

Equity Advanced (250 WORDS OR LESS PER QUESTION)

1. What strengths do you see in your district or school in terms of equity and access?
 - a. Our strengths lie in the fact that as a district we have made equity a high priority throughout the district. We have worked with several individuals to learn about equity. The areas that we have focused on are trauma informed practices, race and gender equity, the culture of poverty and LBGQ+ training for all staff members. We have also involved our community and school board members through this process. Wested.org is another organization that we collaborated with. This group has facilitated a series of trainings with our CTE staff revolved around research informed equity in regards to course taking through professional development. Some of the key concepts were:
 - i. Establish working agreements and protocols to support deep and authentic engagement
 - ii. Introduce and begin applying a framework (3 core tensions) to support individual and collective inquiry & reflection when grappling with racial inequities
 - iii. Explore a framework for understanding how beliefs, policies, and practices contribute to opportunity gaps (i.e. deficit thinking, needing to get a recommendation from a teacher etc.)
 - iv. Explore the role of color-evasiveness in contributing to racialized inequities
Examine the difference between opportunity and access
 - v. Introduce key aspects of culturally responsive data literacy – what counts as “data?”
 - vi. Become familiar with common quantitative measures of disproportionality (Composition Index, Risk Ratio, Relative Risk-Ratio)
 - vii. Analyze data
 - viii. When do disparities in course-taking show up?
 - ix. Enrollment data through the lens of disproportionality
 - x. Examination of data by student group/focal group
 - xi. Develop 2-3 advanced coursework equity goals that can be progress monitored
2. What needs were identified in your district or school in terms of equity and access?
 - a. The review of state data shows that we need to look at access issues to students with special needs and those in poverty in our advanced classes. Our data shows that we need to focus our conversations around white students in these two areas.
3. Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.
 - a. Yoncalla School District equity lens was a central component of every aspect of the development of building the Integrated Guidance. The document was used and posted at the beginning of each meeting. Also, the document was used throughout the finalizing of the budgeting process. It helped the team focus on making sure that we continually highlighted the needs of marginalized groups.

Because we are a small school, most of the data breakdowns by ethnicity do not equate because of the lack of numbers in each category. The areas that do equate are special education students, students living in poverty, and CTE advanced course enrollment. These subgroups were the focus of the data

review including socio-emotional outcomes. In addition, through the community engagement process, we have asked who authentically engage with and how could we engage better now or in the future. This is an ongoing conversation on all things that we plan for the district.

As the Integrated Guidance plan was being developed, the Site Council, our parent leadership group and district leadership reviewed funding priorities to ensure that money was being prioritized in areas to better support success of our historically marginalized subgroups. The review process included carefully analyzing data to ensure the district is allocating our current and future funding streams in evidence based programming and community driven strategies.

4. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
 - a. Our student, staff, and community data has established several very clear priorities for these multiple funding streams. We must increase the academic achievement of our elementary students in reading and math.

The addition of a PreK-6th grade transition specialist will help guarantee students successful transition through the elementary grade levels up to middle school. This person will also align curriculum for the 3rd grade state reading and math assessments, and ensure teachers are provided with high quality instructional practice trainings.

The addition of an afterschool program at the elementary school will help to support our reading and math goals along with supporting the direct instruction of those with attendance issues.

Adding funds to support summer learning for grades K-6 will help to bridge the gap with summer learning loss. This strategy will help to improve reading and math skills throughout all grade levels at the elementary school.

Adding a credit recovery option for high school students will help improve graduation rates and freshman on track. This will also increase our final graduation rates.

Adding a behavioral intervention specialist will help with the behavioral issues throughout the district will help staff learn behavioral intervention strategies for working with students in poverty. This strategy will help to improve test scores and graduation rates throughout the district.

Finally, the CTE improvements that we continue to make at the high school have improve our abilities to offer electives that are important to our community. This investment, including dual credits, will help with our attendance and graduation rates moving forward.
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?
 - a. Risk factors for a small rural school are always based on funding and sustainability. A few of the questions or concerns that have been mentioned throughout this process by students, staff, and parents are:

- Transportation-Do we have the funds to transport students to our local community college for dual credit access? Do we have the vehicles to transport our elementary students who are taking part in our new after school program? Can we transport students K-12 during the summer?
- Funding-Do we have funding to make sure that our summer learning program will happen in the future, or is this a one summer deal?
- What happens if our county is not able to provide ongoing mental health supports? Can we get someone from another county?
- Are we able to continue to support our CTE programs to increase accessibility? There is a worry that the state is going to cut some of the High School Success funds, and the district may have to cut the programs that have been brought back with the latest influx of funds.

