Pendleton School District Integrated Plan – Application Narrative

Needs Assessment Summary

Pendleton School District engages in an ongoing process to assess district needs for continuous improvement through deep stakeholder engagement and data collection and analysis. Specifically, for this application, we began collecting data and stakeholder feedback in February 2022. We utilized quantitative and qualitative data from a variety of sources. We engaged a variety of stakeholders through surveys, focus group conversations, and regularly scheduled consultation meetings. Our focus was on three basic questions: What is working well in the Pendleton School District? What could we improve? What else do we need to know? These open-ended questions elicited a wide range of responses identifying the systemic needs of our district.

Our Pendleton planning team consisted of district and school administrators, teachers, counselors, CTUIR Education Department leadership, and parents. We engaged in small and large group discussions using the IMESD Equity Lens and our Equity Policies as a foundation to review our multiple sources of data for identifying our Outcomes, Strategies, Activities and Funding priorities.

Our data sources included:
- Community and student input
- Community, staff, student, and family surveys
- Focal group discussions
- Ongoing Consultation with Confederated Tribes of the Umatilla Indian Reservation (CTUIR)
- State Assessment Results (including ELPA Screener and ELPA Summative)
- District Trend Data (i.e. Freshman On-Track, Graduation, Completion, On Track to English Proficiency, etc.)
- District Formative Assessments
- Achievement on district strategic plan indicators/measures
- Building Focus Plans
- Results of the Oregon Student Health Surveys
- Hanover Equity Report for the Pendleton School District

We utilized the ODE Equity Lens, our current board policy for Educational Equity, and the InterMountain Equity Tool guiding questions in developing and analyzing our plan. The adopted tools guided the process of analyzing data, developing our community engagement plan, reviewing stakeholder and community input, drafting the plan, and establishing use of funds. The guiding questions included in the equity lens were read prior to each discussion and planning meeting to help focus conversations on equitable decision-making. The lens was reviewed throughout the application development process to help ensure that decisions and actions aligned with considerations outlined in the equity lens.

Through this process we identified the following focal groups: Students who experience disability, emerging bilingual and English learning students, Native American students, students experiencing houselessness, and students experiencing economic hardship. These groups experience disparities in outcomes, access, and experiences in our school system. Our plan focuses on addressing systemic barriers and reducing academic disparities for our students.

Plan Summary

We are a small rural district in Eastern Oregon in the InterMountain Education Service District. The town of Pendleton sits on the ceded ancestral lands of the Cayuse, Walla Walla, and Umatilla People. Pendleton School District serves approximately 3,000 students from Kindergarten through Grade 12 in one early learning center, three 1st-5th grade elementary schools, one comprehensive middle school, one comprehensive high school, and one alternative high school. Additionally, PSD holds the charter for the Nixyáawii Community School, who intends to apply separately for funding.

Our district is the largest district serving students from the Confederated Tribes of the Umatilla Indian Reservation with approximately 20% of our students who identify as Native American. Approximately 50% of our students experience economic disadvantages and qualify for the Free and Reduced Meals program. Approximately 15% of our students experience a disability and are eligible for services under the Individuals with Disabilities in Education Act. We serve approximately 100 students district wide who are learning English through our English Language Development Program.

We identified the following outcomes for improvement:

- Increase academic achievement and reduce academic disparities for our focal groups identified through our needs assessment (Students who experience disability, Emerging Bilingual and English Learning students, Native American students, students experiencing economic disadvantage, and Latinx)
- Ensure a climate and culture of safety and wellbeing for all students.
- Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in educational institutions.

We maximize Student Investment Account, High School Success, and Early Indicator and Intervention Systems to fund strategic investments to meet these outcomes. We are trying to reduce academic disparities, increase on time graduation, reduce push out rates, increase well-being and belonging, increase access to rigorous and advanced coursework, and build a robust system of academic and social emotional support for our focal groups. Our outcomes directly align to the intended purposes of these funds to increase equitable outcomes for our focal groups. We have a data dashboard as a process for continually monitoring our outcomes, strategies and activities to ensure we achieve the goals of our plan. Additionally, we regularly consult with the CTUIR, community stakeholders, students, staff and families to gauge the efficacy of our plan. We have building systems to continually monitor needs and outcomes for our students and respond through use of these funding sources. We regularly gather input at board meetings, school events, focal group conversations, and focused family nights to inform revision and refinement of our plans.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?
Pendleton School District is a small rural Eastern Oregon district that is increasingly diverse ethnically, economically, and culturally and is growing in our ability to understand and meet the needs of all learners. The following were viewed as strengths in our district:
- Memorandum of Understanding with the CTUIR which includes agreements around equity and access
- We engaged in math and ELA curriculum adoptions to ensure equity in curriculum offerings

- Focal and affinity group clubs to promote inclusion
- Title VI grant managed by local tribe has enabled the addition of staff in PSD–there is now a Native American student council liaison
- Heritage language is taught in grades K-1, at SMS, and at PHS
- PSD facilitates an annual Native American Equity Report conducted every November in conjunction with native representatives
- AP/dual credit equity report provides data around access to offerings and participation by focal group
- MTSS participation (all schools) promotes equity in how staff implements behavioral and academic tiered intervention supports
- We added a math position at Pendleton High School and Sunridge Middle School for facilitation of math labs (to provide interventions)
- We added counselors at SMS to work with students who experience trauma and provide increased SEL support
- We added Behavioral Support Specialists to address impacts of trauma
- We added Intervention Specialists to address achievement gaps
- PSD provides transportation to and from summer school offerings at all grade levels and sites
- PSD provides free breakfast and lunch to all students, including during summer school

What needs were identified in your district or school in terms of equity and access?

