience a strong Tier 1 course offering and engaging electives and intervention courses. Electives provided include music, physical education, AVID, leadership, agriculture, culinary, and Native Languages. Middle school students are offered after-school programs in Madras and Warm Springs, as well as athletic choices.

At the high school level we offer students the full spectrum of academic and enrichment course options. Electives include college-level, AP, CTE, JROTC, and arts courses. Similar to middle schools, high school students have a wide range of extracurricular options to choose from, and the option to attend the after-school program. |
| 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? | Through funding from our 2020 SIA we were able to add elementary music teachers at all of our elementary schools. We offer a music class for all K-5 students. This provides an introduction to basic music theory, singing, rhythm and performing. Each school performs for families and the community twice a year at our Performing Arts Center. We will use IG 2023 funding to sustain elementary music teachers in each school.

Our middle school students have access to a number of courses related to the arts. These include choir, band, and art. |

	Our after school programs K-12 also provide a wide variety of art offerings to students who attend such as art, sewing, clothing design, and music. A wide variety of community partners are often guest teachers in the after school program including Caldera, OSU, Think Wild, and OHSU to mention a few. High school students in Jefferson County also have access to a number of courses and clubs related to the arts. Band, Guitar, Concert Choir, Acting, Drama, Costume Design, Chorale, Art, Ceramics, Graphic Design, and Photography are all available for our high school students as elective choices. In addition, we offer a number of extracurricular clubs related to the arts. Performances with students in musical and acting roles are a regular occurrence at our Performing Arts Center.
How do you ensure students have access to strong library programs?	Jefferson County School District meets all of Oregon's Division 22 ,581-022-2340, requirements related to libraries and media services. We have a full FTE certified district librarian who facilitates all the library programs in each school. Each of our schools has their own full FTE staff member dedicated to the library programs. In each school, library staff partner with teachers to provide materials, equipment, and services which support the school district, program and course goals. They also work to equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials. Our library program hosts and participates in two annual literacy engagement events for our students. The first grade annual "Gift of Literacy Program and the Oregon Battle of the Books.
How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?	Every educator knows that when students engage in healthy daily habits, they are better learners and more focused on their schoolwork. With this in mind, the Jefferson County School District has a number of systems, policies, and procedures in place to ensure students have adequate time to eat, as well as adequate time for movement and play throughout the school day. Prior to the start of every school year, school administrators intentionally build their master schedules with adequate time for students to eat breakfast, lunch, and after school snacks. In addition to the state meal requirements, we have board policy that requires students to have sufficient time to eat their lunch scheduled at a reasonable time of day. This deliberate planning ensures that students will have the opportunity to adequately meet their daily nutritional needs so they can focus on learning. Beyond guaranteeing students' nutritional needs are met, our district has developed a number of processes to ensure adequate time built into the school day for student play and movement. Our school's have full-time physical education teachers. These teachers map out an annual schedule of diverse physical education activities for students to explore. Beyond the physical activity options during the school day, our district has also invested heavily in creating a menu of after-school programs and athletic teams for students to choose from.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.	The Jefferson County School District offers a number of STEAM-based extracurricular programs, and courses. All JCSD elementary students have access to Next Generation Science units of study which contain lessons and activities to support the Next Generation Science Standards. Each set of lessons has a kit with materials for the lesson. In addition to grade level materials, the district has Lego, Intel, Sphero, Solar Eclipse, and extra science materials for our educators to check out. Our Middle school students have a number of STEAM-based elective courses such as Career Exploration, Music, as well as a number of engaging core Science and Math courses. Our 21st Century K-12, After-School Programs and Summer Programs are STEAM themed and incorporate a number of popular STEAM-related after-school activities such as Robotics, Girls Coding, Theater, Art, E-Sports, Painting, and many more. Finally, STEAM-based learning is a hallmark of our high school experience. Students have access to a wide variety of STEAM experiences in our 8 different CTE strands. These courses and experiences are essential for creating a well-rounded and career focused educational experience for our high school students. In addition to the STEAM courses, programs, and clubs, we have a robust AVID program at our high school, middle school, and all elementary schools. One of the core tenants of AVID is the integration of critical thinking, inquiry, and cross-disciplinary content into every lesson. Incorporating these skills into all classes helps enrich the learning experience for all JCSD students.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.	Our process for the adoption of instructional materials, combined with the teacher-teamwork that follows, ensures a clearly stated scope and sequence of learning objectives that are aligned to Oregon standards. Our process includes the following steps:
	
	1. Establish an instructional materials adoption committee with teachers and administrators.
	2. Facilitate a needs assessment that involves analyzing data, understanding local context, and gathering information from stakeholders, reviewing the cultural responsiveness of our current courses, in order to establish priorities for considering new materials.
	3. Facilitate a review of Oregon content standards, research-based findings, and best instructional practices related to the content to be adopted.
	4. Facilitate the investigation of Oregon approved materials to narrow options.
	    ● Analyze Ed Reports Materials Reviews related to state approved materials.
	    ● Utilize the Oregon Department of Education IMET tool related to state approved materials
	    ● Pilot lessons and materials of finalist programs
	    ● Equity team review of finalist programs using district equity lens
	5. Facilitate the committee final analysis, decision, and make recommendations for selection.
	6. Gain approval of proposed materials by presenting findings to the curriculum council (parents, teachers, and administrators) and then to the JCSD Board for final approval.
	7. Implement and facilitate professional learning:
	    ● Develop and execute a plan to prepare teachers and leaders to implement the materials and assess the progress of implementation.

	8. Facilitate teacher work days to adjust existing unit plans and end-of-unit assessments to **ensure a clearly stated scope and sequence of essential standards based on Oregon standards.**
Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.	JCSD has implemented a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students. One of our primary strategies implemented over the last three years was to strengthen the alignment of our curriculum and classroom instruction to the state standards. This alignment initiative was to build a district-wide guaranteed and viable curriculum to ensure instructional equity across all our schools. Teams of teachers come together across the district and weekly in schools through our PLC process to select and focus their instruction around essential standards, determine pacing and sequencing of units and create and analyze end-of-unit assessments. Our district's instructional coaches also play a key role in enhancing our classroom instructional practices. These staff members partner with teaching staff and instructional assistants to implement research-based instructional strategies that help foster classroom engagement. In addition, our instructional coaches help facilitate our professional learning community meetings. These meetings are essential in informing our teachers' differentiated instructional choices and tired levels of intervention. Finally, our district has implemented a robust K-12 observation/supervision cycle and implemented programs such AVID that equip teachers with engaging classroom instructional practices and management strategies. Funding of our PLC process, the addition of instructional coaches, and providing professional development were all valuable investments from our 2020 SIA and we will be sustaining those in 2023 through the Integrated Guidance.
How will you support, coordinate, and integrate early childhood education programs?	Through innovative programs and partnerships, JCSD integrates supports for students prior to kindergarten. Currently we offer a "Jump Start"summer acceleration for incoming kindergarten students. This program provides a three week orientation experience in August, and is invaluable for familiarizing students with their school's campus, key staff members, daily routines, and school expectations. We are in year three of offering preschool classrooms to our community through the Preschool Promise Grant. 36 students participate in the program housed at Madras High School, and coordinated with our Early Childhood CTE program which focuses on preparing future teachers. High school students intern in the preschool and work as peer tutors in our after-school program. We work closely with our local preschool partners on kindergarten readiness, school visitations, and sharing of materials. In addition, our district has made several key partnerships throughout our region to support and integrate early childhood education programs. One of those strategic partnerships is with the Early Learning Hub of Central Oregon. The Early Learning Hub is a regional cross-sector partnership working collectively to support parents and to establish a solid foundation for children's long-term success.

	Our district has a partnership with the High Desert ESD's Early Intervention/Early Childhood Special Education program. This program provides early childhood developmental support for children, birth to 5 years of age. Services provided include screening, evaluation, and specially designed instruction for young children with special needs in Jefferson County. This program is housed in one of our schools.
What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?	Creating programs that seamlessly transition our students is essential and start in 5th grade. Each spring, our fifth graders spend a day at the middle school becoming acquainted with school and staff. In the fall, we bring 6th graders to school a day early for WEB (Where Everyone Belongs). Students are given an additional opportunity to meet staff and participate in engaging community building activities.

For students entering high school, we utilize DEF StrongStart to help transition successfully from middle to high school, empowering them with skills and tools for self-efficacy in decision-making. The program in August, and part of our 3-week Summer Bridge program. The focus is on building community, self-awareness, and leadership through Decision Skills training. The incoming 9th graders also begin school a day early, and are hosted by Link Crew Mentors. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout their 9th grade year.