To sum this up, the risk factors that have been talked about revolve around accessibility. Being in an area that is high in poverty and students who live with trauma, parents are worried about their children getting to and from the school. This is even more concerning for our special education students who are one of the focal groups that we are concentrating on.

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?
 - a. The following policies from the Yoncalla School District all deal with homelessness of students:
 - i. ACB-All Students Belong
 - ii. JECBD-Homeless Students
 - iii. JECF-Interdistrict Transfer of Resident Students
 - iv. JEC-Admissions
 - v. EEA-Student Transportation Services
 - vi. IGBAG-Special Education-Procedural Safeguards
 - vii. IGBA-Students with Disabilities-Child Identification Procedure
 - viii. IGBHE-Expanded Options Program
 - ix. IGBC-Title 1/Parent Involvement
 - b. We also pay for all needed schools supplies for all students in the district. We also have a care closet at both of our schools to help with clothing and personal care items. In addition, we have universal free breakfast, lunch and snack to support our students who experience food scarcity. Finally, all books and supplies are covered for those students in the dual credit program.

CTE Focus

1. What strengths do you see in your CTE Programs of Study in terms of equity and access?
 - a. Programs that interest students-We have done a good job looking at and acting on our IRRE data from students. They have wanted a culinary program for a number of years. We have added a culinary program and hope to get this program certified moving forward.
 - b. All students are offered and encouraged to explore each program of study. Classes such as shop, engineering, culinary arts, art and welding are all offered to students as electives.
 - c. No students are discouraged to participate in CTE Programs of Study. There are no rules or policies that prohibit students from taking a class that they wish to take part in.

2. What needs were identified in your CTE Programs of Study in terms of equity and access?
 - a. Providing information to students and families is a weakness. We are currently formulating ideas to rectify this issue.
 - b. Explicitly identifying how the CTE programs relate to future career opportunities for all students post high school and two/four-year college. This expectation will also take place when communicating with parents about opportunities in CTE areas.
3. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
 - a. Students begin to explore the programs in middle school with culinary/home economics in grades 7-8 and into to shop in grade 8.
 - b. Being a small school, students are encouraged to participate in at least one class from each program of study to identify if it interests them.
 - c. We have one day each year where we do college visits and visits to career opportunities in the area. These opportunities are designed to encourage students to take classes in high school that relate to their interested career.
4. 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?
 - a. Our student focal groups are students of poverty, indigenous students, and students with disabilities. As we encourage all students to participate in at least one class from each program of study, all students from each focal group is given the opportunity to participate.
 - b. Students with disabilities, including those who have intellectual or physical disabilities, are paired with an instructional assistant to support their learning in the program of study as the skills learned from these classes often connects with their community based learning.
 - c. Due to a high population of students from a low socioeconomic background, no class fees are charged to participate in any program of study and the school support supports students with meals on day long trips
5. 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?
 - a. All students are encouraged to take CTE Programs of Study. Students meet with the Dean of Students at least twice a year and their Grade Level Advisors at least once a year to discuss their interests and future careers. Those interests are documented and students are told of all CTE Programs of Study.
 - b. All students in grades 11 and 12 are enrolled in Careers and Senior Success. Each of these classes partner with the School to Career Specialist of Douglas ESD and with Recruit Hippo to create additional awareness of job/career opportunities
 - c. Guest speakers from various career industries are brought in to speak and meet with students
 - d. A career and school is highlighted each month
 - e. CTE Programs participate in Career Connected Learning experiences with visits to local companies and schools related to their CTE Programs of Study during the school day and after school hours. Transportation is always provided to students to experience these visits.
 - f. Students attend career fairs/trade fairs such as the Southern Oregon Trades Fair, the Oregon Women in Trades Fair, College Fair at Roseburg High, Fire School, and more...