The following trends have informed Pendleton School District's efforts to enhance and/or guide decision making related to equity work in our schools and community:
- We need more support needed post-Covid for students struggling with SEL needs, trauma, and well-being.
- Even though our Native American student data continually surpasses the state achievement metric, there is still a gap in achievement locally compared to other focal groups. As such, PSD is committed to closing this gap.
- AP equity report found that overwhelmingly, students of color are dropping AP course offerings by second semester. PSD needs to explore why this is happening and how the trend can be reversed.
- Academic disparities specifically for Underserved Ethnicities, Students with Disabilities, English Learners, and students experiencing Homelessness.
- Support and resources for students who enter the district with extremely limited or no English background (No ability to access ELPA Screener).
- Increased access to rigorous and advanced coursework for our focal groups.

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 for all students AND our focal student groups are:
- Increased on time graduation rates
- Reduced drop-out rates
- Increased opportunities for advanced coursework and career related learning
- Increased academic achievement on state and district level assessments of reading and math
- Increased reports of well-being on measures of Social Emotional Strengths
- Increased support for mental health, well-being, and social emotional skill development
- Increased academic and behavioral support for students who experience disability
- Additional support for our English learning and emerging bilingual students
- Reduction in school discipline referrals, suspensions and expulsions
- Increase in positive reports on student, staff, and community surveys of school climate and culture

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?

Recovering from the lasting impacts of the COVID-19 Pandemic on the attendance, achievement, and well-being of our students, staff and community is an ongoing barrier to achieving the intended outcomes. Other barriers and risks are:
- Limited resources in our community for mental health and medical care
- Limited certified and classified staffing
- Substitute shortage
- Increasing demands on district and school administrative and teaching staff
- Unfunded mandates
- Increased reporting requirements and plan writing
- Increased legislative burdens
- Funding uncertainties
- Declining enrollment
- Staff retention and turnover
- Qualified staffing
- Staff morale and buy-in

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?

Pendleton School Board Policy JECBD (Homeless Students) states that:
- "Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held."
- A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.
- "The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. . . "

We take care to deliver support and services to our youth and families experiencing homelessness privately and discreetly. Pendleton partners with multiple community-based organizations to support and serve youth and families experiencing homelessness considering the preferences of youth and families. Families and students work with our Homeless Liaison, CARE Coordinator, building counselors, or district administration to identify needs for students and provide appropriate resources (Funded from Title I or Angel Funds). In all efforts, we work to maintain confidentiality for students and families and provide all services that would allow students to access school with limited or no barriers when experiencing homelessness.

CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?
Our district currently has multiple CTE Programs of Study that provide quality instruction, access to facilities, club leadership, and internship opportunities. In the past, not all programs of study had access to all of these components, but various grants, bond construction, partnerships, and evaluative and hiring practices have created a dynamic program where all programs of study provide high-quality programming to our students. Students from all focal group populations are recruited and encouraged to participate in each program of study with specific tools and considerations for all student needs.

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

We continue to explore programs that will attract and serve homeless, Native American students, Emerging Bilingual and English Learning students, and students who experience disabilities as those are our major focal groups. While a high percentage of students with disabilities participate in CTE courses and programs of study during the school day, their participation in the clubs and leadership components of our programming is not as significant and needs to be strengthened. Additionally, students that experience homelessness need the classroom and leadership skills and work experiences provided by our CTE programming to graduate in higher numbers and break the cycle of poverty they experience daily. While they participate in CTE courses towards graduation, many do not consistently participate in a CTE program of study and build connections that would serve them into adulthood.

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

We use the following strategies to recruit students into programs of study:
- During forecasting students and CTE teachers promote their programs and visit with their peers and interested students.
- CTE programs of study use introductory videos to share with students, staff, and parents to provide information and encouragement to participate.
- School counselors meet with each student and work with them to maintain on-track status and determine their interests and how CTE programs of study can support and expand these interests.
- School admin and staff meet with at-risk families and develop plans that include CTE participation and other interventions to provide hands-on experience and work skills.
- We partner with local businesses to expand the internship and work experience opportunities to meet the needs of all students.

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 against focal student groups?

PSD will ensure equal access and participation in CTE programs of study by:

- Continuing to provide facilities that provide access and opportunities for all students. We want all students to feel welcomed and included in our programs.
- Annual Equity Audit on dual credit CTE courses to ensure our focal groups are included in our offerings.
- Focus groups and student forums - We will continue to listen and learn from our students on what they want in terms of programs, leadership, work experiences, and access and work to provide those to meet their needs.
- Enforce PSD's anti-discrimination and anti-bullying policies when situations arise to protect the rights of our most vulnerable students and to create an environment where they are welcomed and actively encouraged to participate.

