

Needs Assessment Summary

In February of this year we had an abrupt shift in district leadership. This shift occurred in large part due to board and community action that requested and required greater attention to state led initiatives and community engagement. Our team entered this planning process willingly, but as you will see in our artifacts, we have done our best to pull out meaningful insights into community voice and specifically focal populations. We recognize that our former leadership invited engagement levels below the standard of legislative guidance. Moving forward, you will see in our planning document our team's commitments to expand our current community and student engagement efforts along the spectrum of community engagement - with specific attention to creating ongoing data collection, review, and action planning centered around our students and families who face the greatest historic and ongoing barriers to supportive, rigorous and relevant learning opportunities. We look forward to collaboration with Lane ESD and ODE and welcome an accountability plan moving forward.

Despite these challenges, Lowell has created a Needs Assessment in collaboration across buildings - with an integrated district team and informed by a careful review and analysis of input provided from local and countywide community engagement activities, disaggregated District data on student achievement, program participation and opportunity. At each step, particular attention was placed on focal student groups, and their needs. Our district team meets regularly, and is composed of district leadership building leaders, curriculum specialists and instructors with input from community partners and attention to our focal population student and community voice through our Family Resource Center, public comment at school board meetings, and ongoing empathy interviews with students and families.

Our team consists of Cabinet: Superintendent, principals, director level positions (SPED, Facilities, Technology, Food Services, Transportation), Finance and we meet monthly. The team meets to talk about the ways that we can best serve students with the highest needs including focal groups of students specifically: students of color, students with disabilities, students experiencing poverty and students learning english. We acknowledge and celebrate what is working across the district for students and families that have been historically marginalized and/or are currently facing significant challenges and barriers. The goal of this team and this plan is to think more strategically about how our efforts to support these students and families are integrated across buildings and services district wide.

As a result of our needs assessment and team collaboration we developed the following outcomes & strategies.

- **Outcome:** Students graduate prepared to access rigorous, and relevant opportunities
 - **Strategy 1:** Higher level classes (AP, CN & CTE) offered at the high school level
 - **Strategy 2:** Facilities to expand CTE offerings
 - **Strategy 3:** Additional SPED FTE
 - **Strategy 4:** Additional resources provided to help support data
- **Outcome:** Lowell integrates and connects community with the school
 - **Strategy 5:** Improved communication between school and community
 - **Strategy 6:** Community engagement in the school through connection to local employers,

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- **Outcome:** Students feel welcome, supported, cared for and engaged in their school community.
 - **Strategy 7:** Social emotional support for students and teachers
 - **Strategy 8:** The district will contract with a registered nurse
 - **Strategy 9:** Partner with community agencies to improve offerings at the elementary
 - **Strategy 10:** Improve facilities with increased security
- **Outcome:** Increase student achievement
 - **Strategy 11:** The District will strive to commit to smaller class sizes when deemed necessary and hire additional staffing
 - **Strategy 12:** Improved Tiered support

Plan Summary

Our community is both spread (location) and connected (relationship) with all stakeholders valuing the role of education in economic revitalization. The schools are the physical and social center of town. Community service is an important focus of our current educational program; our vision includes development of robust career and community-connected pathways, with students empowered to design and build community infrastructure and engagement, develop new economic opportunities, and lead and teach the next generation of students (through Construction, healthcare and other future CTE Pathways).

Our team is committed to ensuring that our students will receive the necessary components for long-term and sustainable improvement in their education. Our students and families recognize education as an opportunity to improve their outcomes beyond the classroom. We have received community feedback that our students want to see additional post-secondary pathways for themselves, not just the traditional “college or work”. It is a priority for us to work with industry partners and quality instructors to provide students with high level academic and workplace applicable skills, helping students “see” themselves in a future career. Our current offerings in construction and health occupations have proven a strong beginning point for our CTE programs and look forward to providing additional offerings based on student interest and community need.

Because needs can vary tremendously among districts and schools, each district should evaluate the investments that will have the greatest impact in each of their schools. The Lowell School District will work on the ground to directly assist families, students, and schools in solving challenges, providing wrap around services, and connecting our schools to our community. We will work to actively and transparently communicate with parents, students and community members, taking every opportunity to engage with and solicit feedback from all stakeholders.