- g. College visits as part of Eagle Exploration to various two and four year Universities, emphasizing student interests and trades/apprenticeship programs in community college visits.
6. How are you providing equitable work-based learning experiences for students?
 - a. All students in 11th and 12th grade are enrolled in Careers and Senior Success. Each of these classes partner with the School to Career Specialist with Douglas ESD and Recruit Hippo.
 - b. Student related program costs are covered for work based learning experiences for students like that of Fire School and various trades fairs across Oregon
 - a. All high school students, ages 14 and up, are presented with the opportunity for paid, hands-on learning and work experiences (hard and soft skills) through a partnership with Glide Revitalization, helping to clear smaller plots of land of debris and vegetation in preparation to replant native plants and trees for families affected by the Archie Creek Fire on non-school days and weeks. Food, clothing, tools, and transportation are also provided for any student wishing to partake. Coordinator also helps students prepare their paperwork for employment and obtaining of employment related documents such as birth certificate.
 7. 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.
 - a. We do a lot of cross curricular learning, especially in mathematics through the offering of Algebra for the Trades and Financial Algebra.
 - b. Natural Resources classes integrate math and reading skills into labs
 - c. Dual credit courses offered at the high school level in the building, offer students more time to digest the heart of material taught compared to classes taught at the local community college. These courses are taught over a semester or yearlong compared to trimester, providing for a greater depth of knowledge.
 8. What activities will you offer to students that will lead to self-sufficiency in identified careers?
 - a. All students in 11th and 12th grade are enrolled in Careers and Senior Success. In these classes, students are required to create a plan A-D in both Career and College directions. In these classes, students begin with the foundation of resume writing, interview skills, learn financial planning/budgeting, experience various 'real life scenarios' based around their future careers, learn interview skills, create resume's and cover letters.
 9. How will you prepare CTE participants for nontraditional fields?
 - a. HS AVID class, Careers, and Senior Success highlight nontraditional fields for students to explore.
 - b. Strong promotion of trades based careers for women, minorities, and low income families
 - c. Highlighting nontraditional field opportunities provided by grants or other funding targeting career specific minority groups.
 10. Describe any new CTE Programs of Study to be developed.
 - a. Agriculture CTE
 - b. Future Farmers of America

Well-Rounded Education (250 WORDS OR LESS PER QUESTION)

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).

- a. The Yoncalla School District believes in a systems approach to providing a well-rounded education. Staff understand that children enter school with diverse lived experiences; therefore, our earliest years focus on ensuring students have the opportunity to develop strong foundational skills necessary for later academic success. Strategies include honoring their different learning styles. Ensuring they are supported in developing adaptive social skills and self-regulation skills as well as fostering curiosity, stamina and a growth mindset. We also understand the integral role parents and community play in supporting success, both in school and in life. We honor families as contributors to learning by ensuring they are welcome and can participate and learn within the school building. Parents are invited to join committees and groups that directly impact leadership. In addition, parents have opportunities to strengthen skills in supporting students at home through activities like parenting classes and easy access to teaching staff.

At the preK-3 levels, we focus on the whole child. This includes a variety of educational structures such as safety, social growth and physical health, and support that centers around emotional and intellectual care. Strategies in grades 4-12 includes universal implementation of the AVID (Advancement Via Individual Determination) program. This supports a safe school culture, maintains rigorous expectations for teachers and students, and prioritizes collaborative learning in classrooms. Avid also prioritizes providing a variety of diverse elective experiences, strengthening interests and abilities in students. In addition, electives support college and career readiness; sparking interest into potential career paths.

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?

- a. The Yoncalla School District offers a variety of integrated activities for students, PreK-12 grade. Activities at the elementary are grounded in art and music. Although the school district budget does not allow us to hire a full time music or art instructor, we have the opportunity to work with staff and community to support music and art opportunities. In addition, art is embedded into classrooms as a trauma informed approach and SEL strategy. Our goal is to hire a full time, certified music instructor to provide choral and band opportunities for all students, K-12 grade. At the middle school/high school level we do have a separate class for art. We do not have music as it was cut three years ago. Our drama offerings happen every other year for students. Our focus at the middle school/high school level is more on the STEAM classes such as shop, culinary arts, engineering, and automotive.