Transition from high school to postsecondary success is individualized to students' unique goals. The high school has a Future Center with a full-time coordinator, graduation coach, and two counselors. The staff works collaboratively with each student to develop their postsecondary education plan, visit and apply to colleges/trade schools, and assists with scholarships. In addition, our district hosts a Juntos Program to support families, and provides free ACT testing.   Through partnerships with COCC, OSU, OHSU college transition opportunities are provided for our students including college transition classes: Good Road (Native American), Avanza (Latino), Lead, Juntos (Latino), and OHSU On Track.

The Future Center coordinator, ACT testing and DEF StrongStart are valuable investments from HSS funding that we look forward to sustaining through 2023 Integrated Guidance. |
| How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups? | Identifying and supporting students with academic needs is a major focus of our work. District-wide, we have several measures that assess growth to inform our instruction and interventions/extensions. In K-5, we administer benchmark assessments in reading(DiBELS-4x), math(MAPGrowth-3x), and writing(samples-3x). In 6-12 we administer benchmark assessments in reading and math (MAPGrowth-3x).

Our students take end-of-unit assessments to assist teachers in identifying and supporting students who are not yet proficient in Tier 1 essential standards aligned to Oregon content standards. In addition to benchmark and end-of-unit assessments, teachers use a variety of formative assessments to determine students' unique needs and supports.

Each school has daily time in their master schedule to allow students extra time and support for essential skills they are not yet proficient in. Some schools call this Tier 2 time WIN (What I Need), and some schools use a scheduling program called FlexiSched to coordinate this time. |

	We have robust MTSS that ensure students, particularly those in focal student groups, are assigned appropriate interventions, and our SPED department ensures students in need of Tier 3 support are provided with an individual education plan to provide appropriate support. At our high school, the Early Warning Team reviews recommendations weekly for students needing support. We have teams in place to support credit deficient students, as well as a team dedicated to freshmen who are not being academically successful. Finally, we have graduation coaches who work with students and families who are in jeopardy of not graduating.
What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?	Our district strives to create enriching academic experience and supports for all students who have exceeded the Oregon content standards. Currently, we offer AP courses and dual-credit courses through various university partnerships. These courses provide students with rigorous, high-level academic challenges to stretch their academic abilities. Our district also offers a Talented & Gifted (TAG) program K-12. For students identified as TAG, teachers and our district TAG coordinator create individualized TAG plans for each student. These TAG instructional plans identify the differentiated instructional practices that will be used to enrich the students' learning experience in their classrooms. Beyond formalized TAG instructional plans, AP & dual-credit courses, students who exceed standards are also provided with in-class extension activities, supports, and experiences to expand their academic abilities through differentiated instruction. This takes on various forms such as small group instruction, grade-level enrichment grouping, and tiered literacy materials. Through partnerships with COCC, OSU, OHSU college transition opportunities are provided for our students including college transition classes: Good Road (Native American), Avanza (Latino), Lead, Juntos (Latino), and OHSU On Track.
CTE Focus:	
How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?	In Jefferson County School District we utilize Naviance, a comprehensive college and career readiness system that helps us align student strengths and interests to assist students in reaching their goals for career and post-secondary. Naviance serves as a career navigation tool providing information on employment outlook, education/training, and skills used on a daily basis. We have Naviance in place for our grades 9-12 students and will be expanding to our 6-8 students in 2023. Regionally, YouScience,a career aptitude assessment, is available for all middle and high school students.
How are you providing equitable work-based	Our region has partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities.

learning experiences for students?	
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.	We work to integrate core academic knowledge and skills into all CTE program of study work. This includes CTE teachers working with their math and/or ELA counterparts to integrate lessons/coursework. We currently have articulated dual credit opportunities for our students in the following CTE areas: • Early Childhood Education (15 Credits) • Digital Photography • Automotive • Working with new teachers to articulate, construction, manufacturing, business, and agriculture. Articulated Dual Enrollment Courses with COCC: • AP Biology • College Comp 1 & 2 • Functions of Trigonometry 1 & 2 AP Courses: • Biology • Chemistry • Government • Music Theory Additional College Credit Opportunities: • Expanded Options • Grow Your Own Program, including Peer Tutoring • COCC Partnership Future Educator Courses Offered Each Term, and paid by JCSD. • Summer Courses paid by the district for all high school students. • Good Road, Native American Students • Avanza, Latino Students • LEAD
What activities will you offer to students that will lead to self-sufficiency in identified careers?	Our programs of study are aligned to the ODE statewide standards which include: • Adhere to workplace practices • Exhibit personal responsibility and accountability • Practice cultural competence • Demonstrate teamwork and conflict resolution • Communicate clearly and effectively • Employ critical thinking to solve problems • Demonstrate creativity and innovative thinking • Demonstrate fluency in workplace technologies • Plan, organize, and manage work • Make informed career decisions We provide access to the Central Oregon Skilled Trades Fair, YouScience, access to Career Tree in our Future Centers, as well as career guidance.
How will students from focal groups and their families learn about	Our schools promote CTE programs and course offerings prior to forecasting each year. Regionally, we support informational videos, 8th Grade CTE Days, and various other CTE recruitment opportunities. These allow all students to see and get a hands-on feel for what

CTE course offerings and Programs of Study that are available?	CTE programs have to offer as well as see what careers they could move into upon completion of the CTE program or after additional postsecondary training/education.
How will you prepare CTE participants for non- traditional fields?	In our CTE programs of study, we do our best to show a wide range of people in various career fields. This includes our non-traditional students. By having speakers and presenters from non-traditional fields, it allows us to show students how open careers are to students from various backgrounds.
Describe any new CTE Programs of Study to be developed.	Currently, JCSD is adding Automotive, and Health Care Occupations pathways. Following the focus of our regional workforce investment board, we are working to strengthen and build programs in construction, health science, manufacturing, and technology.

Engaged Community (250 words or less per question): who was engaged, how were they engaged, artifacts, where on the spectrum	
If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?	We've leveraged district and our JCESD resources to elevate community voice and increase participatory decision making in Fall 2022 listening sessions by: • Implementing best practices in family and community engagement with the support of our JCESD IG Liaison. • Creation of a network of school and community partners with culturally specific lenses and experience to give feedback and provide insights into existing progress and programs. • Qualitative consultation and analysis to examine data from listening sessions and to shape investments. • Logistical and communications support by our school district communication director, JCESD, ODE, and our district. We have several ongoing systems of engagement with our community that include: • Confederated Tribes of Warm Springs Tribal Consultation • Indian Education Advisory Committee • Jefferson County Family University-Family Engagement 2,748 individuals provided feedback for our integrated planning that included 1,918 students, 472 families, and 358 staff members. Very few barriers were experienced in this process. Turn out for events and survey responses was good. Families were appreciative of the opportunity to be heard.
What relationships and/or partnerships will you cultivate to improve future engagement?	Based on the analysis of our community engagement data, we will continue to build sustainable practices to engage while all focal groups are represented, we would like to increase the participation from our Native American families. We are working with our Indian Education Advisory Committee which is a key partnership to foster and improve our future Native American Families engagement. Currently we are working with the advisory team to create and plan opportunities for increased community input and participation. One

	suggestion is to target community events that traditionally have greater participation like the back to school barbecue and PowWows. A key communication tool for our Latino families has been Family University, where they participate in classes they are interested in, that include English, GED, Financial Planning, etc. The superintendent hosts listening sessions at the Family University site for our Latino families. We are very excited to replicate the Family University for our Native American families this year, beginning on February 28, 2023 we are hosting our first Family University course at Warm Springs K8, "Family Ichishkin Language", and as we expand our courses and participate we are hopeful that communication and input will increase for our families.
What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?	Regionally, over $100,000 ESD/SSA technical assistance dollars was used to support and enhance our engagement efforts. The addition of an integrated guidance TOSA(Liaison) through the Jefferson County ESD has been an invaluable partner for us in development of this integrated guidance. It would be beneficial if ODE could increase their commitment to the financial lift of these engagement efforts. Additionally, continued development of processes for sharing best practices would be beneficial to our district and region.
How do you ensure community members and partners experience a safe and welcoming educational environment?	To create a safe and welcoming educational environment for families and communities we recruit bilingual candidates for our school offices, and ensure that we have someone in each of our school offices that is bilingual and represents our students and community. Two years ago we added a district communications coordinator to our team, to make sure that we have high quality and frequent communication with our families and community. Tools such as Parent Square, weekly district level family communication newsletter and school level newsletters have been added. Key employees support our students, families, and community in all of our schools to promote a safe and welcoming educational environment and include: Family Engagement Coordinator, Community Liaisons, Family Network Advocates, Counselors, Mental Health Specialists, Graduation Coaches, and Translation Services. Part of our continuous district and school continuous improvement planning is an annual family engagement plan for the district and each of the schools. As part of this planning, it is essential that we listen to what our stakeholders are saying about their perceptions of a safe and welcoming educational environment. One key input piece for this is the annual YouthTruth Survey that has key themes. The February 2023, district level family results for the key themes were Engagement 39% (4% increase from 2022), Relationships 70%, Culture 67% (6% increase), Communications and Feedback 62% (4% increase), School Safety 41%, Resource 54% (2% Increase). The results show the areas that continued focus and improvement is needed.
If you sponsor a public charter school, describe their participation in the planning and development of your plan.	Not Applicable