Well-Rounded Education

Pendleton has a rich cultural and arts community that partners with the school district to enhance our offerings for students. All grade bands focus on student engagement and exploration strategies for better student learning outcomes and receive annual training in GLAD and SEL strategies to meet the individualized needs of learners within our district.

- K-8 Character Strong (SEL)
- K-12 Conscious Discipline (SEL)
- K-5 Music Classes two to three times per week
- 4-5 Orchestral Instrument after school program
- 6-12 Orchestral Instrument elective classes
- 6-12 Band elective classes
- 6-12 Choir elective classes
- K-3 Class size reduction
- Umatilla Language Instruction K-2, Middle School, High School
- Outdoor School Program 6th grade currently (moving to 5th)
- Theater/Drama Class at Middle School
- Foods at Middle and High School
- Robotics and Engineering at Middle and High School
- K-5 Integrated arts and culture instruction through our literacy programs
- 6-12 Native American Culture elective class offerings
- K-12 Pendleton Virtual Learning Academy
- Middle and High School Agriculture programs
- Middle School Woodshop
- High School Welding program
- Student Leadership Programs K-12
- Believe It Or Not I Care (BIONIC) student led school climate and inclusion initiative at Middle School
- K-12 Career Related Learning (integrated K-8, specific required courses 9-12)
- Community partnership for high school career related learning (school to careers 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?

Music (K-12): Provided as a pull-out special for all students K-5 and then as an elective class for students in Grades 6-12. K-5 instruction is holistic and provides vocal and instrumental instruction. In Grades 6-12, students can elect to participate in choir, orchestra or band during the school day. Through community partnership, we provide an after-school strings program for grades 4-5.

Media Arts (K-12): Provided as an integrated approach to K-5 students and not as a separate special during the school day. At the secondary level (6-12), students can elect to take Art classes that range through various mediums (i.e. painting, ceramics, drawing, photoshop, design, etc.)

Theater Arts (K-12): Provided as an integrated approach to K-5 students and not as a separate special with a focus on short or small productions that can be done within a classroom. At the secondary level (6-12) students can participate in theater and drama courses and productions.

Media Arts (K-12): Provided as a pull-out special for all K-5 students. Sixth grade students take technology classes that cover digital literacy. Students K-12 are also able to access Media Centers during flexible time or before/after school. We provide access to a wide range of literature and informational text through SORA online library materials. We partner with the CTUIR to ensure inclusion of culturally relevant literature and Native authors' works. All services are overseen by IMESD librarian and our library media assistants as outlined by district media plan.

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

Library Media Arts (K-12): Provided as a pull-out special for all K-5 students. Sixth grade students take technology classes that cover digital literacy. Students K-12 are also able to access Library Media Centers during flexible time or before/after school. We provide access to a wide range of literature and informational text through SORA online library materials. We partner with the CTUIR to ensure inclusion of culturally relevant literature and Native authors' works. All services are overseen by the IMESD librarian and our library media assistants as outlined by the district media plan.

At the elementary level, all students access the library in multiple specials per week to access library/media instruction and select books. Library staff encourage a love of reading through various challenges and rewards programs. At the secondary level, students access the library to use computer labs, check out books, and research class projects. Staff are welcoming and supportive, and libraries are a positive safe space for independent learning at our middle and high school.

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

Building and district administration work together to determine building schedules that include time to eat, move, and play. Our district recognizes the importance of good nutrition and opportunities to stay active. We develop building schedules that provide uniform lunchtimes across the district with a minimum of 20 minutes per location for meals. Breakfast and lunch are served at all locations daily with breakfast happening before school officially starts and lunch happening throughout the day.

Students stay active as the district has prioritized PE teachers at all school sites to make sure students have access to quality programming. PE teachers support and train students on activities for use at recess times that will support continued growth and activity. Middle School students have 20 minutes beyond lunch for activities indoors and out. Additionally, teachers use movement breaks throughout the day to support students physically and academically.

At the secondary level, school sports/athletics are encouraged throughout the year and help students stay active and attached to a school family.

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

Elementary: STEAM is incorporated into regular science, literacy, art and music instruction that helps students develop as flexible critical thinkers. Additional extracurriculars are available as well through the Pendleton Parks and Recreation Department. We partner with Eastern Oregon University to provide STEAM opportunities at each school.

Secondary: STEAM is the focus of the vast majority of our science, math, and elective offerings. In all these classes, students access quality facilities and industry-standard tools, equipment, and instruction. Schools to Careers through our community partnerships encourages all students to participate in quality job shadowing, work experience, and internship opportunities aligned to high-wage and high-demand fields. The district uses High School Success, Perkins Funds, and student project funds to maintain these high-quality programs.