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

- a. Like many small rural schools, the library budget has been slashed throughout the years. To ensure that students have access to a strong library program the district has prioritized investing in books that are relevant and interesting to all the students. In the elementary school, each classroom has the opportunity to access a general library and each class has an extensive classroom library that children access at will. Students are also given the

opportunity to access E Books. We have also found ways to collaborate with our local public library and their librarian to spread the word that the library is accessible to all students. Students also have access to purchasing books through the school library along with a book reading contest called Battle of the Books. We have also spent money through grants to update the furniture in our libraries' to be more inviting and student centered. Working with parents, we also host a variety of events promoting the importance of reading and distributing books to families that do not have an adequate home library.

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

- a. Every student at the Yoncalla School District is given multiple opportunities throughout the day to have access to food and adequate time to eat. Currently, all students are served breakfast and snack in their classrooms; teachers are able to monitor and support healthy eating habits and allow for students needing a bit more time. Lunch service is in a typical cafeteria, but class sizes are limited and staggered, so students have a longer allotted time for eating. Because we are a smaller district, we are able to allow adaptations to cafeteria schedules if a student needs additional time. We serve a breakfast, lunch, and snack and extend our cafeteria and serving hours to meet the individual needs of students that may miss general serving times.

To address the growing need for food support outside of school hours, our parent leaders have provided access to nonperishable food items for students and families to access. Families are also provided with local resources and community agencies that prioritize nutrition education and food resources.

Regarding adequate time for movement and play, the district follow the State of Oregon physical education guidelines. Currently, funds used within the integrated guidance will be used to help support physical education at the elementary level. ALL students at YSD are fed and given time for movement and play throughout the school day.

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.

- a. Project based learning can be observed throughout the entire district. At the elementary level, you can see it with the integration of art during math and reading time. At the middle school/high school level it can be very similar, however, at the high school it is expanded into out E-car class, automotive class and our culinary class. The goal of project based learning throughout the district is to allow students to gain knowledge through working on a project for an extended period of time and to question and problem solve the complex issue that can arise. Our students are given the freedom to explore real world problems to help develop a richer understanding of the task at hand. A few example of this would be our E-car class and our engineering class. The E-car class builds an E-car from scratch. It is a collaboration with the science and shop students. They interact and discuss the reasoning behind the process that each one would use through simulations before building. The engineering classes uses projects such as rocketry and the building of model bridges to do something similar.

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.
 - a. Within the Yoncalla School District, the process for textbook adoption each year is set to maximize community interaction and feedback from the staff. Once we receive the state board of education recommendations based on the criteria and guidelines set by OR. REV. STAT. § 337.075, we begin the process by sending a group of staff members, usually a mix of teachers and instructional assistants, to our local ESD to review the current list of materials. This process begins in October. By November, the group narrows down the list to three selections. These selections are brought before the Site Council. This group is made up of certified staff, classified staff, our local parent group, and our Indigenous Education group. The Site Council puts out information about the textbooks and lets the public and Board know that they are on display for the public to view. After gathering comments from the public, the Site Council makes a final decision on the adoption in February. This decision is passed on to the school board at the March meeting for approval. In late March the curriculum is ordered and professional development is traditionally set for late June and early August.
7. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
 - a. The Yoncalla School District take part in yearly professional development focused on rigor. AVID's definition of rigor is defined as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Rigorous Instruction involves designing and facilitating learning experiences that help students make meaning for themselves." Each year, the district AVID program is evaluated and scored to ensure that rigor is part of our students well-rounded education. Another part of making sure that classroom instruction is intentional, engaging, and challenging for all students is that our current yearly goals and evaluation process for teachers have processes for evaluating staff on these traits. Finally, the students and staff get to do a yearly survey with part of the survey asking about rigorous instruction and engagement in the classroom.
8. How will you support, coordinate, and integrate early childhood education programs?
 - a. The Yoncalla School District has a 5-star pre-school embedded within our district. We work directly with Children's Institute and Portland State University as a rural demonstration sight for early childhood education. We also work directly with our local ESD to house an early intervention classroom. Each year we have meetings that integrate our preschool with our elementary school staff. We have made a concerted effort to make the preschool part of the K-12 system. All professional development and requirements for staff at the elementary level are used at the preschool level. The elementary school has also adopted measures such as Conscious Discipline and home visits that have been extremely successful at the preschool.
9. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
 - a. Transition activities from middle school to high school include AVID trainings for staff at grades 4-12. This ensures students comfort level when they move from middle school to

high school. We also have a parent night and a student day. These are times for questions to be asked. For high school students we have Dual Credit options for those who are college bound and a required careers class that runs for a year. This helps to identify areas of interest for students looking for a career. We also include a FAFSA night for juniors and seniors along with college visitations and career work experience. We have our local ESD careers person come to the school and set up guest speakers from colleges and career paths. Finally, we required a yearlong Senior Success class that focuses on personal financial independence, living skills, and in-depth career exploration.

10. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?
 - a. The identification process for students who are not meeting or exceeding state standards is done at two levels. The first is within the classroom by the daily work handed in. The second is from state test scores that are reviewed. We look at student achievement weekly as a group. Academics and attendance are looked at and a course of action is decided upon. This course of action is reviewed to determine the effect and potentially a new direction being taken. Grant money is used from a variety of buckets to fund our after school clubs and summer learning activities. These opportunities are available for all students, however, for those needing additional assistants it is required.
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?
 - a. The systems that are in place to meet the academic needs of students are as follows:
 - i. Students are given the opportunity to set up students learning goals through individual classrooms and student led conferences.
 - ii. We allow student multiple opportunities to succeed at the K-12 level by tapping into their preferred learning style such as visual, auditory, or hands on experiences.
 - iii. We have summer learning programs and after school clubs for all students.
 - iv. We have credit recovery classes throughout the school year and for those students who are not on track for graduation.
 - v. We offer multiple options in the classroom for completing assignments.
 - vi. All focal groups have access to all of these opportunities. They are also individually tracked by our Dean of Students.
 - vii. We also use AVID grades 4-12. This supports all students in note taking, organization, reading comp skills, higher level thinking skills, and college and career exploration.
 - viii. Finally, we have begun to do home visits with our parents. We have been doing this over the past few years at the elementary level, but now we are expanding this practice to middle school and high school.
12. Who was engaged in any aspect of your planning processes under this guidance?
 - a. Students of color -Yes
 - b. Students with disabilities -Yes
 - c. Students who are emerging bilinguals -Yes
 - d. Students who identify as LGBTQ2SIA+ -Yes
 - e. Students navigating poverty, homelessness, and foster care -Yes

- f. Families of students of color -Yes
 - g. Families of students with disabilities -Yes
 - h. Families of students who are emerging bilinguals -Yes
 - i. Families of students who identify as LGBTQ2SIA+ -Yes
 - j. Families of students navigating poverty, homelessness, and foster care -Yes
 - k. Licensed staff (administrators, teachers, counselors, etc.) -Yes
 - l. Classified staff (paraprofessionals, bus drivers, office support, etc.) -Yes
 - m. Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) -Yes
 - n. Tribal members (adults and youth) -Yes
 - o. School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) -Yes
 - p. Business community ▪ Regional Educator Networks (RENs) -Yes
 - q. Local Community College Deans and Instructors; Local university deans and instructors -Yes
 - r. Migrant Education and McKinneyVento Coordinators -Yes
 - s. Local Workforce Development and / or Chambers of Commerce -Yes
 - t. CTE Regional Coordinators ▪ Regional STEM / Early learning Hubs -Yes
 - u. Vocational Rehabilitation and pre Employment Service Staff -Yes
 - v. Justice Involved Youth -NA
 - w. Community leaders -Yes
 - x. Other _____
13. How were they engaged?
- a. Survey(s) or other engagement applications (i.e. Thought Exchange) -Yes
 - b. In-person forum(s) -No
 - c. Focus group(s) -Yes
 - d. Roundtable discussion -Yes
 - e. Community group meeting -Yes
 - f. Collaborative design or strategy session(s) -No
 - g. Community-driven planning or initiative(s) -No
 - h. Website -Yes
 - i. CTE Consortia meeting -Yes
 - j. Email messages -Yes
 - k. Newsletters -Yes
 - l. Social media -Yes
 - m. School board meeting -Yes
 - n. Partnering with unions -No
 - o. Partnering with community based partners -Yes
 - p. Partnering with faith based organizations -No
 - q. Partnering with business -No
 - r. Other _____

Strengthened Systems and Capacity (250 WORDS OR LESS PER QUESTION)