Who was engaged in any aspect of your planning processed under this guidance? (use list pg. 58)	(Highlight all that apply) Students of color Students with disabilities Students who are emerging bilinguals Students who identify as LGBTQ2SIA+ Students navigating poverty, homelessness, and foster care Families of students of color Families of students with disabilities Families of students who are emerging bilinguals Families of students navigating poverty, homelessness, and foster care Licensed staff (administrators, teachers, counselors, etc.) Classified staff (paraprofessionals, bus drivers, office support, etc.) Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) Tribal members (adults and youth) School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) Business community Regional Educator Networks (RENs) Local Community College Deans and Instructors; Local university deans and instructors Migrant Education and McKinney-Vento Coordinators Local Workforce Development and/or Chamber of Commerce CTE Regional Coordinators Regional STEM/ Early Learning Hubs Vocational Rehabilitation and pre Employment Service Staff Justice Involved Youth Community leaders Other: _____
How were they engaged? (use list pg. 59)	(Highlight all that apply) Survey(s) or other engagement applications (Youth Truth) In-person forum(s) Focus group(s) Roundtable discussion Community group meeting Collaborative design or strategy session(s) Community-driven planning or initiative(s) Website CTE Consortia meeting Email messages Newsletters Social media School board meeting Partnering with unions Partnering with community based partners Partnering with faith based organizations Partnering with business Other _____

Evidence of Engagement
UPLOAD top 5 artifacts (small district 2 artifacts)

Artifact 1	*Community Engagement Summary 2022-23*
Artifact 2	*Native American & Latino Engagement Summaries*
Artifact 3	*Youth Truth Survey Summary*
Artifact 4	*Student Focus Groups*
Artifact 5	Confederated Tribes of Warm Springs Tribal Consultation (Scheduled for February 17, 2023) **Indian Education Committee Annual Impact Aid Action Plan**

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

The attached artifacts clearly illustrate the extensive efforts by JCSD 509J to engage our student populations, their families, staff, community organizations, and the overall community in determining how the district can best support our students. These artifacts show evidence that we offered our community several different ways to provide input into the development of our Integrated Guidance plan. From ensuring that our Latinx and Native American populations knew that their input was needed, to staff knowing that their input instruments offered anonymity. The YouthTruth survey targeted our youth, families, and staff, and public input and student focus group sessions were well-attended. Our district is working hard to engage the community in our plans and input was received from 2,748 families, students, and staff.

When we reflected on our community engagement opportunities and utilized the rubric provided by the Movement Strategy Center, our results indicated that we utilized a variety of levels of community engagement ranging from a score of a 1 to a level 5 score. Some of the highlights are below:

- Indian Education Advisory Committee, Collaborative Planned & Developed, Level 4–Collaborate, Level 5-Defer with data analysis and goal setting by the committee.
  - Community Engagement Session, November 9 and December 5, 2023, Level 3-Involve
  - Annual Action Plan Created from Community Engagement by Indian Education Advisory Committee-Level 5-Defer
- Title VI Committee Planned, Led, and Coordinated Focus Group Meeting, April 15, 2022–Level 5-Defer
- Student Focus Groups, Level 3-Involve
- YouthTruth Student, Families, and Staff Survey-Level 2-Consult
- Tribal Consultation,-Level 4-Collaborate
- Community Engagement Short Surveys, Level 2-Consult

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

1) 2023 Youth Truth Survey:
In January 2023, JCSD 509J surveyed students, staff, and families throughout the district on their perceptions of their school(s). YouthTruth gathered feedback through a confidential online survey that harnesses stakeholder perceptions to help K-12 educators accelerate improvements in their schools and classrooms. The survey was offered to all grades 3-12 students, all families, and staff; Total response was from 2,275 individuals, and included 1,772 students, 298 Families, and 205 staff members. The perceptions surveyed included questions on engagement, academic rigor, relationships, belonging and peer collaboration, culture, college and career readiness, academic support services, learning styles, school safety, communications and feedback, and stakeholder voice and leadership. (Level 2)

2)Indian Education Advisory Committee:
Our greatest communication asset with the Confederated Tribes of Warm Springs is our Indian Education Advisory Committee. The committee membership is Tribal Leadership that includes the Secretary Treasurer of the Confederated Tribes of Warm Springs, three Tribal Council Members, the General Education Manager, the Health and Human Services Manager, the Tribal Education Committee Chair, and a School Board Member. The committee meets quarterly, meeting calendar, and includes reports to the Tribal Council. One of the key duties of the committee is to plan, and organize annual community input from Tribal Community Members and school families. Annually they help organize a community engagement event in the fall that gives the community the opportunity to work in small groups and review their students annual achievement, and participation data. The data is then taken back to the committee for analysis looking for key themes regarding what's working and what areas could be improved. The community engagement summary for our Native American families is one of our artifacts. The Indian Education committee then takes the results data themes and creates annual goals for the areas of improvement agreed upon. This committee also participates in our Annual Tribal Consultation. (Levels 4 & 5)

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

This extensive community engagement process, along with staff comments, data, and survey results, helped define themes and areas of need for our Integrated Guidance plan. In addition, we reviewed our student data which highlights areas of stability, areas of success, and opportunities for growth to help improve efforts to attain excellence and equity for all our students. Themes from the community feedback were presented to multiple groups to prioritize the list of key investments and areas for growth. The final report will be presented to the community, school board, and staff in February of 2023.

Community Input Data Summary:

The greatest strengths identified by stakeholders:

1. Classes and Grades Going Well
2. After school activities
3. Great staff
4. Communication
5. Opportunities for enrichment and hands-on learning at high schools.
6. Dual Language Programs
7. Counselors and mental health support available to students.
8. Great Education Here
9. Language and culture incorporated into our schools.

10. Clean Facilities and Schools
11. Staff Cultural Diversity
12. Inclusive School Programs

Recommended areas for improvement identified by stakeholders:
1. Academic Support
2. Improved Communication
3. Hands on learning and elective classes at the middle level.
4. Better discipline, supervision, and work around bullying.
5. Facilities need improvements and grounds cleaned up.
6. Increased Security and Safety Procedures
7. Healthier Meals
8. Increase staff social and cultural understanding of communities and best practices.
9. Higher standards and expectations, more rigorous courses.
10. Incorporation of Native Language opportunities and culturally relatable components into courses/activities.
11. Help with friends or social issues.
12. Increase secondary student involvement in extracurricular activities.

CTE Focus	
How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	Regionally, internships opportunities are available through Youth Career Connect. However, WBL is much more inclusive than just internships. We are working to help CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.

Affirmation of Tribal Consultation	
Upload	

Strengthened Systems and Capacity (250 words or less): whole system success, shared responsibility and accountability	
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?	As outlined by our Education Staff Retention and Recruitment Grant application, *Jefferson County School District* has developed a recruitment process for educators of color which includes a presence at job fairs and universities that are located in regions where the population has a higher percentage of diversity then Central Oregon. A tiered retention compensation plan is in effect for employees filling hard to fill positions. Grow Your Own Educator: • Our commitment to providing programs such as Grow Your Own and the Early Childhood Education HS CTE Path in partnership with Central Oregon Community College to provide core teacher ed courses at no or low cost to our students, staff and community members. This helps ensure that our teachers are from our community and our students see themselves in our teaching staff.