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 adoption process is outlined in Pendleton School Board Policy IIA (Instructional Resources/Instructional Materials) and IFD (Curriculum Adoption) which are in alignment to state requirements for curriculum adoptions. PSD uses the state adoption list as a starting place for adopting instructional materials. We annually develop teams of educators and

parents (per policy) who review curriculum, compare findings with other districts around the IMESD region, and make recommendations to our board. The creation of the IMESD Adoption Workgroup to support district adoptions has resulted in significant improvement in our adoptions, as all 18 IMESD districts have the opportunity to share knowledge and resources related to the various state-approved curriculum.

Once approved by the board, our teachers and administrators engage in district and building training to understand the curriculum and effectively work to integrate it into classrooms based on state standards. Grade-level and department PLCs do the daily work of aligning instructional units and lessons to standards, developing assessments, and differentiating instruction. Building and district leaders attend weekly PLCs to support and maintain high expectations for learning. Within the first year of an adoption, PLC teams are required to produce updated scope and sequence documents and their updated common formative and summative assessments to assure learning will continue based on adopted standards.

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

Our district uses a data-based decision-making process to match instruction to student needs. Teachers meet weekly in PLCs in grade-band or department PLCs to discuss instructional practices and students' learning. Administrators attend weekly to support team discussions in alignment to building goals and student needs. Teams have access to significant resources in terms of time, facilities, and equipment to engage students in quality learning experiences. Our newer buildings built from bond dollars include collaboration spaces to enhance student learning.

District and building administration plan and provide quality professional development aligned to the district strategic plan and building focus plans that center on PLC development, STEM/Science/Technology, and strategies for SEL skills and capacities. Professional development schedules are developed collaboratively and use a mix of internal and external trainers to maximize the expertise within our district and increase engagement in professional development. Building administrators are encouraged to participate in priority professional development so they can assist and monitor the development of their staff.

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

 The District partners with Head Start and InterMountain ESD to provide quality early childhood experiences for students within our district. In addition, the District hosts a kindergarten roundup each spring to support parents, students, and community partners in making the transition to formal kindergarten. Students from Head Start or the IMESD Early Childhood Special Education have additional formal transition meetings to discuss individual education needs so students can have a successful entry into kindergarten. We partner with the InterMountain Education Service District, Umatilla Morrow County Head Start, and the Blue Mountain Early Learning Hub to engage students and families in PK to Kindergarten transitions specifically supporting students with disabilities, emerging bilingual and English learners, CTUIR students, and our students facing economic and housing challenges. IMESD provides Kindergarten Transition Buddies during the initial week of school to help staff learn strategies for supporting students with higher needs.

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

We use a multi-tiered system of support specifically for transitioning students through elementary, middle, high school and post-secondary education. All incoming sixth grade students participate in a "link crew" day at the beginning of the school year with staff and leadership students introducing them to the middle school and giving them information on how to navigate the middle school. All incoming ninth grade students have the same type of "link crew" day at the beginning of the school year as well. Kindergarten and first grade students participate in a "soft start" during the first

week of school where students and their families learn about the new school and participate in some beginning activities to assess needs as they transition into school.

We hold transition planning meetings in the spring to talk about students who may need additional support for transition at each level. We discuss students who experience a disability and have either a 504 or IEP plan. We plan for our emerging bilingual and English learning students in small PLC team meetings with teachers and administrators. Administrators and counselors meet and discuss any students who may need additional support for transitioning. We schedule individual multi-disciplinary team meetings for students who need the most support for transitions. In the fall during the transition period, we reconvene the teams who met in the spring to revisit transition needs and any additional emerging needs in the new school context.

We use braided funding to support a full-time "success coach" supporting our students as they transition from High School into Post-Secondary Education and Training or the world of work. We have a school to careers program funded through braided funds for career and vocational exploration as part of the transition planning process. Pendleton employs an ASPIRE coordinator who engages a wide range of community volunteers assisting students with planning, preparing, and transitioning into their Post-Secondary Education and Training or the world of work. Our coordinated system hosts work it Wednesdays with community employers highlighting a wide range of careers, FAFSA planning nights with students and families, Career Fairs, job shadows and internships, college visits, and a host of other experiences to assist students with their personal development towards career, college or trades after high school. All students take two semesters of personal development, future planning, career exploration and financial literacy to prepare them for life beyond high school.

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

The Pendleton School District uses a variety of tools to identify and respond to the academic needs of students who are not meeting state and national standards:

Elementary:

- MTSS meetings held every 6 weeks to review data and adjust instruction based on student needs.
- Students are given academic screener diagnostics three times a year in math, reading and SEL needs.
- Intervention team who meets weekly to monitor student progress and train staff in best practices in RTI/MTSS.
- Child Development Specialists and Behavior Support Specialists have a caseload of students they target to provide additional support in and out of the classroom.
- Weekly students of concern meetings held at each building to review progress and concerns for specific students in the areas of academic achievement, behavior, attendance and SEL needs.
- Weekly PLC meetings by grade level teams to review and monitor student progress in academic areas.
- School-wide Title I services at the early learning center.
- Pull out Special Education and English Language Development services according to student goals and plans.
- Assignment of staff support as needed.