Lowell School District students will continue to feel welcome, supported, and cared for through continued social and emotional support. Families and students will be provided what current lists of available mental health services and supports including counseling and crisis support services. Ensure that students have access to mental health resources on-site.

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The Lowell community experiences a significant economic divide, and we firmly believe that education is one of the most powerful tools we can provide students to bridge that divide. In addressing the needs of our community we want to create clear pathways for students through the system, set to global standards, with no dead ends. Lowell students deserve the best education our schools can provide.

We are creating an effective and highly coherent instructional system, ensuring that students at all levels of achievement benefit from quality instruction. We are working to ensure that students with the highest needs have access to the best teachers and the support necessary to achieve success in the classroom.

In addition to working with our learners impacted by challenges in the classroom, our goal is to create an effective system of career and technical education and training that requires high-level academic performance from all students. We want our schools to not only be places that students feel welcome during their school years, but also a center of growth and potential economic development for our community. In this way we can continue to work to bridge the economic gap that our community experiences and improve outcomes for all students.

Acknowledging the recent major changes within our organization, Lowell School District will engage in the Integrated Plan process earnestly and fully. As we look to onboard a new superintendent in the next year, a major priority will be seeking a candidate who is ready to actively and fully participate in this process with our community. We will work to engage the community in active participation, as well as regularly evaluate our goals, progress, and shortfalls, with a constant focus on student improvement.

Equity Advanced

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

Lowell School District has many strengths in terms of equity and access to educational opportunities for ALL students. We utilize the Oregon Department of Education equity lens to slow our thinking and deepen our commitment to understanding the impacts of our actions and investments.

- ALL high school students have access and scheduled time with the Counselor to discuss and access class, program and future opportunities that will maximize their success.
- Master scheduling minimizes access barriers for high level core and enrichment instruction
- On-line and local educational options (ex: Lane Community College) are available for students to access high level core and enrichment instruction when scheduling barriers do arise.

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- Student participation and achievement data shows that focal groups in Special Education, advanced students and students experiencing poverty are accessing programs at the same rate as the overall population.
- Afterschool enrichment and tutoring programs and tutoring provided to K-12 students at no cost.
- Mental health, food, and clothing provided for families experiencing insecurity.

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

Lowell School District does have needs in terms of strengthening equity and access to educational opportunities for ALL students. While we have made gains with focal groups identified by the district, we always have the opportunity to do better. Student participation and achievement data shows that focal group students experiencing poverty and students accessing special education are able to enroll and access programs at the same rate as their peers, they continue to meet the academic requirements in those programs at lower rates than the overall population.

Lowell School District used the Oregon Department of Education Equity Lens. It is attached.

[Oregon Department of Education Equity Lens](#)

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

The Oregon Department of Education Equity Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan. The Equity Lens was applied through discussion at the following steps in the Integrated Guidance process:

- District Team participation: The District Team developing our Aligning for Student Success Plan included administrative staff, board members, and representative community members who are parents, partners, and have vested interests in our students, including those who are part of focal student groups.

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

Use of these funds will have significant academic impact for ALL our students, including those in focal student groups. The following are a few examples of strategies and activities that we will be implementing to support reaching desired outcomes as developed through our Needs Assessment process:

- **Strategy 1: Additional course offerings (AP, CN & CTE) offered at the high school level:**
By increasing rigor in our classes, as well as offering additional coursework that prepares students for their future, we hope to see growth in our students as learners, community members, and eventual leaders in our area. Working to expand our course offerings

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allows us to prepare our students for a modern world that expects their education to be more well rounded than ever before.

- **Strategy 6: Social emotional support for students and teachers:**

This is an area of focus for our schools, as the majority of respondents to our community engagement survey expressed the need for mental health support for their students. In addition, as we focus on retention of quality teachers, we recognize that our staff are in need of a greater degree of support as they work with increasingly impacted students. Teachers who feel supported and empowered accomplish more in the lives of their students.