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?
 - a. Our recruiting and ability to retain high quality staff is based firmly in a grow your own philosophy. Our hiring staff is trained in how to recognize implicit bias. We use these hiring practices as a guide to recruiting staff who are well versed in the areas of need within the community. We build relationships with students and community members to encourage hiring practices that will be representative of the community and the role that a diverse staff population can have on the students. We encourage students and community members to apply and sub in the buildings to see if they are a fit for the district goals.
 - b. For the Yoncalla School District, the focal group are those in poverty. As the largest employer of people in our town, the District provides jobs to traditionally marginalized groups that has provided positive outcomes for our community and students. We pride ourselves in looking within our doors first. This is the reason we have had little staff turnover over the past few years.
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?
 - a. One of the positives of being a part of a small rural district is the closeness of the staff. We know each other and are able to do multiple formal and informal evaluations throughout the school year to ensure that students in marginalized groups are being taught at the same level as others. The district has monthly data collection meetings in place to look at information that involves all marginalized groups. We also have data from students who are able to evaluate the building and their instructors through IRRE. This data is recorded each year by staff and students and is review by administration for areas of concern. There is also a mentor system in place for all new teachers. They have access to mentors in their field of teaching through our local ESD. They also have mentors in the building to help with issues at the local level. We also have a system at the local level that monitors grades from each teacher and breaks them down into focal areas of disparities. This system is used by our Dean of Students to monitor staff through our Synergy program.
3. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?
 - a. While this has not been an issue within our district, we have begun to put together a system that will enable students who experience a suspension to have access to direct instruction to ensure that they do not fall behind. The district would be responsible for picking students up and bringing them into the building on Fridays. Since we are a four-day school week, this would be a day when other students are not in the building. We have also done multiple trainings with staff to understand working with students in poverty and trauma informed practices. At the elementary level, we continue to use and support staff training in Conscious Discipline.
4. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

- a. The Yoncalla School District has been deliberate in their approach to professional development. Professional development has been aligned to meet the needs of our students with practices in areas such as behavioral health, Conscious Discipline, trauma informed practices, equity, LGBTQ+ education, AVID (Advancement Via Individual Determination), special education, language arts and math training, and community engagement. All of these areas are areas of need for the staff and will continue to be addressed. All staff including, teachers, instructional assistants, and administrators are encouraged to take part in. We have seen this deliberate approach begin to pay dividends with less referrals and with staff who are more knowledgeable with working with some of the marginalized groups.
5. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?
 - a. The Yoncalla School District takes part in the Douglas ESD's regional education network (REN). This program is designed to ensure that professional learning opportunities match the needs and innovate the instructional practice of local educators. It also focuses on building an inclusive community and creating more equitable practices that result in an increased sense of belonging for all. Also, we have monthly principal walkthroughs and evaluations on all staff that give immediate feedback and coaching to staff. We have also invested in professional development through AVID trainings and at the elementary level we have concentrated staff trainings on language arts and math development.
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?
 - a. A checks and balances system is used at the middle school and high school. Each week, the Dean of Students is given a list of students who are failing classes. This person meets with students to figure out a plan of action. We have after school clubs and Friday school available to students who need extra help. Parents are also encouraged to be a part of this plan as we work towards student success. This same process is used with attendance issues as attendance is a strong indicator of academic success. We also provide transportation to students who attend these support programs. At the elementary level the process is similar in that teachers are encouraged to monitor students and bring challenges to the principal. At staff meetings children are discussed to determine a plan of action for students. There are layered levels of support from something as simple as a peer tutor all the way to after school programs to help with issues around attendance.
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?
 - a. The transition system in the Yoncalla School District has evolved over the years. The transition from early childhood to elementary starts with a simple teacher to teacher interaction between preschool and kindergarten. Students in preschool develop a relationship with the Kinder teacher and classroom aide prior to Kinder attendance. Preschool and elementary staff intentionally work together to align both academic and behavior management strategies to ensure students feel an ease transitioning between the two buildings. There are also set times when the preschool students come into the

elementary building to visit the school and kindergarten classroom. Also, parents have the opportunity to meet with the kindergarten teacher and learn more about the shifts in changes of Kindergarten. At the elementary to middle school transition, students are given opportunities to tour the middle school and meet students from the leadership class. Students and parents are given an opportunity to visit the campus and ask questions from a panel of current middle school students. Also, our AVID program has moved down into the elementary school, so students see that the middle school is doing similar things. From the middle school to the high school it is the same transition. From the high school to postsecondary, we work with local colleges to take students on campuses and to visit career opportunities.