Secondary:

- Ninth grade on track meetings held monthly at the high school.
- MS - MTSS meetings held every 6 weeks to review data and adjust instruction based on student needs.
- MS - Students given universal screener three times a year in math, reading and SEL needs.

- Weekly students of concern meetings held at each building to review progress and concerns for specific students in the areas of academic achievement, behavior, attendance and SEL needs.
- Counselors closely monitor credits toward graduation for all students.
- Weekly PLC meetings by grade and content level teams to review and monitor student progress in academic areas.
- Class periods dedicated for Special Education and English Language Development services according to student goals and plans.
- Assignment of staff support as needed.

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

Pendleton school district supports the academic needs of students who have exceeded state and national standards by (non-exhaustive list):
- High Quality Differentiation and Universal Design for Learning in classroom instruction
- Enrichment within and outside of school opportunities (both district and community supported)
- Rich art opportunities both in the classroom and community (K-5 music education, 4-5 strings after school program, 6-12 performing arts courses, 6-12 multimedia and art classes, STEAM and CTE courses etc.)
- Advanced coursework offerings such as AP, Dual Credit, Early High School Credit, and honors courses

We engage in an equity audit of who is placed and participating in all of these programs to ensure we are reaching our students with disabilities, emerging bilingual and English learning, Native American, and Latinx students within the comprehensive extension, enrichment, and advanced coursework we offer district wide.

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?

Career exploration is facilitated before participation in CTE Programs of Study through:
- Partnership with Pendleton Chamber of Commerce and PHS Schools to Careers program
- Annual students forecasting and targeted conferences with students and families
- Strong middle school transition IEP/504 meetings that help parents understand what CTE Programs of Study are, how they are reflected at our high school, and what they can do to support their individualized student needs
- Ninth Grade on Track Team and strong academic supports for ninth grade students
- Success 101 and 201 utilizes YouScience to encourage career planning in grades 9-12 and exploration of interests
- 8th grade CTE elective courses building interest
- Regular presentations from businesses and CTE Programs to students to showcase opportunities and work

Career exploration is facilitated during participation in CTE Programs of Study through:
- YouScience - explore individualized interests and capacities
- Supported internships, work experiences, and job shadow experiences
- Club and leadership opportunities
- Regular visits from industry partners to our classrooms and review of student work

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

In addition to work-based learning experiences provided through our CTE programs, Pendleton School District is partnered with the Pendleton Chamber of Commerce (PCOC) for our innovative School to Careers program. This program provides students with paid or unpaid internships, job shadows, work experiences, worksite tours, career fairs, and routine connections to regional employers from a wide variety of fields. Staffing for the program includes both Pendleton High School staff as well as a dedicated PCOC staff member. The team meets weekly to plan and execute equitable opportunities for students. This team also meets with our Youth Transition Program coordinator on a monthly basis to provide targeted services to our students with disabilities. To best reach all students, opportunities are shared through in-classroom presentations, posters, ASPIRE, ECMC, advisory classroom presentations/slideshows, website/email, parent information events, and 1:1 student meetings. https://hs.pendleton.k12.or.us/school-to-careers-program/

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.

These goals will be met in the following ways:
- All CTE programs of study utilize industry-standard equipment to provide the best school/career learning pathways
- Virtually all CTE classes provide dual credit coursework options to increase rigor and increase community college or university participation and alignment
- Providing real world opportunities to build skills and connect with industry leaders through our Schools to Careers Program and our Work It Wednesdays

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

The Pendleton School District provides careers-related learning experiences through our School to Careers program. We offer a high quality CTE program in a variety of high interest areas. We provide career-related counseling, job placements, and access to local industries and businesses. We have an active high functioning ASPIRE program where students are guided and supported to post-secondary opportunities.

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

Students and families will learn about CTE course offerings and programs of study:
- From counselors when they work to enroll and/or complete schedules each semester
- From Special Education or 504 case managers
- During our Youth in Transition Program (YTP) that supports the transitional services of students with disabilities. The YTP program is fully integrated with our CTE program.
- Through CARE/YIT Service programs that support our poverty and homeless student populations
- Regular visits of admin to affinity groups to provide information and listen to needs.

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

Preparing Pendleton High School students for non-traditional career fields has been a priority for many years. PHS Administration, CTE Director, Counselors, and Teachers work together to monitor progress and plan action steps aimed at inclusive practices. Our strategy focuses on critically looking at the enrollment and retention of non-traditional students in our CTE programs. To address enrollment, intentional efforts are made to highlight non-traditional students

and people in all CTE publications produced. This includes promotional videos, course guides, website photos, and public awareness presentations. To address student retention, teachers and school counselors receive professional development on inclusive practices and ways to prepare students for non-traditional fields. We also work with representatives from businesses and industries through advisory boards. Teachers have modified classroom environments and curriculum to be free of biases, and they make extra efforts to show the connection between their program of study and workforce needs. Industry based training drives course content and we strive to provide all students with tangible skills that lead to success in multiple career pathways (school to work, apprenticeships, certification programs, military service, community college, or 4-year institutions.) Teachers are also encouraged to seek feedback from students to help identify ways to improve support for non-traditional students. One barrier we recently discovered is communicating opportunities with families/parents. We have shown improvement in this area through text messaging apps, translation services, family nights, and adjustments to how we conduct parent/teacher conferences. CTE promotional videos: https://hs.pendleton.k12.or.us/pendleton-career-technical-education/

Describe any new CTE Programs of Study to be developed.