- **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?**

We feel strongly that the outcomes, strategies and activities outlined in this plan provide resources and address barriers to student achievement, especially for our focal group students. We recognize that our intent and our impact may be different and will monitor implementation closely and in partnership with our students, families, and staff.

Our plan includes staffing that may be hard to fill, requires intentional professional learning that will need to be implemented systematically, and requires ongoing communication and trust building with our families, so that we can accurately assess our ongoing needs. A few considerations we have identified and will monitor closely include:

- Are our CTE programs responsive to the needs and interests of our students and community? Do they reflect current needs in the community, and skill pathways that lead to economically successful and rewarding careers?
- How do we maintain instructional FTE in these difficult to fill positions?
- Social and emotional health interventions: Are these implemented in ways that limit exclusion from other classes and activities? Is student participation stigmatized?

- **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?**

Please see the attached District policies pertaining to homelessness guaranteeing equitable access and support to our educational programs (JECBD-AR). Lowell School District 71 utilizes the following supports to provide information to children, youth and families navigating homelessness.

- District Homeless Liaison provides support for students through direct services that are trauma-informed and sensitive to the special needs of these students and families.
- Title I set-aside dollars for services to help deal with non-instructional barriers.
- Additional tutoring is provided at no cost to students after school Monday through Thursday, with transportation offered as a way to remove barriers to attendance for students experiencing homelessness.

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

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All students at Lowell Jr./Sr. High School have access to our current CTE courses of study in construction and health occupations. These classes have become a vibrant and exciting part of our offerings as students of all levels and historical access regularly take part in. We do not limit or “track” students into one course or the other, and all students find opportunities to achieve at their level in our CTE programs.

As we review our needs assessment, community input, and student achievement data, what we see clearly is that these programs are valued by our students and community, and there is a desire to see more offerings. Looking ahead, we want to focus on programs that equip students with skills for current economic needs and opportunities, as well as those that provide them the skills to be successful and independent young adults.

In addition, there is a desire to see what skills students could “bring back” to the community. As the demographics have continued to change in our community from agrarian to a bedroom community for the communities around us, there is a desire to see additional services brought to our community that help to develop our community and offer employment opportunities locally. CTE programs in the service industry (food services and production, child care and education) are of immediate high interest, low cost of implementation options, while programs such as automotive CTE and welding and manufacturing are longer term goals that would help to increase business opportunities in our community.

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

Our District engaged our community to assess our needs in terms of equity and access in our CTE programs for all students, with particular emphasis on the data pulled regarding students experiencing poverty and those students currently identified for special education.

As stated above, many of the needs expressed by the community was a greater emphasis on “job ready” skills, as well as skills that can be brought back to the community to increase access to services and build economic structure here in Lowell.

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

At LHS we engage in yearly forecasting with students choosing classes and CTE access based on their interest. We currently have a halftime career and ASPIRE support and a 1.0 FTE counselor who regularly meet students to develop educational plans. All students are able to choose from any of our CTE classes, and no student is rejected based on skill or ability to access. In addition, we have worked to remove economic barriers from our programs as well (lab fees, supplies lists etc.) to ensure those that might be challenged by such barriers do not have to consider this as a part of their forecasting.

- **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?**

All teachers are kept up to date on student needs and challenges that may arise in the classroom due to circumstances beyond their control. Our school is small enough that teachers are well

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aware of many of these situations before they are “public knowledge” and work with students accordingly. Support is put in place for all students in our CTE courses (tutoring, IA support, resources) with additional support as necessary for those students who might be impacted by other barriers to access.

Well-Rounded Education

- **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).**

Lowell School district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art and music. Our elementary teachers incorporate arts into daily schedules. Our middle school and high school schedules are created so that all students have access to these types of courses. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing.

- **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?**

We have a K-12 music teacher who meets with every elementary class once/week to give them access to a better understanding of music, to play and sing, and to see if this is something they want to pursue as they reach middle school and high school levels. At the Elementary level, we bring in an outside organization to work on dance and physical education.

We provide opportunities for students in band and different levels of choir. We have a theater teacher and our high school puts on three plays per year.

