Applicant Official Name: Fossil SD 21J

Link to plan on applicant website: www.fossilschools.com

Application Set: District Independent Charter NO CTE

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

We have been engaged for the past three years in the use of our SIA funds to get our pre-k – 4th graders the support and skills they need to be at grade level in reading by the end of the fourth grade. We have had good success in moving children forward in their reading comprehension, fluency, decoding, and prosody. ALL students have shown and demonstrated growth. Many still are not at grade level. COVID has had an impact on a limited basis to stall our progress, not stopping it; just slowing us down in where we want to be. Our date sources have been SWA, classroom assessments, mainly Easy CBM, and our focused Title 1 assessments with those Title 1 students. We have Quarterly meetings with our Student Success team/School Improvement team/Leadership team to discuss each students progress. We are a very small school district so our one team covers many areas in support of the students and the district. Teachers collaborate and share information on students transitioning from grade to grade. In our past work and our current work, the needs assessment continues to show us that we need to continued focus on early years' literacy. We are always focused on equity! The historically underserved students in various ethnic groups, we simple do not have in our 60 students in grades K-12. Our county and community is the lowest median income in the entire state. A very high percentage of our students are low-income. This is the third needs assessment we have completed since the fall of 2015. We became a Title 1 District in the 2015-2016 school year to start to allocate our funds to early childhood literacy. Our goal of course was to improve comprehensive reading. We know that being able to comprehend content reading in the 7-12 grades is the key to students learning in these grades and therefore passing classes and graduating high school. We discovered in 2015-2018 we were working very hard at the upper grades with students that were not at grade level in reading and therefore content comprehension was suffering. Staff worked hard to get these students through to graduation. (We have a very high longitudinal graduation rate). So our resources were directed at hiring instructional assistants and getting them trained in supporting teachers in teaching all components of reading. We have had good gains. We are better than where we were in 205-2018, but we are not satisfied. See our plan moving forward with the funding for Aligning Student Success.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for

all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

SIA Funds: As has been our focus for the past three years and this school year again (2022-2023, year 4) we have committed our resources toward early childhood literacy. Our needs assessment showed that we had a significant number of primary students well below grade level in reading. Not to mention also struggling in math. Our team made the decision to focus on reading at the primary level. We have focused on getting every staff member, teacher and IA's alike, trained in the Orton-Gillingham approach to structured literacy and the science of reading. We have invested time sharing this with our families and our school board. We have taken the time to show our families and our board the exact methods of the actually teaching that will occur with our students. We have held parent nights to train them and ask them to reinforce these methods at home when reading with their child. Our monitoring system is a series of local assessments given in the fall, winter, and spring. We track each students progress, Share results and successes with the students, parents, each other, and the board. We also, use the SWA from year-to-year to see the progress we are making and monitor and adjust accordingly.

HSS: We have focused for the past four years on inspiring and encouraging our high school students to take college level courses through our partnerships with various community colleges within our region. We use the funding to pay their tuition and we do multiple site visits to many community colleges and universities in our region with this funding as well. These are the only 2 funding areas of the new Aligning for Student Success that we apply for and receive. We believe we have focused each source of funding exactly where it best serves our population.

Equity Advanced

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

Our size means that staff members become close with students and families which allows for us to know about aspects of their situation that will impact their learning. This also means that we can make changes that increase equity across the board within a short time frame. This means that even if a student is experiencing inequity in some way, staff works hard to address this so that the student can be their best self. Beyond this, we are in a financial situation that is unusual for rural schools which allows us to take action to help students based on the knowledge we've gained.

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

Despite our size, we have a heterogeneous group of students that experience a plethora of equity and access issues. Here is an incomplete list of these needs: mental health issues of students and families, food insecurity, poverty, housing insecurity, lack of adequate housing, lack of adequate healthcare, family instability and crises, racial, gender, ability micro aggressions, access to technology at home, gender differences, inconsistent staff, generational educational underservice, learning disabilities, physical disabilities, mental disabilities.

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

Our leadership team discussed the Oregon Education Investment Boards equity stance and document. Equity is at the center of all we do in the Fossil School District. As we went through our process we were sure to have that document handy and refer to it as we went along.

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

We feel really good as to our impact of the use of funds on your focused students within the A.F.S.S grant. We have been using these funds for several years on our lowest performing students, whom are all in the student focal group of coming from low-Income families and families with not many resources. Many of the students in our small school district were and are several grade levels behind. We have hired several new Instructional assistants to work with these students on improving their skills. The data has shown that although all students are gaining on their individual goals of getting their reading to grade level, many are not there yet. But they ALL have improved.