	Teacher Induction & Mentoring: • All teachers new to our district participate in a first and second year induction and mentoring course that centers around the study of Zaretta Hammond's *Culturally Responsive Teaching and the Brain* and provides job embedded first and second year support for teachers. • We preview instructional materials for cultural sensitivity and relatability for district adoption, and incorporate culturally relatable components into courses. CTE - with Perkins funds, we provide a New CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their program of study area. We also provide sub/mileage reimbursement for learning walks for all CTE teachers.
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? 248 Words	We strive to have a highly qualified, caring, engaging, and experienced teacher in front of all students. There are a number of procedures in place to ensure that every JCSD teacher is qualified. These processes include monitoring of teacher licensures in partnership with the Oregon TSPC, ensuring every teacher on a conditional license is also enrolled in a teacher preparation program, and coordinating a robust *Grow Your Own* program focused on preparing future teachers who represent the diversity of our students. Our school administrators implement a number of strategies to prevent students from ineffective, inexperienced, or out-of-field teachers. These strategies include placing our experienced teachers in courses where students have the highest needs, as well as providing building level professional development regarding research-based instructional strategies. Teacher shortages have impacted our once deep applicant pools so we have created systems to support teachers that are new to the profession. Our teacher induction and mentoring program supports all teachers in their first and second year in our district. This program includes weekly check-in with a mentor, individualized support plans, and monthly professional development with other new teachers in our district. We added three Special Education Instructional Coaches/Behavior Specialists to provide Special Education Teachers mentoring to help support them in meeting the unique demands of teaching students with disabilities. With this comprehensive mentor program, even if a teacher is new, we know that they are equipped with the tools, strategies, and support necessary to properly teach all students.
How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?	Our first step in reducing the overuse of discipline practices that remove students from the classroom is by creating rich and engaging classroom experiences. Keeping students focused on learning helps prevent situations that can lead to potential discipline. In addition to our engaging lessons and course content, our teachers and instructional staff are trained with research-based strategies that are proven to de-escalate situations before having to remove a student from a class. Training offered were Collaborative Problem Solving, Trauma Informed Care, and Behavior Support. Our schools also have a number of schoolwide structures in place outside the classroom that help support and encourage positive behaviors and orderly school operations. Each of our schools implements Positive Behavior Intervention System (PBIS) that integrate and support students' behavioral, academic, social, emotional, and mental health.

	Finally, there is no perfect solution for when a student does need to be removed from the classroom setting, but several years ago our district intentionally shifted from a model that kicks students out-of-school, to a restorative model that attempts to keep students in-school for their disciplinary consequence. Through Implementing engaging classroom content, non-verbal classroom management practices, positive school-wide systems, and restorative disciplinary practices we will continue to see a reduction in disciplinary incidents.
How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?	Strategies for professional learning from our district's continuous improvement plan are: Job embedded professional learning and collaboration, and best practices in teaching and student engagement. The professional learning tools for the implementation of these strategies for the past five years have been implementation of professional learning communities, and AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) instructional strategies. We are in the process of updating the district's five year professional development plan based on feedback from district leaders, teachers, staff, and the needs of each school. Through planning meetings with district leadership and review of school improvement plans, a list of possible professional learning opportunities has been created. A survey to solicit feedback from staff has been developed, and will be distributed in February. Another input tool that has a professional learning theme and is utilized is the YouthTruth staff survey administered in January, 2023 and completed by 205 school staff members. A key tool utilized for professional learning planning is each school's three-year improvement plan developed at the school level and beginning with a needs assessment. These plans are updated annually with completion of a new needs assessment. Schools participate in an annual peer review of their school improvement plans. In addition, as part of our annual observation/debrief/evaluation cycle, school administrators hear directly from teaching staff regarding potential professional development needs. These systems help to ensure that our staff are equipped with the most up-to-date professional learning and tools to provide exemplary service for JCSD students.
How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?	The Jefferson County School District has put in a number of procedures, and staff positions to provide feedback, coaching, and support to guide instructional staff in research-based improvement to teaching and learning. A number of key positions and partnerships have been created to help guide our staff in research-based instructional practices. Each of our schools has a dedicated instructional coach that provides individualized support and feedback to instructional staff. Our district utilizes the non-evaluative "New Teacher Center & Jim Knight" methods of mentoring and coaching all first and second year teachers new to our district. Our mentors meet with new teachers for a week in August, at monthly induction meetings, and throughout the year in their own classrooms to provide instructional feedback and professional support.

	In addition to instructional coaches and mentor positions, our school administrators are required to complete a number of formal and informal classroom observation cycles each year. These observation cycles typically consist of a pre-observation conference, classroom observation, and post-observation debrief. The debrief meeting is focused on teacher reflection and feedback regarding their instructional practice. These observational cycles are a core component of our administrators role as instructional leaders and help our teachers implement research based instructional practices. With our Instructional coaches, new teacher mentors, formal and informal observation cycles, and strategic partnerships with the National Equity Project, Solution Tree, AVID, and SMC-math coaching, we are confident that teachers in JCSD receive exemplary coaching in research-based improvement to teaching and learning.
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?	Identifying and supporting students with academic needs is a major focus of our work. District-wide, we have several measures that assess growth to inform our instruction and interventions/extensions. In K-5, we administer benchmark assessments in reading(DiBELS-4x), math(MAPGrowth-3x), and writing(samples-3x). In 6-12 we administer benchmark assessments in reading and math (MAPGrowth-3x). Our students take end-of-unit assessments to assist teachers in identifying and supporting students who are not yet proficient in Tier 1 essential standards aligned to Oregon content standards. In addition to benchmark and end-of-unit assessments, teachers use a variety of formative assessments to determine students' unique needs and supports. Each school has daily time in their master schedule to allow students extra time and support for essential skills they are not yet proficient in. Some schools call this Tier 2 time WIN (What I Need), and some schools use a scheduling program called FlexiSched to coordinate this time. We have robust MTSS that ensure students, particularly those in focal student groups, are assigned appropriate interventions, and our SPED department ensures students in need of Tier 3 support are provided with an individual education plan to provide appropriate support. At our high school, the Early Warning Team reviews recommendations weekly for students needing support. We have teams in place to support credit deficient students, as well as a team dedicated to freshmen who are not being academically successful. Finally, we have graduation coaches who work with students and families who are in jeopardy of not graduating.
How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle	JCSD integrates support for students prior to kindergarten. We offer a "Jump Start" summer acceleration for kindergarten students. This program provides a three week orientation experience in August, and familiarizes students with their school's campus, key staff members, daily routines, and school expectations. We are in year three of offering preschool classrooms to our community through the Preschool Promise Grant. 36 students participate in the program housed at Madras High School.. Each spring, our fifth graders spend a day at the middle school becoming acquainted with school and staff. In the fall, we bring 6th graders to school a day early for WEB (Where

grades to high school; and from high school to postsecondary education?	Everyone Belongs). Students are given an additional opportunity to meet staff and participate in engaging community building activities. In August we host a 3-week Summer Bridge program for 9th graders. The focus is on building community, self-awareness, and leadership through Decision Skills training. The 9th graders also begin school a day early, and are hosted by Link Crew Mentors. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout their 9th grade year. Transition from high school to postsecondary success is individualized to students' unique goals. The high school has a Future Center with a full-time coordinator, graduation coach, and two counselors. The staff works collaboratively with each student to develop their postsecondary education plan, visit and apply to colleges/trade schools, and assists with scholarships.

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

Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Integrated Guidance Application Appendix

Jefferson County School District 509J
UNITE. ENGAGE. SOAR.

Equity Lens

The Jefferson County School District is committed to academic excellence and personal success for all our culturally enhanced learners. We must commit to a comprehensive, rigorous, equitable, and inclusive education to ensure high levels of learning for all. We actively build relationships with students and families to be responsive to the needs of our community. In our schools, dreams are nurtured, histories and cultural heritages are celebrated, a love of learning is fostered, and educational, physical, emotional and social needs are supported.

Our commitment to equity supports fostering an inclusive and barrier-free environment with urgency, accountability, and compassion. Educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success. Examining, interrupting, and removing barriers will create conditions that lead to access and opportunity for every student. This equity lens is designed to ensure equitable decisions are made that provide for each student's needs.
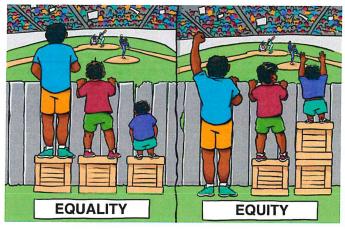

Jefferson County School District Equity Lens

When making decisions and taking action, we will utilize the following questions:

1. Does this decision/action align with the district mission and equity belief?
2. Are those being affected by the decision included in the process?
3. Does the proposed action address barriers to equitable outcomes or potentially create new barriers?
4. What information/data are you basing your decision or action upon?
5. How will the impact or outcome be measured?
   - Is the decision/outcome sustainable?