We are currently not developing any new CTE programs of study but strengthening the ones we already have in place.
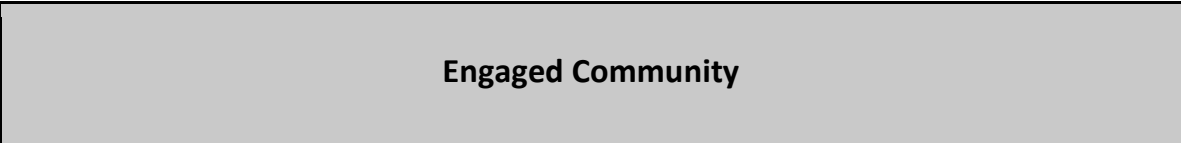
Engaged Community

 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?

Pendleton School District has made multiple planned efforts to engage our community in the continuous improvement process. The following is a summary of efforts and outcomes:

● Community Engagement postcards with QR code - we created a survey asking what we're doing well, what we need to do better, and anything else we need to know. We had the survey on postcards labeled with a QR code through which people could take the survey. The data from the survey populated into a spreadsheet. We passed the card out at school events, around our community, and community civic organizations.

   Barrier: Limited participation and community involvement as individuals needed a deep understanding of school functions and operations. Only 200 people filled out the survey.

● Whole Community and Focal Group Surveys as a follow-up to the Community Engagement surveys: This survey was developed to provide community insights and feedback to our district strategic plan committee, which was tasked to review and update our strategic plan. The surveys were targeted toward specific focal groups and created to take a deeper dive into information from the Community Engagement survey. The surveys were also made available in Spanish to engage our Latinx focal group. Our survey had several hundred responses with representation from all focal groups

   Barriers/Outcomes: Identified continued need to engage our focal groups. Had limited responses for homeless and English Learner families

- Focus Groups and Interviews: Administrators met with affinity groups for all focal groups in all school sites to assure we heard from all focal groups.

  Barrier: Great meetings with our students and families to listen and learn (i.e. LGBTQIA2S+, English Learner, Poverty, Homelessness, etc.)

- Ongoing consultation with the CTUIR Education Department through monthly meetings, sharing of data, surfacing individual and systemic issues, and jointly developing, implementing and monitoring solutions

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

Stronger relationships with our parents, staff, and students. This will be done through the creation of advisory groups with consistent meetings and information gathering sessions. Advisory groups will include, but will not be limited to parent advisory group representing elementary school parents and secondary school parents, student advisory with focal group representation at our high school and middle school, and community groups including our Key Communicator and Safe Schools community groups. In addition to these, we plan to strengthen our relationships with local businesses through our Schools to Careers and ASPIRE programs and our regional law enforcement organizations. It's critical that we also continue to foster partnerships with our PFLAG (Parents and Families of Lesbian and Gay students), our LGBTQIA2S+ student groups at our high school and middle school, and our Hispanic/Latino student group at our high school.

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

Ongoing Support from ODE could include:

- State supported resources for emerging bilingual and migrant/newcomer families; specifically, support around oral and written translation for regional dialects. These are expensive for small rural districts to provide.
- A centralized location for data sources (that and streamlining data asks to eliminate repetitive submission of data that the state already has access to).
- Continued efforts to streamline the various grant and title fund processes
- Migration from Smartsheets or other tools that do not allow for districts to save their progress and result in multiple scaffolds that increase workload and confusion.
- Intra office coordination for all the various programs, initiatives, reporting, and auditing requirements from ODE to reduce administrative burdens on our instructional leaders at the district and building level

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

In all meetings, we review our PSD Equity Lens and acknowledge the silent voices that may not be present in the meeting or forum. We establish group norms and work to honor the variety of voices as we listen and learn.

For groups that feel historically marginalized we have met with them in focus group settings and group forum settings. Each group was met separately from other groups in order to build trust and understand the fear or power-based structures/systems that silence their voices. We will continue to regularly meet with these groups and maintain the trust built during the continuous improvement process and encourage emerging leaders to work in district committees to a greater degree.

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

Nixyáawii Community School is our sponsored Charter school but has been working independently from PSD on their own plan and process for Integrated Guidance.

Who was engaged in any aspect (survey ok, *if* you know focal groups participated) of your planning processes under this guidance?