1.5 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?

As a very small school district we have very limited numbers in certain focal groups. During our   meetings and discussions our main focal group that keeps coming with our students, is families   and children dealing with poverty. Our district is currently doing very well financially. With that said, about three years ago our school board made a decision to feed ALL OUR STUDENTS for   free. We were and still would be about 75%-80% free and reduced lunch. The outcome of this is   takes the stigma away from those children that might have some worry or embarrassment of   being on free lunch. Now all kids are the same. It has been a great move for us.

1.6 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?

Being as small as we are, we know all our families and the ones that are dealing with poverty or family issues. Our staff does a tremendous job of making sure we communicate and collaborate with our families and support them with an issues that arise and if they want support, we can provide it for them. Administration meets quarterly with our current Homeless liaison and as needed we reach out to these families and get them any support they might need. As for a policy, we have a homeless student board policy as well as an appointed homeless student liaison. Our procedure is our quarterly meetings as well as individual teacher keeping connections with their families.

Well-Rounded Education

2.1 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).

As we are in year 4 of our focus on early childhood literacy, our approach, methods, and trainings have mostly been centered on getting ALL STAFF trained in the Orton-Gillingham system derived from the knowledge learned about the science of reading. This a structured literacy approach that is sequential, explicit, and multi-sensory. Student skill development is focused on decoding, fluency, and comprehension. At this time, we have used the majority of our resources and training on our primary grade students.

2.2 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?

As a small school district we do to have the critical mass of students to offer a variety of these types of classes. Each teacher does some form of art within their class. In various years with, with student interest, we will have a Music class or an art class. We do offer Industrial arts each year in Wood and Metal shop. Every other year we take a week and work with Missoula Children's Theater and put on a play. In opposite years, we take a week and have an Artist in residence program. Next year 2023-202 we will be doing Ceramics. This year we are hosting Missoula Children's Theater.

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

Being a rural district means that many employees take on multiple roles within the school. To ensure that our students have access to library programs, we partner with the Fossil Public Library for summer reading programs as well as short term programs during the school year. At the elementary school, one of our instructional aids fills in for library time for the elementary students. Our librarian, who has hours outside of the school day, works tirelessly to provide high interest texts for both the elementary and high school students by connecting with teachers at each school to gather information about what the students want to read. She also networks through social media with other librarians and book lovers to see what trends are happening in the book world and assess whether these would fit at our school with our particular situation. Staff puts on reading challenges through the library whether that is OBOB and OBOB teams or challenges that are based on the number of books read, genres, etc. Libraries are shifting and changing with the times, but reading is reading and it is still important to the education of all students.

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

Our schedule ensures both time to eat and play. We have a full breakfast that is free for every student to start the day. We start serving at 7:30 each morning with the HS starting at 8:00 and the elementary students can eat from 8:00 – 8:25. Elementary students have morning recess after they eat, before school starts at 8:25. Each teacher takes their students out for a little

movement/recess break at some point either in the late morning or late afternoon. Every Class has PE each day in grades PK – 12. Our Pre-K and kinders get 20 minutes of PE every day. Our 1-6 students get 40 minutes each day and the 7-12 students get 57 minutes of Physical education. Each class gets 35 or 40 minutes for lunch.

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

Our K-12 NGSS-aligned Science curriculum incorporates STEM projects. Since all elementary classroom teachers and the middle/high school science teacher uses NGSS as our guide for lessons and units, critical thinking, cross-disciplinary content, and inquiry are embedded in those lessons. Most of our teachers are connected with the Columbia Gorge STEM Hub and stay current on STEAM events and projects through that organization as well. Some teachers take STEAM training as part of their professional development, including the STEAM Leaders program offered by Columbia Gorge STEM Hub. The elementary school does a school wide engineering project at least once every two years. STEAM instructional practices are an instructional norm for the educators in our district as it aligns with our charter and school wide educational philosophy.

2.6 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.

Over the course of the past couple years we have done several needs assessments and our CIP. In these processes each teacher has written and turned into the administration their scope and sequence for the subjects they teach. During curriculum adoption we match the standards with the scope and sequence when deciding which curriculum adoption we choose

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

This was a difficult question for our team to answer. We find the word ensure to be a very hard definition to meet these most important components of teaching in the classroom each day. Certainly, each teacher's goal and each administrator's goal, is to seek the rigor and engagement necessary to challenge all students. However, teachers also try different methods or a new idea and sometimes there are days in the classroom where we miss the mark. The important thing is that administration and teachers are on the same page and continue to communicate and support these high ideals of rigor for each student to reach and achieve their maximum potential.