Definitions

Word/Phrase	Definition
Barrier Free Environment	An environment where financial resources, geographical location, politics, community expectations, and mandates do not impact the education and success of our students.
Comprehensive Education	An education that is complete.
Educational Equity	Educational equity means that each child receives the resources, opportunities, skills, and knowledge that they need to develop to their full academic and social potential.
Equality	Equality in education refers to students all being treated the same and having access to the same resources.
Equity Lens	An equity lens is a process for analyzing the impact of the design and implementation of policies on underserved individuals and groups, and to identify and potentially eliminate barriers.
Inclusion	The act of including students who have historically been excluded because of race, gender, sexuality, or ability.
Rigor	Using inquiry-based, collaborative strategies to challenge and engage students in content, resulting in increasingly complex levels of understanding.
Systemic Institutional Policies	Examples could include policies around attendance/truancy, homework, dress code, parent engagement, and discipline.
Underserved Students	Students whom systems have placed at risk because of their race, socioeconomic status, English language proficiency, sex, sexual orientation, differently abled, national origin and/or geographical location.

JCSD Equity Lens - June, 2021

Equity Lens Questions:

The following questions are a guide and will be considered as part of our planning and decision making.

1. Does this decision/action align with the district mission and equity belief? Yes or No

- In what ways does it align?

   _____

   _____

2. Are those being affected by the decision, policy, or program included in the process?

- How have those being affected been intentionally involved in the process?

   _____

   _____

- Is there support or opposition to the proposal? Why?

   _____

   _____

3. Does the proposed action address barriers to equitable outcomes or create new barriers? (e.g. mandates, politics, finances, community expectations, geographical location, etc.)

- What are the barriers being addressed with the proposal?

   _____

   _____

- How will the proposal address these barriers?

   _____

   _____

4. What information/data are you basing your decision or action upon?

   _____

   _____

5. How will the impact or outcome be measured?

   _____

   _____

   a. Is this decision/outcome sustainable?

   _____

   _____

   b. Did the action produce the desired outcome? (Monitoring Purposes)

   _____

   _____

Identified Priority Needs	1. Does this decision/action align with the district mission and equity belief? How?	2. Are those being affected by the decision included in the process? How?	3. Does the proposed action address barriers to equitable outcomes or create new barriers? How? What are the barriers to more equitable outcomes?	4. What information/data are you basing your decision or action upon?	5. How will the impact or outcome be measured?
1 Students' mental and behavioral health needs.	Yes, Our commitment to equity supports fostering an inclusive and barrier-free environment with urgency, accountability, and compassion. Examining, interrupting, and removing barriers, including mental and behavioral health needs, will create conditions that lead to access and opportunity for every student.	Yes, input was recieved in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by focusing on individual student need and prevention of educational interruptions therefore increasing engaged learning time and supporting students' well being, thus leading towards a more equitable education. Barriers-Statewide initiative creating an increased need to highly qualified teachers, certified counselors and health staff. Current special education and English language teacher shortage will be problematic to find highly qualified teachers to fill needed vacancies.	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track
2 Academic achievement, rigor, and reduction of academic disparities for our identified focal student groups.	Yes, Our commitment to equity supports fostering an inclusive and barrier-free environment with urgency, accountability, and compassion. Educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success. Examining, interrupting, and removing barriers will create conditions that lead to access and opportunity for every student.	Yes, input was received in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by providing proactive, preventative, and culturally responsive supports, and coping tools based on individual student need. Building the capacity of our teachers and their use of data analysis will increase individual student learning outcomes. Barriers-Statewide initiative creating an increased need to highly qualified teachers, certified counselors and health staff. Current special education and English language teacher shortage will be problematic to find highly qualified teachers to fill needed vacancies.	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track
3 Job embedded professional learning for staff.	Yes, Our commitment to equity supports fostering an inclusive and barrier-free environment with urgency, accountability, and compassion. Staff that is knowledgeable in content, instructional, cultural and behavioral practices will ensure that educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success.	Yes, input was received in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by providing additional job embedded support and coaching for teachers and educational assistants in research based instructional and behavioral strategies to increase student learning outcomes. Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being.	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track.
4 Continued implementation of professional learning communities.	Yes, Our commitment to equity supports fostering an inclusive and barrier-free environment with urgency, accountability, and compassion. Staff that is knowledgeable in content, instructional, cultural and behavioral practices and have time to collaborate as teams will ensure that educational equity is achieved by examining, interrupting, and removing barriers will create conditions that lead to access and opportunity for every student.	Yes, input was received in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by providing time for teachers to meet and discuss student data in order to meet students' individual needs. To support students and staff by providing Tier 2 & 3 support for focal student groups based on individual student need.	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track
5 Expand offerings to enhance the well rounded education of our students.	Yes, in our schools, dreams are nurtured, histories and cultural heritages are celebrated, a love of learning is fostered, and educational, physical, emotional and social needs are supported. Expanded offerings will allow students choice and time to explore new skills and passions.	Yes, input was received in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by giving students the opportunity to participate in elective coursework thus increasing motivation, engagement, and attendance. 3a. Barriers-Statewide initiative creating an increased need to highly qualified teachers, and current teacher shortage will be problematic to find highly qualified teachers to fill needed vacancies.	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track
6 Continue to enhance the safety and security of our schools.	Yes, Our commitment to equity supports fostering a safe, inclusive and barrier-free environment with urgency, accountability, and compassion.	Yes, input was received in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by providing students, families, and staff a safe learning and teaching environment.	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track
7 Support authentic incorporation of culture and language.	Yes, in our schools, dreams are nurtured, histories and cultural heritages are celebrated, a love of learning is fostered, and educational, physical, emotional and social needs are supported. Expanded offerings will allow students choice and time to explore new skills and passions.	Yes, input was received in the form of community & students listening sessions, community-staff-student surveys. 15 Community Engagement Opportunities. CTWS Tribal Consultation	Addresses barriers by building the culturally responsive capacity of our teachers in order to increase individual student learning outcomes. 3a. Barriers-Statewide initiative creating an increased need to highly qualified language teachers	Disaggregated student achievement and Youth Truth data from families, students and staff. Focal student groups family and student listening session data, Community, staff and student survey data.	The Oregon Data Dashboard, Frequent review of assessment data, MTSS Behavioral needs data, 4 year graduation rate, 5 year completion rate, 3rd grade reading, regular attenders, 9th grade on track

Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

22-23 JCSD Engagement Overview- Aligning for Student Success Integrated Guidance

Date	Survey	509j Employee	Students	Families/ Community
April 15, 2022	Title 6 Community Feedback		7	10
July 19-22, 2022	2022 Fall Community Engagement Short Survey-Jeff Co Fair			4
August 24, 2022	2022 Fall Community Engagement Short Survey-Madras High School			24
August 25, 2022	2022 Fall Community Engagement Short Survey-Madras High School	2	1	11
September 1, 2022	2022 Fall Community Engagement Short Survey-Metolius Elementary	1	2	6
September 1, 2022	2022 Fall Community Engagement Short Survey-Madras Elementary	3		19
September 1, 2022	2022 Fall Community Engagement Short Survey-WSK8	1		28
September 1, 2022	2022 Fall Community Engagement Short Survey-509J Online			5
September 1, 2022	2022 Fall Community Engagement Short Survey-Dual Language	2		21
September 6, 2022	2022 Fall Community Engagement Short Survey-JCMS			2
Aug 25-November 15, 2022	2022 Online Survey	4		22
October 11-13, 2022	EL, Hispanic, American Indian and 21st Century Student Focus Groups		134	
November 9, 2022	Warm Springs Community Engagement Session	12	3	15
December 5, 2022	Madras Latino Community Engagement Session	9	6	17
February 1, 2023	Youth Truth Survey (student, family, staff)	205	1772	298
February 3, 2023	Staff Survey (SIA Investments and Areas of Growth Prioritizing)	119		
Total		**358**	**1918**	**472**

2748 Total Responses

Emerging Themes	
What's Working Well?-in Order of # of Responses	**Areas Recommended for Growth-In Order of # of Responses**
Classes and Grades Going Well	Help with grades/math/class work/homework.
After school activities (sports, clubs, after school programs) and the many benefits for those involved.	Better Communication
Great Staff	Provide more hands on learning and elective classes (job skills, the arts, outdoor learning, at the middle levels)
Communication	Better discipline, supervision, and work around bullying.
Opportunities for enrichment & hands on learning at MHS (ag, shop, FFA, welding, tech, music, art, theater)	Facilities need improvements and grounds cleaned up.
Dual Language Program	Increase security and safety procedures in schools.
Counselors and mental health support available to students.	Healthier meals
Great Education Here	Increase staff social and cultural understanding of communities and best practices.
Language and culture incorporated into the schools.	Higher standards and expectations, more rigorous courses.
Clean Facilities and Schools	Incorporate native language opportunities and culturally relatable components into courses/activities.
Staff Cultural Diversity	Help with friends or social issues.
Inclusive Schools and Programs	Increase secondary student involvement in extracurricular activities.