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

We partner with Lane ESD to provide our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. Each class is provided thirty minutes per week for direct access to the Library to check out books and resources.

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

Students are provided with free breakfast and lunch every day. We create our schedules to support adequate time for both meals. Some classes eat in the cafeteria for breakfast, while some eat in their rooms while doing morning work. At the middle/high level, students are allotted time every day to receive each meal. After lunch, students are provided with recess/movement time every day. All students are scheduled the mandated PE minutes per

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week as well as brain breaks during the day as needed. We provide after school care for students through 6th grade. These students are provided a snack with structured movement time.

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

Lowell School District incorporates STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content at each level. At the elementary level, each daily schedule is allotted 60-90 minutes for each core academic subject of ELA and Math. We have additional intervention times for targeted extra support as determined by data. At the high school level, each class is 52 minutes and also includes targeted instruction determined by data.

Our afterschool program allows for an extension of learning as well as movement, snack, and elective opportunities. At both levels, students participate in research-based activities related to all STEAM areas. Our district is committed to expanding all opportunities and looking into other avenues of support. Being a small, rural district, we are often limited in capacity and partner with other resources.

- **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 district is committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voices to create a district vision for excellent education. State adoption recommendations, and (ESD rubric/ODE Instructional Materials Evaluation Tool) were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners.

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

Collaboration, team meetings, grade level meetings, and data meetings provide opportunities for ensuring classroom instruction is intentional, engaging, and challenging for all students. We have a mentorship program set up for all incoming teachers to make sure they are provided with the highest level of instruction and support they need. Lowell school district encourages all professional development opportunities to help assist both students and staff.

All students are assessed through EasyCBM which then drives many data driven decisions to help ensure that all classroom instruction is intentional, engaging, and challenging. Students in the

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'yellow' zone are referred for additional support and monitoring. Students in the 'red' zone are placed on a Tiered intervention plan that is provided by either an EA or our SPED teacher.

At the beginning of each year, teachers create SMART goals that will help guide some of their decisions throughout the year. These are student driven goals that create a stronger learning environment and allow for many opportunities of feedback throughout the year. This also allows teachers to reflect on their own practices in a meaningful way and drive decision making practices in the classroom through data.

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

We currently offer a community based preschool program as well as a Head Start program. We are in regular communication with both programs as they are housed in our district and follow our master schedule, food service program guidelines, and school wide PBIS support. This helps to ease the transition from the preschool program to our kindergarten classrooms.

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

6th grade students are prepped for their transition in the Spring by high school student leadership in partnership with instructional staff and administration. Students are taught the expectations of the high school, along with the structure of the day, changes to expectations and are advised of the skills they need to succeed in middle school. This is also the opportunity for students to forecast for the fall, meet instructional staff, and become familiar with the building. This is followed by a staggered start in the fall, providing additional time, reminders and training for students who are new to our district from the Spring.

8th grade students have a similar opportunity in the Spring of their 8th grade year, as well as the fall of their 9th grade year. The key focus is on academic success and progress in high school as opposed to middle school, as all students have experienced building wide expectations and are familiar with high school instructional staff and expectations.

High school students in their sophomore and senior years are enrolled in a class called "Careers" in an attempt to specifically start planning for their post-secondary careers. The emphasis on this class is to begin exploration of potential careers, pathways to post secondary goals (both workforce and college focused). Senior students in the Careers class focus on the work that is necessary to begin their next steps after graduation.

- **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?**

We have teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students.

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We also have a push in model where our Special Education teacher is in with the regular math class to support our students utilizing math IEPs so they are getting regular instruction and specific support.

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

We have an established process for identifying TAG students through our district TAG coordinator and have TAG plans developed and updated yearly to meet each student's needs.

Our district offers a myriad of services to enhance the learning of students who have exceeded state and national standards during and after school. We provide enrichment opportunities during the school day. All of our state approved curriculum has enrichment options to be used during the school day. Our secondary students are offered access to College Now courses, as well as accessing classes virtually, and physically at Lane Community College. In addition, this year marks the relaunch of National Honor's Society, with plans for activities and engagement starting in the 2023-2024 school year.