☒Students of color

☒Students with disabilities

☒Students who are emerging bilinguals

☒Students who identify as LGBTQIA2S+

☐Students navigating poverty, homelessness, and foster care

☒Families of students of color

☒Families of students with disabilities

☒Families of students who are emerging bilinguals

☒Families of students who identify as LGBTQIA2S+

☐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 Chambers 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?
  (Check all that apply)

☒Survey(s) or other engagement applications (i.e., Thought Exchange)

☒In-person forum(s)

☒Focus group(s)

☐Roundtable discussion

☒Community group meeting

☒Collaborative design or strategy session(s)

☐Community-driven planning or initiative(s)

☒Website

☒CTE Consortia meeting

☐Email messages

☐Newsletters

☐Social media

☒School board meeting

☒Partnering with unions

☒Partnering with community-based partners

☐Partnering with faith-based organizations

☒Partnering with business

☒Other: Regional Briefs

Evidence of Engagement

Artifact #1 Community Engagement Survey: This survey asked open-ended questions about things we are doing well, things that should be changed, and how we could better engage our community. This did not limit individuals' responses to target questions that may not have been a priority for them. By using open-ended questions, we were hoping to be able to identify themes in responses. The team feels we were successful in accomplishing this.

Artifact #2 Focus group summary of responses from Sunridge Middle School and Pendleton High School. This information is deeper, more specific than our Community Engagement Survey provided. These questions and the data from these focus groups expanded on the questions from the community engagement survey and represent perspectives and needs of some of our most marginalized students.

Artifact #3 Summary of meetings with PFLAG members - PFLAG consists of parents and families of our lesbian and gay students. PSD has been slow to recognize and support this group and the students related to these families. The information gathered from these meetings is valuable in guiding decisions around staff and student training around related topics.

Artifact #4 English Language Learning Family Nights - Agendas and Activities from our family nights. Parents and families of our English Language Learners were able to give input and discussion around their specific challenges and needs in PSD.

Artifact #5 Pendleton High School Parent Forecasting Night - PHS students and families from every focal group were able to choose and give input around course selections for the following year.

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

- Artifact 1 (Community Survey): Used to get broad responses and data and provide an easy way for all groups (including focal groups) to participate from any location at their convenience.
- Artifact 2 (Focus group summary and responses): Sought out specific focal groups and demonstrated desire to listen, learn and understand the needs and barriers of our students and families.

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

Two strategies that were focused on district focal groups include: Artifact 3 (Building ORIS Assessments) and Artifact 5 (Continuous Improvement Committee).

- Artifacts 4 and 5: Staff were a major group that participated in the planning and delivering of the family nights - including TAPP, ELL family night, and the PHS forecasting night. They were very aware of school and individualized achievement at their sites and a powerful voice for improving their school sites and specific departments.
- Artifact 1: The community survey was also given to staff in each of our buildings. This was used to get broad responses and data and provide an easy way for all staff to participate from their buildings.

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

We received valuable feedback from our community and staff. A substantial majority of our community and staff are pleased with the overall function and operations of Pendleton School District. This includes many parents and families from our focal groups. Our LGBTQIA2S+ families in particular are pleased with the direction our district is going in supporting their students.

With that said, there is still a lot of work to be done around consistently helping our focal groups feel like they are a valuable part of our district and fully supported by students, staff and administration. We learned that some community members and parents would like to see an increase in academic achievement and for PSD to reduce academic disparities for our focal groups identified through our needs assessment. We also learned that a number of our parents, and community members, are not comfortable with the safety of our schools and would like us to ensure a climate and culture of safety and well-being for all students, specifically at Sunridge Middle School. Finally, one of the findings from our work is the need to enhance and expand innovative and emerging practices in our schools to better meet the needs of students historically marginalized in educational institutions. What is interesting about these findings is they align substantially with our already adopted and implemented strategic plan.

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

We intentionally develop relationships with employers for work-based learning through:
- Regular CTE Consortium Participation
- Regular CTE Advisory Committee meetings
- Regular visits by employers to our middle school and high school campuses
- Regular visits to local businesses and job sites.

In addition to the bulleted items above, Pendleton School District is partnered with the Pendleton Chamber of Commerce (PCOC) for our innovative School to Careers program. This program provides students with paid or unpaid internships, job shadows, work experiences, worksite tours, career fairs, and routine connections to regional employers from a wide variety of fields. Staffing for the program includes both Pendleton High School staff as well as a dedicated PCOC staff member. The team meets weekly to plan and execute equitable opportunities for students. This team also meets with our Youth Transition Program coordinator on a monthly basis to provide targeted services to our students with disabilities. To best reach all students, opportunities are shared through in-classroom presentations, posters, ASPIRE, ECMC, advisory classroom presentations/slideshows, website/email, parent information events, and 1:1 student meetings.

Strengthened Systems and Capacity

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?

The Pendleton recruits, onboards and develops quality educators through:

- Advertising via COSA, TalentED, Spring Board, and District Facebook page.
- Attending job fairs at EOU, WOU, Spokane and Portland.
- Maintaining close relationships with EOU's teacher program (student teachers).
- Maintaining a highly competitive salary and benefits package.
- Screening applications for diversity, bilingual skills and culturally significant backgrounds.
- Providing support through pre-service training, in-house mentors, instructional coaches, meaningful feedback, bi-monthly training/support meetings in key areas.
- Close partnership with IMESD to access tech coach, CTE coach, instructional coach, and ongoing professional development opportunities.
- Although we are still well below a matching demographic between staff and students, we currently employ the most diverse staff we have ever had before. Being a smaller, rural community has presented challenges in attracting a diverse pool of applicants. We often struggle to even get what would be called a "pool" of applicants.