Jefferson County School District 509j
Warm Springs Community Input Session
11/9/2022 - 5:30-7:00

31 Participants
15 Parents and Community Members
3 Students
12 JCSD Staff

Jefferson County School District 509J
Warm Springs Community Engagement Input Session
11/9/2022 - 5:30-7:00

	Reducing Academic Disparities	Meeting Students' Mental Health and Behaviour Needs	Student Participation	Four Year Graduation, Five Year Graduation, and Dropout Rates	English Language Arts & Mathematics SBAC	9th Grade on Track & Regular Attendance
What is working well for students, schools, and educators?	NIEA participation	Mental supports are available	Activity bus	Attendance is important		9th grade on track meetings-I'd be interested to know how much of a differenc its making (data)
	Language and culture incorporated into school. Creates more engagment and leardership qualities (song, dance, language, culture)					At elementary the supports from teachers are better (1:1)
	Language and culture builds students self esteem and teachers them to relate to other cultures outside of their own.	Kids know it's there	High turnout for basketball from Warm Springs	Having MS students attending the K8 school		With 39% of students attending 90% or more it's great to see that 70% are on track. Why? What is happening?
		Feminine products are available	Basketball coach got Coach of the Year	K8 attendance liaison picking up students but how do we do that at a larger school (HS)?		Good to see on track to graduate data
			Celebrating students	Resources like the Future Center, More support NASU, OHSU Ontrack		This year bussing more consistent. We love Kipll! Raise
			Homecoming parade	Mental health and wellness supports that are available		
			Bringing the pow wow back			
What are challenges for students, schools, and educators?	Low math and ela scores vs credits earned (standards)	Understanding our kids would help with behavior support and understanding	For high school-tryouts are late in the day (5:30-7:30) Kids need a supervised location between school day and tryouts	Getting to school in Madras if students miss the bus in Warm Springs	The method/medium of testing be all on the computer (alternatives)	Students dread some teachers-Crabby. Not all but some
	Latino and white groups scores are higher	Racism and white priviledge	Many Warm Springs athletes and Saturday practices in Madras. Would be more equitable if some practices/events were held in Warm Springs.	Parents participation in events such as parent conferences	Teachers knowing their audience. Who are they teaching?	Students who are bussed from afar-have struggles getting schooling if they miss the bus
	Homework -How do we get help for students and families	Increased access to feminine products	Equal access to clubs/athletics. Cost of time and money to travel to and from Madras is a challenge.	Long hours and a long time between lunch and practice or activity bus home	Create a math class that is more relatable/culturally tool	Getting kids connected to a sport and/or club to be "bought" in to maintain grades
	Keeping kids involved in athletics		Morning practices are hard.	Students who don't have support at home		More info about students-who are they/where they come from (break down demographics)
				8th graders not feeling prepared to go to the HS. "8th grade at the K8 is too easy then you're in HS"		

Jefferson County School District 509J

Warm Springs Community Engagement Input Session

11/9/2022 - 5:30-7:00

	Reducing Academic Disparities	Meeting Students' Mental Health and Behaviour Needs	Student Participation	Four Year Graduation, Five Year Graduation, and Dropout Rates	English Language Arts & Mathematics SBAC	9th Grade on Track & Regular Attendance
	Establish homework help line-reach out by email with a contact who will call back	Confronting racism and white priviledge	Understand students' challenges and how they impact participation. create ways to support them	Make sure next year that the numbers on the data charts show total # of kids	Collaborative group learning, this helps students feel comfortable in asking questions to each other	Add the comparative data to peers (disparity w/students who travel long distances)
	I'd like to see comparison of 9th grade on track students and their SBAC scores	Use Youth Truth data more	Expand activity bus to non school day/weekend practices	High school in Warm Springs	Use funds to create a HS Native American literature course. NIEA has curriculum	Create a list for parents of approved absences reasons (cultural)
	Add family language classes	Safe rooms/calm space	Use local trained facilitators for equity, diversity, inclusion	Teachers knowing your community (communication) Bring teachers to the community	Avoid the deficit model-every chart shared the short coming (low score) of Native Americans	Can we see 9th grade on track -side by side with all other sub groups
	Would like to see 8th grade on track data	Train local facilitators (tribal members) for equity, trauma informed card, ACES,diversity, historical trauma-for all groups	Give more time to process data-Split into 2 nights -try not to schedule on nights with other events	More equity, diversity and inclusion training from local trainers in the community	Do a comparison of social determinates and the students achievement (Health and home support)	Include the WSK8 staff on the 9th grade on-track team
	Attendance data across K8 and all other schools	Utilize local programing (suicide prevention, drug prevention, etc)	Introduce clubs/sports for kids at the K8 through assemblys so kids know what they are.	Add narratives to data posters for next year	Give the actual numbers of students who took the test...17% (is it 30 kids or 200 kids?)	Teach organizational skills in middle school to prepare for 9th grade
	Address disparaties between groups and communities	Talk to students to find out what's working/what's not	PE credit and practice during the school day to allow more participation	Get students involved in something, whether a club or sports so they're bought in and want to be there. Helps that sense of belonging	Add a comparison of what the students 11th grade scores are versus where they were at 5th and 8th grade.	Refrain from penalizing kids who miss while rewarding others in front of them (can be out of student control and as a result of family circumstances)
	STEM/Students are more interested in science when its about their own community, is relevant and integrated. Recognize Indigenous STEM as valid science.	Health campus in WS similar to the one at MHS	Reaching out to students who are not yet participating and getting them involved	Make sure to more carefully plan date of meetings to not overlap with other events/Consult all partners when scheduling	More tutoring (adults, mentors, peers)	Find ways to connect students to a club/sport: find their interest to do well and motivate them
What suggestions do you have for Improvement?	Add drum making and leather as part of math classes	More native staff at MHS	Clubs for language and culture	Add classes on historical trauma	The test is not created for Native Americans because it is made for white people (parent opts her students out)	
	Encourage more participation in NIEA	Name change for MHS that's more inclusive of all	Expand opportunities for learning language at other schools	More equitable opportunities for Bridges students in Warm Springs	Show disaggregated data Elem/MS/Town Schools	
	Work with 21st Century program-paid teachers-Drum making	Native American student lounge for during the day and after school (snacks, rest, homework)	Partner with community to implement SB13 units and lessons	Create more consistant bus times with correct posted schedules		
	Add native language opportunities for students not at the k8 (Madras Elementary)	FAN advocates link up w/tribal case workers to learn tribal resources (social justice training)	Our schools and facilities need to represent our students, so they feel comfortable and not isolated	Provide after school snacks for athletes and activity bus riders		
	Look at NIEA for many examples of integrating culture into curriculum	Make sure probation checks are confidential, supportive for students (social justice training)	Make athletics more accessible or affordable (make sure kids have the additional equipment necessary to fully participate-like shoes, etc.)	We need to do a better job of supporting the transition from the K8 to MHS		
				Provide more bridging between the communities by planning events (visit each other, pen pals, homecoming in Madras this year, town students attending the pow wow in Warm Springs this year		
				Create a lounge area for a safe place to rest and do homework.		
				Break down data by school & campus		

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Jefferson County School District 509J
Warm Springs Community Engagement Input Session
11/9/2022 - 5:30-7:00

	Reducing Academic Disparities	Meeting Students' Mental Health and Behaviour Needs	Student Participation	Four Year Graduation, Five Year Graduation, and Dropout Rates	English Language Arts & Mathematics SBAC	9th Grade on Track & Regular Attendance
	How many 5th year American Indians?	How often are Best Care specialist in schools? What does their space look like?		How has K8 school and language and culture contributed to the rise in graduation rate?	What is the school district doing about the low test scores?	How effective is the TAPP coordinator?
	What is the school district doing to address the gap between groups?	How do we honor family/cultural traditions within the school day? (absences due to hunting/gathering/etc,)			This test works well for kids who make the team in HS, do well and keep their grades up. What about the students that get cut or don't try out because they think they won't make it-How do we incentivize them to keep their grades up?	What is the total number when displaying graph (all)?
Questions		Do liaisons have a budget for extra resources? (food, snacks)				What does 8th grade on track look like?
		How representative of our culture are our specialist? BIPOC?				How many move from 8th to 9th grade?
ix		How do we measure success with mental health supports?				What are the reasons students are absent?
		How many counselors, liaisons?				Are culturaly absences marked differently?
		How would a student connect with a liaison?				
		What is a Trauma and Threat Assessment?				