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

We have supported, coordinated, and integrated early childhood education programs by integrating the preschool into our school district. It can't get much more integrated than that!   Besides the curriculum choices they make and the requirements they meet through Head

Start and pre-school promise, we always offer curriculum choices to them when we adopt
something that goes down to the preschool level--e.g. Handwriting Without Tears,
Haggerty   Phonemic Awareness.

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

We have had in place for several years a parent and student evening as students' transition from the elementary to the junior high. That same evening, we do the 8th graders and their parents and go over all that the high school experience will be. We might run the incoming 7th grade orientation at 6:00 pm and the incoming 9th grade orientation at 7:00 pm. We hand out our student parent handbook, introduce all staff, and they tell a little bit about themselves. We talk about course offerings, diploma requirements, scholarships, activities, and athletics.
The Principal with support from our new counselor, develops the child's 4-year plan and profile and we meet with the parent and the student individually each fall to explain where the student is in their progress. In the student's junior year, we begin the conversation about what is next after graduation. As we are so small we can meet and discuss multiple times with the students and their parents and get them the support they need as they plan for life after high school. We also take many trips throughout their high school experience to various colleges and universities in the region. This at least gives our rural/frontier kids exposure to life outside Wheeler county. We are proud of these programs and the effort we make to help our students transition.

2.10 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?

At the current time we do not have a CTE program. We have less than 75 students in our district, PreK-12th grade. Currently, we have less than 20 students in our high school. We offer students the opportunity to take online CTE classes. Some students do sign up for these classes, not many. We also have a very few students in the various focal groups. Our largest focal group is economically disadvantaged. In regard to the support we give to students who may not be meeting standards, we have a student support team (SST) that meets weekly or biweekly as needed to discuss students' progress and what interventions they may need. We have teams in place at both our elementary school and our high school. Our elementary staff use classroom assessments 3-4 times a year to track student progress in reading and math. We use this data to determine the type and depth of intervention needed. We have a full-time Reading Specialist/Title 1/Dyslexia Expert whom is current seeing 20 students for individual instruction or supervising their learning with other staff. At the high school, grade checks are done each week by the counselor and we have after school homework club to support students and keep them on track. All this is monitored and checked through our SST teams. In the past 4 years, with a heavy dose of these tasks, we are starting to see our elementary students improve their reading significantly. We are committed to staying the course. One of our goals is each 6th grader that transitions to 7th grade will be at or near their grade level in reading.

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

If we were to have students that exceed state or national standards we would have enrichment activities that the child would be involved with choosing. We want to collaborate with the family and let them guide us in what might be of interest to each individual student.

Currently we haven't had a student reach these bench marks. We have some students who do very well, but not exceeding. This year at the elementary school we have started to do some pull-out enrichment activities with our top students. We are trying to do this once a month and group our classes. The 3rd- 6th graders would be together with 1st - 2nd students from each class. NOTE: Remember we are very small so our grade school has combined classes, 1 and 2 together, 3 and 4, 5 and 6. So These enrichment groups with our top kids might only have 4-8 students. Again, we have no major groupings of the various student focal groups, except for our low income families.

2.12 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?

As we do not have a CTE program and the fact we are so small, we use online CTE courses through Edmentum. The building principal and counselor meet with each student to discuss all their options in scheduling and class offerings. Our English teacher and counselor work together to set up all 7-12 students in the University of Oregon supported CIS program. A graduation requirement for seniors is is a career exploration project. They research three careers, go on job shadows, research education needed, the colleges that have those educational paths.

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

The building principal, counselor, and class advisors all encourage students to take a work study experience. As of the last few years we only get about a half of our students to experience this opportunity. Some parents don't' want their students working during the school year. Many are involved in athletics so that takes a lot of time away with the travel we have here in central eastern Oregon. The FSD has a summer work program through the Oregon Youth Conservation Corp. Every student aged 14 and above has access to this program if they so wish.

2.14 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.

One of our really important additions in the past 5-6 years has been the mandatory graduation credit for senior English. All Seniors will take Writing 121 and 122 through our partnership with Columbia Gorge Community College. Also, every Junior and Senior are encouraged, and supported in taking other college level courses, I.E. Spanish, Health, US History, Psychology. and others. We belief these opportunities and experiences help the students improve and advance in all areas of their educational development; I.E. Study Habits, time management, vocabulary acquisition, technical skills, accountability, and collaboration to name a few.