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?

We meet regularly to review student data filtered by focal groups. Students of concern meetings are held in each building, and at the secondary level schedules are adjusted based on needs and staff history of student success. Support in academic areas is given to all students as needed in the form of interventions, skills group training, social support, attendance support, and family access to local Wraparound services.

New teachers are placed in buildings and grade levels where they will have the most success and support in their first few years of teaching. All new teachers have an experienced mentor, and grade level teams have common planning to ensure all students receive the same content and support. Teacher placements are reviewed each year and adjustments made as needed. All teachers are observed and evaluated annually. Ineffective teachers are given additional support. Where needed non-renewals and non-extensions are given.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups? All students but must include/call out focal students

District level leadership reviews discipline data and compiles longitudinal data representations for the district and school level demonstrating who is represented in the data, trends, changes as a result of practices, and group comparisons. We engage our building administrators in using this data to adjust disciplinary practices that are leading to school exclusion in large and small group work sessions at the beginning of the school year. We examine our school rules, disciplinary policies and disciplinary practices specifically for our students of color and students experiencing disability to identify and rectify disparities in exclusionary school policies and practices.

Additionally, schools turn to students at the building level to advise building leadership on how disciplinary practices are being experienced by the students themselves. School leaders use empathy interviews to understand student experiences and elevate student voice in school discipline practices. Student affinity groups meet with teacher leaders/advisors and share experience and ideas for improvement in our middle and high school contexts. Student leadership programs at the middle and high school take the lead in developing school-wide expectations and peer-to-peer support.

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

We align professional growth and development to the needs and strengths of our schools, teachers and district in a constant process of data gathering and collaboration.

School:

- Annual school climate survey results from staff.
- Ongoing book studies and PD based on needs identified through the Instructional Framework process.
- Monthly staff meetings have a PD component and eight scheduled in-service days in the school calendar.

Teachers:

- Teacher driven professional development committee (REN) who meets monthly to plan PD based on the teacher's needs.
- Teacher leaders who facilitate the identified professional development needed.
- Teacher facilitated training on current programs, curriculum and immediate needs.
- Bi-monthly new teacher support meetings on teacher driven topics.

District:

- Partnership with IMESD who provide PD and coaching through teacher identified needs (survey, instructional coach observation).
- PD funding tied to goals and objectives of the district strategic plan and ODE 6i.
- Annual PD calendar planned before each school year based on needs identified by school climate surveys from staff, students and parents.
- Review of staff needs based on experience level, new curriculums adopted, technology, and results of DESSA student screener.
- Braided funding from Title I, Title IIA, Title III, Title IV and Perkins grants to support PD district-wide.

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

The Pendleton School District provides coaching, feedback and guidance to staff on researched based best practices through:

- A comprehensive Instructional Framework process (teacher evaluation).
- District instructional coach.
- IMESD provided instructional coach, tech coach, SpEd coach and CTE coach.
- IMESD training for teacher mentors.
- Weekly district PLC meetings.
- Learning walks provided to all new teachers and offered to all tenured teachers.
- Professional improvement cycle for all new teachers.
- Teacher attendance to a variety of conferences related to needs and goals.
- ODE guidance and training around equity and best practices.
- Training to administrators around best practices, curriculum, data and the improvement cycle.

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?

PSD continually refines our Multi-Tiered System of Support for Academics, Social Emotional Learning, and Behavior to match our educational resources to the needs of our students. We universally screen all students three times a year to assess/evaluate the efficacy of our core programs, identify those students who need additional support, and understand which groups are benefiting and not benefiting from our core, secondary, and tertiary levels of support. District and school leaders intensify support and engage with families for individual problem solving for students who continue to struggle, taking a holistic view of the student's strengths and needs. We identify those students who need special education services through a Response to Intervention system. Special Education programming relies on data-based individualization to ensure all students make progress in and have meaningful access to general education.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

PSD takes a Preschool through post-secondary education view striving to develop a seamless system and support multiple school transitions within and across education systems our children navigate from birth through adulthood. We partner with the InterMountain Education Service District, Umatilla Morrow County Head Start, and the Blue Mountain Early Learning Hub to engage students and families in PK to Kindergarten transitions specifically supporting students with disabilities, emerging bilingual and English learners, CTUIR students, and our students facing economic and housing challenges.

Our district employs a K-12 continuum of support focusing on college and career readiness that builds throughout students' educational experience. We utilize a MTSS model for transition planning activities for all, focused activities for some, and more intensive activities for a few students based on the strengths and needs of our students. Each level adds to the exploration and skill development for students, so they leave our schools ready and already engaged in the next post-secondary step. We provide integrated experiences and intentional navigation instruction to help students identify their purpose and plan for their future. We differentiate these experiences and instruction to ensure all students are able to access them to fulfill their potential.