Jefferson County School District 509j
Madras Latino Community Input Session
12/5/2022 - 5:30-6:30

31 Participants			
16 Parents and Community Members			
6 Students			
9 JCSD Staff			

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Jefferson County School District 509J
Madras Latino Community Engagement Input Session
12/2/2022 - 5:30-6:30

	Meeting Students' Mental Health and Behaviour Needs	Student Participation	Four Year Graduation, Five Year Graduation, and Dropout Rates	English Language Arts & Mathematics SBAC	9th Grade on Track & Regular Attendance
What is working well for students, schools, and educators?	Counselors at school	Grade checks for students to participate	Offering diverse opportunities	Vocational focus-Hands on tactile learning	Students involved in activities have better attendance
	Bilungual counselors, especially for newcomers	Students who participate usually ask for extra help	Both high school options	CTE Programs	
		I think the district overall is doing well. But there's always room for improvement	Grandson joined sports and is off some of the video games	Basic Physics ,	
		Sports pull kids away from social media and gaming and the darkness of that	Activities after school	Experiments	
		Sports brought back social skills and confidence my grandson lost during the pandemic	ParentSquare app makes it easier to contact teachers, office		
		Physical activity is so good-brings balance	Very proud of JCSD and what we're doing for our Latino community		
		Construction will start on the soccer field this spring and will be ready for fall 2023			
		Coaches inspire our children			
What are challenges for students, schools, and educators?	Need to gain respect from students so they can feel accepted	Many students need extra academic help to keep good grades	Wondering how SPED data fits into graduation opportunities	Understand students' issues at home	Maintain connections with families
	Outside resources	Must keep your GPA up to qualify to play	language barriers	Dont accelerate/push to hard from trauma of COVID	More helpful office staff
		Kids who need help are often afraid to ask for help	large classes	Understand students loss in their lives	
		Some kids struggle to pay attention to be successful	Does parent square translate to Spanish-or do families know how to do that if it does.	Distance learning was difficulut for all	
		Athletes falling behind on grades-helping them stay caught up	For students to not feel discriminated	School is an escape for our children	
		Some kids are playing when they have bad grades and coaches don't know who isn't passing classes. The school needs a better system for checking grades.	Including all students	Why is academic achievement so low for Latino children?	

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	Meeting Students' Mental Health and Behaviour Needs	Student Participation	Four Year Graduation, Five Year Graduation, and Dropout Rates	English Language Arts & Mathematics SBAC	9th Grade on Track & Regular Attendance
What suggestions do you have for Improvement?	Need a FAN Advocate blurb	We need school soccer for middle school students	We are still dealing with the impact of the pandemic, being aware of how we are supporting students with this trauma. Warm Springs for example had so much loss–Cultural timelines can exceed other cultures for example can be five years.	Patience–we will get there	More promotion in 8th grade for 9th grade summer success program
	Need an interpreter blurb	Add Friday's to the after school program for tutoring	Consider tone of voice when working with students (not reflecting trauma, like a raised voice)	Hands on learning	More CTE opportunities for all genders (journalism, arts, cosmetology, etc)
	A shared belief that all cultures experience difficulty	Add transportation home from the afterschool program at JCMS	Making classes smaller to not overwhilm students and teachers–for example at the high school...combined classes are about 60 students.		
	Need counselors that reflect our students and speak our languages	Approach students (recruit) for sports and activities		Mentorships/adult mentors	More support for ELL
	Healing is still happening from COVID-emotional impacts are still there	Provide an equal amount of support for soccer programs	Create leaders in students.	Additional support for our newcomer students	Peer tutors
	Counselors involved in classrooms to support students	Add more cultural activities at all levels, (folklorico, mariachi, etc)		Difficult for newcomers–High School	
	Are there other organizations providing counseling services besides Bestcare? Like Brightways?	Add boys volleyball at MS and HS		Extra support for shy students to get help	
	Friendship groups where students can interact with each other and learn to appreciate differences between them. With adult supervision.			MS–6th grade	
		Make the sports seasons longer			
		When will the high school soccer field be ready?	Does ParentSquare translate to Spanish?		
Questions		What can Latino families do to provide help the school support soccer programs?	what age range does the dropout rate measure. Could this be a part of the data?		

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SNAPSHOT OF FEEDBACK

YouthTruth
— STUDENT SURVEY —
A NATIONAL NONPROFIT

This report synthesizes feedback from 2299 respondents across multiple stakeholder groups and/or school levels at 509J. The overall response rate was 63%.

- First, in the Snapshot of Feedback section, this report shows high-level feedback for every survey theme asked of each stakeholder group.
- Next, in the Alignment Across Groups section, the report introduces the survey themes that are included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: Engagement, Relationships, and Culture.
- Finally, in the subsequent sections, the report examines each theme and question asked across stakeholder groups in greater detail.

This report does not include data on questions that are not asked of all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

Snapshot of Feedback: Percent Positives

The table below shows the proportion of positive ratings for each survey theme from each participating stakeholder group at 509J.*

Colors are used to show the theme's percentile rank.** See the key below.

In the table below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

Elementary School Staff Response Rates

Selected Cohort: None

School	Survey Population	Number of Responses Recieved	Response Rate
Buff Elementary School	48	22	45%
Madras Elementary School	49	28	57%
Metolius Elementary School	36	30	83%
Warm Springs K8 Academy	80	53	66%
Total	213	133	62%

Combined Response Rates

Selected Cohort: None

Group	Survey Population	Number of Responses Recieved	Response Rate
Student	2139	1763	82%
Family	1135	290	25%
Staff	373	246	65%
Total	3647	2299	63%

YouthTruth
— STUDENT SURVEY —

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• Engagement >
• Relationships >
• Culture >
• Belonging
• Diversity, Equity, and Inclusion (DEI) >

Response Rates

≡ Sections

☰ Chart Options ⌄   🖨 PDF   📄 Presentations

Jefferson County School District 509-J - Synthesis Report - January 2023

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PERCENTILE RANKING KEY

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

Select Subgroup: Elementary ⌄   ▢ Show/Hide columns   ⬇ Export

Survey Theme	Student	Percent Change	Family	Percent Change	Staff	Percent Change
Engagement	85%	-4	39%	+4	76%	
Relationships	75%	-6	70%	-3	84%	
Culture	24%		67%	+6	65%	
Academic Challenge	51%	+2	NA		NA	
Belonging	36%		NA		NA	
Instructional Methods	53%	-10	NA		NA	
College & Career Readiness	NA		NA		NA	
Communication & Feedback	NA		62%	+4	NA	
School Safety	NA		41%	-1	69%	
Resources	NA		54%	+2	NA	
Professional Development & Support	NA		NA		62%	

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

**Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever, 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

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PERCENTILE RANKING KEY

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

Select Subgroup: [High ⌄]   ⊞ Show/Hide columns   ⬇ Export

Survey Theme	Student	Percent Change	Family	Percent Change	Staff	Percent Change
Engagement	41%	-8	25%	+5	62%	
Relationships	25%	-10	42%	+12	67%	
Culture	21%	-5	37%	+9	43%	
Academic Challenge	50%	-9	NA		NA	
Belonging	31%	-7	NA		NA	
Instructional Methods	NA		NA		NA	
College & Career Readiness	24%	-5	NA		NA	
Communication & Feedback	NA		23%	-7	NA	
School Safety	NA		36%	+1	65%	
Resources	NA		27%	+3	NA	
Professional Development & Support	NA		NA		43%	

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

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- Next, in the Alignment Across Groups section, the report introduces the survey themes that are included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: Engagement, Relationships, and Culture.
- Finally, in the subsequent sections, the report examines each theme and question asked across stakeholder groups in greater detail.

This report does not include data on questions that are not asked of all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

Snapshot of Feedback: Percent Positives

The table below shows the proportion of positive ratings for each survey theme from each participating stakeholder group at 509J.*

Colors are used to show the theme's percentile rank.** See the key below.

In the table below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a −5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

Select Subgroup: | Middle ⌄ | ⊡ Show/Hide columns   ⬇ Export

Survey Theme	Student	Percent Change	Family	Percent Change	Staff	Percent Change
Engagement	44%	-2	15%	-8	57%	
Relationships	33%	-13	44%	+6	56%	
Culture	22%	-10	38%	+9	34%	
Academic Challenge	53%	-10	NA		NA	
Belonging	30%	-17	NA		NA	
Instructional Methods	NA		NA		NA	
College & Career Readiness	NA		NA		NA	
Communication & Feedback	NA		35%	-3	NA	
School Safety	NA		34%	+13	64%	
Resources	NA		25%	-6	NA	
Professional Development & Support	NA		NA		49%	

| 0th-24th | 25th-49th | 50th-74th | 75th-100th |

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will **be highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever, 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Next ›

Student Focus Groups

English Learner Classes
(Oct 12-13, 2022)
- JCMS, MHS, WSK8
- 69 Participants
  - 28 Female/41 Male
    22-6th grade
    10-7th grade
    16-8th grade
    11-9th grade
    7-10th grade
    1-11th grade
    2-12th grade
    32-American Indian
    37-Hispanic

21st Century After School Program
(Oct 11-13, 2022)
- JCMS, MHS, WSK8
- 65 Participants
- No demographic data collected

134 Responses
Major Themes that Emerged

What is Going Well for You in School?	What are Your Challenges?
- My classes - Grades - Sports - Everything - PE - Friends - Music/Band - Lunch	- Grades - Math - Staying caught up with class work - Friend and social issues - Speaking English - Nothing

Tribal Consultation

We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESSA.