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

As has been stated before in this Application we offer multiple opportunities for College and career exploration, as well as counseling guidance and academic support. The following is a list of the activities we do in support of our students having the best high school experience they can have in a small rural school district.
1. CIS begins in 7th grade
2. We take 12 field trips to various regions in our state and 3 national trips with all students 7-12. (2 week long trips each year) Our Natural resource charter focus is on introducing students' to all employment industries and careers under the umbrella of natural resources.
3. Each trip offers at least 2 career site visits and 1 college visit. We try and do more college visits on the trips, but schedules don't always work out.
4. Work study access
5. Senior Seminar Career exploration project and presentation.

Engaged Community

3.1 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?

As stated before, we are in year 4 of our focus on early childhood literacy. I would give us a solid B on our engagement, and I would say we are right in the middle of the river paddling downstream in our attack of successes and goals, both with engagement and our goals. A Barrier we face is the limited number of parents that want to attend our engagement sessions and give us feedback on what they want to see improved. A huge majority of the limited surveys we got back told us to just keep doing what we're doing. My child loves coming to school, we love our school, we think you guys are AMAZING.

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

We already have many strong community partnerships. Our school engages with: the senior living facility—Haven House (service projects, singing, delivering Valentine's, reading buddies); the local food pantry (conducting food drives); the Fossil Public Library (distributing monthly library newsletter, having librarian engage with students through story time, sharing library card applications, showing middle school and high school students how to use Libby); local businesses—the bank, store, and post office—for displaying student work; local businesses and community services (the bank, the volunteer firehouse, etc. for mini-field trips for elementary social studies); the bank comes into the elementary school to teach about saving; the clinic comes in to do dental screenings and teach dental hygiene; the county 4-H program works with classroom teachers on projects and the school is working to use our additional outdoor space for students to house and care for 4-H animals; and the Chamber of Commerce (participating in the community-wide clean-up) to name a few.

In a small town the health and vibrancy of the community goes hand in hand with the school. The community and the school are intertwined. The reality of small town living is that people are active in multiple organizations and agencies, so the same people on different organization's boards are also the parents, grandparents, teachers, and board members of our school.

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

Engagement for us with our 80 or so families is difficult.

Not that they are not engaged, but many of them do not understand all these programs coming down from the state and they do not want to attend meetings where they have to discuss or given input on topics they don't understand. Our community expects the Board, Superintendent, and staff to handle these topics, issues, and tasks. From the surveys we sent out, 80% of those returned indicated that they love our schools and want us to keep doing what we are doing.

However, I think community involvement is important at any ADMW level. It happens to be one of our strengths that we are intertwined with the community. It just happens organically. I wish ODE would consider rethinking the need for community members to be part of the decision making process in such small communities.

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

All staff have created student centered classrooms and a welcoming school culture. All members of the community are always welcome in our schools. We address this message and desired outcome, with all staff, of being open, caring, and transparent with our community. Staff are warm, welcoming, and always greet visitors to our schools with a smile and a helping attitude. We do not have a separate charter school. To start school each year all staff take several online courses, one of which is focused on anti-racism / discrimination.

3.5 If you sponsor a public charter school, describe their participation in the planning and

development of your plan.

NA

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

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students with disabilities

Licensed staff (administrators, teachers, counselors, etc.)

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students with disabilities

3.7 **How were they engaged?**

Community group meeting

In-person forum(s)

School board meeting

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

3.8 **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?**

We choose these artifacts because we are a small school and we only needed to submit two artifacts. We had a Title One Fun Night with our entire Elementary and we discussed the process the district was going through to meet the standards assigned by the state with the Aligning for Student Success Act. We handed out the survey and got a small percentage returned.

3.9 **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.**

Being a school district that serves less than 75 students with our integrated guidance funding, it is difficult to find focal groups to focus on. As has been stated, our most prolific focal group is students and families in a lower economic situation. In regard to our high school success funding one of our goals was to meet with our high school students and present them with all the things we have been doing for them with HSS funding, i.e. field trips, paid college classes, college visits etc. We wanted to hear from them if this was enough. Their responses were things were great. So in summary, two of the strategies used were our survey, which was giving to students, staff and parents/community, and our interviews with high school students. These strategies fall on three levels of community engagement, Consult, Evolve, Collaborate. We have a very difficult time believing our community will join us to "DRIVE AND OWN THE WORK" We have a predominantly blue collar, hardworking community. Their viewpoint on most things schooling is "THAT IS THE SCHOOL'S JOB" They expect us to do the heavy lifting; they will support, but not much further engagement or ownership on the direction of the school district. That is simply the plain truth.