- **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?**

Careers Class: Students are required to take Careers in 10th grade and then again in 12th grade as a part of their course of study. Students research potential careers and post-secondary educational opportunities, as well as complete a Senior Project that includes research and a job shadow of one of the identified careers.

Guidance counseling/ASPIRE: Our counselor and ASPIRE coordinator work together to bring college and career presentations to campus, get students out to those experiences, and make sure that every interested student has been exposed to the opportunities available to them after graduation.

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

All students and families have access to our course catalog on our website. Students are able to forecast for any class they choose without restrictions (other than age) on StudentVUE when forecasting becomes available.

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

Lowell is so excited to continue offering a robust, high quality CTE Health Science and Construction Program of Study. These Programs are preparing students for high wage and in-demand occupations. In fact, Lane County considers these two sectors to have two of the highest projected employment demands over the next 10 years. These Programs are closely aligned to and connect with coursework, certifications and programming through Lane CC and our local workforce partners. All students in construction have access to building of sheds and transitional shelters through the regional construction project in collaboration with Lane

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Workforce Partnership, Lane CC, and local community groups. Our Construction CTE teacher has also participated in extensive professional development that has worked to integrate key technical and academic skills. This project also brings industry mentors to the classrooms, and gives all students equitable access to participate in high quality work experiences that align with the pathway.

As a participant with the Regional Health Science Revitalization grant through Lane ESD, our health science students have had access to CPR/First Aid training, Youth Support Specialist training, and CTE teacher professional development with local industry and LCC Health Science faculty. We also recognize that there is room for improvement and are looking at ways to increase the opportunities for more work-based learning and career connected learning experiences for all students. That's why in this plan we have identified ways that we will reach out to local community partners and continue to participate in the Regional Advisory Committees for both Construction and Health Science.

- **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.**

All students at LHS have the opportunity to enroll in all classes offered here at the high school. Our CTE courses are accessible to all, and can offer college credit through LCC. In addition, students who have achieved levels beyond our offerings are able to take college courses through Lane Community College to challenge themselves. They are able to take these classes on campus, or virtually, and all classes are eligible for both high school and college credit. All of these educational opportunities help to make sure that our students at both the highest and lower ends of the achievement spectrum have access to opportunities to improve their outcomes and be a well rounded learner.

- **What activities will you offer to students that will lead to self-sufficiency in identified careers?**
 - Partnership with LCC CTE programs
 - On and off campus visitations of educational and trade opportunities
 - Continuation of Careers 10 and Careers 12 classes
 - Use of career exploration software in other classes
- **How will you prepare CTE participants for non-traditional fields?**

All students at LHS have access to all of our CTE courses, regardless of background in education, SES, gender identification, or other factors associated with non-traditional fields. Students are actively encouraged to engage with our CTE programs regardless of post secondary goals as a way of encouraging the cultivation of professional skills and encouraging a well rounded education. Part of the instruction in these classes includes frank discussions of field demographics and opportunities after high school. Interviews with professionals in the field help to reinforce the information shared by our instructors.
- **Describe any new CTE Programs of Study to be developed:**

LSD71 has short and long term goals in CTE programs that we will be working to develop over the coming years. In the short term, we will be working on an early childhood education and childcare program, in cooperation with our local pre-school programs. This would fill not only a

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high demand job in our regional market analysis, but also provide an opportunity for our community with the offering of additional childcare programs.

Our students are highly interested in food service and entrepreneurship in our community. Currently we have one local restaurant and one coffee cart. Many hope that our community would be able to provide some additional options for entertainment in our community, and this is a definite opportunity for students in our area that have ideas of continuing to live and work in this area.

In the long term, another high demand position that our community and students are interested in is the opening of an automotive repair program. This type of program is currently beyond the financial capability of our district, however there is a significant interest and the potential for funding from outside sources that would help us make this dream a reality.