We agree that we have participated in meaningful and timely discussion on each Title under ESSA and have chosen to participate in the programs marked below.

- Title I, Part A {Improving Basic Programs Operated by State and Local Educational Agencies)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-income School Program)
- Title VI, Part A, Subpart I (Indian Education Formula Grants to Local Educational Agencies)
- Student Investment Act
- High School Success
- Elementary & Secondary School Emergency Relief Fund

We agree that timely and meaningful consultation shall be on-going through our Indian Education Advisory Committee. The meetings will be calendared annually on our impact AID annual calendar. An agenda will be agreed upon prior to the follow-up consultation. We shall meet to assess programs and track accountability on the following dates:

2022-23 Indian Education Advisory Committee Meetings:

- September 30, 2022, Agenda Review Plan for Family/Community Engagement Events
- November 9, 2022 Family/Community Engagement Warm Springs K8
- November 18, 2022, Review Family/Community Engagement Input
- December 15, 2022, Create & Approve Action Plan and proposed changes to IPP's.
- January 9, 2023, Present Impact Aid written report, IPP's policies and procedures to School Board for approval.
- February 17, 2023, Annual Tribal Consultation
- March 2023, Tribal Council Presentation on Impact Aid & Integrated Guidance

Indian Education Advisory Committee Members:

Member	Agency	Representing
Robert Brunoe	Confederated Tribes of Warm Springs	Confederated Tribes of Warm Springs, Secretary-Treasurer
Rosa Graybael	Confederated Tribes of Warm Springs	Tribal Council
Alvis Smith III	Confederated Tribes of Warm Springs	Tribal Council
Valerie Switzler	Confederated Tribes of Warm Springs	General Education Manager
Caroline Cruz	Confederated Tribes of Warm Springs	Health and Human Services General Manager
Reina Estimo	Confederated Tribes of Warm Springs	Tribal Education Committee Chair
Ardis Clark	Confederated Tribes of Warm Springs	Educator
Laurie Danzuka	Jefferson County School District 509-J	Jefferson County School Board
Lonnie Henderson	Warm Springs K8 Academy	Principal
Jay Mathisen	Jefferson County School District 509-J	Superintendent
Melinda Boyle	Jefferson County School District 509-J	Director of Curriculum & Instruction

Title	Signature	Date
Designated Tribal Representative		
JCSD Superintendent		

Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

Impact Aid Action Plan
2023-2024

1. **To increase the sense of belonging for Native American students in their school community.**
   - The percentage **of *Native American elementary*** school students who feel like they are a real part of their school's community will increase by 3% from 50% in 2022 to 52% in 2023, and 53% in 2024 as measured by the annual Youth Truth Survey, January of each school year.
   - The percentage **of Native American middle** school students who feel like a part of their school's community will increase by 3% from 47% in 2022 to 48% in 2023, and 50% in 2024 as measured by the annual Youth Truth Survey, January of each school year.
   - The percentage **of Native American high** school students who feel like a part of their school's community will increase by 3% from 41% in 2022 to 42% in 2023, and 44% in 2024 as measured by the annual Youth Truth Survey, January of each school year.

2. **To increase the presence of culture and language in our schools for our Native American students and families.**
   - Increase the presence and number of cultural events for Native American Students in our district annually as measured by the number of events scheduled.
   - Increase the number of the language classes available to students and families in our district annually by 3% as measured by participation rates.
     - Increase K8 student's participation/enrollment in Native Language Classes by 3% from 228 in 2022-235 in 2023-24.
     - Increase High School student's participation in Native Language Classes by 3% from 52 in 2022-23 to 54 in 2023-24.

3. **To increase Native American secondary student involvement in sports and activities during the 2023-24 school year.**
   - Increase the number of Native American students participating in sports and activities by 3% annual from 541 in 2021-22 to 557 in 2022-23, and 574 in 2023-24 as measured by the annual student participation data.
   - Increase the number of Native American riding the activity bus by 3% annual from 2,329 in 2021-22 to 2,399 in 2022-23, and 2,471 in 2023-24 as measured by the annual activity bus ridership data.

4. **Support Native American students with opportunities for homework assistance and tutoring:**
   - Increase the percentage of Native American 9th grade students earning 6 or more credits by 3% annually from 70% in 2021-22 to 72% in 2022-23, and 74% in 2023-24 as measured by the State of Oregon.
   - Increase the four-year graduation rate for Native American students by 1% annually from 79% in 2021-22 to 80% in 2022-23, and 81% in 2023-24 as measured by the State of Oregon Graduation Data.

Integrated Guidance Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable	Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
	Total Allocation 2023-24:															$3,468,802.04
-	Total Budgeted Amounts (Autosum):										$217,223.31		$8,328.75	$825,960.71	$2,417,289.27	$3,468,802.04
-	Unbudgeted (Autocalculate):										$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
S1	Sample		1.5	Equity/Diversity/Inclusion Specialist		STF			H&S	111	$3,250.00		$2,500.00		$65,000.00	$70,750.00
--	Indirect/Administration			--						690	$9,384.05		$359.80	$35,681.50	$120,863.27	$166,288.62
A1	Certified School Counselors		3	Supports: School Counselor/School Social Worker					H&S	111					$399,916.00	$399,916.00
A1	Drug & Alcohol Counselor		1	Health: QMHP/Psychologist/LCSW					H&S	111					$82,020.00	$82,020.00
A1	District Wide Behavior Support Specialists		2	Supports: Behavioral Specialist					H&S	111					$227,682.00	$227,682.00
B1	School Instructional Coaches/Interventionists		7	Supports: Intervention Specialist					WRE	111					$795,934.00	$795,934.00
B1	K-5 Class Size Reduction		2	General: Elementary Teacher					RCS	111					$125,876.00	$125,876.00
E1	Elementary Music Teachers		4	Arts: Fine & Performance Arts (art/music/theatre/dance)					WRE	111						
A1	Health Room Assistants		3.5	Supports: Other					H&S	112					$271,042.00	$271,042.00
A1	Family Access Network Advocates		3	Supports: Family/Community Engagement (incl. McKinney Vento)					H&S	112					$98,500.00	$98,500.00
D1	PLC Facilitators & School Learning Coordinators			Other: Other staff position not listed					WRE	13X					$187,568.00	$187,568.00
D1	Professional Learning								WRE	31X					$58,695.00	$58,695.00
	High School Success:														$49,193.00	$49,193.00
E1	Career and Technical Education Teachers	Career-Connected Learning/Pathways	4	Arts (Applied): CTE (Approved Program of Study)				CTE STA	WRE	111				$447,477.21		$447,477.21
E1	CTE Materials & Supplies	Career-Connected Learning/Pathways	0.5	Arts (Applied): CTE (Approved Program of Study)				CTE ESF	WRE	410						
E1	CTE Coordinator							CTE OCG	WRE	31X				$0.00		$0.00
D2	Future Center Coordinator		1	Supports: Other				CLO STA	WRE	112				$24,000.00		$24,000.00
D2	Naviance							CLO CUR	WRE	470				$82,365.39		$82,365.39
D2	Alternative Education Principal		1	Other: Other staff position not listed				DP STA	WRE	113				$20,213.00		$20,213.00
D2	Summer Bridge Program, Including StrongStart Program							DP MS8	IIT	13X				$168,669.45		$168,669.45
D2	MHS Student Success Coordinator		0.5					DP STA	WRE	111				$8,035.85		$8,035.85
	CSI/TSI													$39,518.31		$39,518.31
D2	Graduation Coach MHS		0.5	Other: Other staff position not listed					WRE	112	$42,800.00					$42,800.00
D2	Graduation Coach Bridges	Career-Connected Learning/Pathways / Business/Indu		Other: Other staff position not listed					WRE	112						
C1	Leadership Coach WSK8		1						WRE	470	$85,600.00					$85,600.00
C1	AVID Professional Learning, Summer Institute		0						WRE	31X	$12,000.00					$12,000.00
C1	Professional Learning Communities Training								WRE	34X	$34,000.00					$34,000.00
C1	EIIS								WRE		$33,439.26					$33,439.26
A1	Willamette ESD Data Dashboard-Early Warning Systems					DAR			WRE	470			$7,968.95			$7,968.95