3.10 **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.**

With staff we asked them to fill out our survey (strategy one). Even with staff we got less than 50% response. They simply don't see the need for this whole process or how any of it effects them in what they do in the classroom each day. They were invited to our community work sessions and presentation of the Aligning for Student Success booklet from ODE. Each staff member had an open invitation to serve on or come and give input to the integrated guidance leadership team, no one came. We are truly an unbelievable little school district. We have exceptional teachers and staff. We all work harmoniously with the administration to ensure ALL STUDENTS are getting all the support they need as Maslow would guide us on. We all are rowing the boat in the same direction; take care of the student, the whole students 'educational, emotional, and physical needs. As I would rate the Fossil School district on the engagement continuum for staff engagement, we are hitting level 4(Collaborate) and 5 (Defer) more often than not.

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

We learned that we are right on track. Staff, parents, and community alike really love what we have accomplished and what we do for their children each and every day. We also recognize this is not a sprint, it is a long marathon. Still much work to be done to get each student the skills they need to be successful in school and beyond

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

We currently have about 5 businesses in town. Each year we ask them if they would be interested in having a work study student. If students are interested, we set them up with the company of their choice. A goal we have often discussed is to make a work experience a graduation credit. Our team feels this would help us in connecting with our community more as they would have a role to play in each students high school experience. Still to be developed.

3.13 If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

As we are so small and live in a very isolated region in our state, often times it is difficult to attract candidates to apply for job openings with us. However, about four years ago we started a "Grow Your Own" program to recruit staff to be employed with us. We put funding into paying for education for local community members that we recruited to become teachers and also, recruited IA's to become teachers. We are paying for all of it. So far we have over 20% of total staff recruited locally in the last four years. Several staff would be considered in focal groups that are hard to represent especially in a small rural Oregon community. We are proud of the work we are doing in this area.

4.2 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?

In small school districts, staffing can be a challenge at times. Putting a highly qualified, effective, and caring person in our classrooms is a must for all students. As stated previously, our largest population of historically underserved populations of students is economically disadvantaged. Second most is our students in on our special education program. We have few students of color. We work diligently in hiring and training all staff to be certified in their respective field they're assigned to teach. As a virtual Charter District we do have a few registered teachers that work in our elective programs. In our elementary school and in our high school, each classroom teacher and

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

The truth is we are so small, and our respect and safety culture is so strong, we have literally no discipline issues. In my tenure the last eight years as the lead administrator we had two suspensions.
The community and kids love their school. It is a safe and wonderful place to come and learn and be supported.

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

Professional growth is an individual focus and commitment to support our staff in whatever growth area they want. We believe in differentiated PD. The days of sitting and listening to outsiders coming in and 500 teachers gathered in a gym or auditorium to sit and get the latest mumbo jumbo is not a part of the Fossil School District Culture. Each teacher is asked to present us with a professional growth area each year and we work with them to find the tolls, resources, and time to get them the trainings they desire. But, truly, the majority of staff have latched onto our work in structured literacy and are seeing the benefits and growth of our students, so the Orton-Gillingham approach has been our big focus in PD.

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

This has been our exact focus the past three years in getting all our IA's trained in the Orton-Gillingham approach. We are flat ROCKING IT IN THIS AREA!!

4.6 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?

In our elementary school, with such small class sizes, our teachers are able to monitor student progress very quickly. If a student seems to be struggling, we have a referral system that our SPED teacher and aides and our Title 1 specialist start the observation process and some deeper diagnostic assessment to see if the child might need further support in the classroom or in a different one-on-one setting.

4.7 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?

To assist in the transition of students from pre-school to Kindergarten, we host a Kindergarten Round-Up in the spring of each year. This allows children and their parents to meet the Kindergarten teacher, see the new room where they will attend, and ask any questions they might have. Similarly, we have a student/parent meeting for incoming
7th graders and incoming 9th graders. We hold this each spring. We call it "Getting You Ready for the Next Phase" At these meetings in the spring, students and parents get a better picture of how the students' school life will change in the new grades. Expectations of attendance, academic rigor, activities to get involved in, athletes to participate in, and all standards needed for success in the middle and high school years. We use part of our HSS funds to travel to various colleges and community colleges in our state to show kids the opportunities they have post high school. Our Counselor and class advisors work with kids on career surveys and scholarship essay preparedness. Each student and their parent meet with the counselor each year to discuss future plans. Many of our students take advantage of the Oregon Promise.

Integrated Application Template (Optional)

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
    - o The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you 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.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

Integrated Application Template (Optional)

True

Any additional links provided by the applicant

www.fossilschools.com

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Name of person submitting application: Jon McMurray

Email of person submitting: jmcmurray@fossil.k12.or.us