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?**

Over the past several years, we have had several community engagement opportunities. While we have continued to stand in the 'inform' section of engagement, we have made an effort to engage our community through increased communication, open houses, and sharing of progress on key initiatives. We continue to have low involvement but will strive for input from students, parents, and community members through surveys. For future engagement activities, we will make an effort to reach out to a wider range of stakeholders through new channels such as community service organizations, parent groups, schools neighbors, federal agencies, and local churches.

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

As we look ahead to improving future engagement in this process, it is important to try to meet our community where they're at. Many of our families struggle to "find the time" to engage with the district's outreach efforts, so we need to look for opportunities to reach our community outside of schools and their homes.

Relationships/Partnerships

Family Resource Center:

Newly provided through the district. Expanding program providing support and training to families at no charge. The challenge is voluntary access, and the commitment of more time.

Continued outreach at community events (athletics, community celebrations, high traffic areas):

Easily accessible, passive effort.

Community partners (local market, coffee stand):

High traffic areas in the community. What is the benefit for them?

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Rec sports league:

Frequent community partner, limited number of students engaged, many of whom are already in contact during other times of the year.

Faith and community centers:

An area that we could improve outreach in.

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

It would be beneficial to have direct communication support with ODE for future communication efforts.

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

Staff are actively involved in welcoming all community members to ensure a safe and welcoming educational environment. We share detailed information weekly through our community communications such as testing, assemblies, weather updates, activities happening in each school, grading, and calendar updates. Every volunteer is to follow the same process and procedure and has access to all communications.

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

Our community charter programs have asked for collaboration and partnership on this plan. Due to a shortened time table, we were able to provide guidance and support, however, this came at more of an “Inform” level of communication and engagement. With a change in district leadership we hope for improved relationships and engagement with the charter programs and hope to bring them into the process as meaningful partners.

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

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- 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 School activities (careers class, forecasting)
 - **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?**

Artifact 1: October Integrated Guidance Community Engagement

[Meeting Narrative](#)

Artifact 2: Board Meeting Agenda

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The Lowell School District used this opportunity to discuss our plan and process for the Integration Plan. This gave the board ample time to discuss our long term goals, outcomes and strategies.

[Link to board agenda](#)

Artifact 3: Community Needs Survey

Although we have increased our communication with the community, we are still striving to reach out for better engagement. With this survey, we learned what the thoughts and concerns are among our parents and community members. It helped us in our guidance for our outcomes and strategies.

[Community Needs Survey](#)

Artifact 4: Family Resource Center Survey

We are currently working on improving our Family Resource Center with an attempt at running monthly meetings, providing extra resources, and gathering data to help support our community.

[Family Resource Survey](#)

Artifact 5: Board Document

Due to an abrupt shift in administration, we did not have the resources or opportunity to administer the engagement or community support that we needed for this plan. The Lowell School Board has increased their involvement in this process and been a huge support. They have helped develop plans and outcomes and are ready to support moving forward.

[Lowell School Board letter](#)

- **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.**

To engage our student groups we focused on two different types of engagement. First, we utilized the family community needs assessment. This gave us a great base as to where we fell with support in the different areas. Because our students' perception of school is related to their academic outcomes, we needed to know how they were feeling and wanted to ask in a safe way. This data provided us with a better understanding of what we needed to do to support our students and families.

Level 2: Consult

Secondly, we held back to school events, family night, and held family resource meetings and surveys. These opportunities were critical components to get feedback from community stakeholders and focal groups about their needs and wants moving forward.

Level 2: Consult

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

We engaged staff during professional development and staff meetings. This allowed for us to work through, and understand, what changes needed to be made, what their visions were, and how things will look moving forward.

Level 2: Consult

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

The results of our needs assessment and survey were very telling of what the community wants to see moving forward. We have always hovered in the Ignore to Inform levels of community engagement and the results proved that. We have, and will continue to, make a great effort to improve that. We will strive to be a place where students, staff, and community members feel safe and heard. Our outcomes and strategies will help improve this.

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

Teachers can't do this alone in addition to their regular duties. Teams will need to work across schools, buildings, and regions to find the resources to build partner networks, create WBL programs, and support students as they enter into these opportunities, and support businesses as they take in and train students. Engage with the Regional Advisory Committee meetings happening in partnership with industry partners, our CTE teachers, and Lane CC by career area.

Our Construction CTE courses are currently working with Lane Community College and our ESD CTEC group to produce sheds and a tiny home in cooperation with St. Vincent Depaul and Lane County. This project has given our students an opportunity to engage in authentic, hands-on construction experiences at industry standard.

Our Health Occupation CTE courses regularly engage with industry professionals with interviews, hands on demonstrations, and job shadowing opportunities, as well as certification opportunities in job ready skill sets (EMR, CNA and other opportunities). In addition, our Health Occ teacher is a part of the Rural Health and Science Educator cohort.

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?**

We helped develop our new teachers by pairing them with mentors. These mentors are veteran teachers who have proven high success in this district. They have supported new teachers with instructional feedback and guidance on educator social and emotional well-being.

- **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?**

Each of our schools have teams in place that meet to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. In our current middle school schedule we have a math and Language Arts quarterly rotating support class that students can move in and out of depending on their academic needs.

We also have a push in model where our Special Education teacher is in with the regular math class to support our students utilizing math IEPs so they are getting regular instruction and specific support.

Our high school team meets to discuss 9th grade achievement in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to the whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

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

The district has created staff consensus on consistent use of evidence-based behavior-management strategies from Restorative Practices or similar. Additionally, a small team regularly engages in behavior data analysis, including disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data. Lowell Jr/Sr High is in the process of re- implementing the PBIS practices.

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

The major change to our Friday schedule recently has allowed us the opportunity and flexibility to rethink how we have done professional development in our district. Currently all decisions regarding professional growth and development have been left to the building administrators, with little opportunity for alignment and collaboration.

As we seek new leadership for the district, our hope is that we are able to implement district level plans, interpreted through the lens of our individual building and staff needs to create a more rigorous and robust professional development cycle for our staff.

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

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Our current approach to feedback and coaching remains in the evaluation process for teachers. Most feedback and assignment of additional training and learning is based on responses to perceived need by administrators or requests by teaching staff. The implementation of a coaching system that codifies current programs such as new teacher mentorship, along with a continuous feedback cycle is a high priority for our district leadership.

- **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?**

At the Elementary level we continue to progress monitor student outcomes bi-weekly and identify students who may be at risk. We collaboratively meet as a team to discuss scheduling, strategies, and steps moving forward. During each transition period, we plan the appropriate steps to respond and support each student's needs.

At the secondary level student data around middle school success, and the transition to credit bearing high school classes are a regular part of our meetings. This, along with discussion of on-track graduation data and interventions based on that information are an embedded part of our practice.

- **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?**

At each transitional level, care is taken to provide ample and clear communication with both parents and students. At the Early Childhood to Kindergarten level we provide a Kindergarten Round-up where families are invited to come to their school to see the building, their classrooms, and meet the teachers. The same can be said for elementary to middle school and middle school to high school, though at each increasing level we try to provide more agency for the student and their engagement in their own education.

6th grade students are prepped for their transition in the Spring by high school student leadership in partnership with instructional staff and administration. Students are taught the expectations of the high school, along with the structure of the day, changes to expectations and are advised of the skills they need to succeed in middle school. This is also the opportunity for students to forecast for the fall, meet instructional staff, and become familiar with the building. This is followed by a staggered start in the fall, providing additional time, reminders and training for students who are new to our district from the Spring.

8th grade students have a similar opportunity in the Spring of their 8th grade year, as well as the fall of their 9th grade year. The key focus is on academic success and progress in high school as opposed to middle school, as all students have experienced building wide expectations and are familiar with high school instructional staff and expectations.

For the transition from high school to post-secondary, our ASPIRE coordinator and counselor collaborate to provide many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college visits multiple times to

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provide early enrollment opportunities. We additionally participate in local programs that provide additional information and enrollment opportunities in trade and CTE based programs.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
[MVA](#)
[BCA](#)
- Equity Lens Utilized (above)
- Community Engagement Artifacts (above)
- [Longitudinal Performance Growth Targets](#)

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.