



Thank you for submitting your entry. A copy is included below for your records.

## Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - K-6/K-8

**Applicant Name:** Adel SD 21

**Please provide the link to where your plan is posted on your website** <https://www.lakeesd.k12.or.us/IntegratedGuidancePlan>

**Summary of Needs Assessment**

Due to the size and location of our district and strong community involvement with our school the needs assessment process is an ongoing living conversation with rich dialogue in multiple arenas throughout the year. With three out of five board members as parents of five of our seven students, it makes our monthly board meetings filled with discussion around our student and school needs. This discussion is based on data and observations that informs us all on making equity based decisions on strategic planning and resource allocation. In addition, our community events are attended by the whole community. Staff, students, parents, and board members work side-by-side at multiple gatherings throughout the year. As a community we are in constant communication in regards to our school needs. Areas we are focusing on are educational experiences outside of our community and social/peer interactions.

**Plan Summary**

Our plan specifically addresses the needs of a small rural school district that is in an isolated community. We are using funds by supporting the staff and curriculum in our transition school by purchasing a curriculum that is the same with our K-8 school and increasing the school week by one day. In our school we are using funds by supporting the staff and the students by providing enriching experiences outside of our communities that promote education learning and social/peer interactions. With our small staff-student ratio 4:11, we are very capable of monitoring our students and their progress towards their needs in regards to programs.

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

We are a small rural school district with 7 students grades K-8 with two full time certified teachers. Our special education services are provided by our ESD. The SpEd teacher attends the school weekly and supports students on IEPs and will routinely team teach with our teachers. Our size and remoteness is our strength. All students have equal access to an amazing educational setting.

**What needs were identified**

Our strength is at times also our weakness. Being rural, 45 minutes from the nearest town and 150 minutes from the nearest city we at times do not have

**in your district or school in terms of equity and access?**

access to programs and resources that less remote school districts do.

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

When reviewing our equity lens tool we decided to concentrate on our two main barriers to providing an optimal education to our students. Those being our geographical isolation and student population size.

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

The funds spent in this plan impacted all students equally no matter the focal group. We have seven total students and four students in our transition program. With these numbers and with a student to staff ratio of 11:4 the academic impact is equal. Adding an extra day to our transition program and field trips and summer swim program.

**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?**

Our plan has activities in place that address limited access to educational and social experiences from living in a remote area. Our hope is that providing extra opportunities to learn and experiences will remove those barriers for all students.

**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?**

We provide transportation for all students for school and events out of town.



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## Integrated Application Section 2: Well-Rounded Education - K-6/K-8

**Applicant Name:** Adel SD 21

**Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**

We follow a state approved curriculum for all grade levels. Which is enhanced with project based learning and technology. Our staff regularly attend staff development provided at the local, regional, and national level. We enrich our educational environment with partnerships such as the Beatty Butte Wild Horse Facility and the University of Oregon fire monitor and earth shake programs. We provide a rich academic environment where students are offered multiple opportunities to demonstrate their understanding of state standard concepts. We cluster grade bands in order to teach similar content, while focusing on the milestones for each specific grade level. Our curriculum consists of state approved materials. For Math we teach grade level standards through the scope and sequence. For ELA, we cluster students (grade k-1; 2-3; 4-5; 6-8) to give larger cohort, but use grade level standards in respect to students' grades, for the clusters as targets for performance. Social Studies and Science courses are taught using grade clusters, while cycling the discipline's domains within a three year cycle. PE is taught whole group using older students as role models and student coaches to help with skills.

**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?**

Adel School has a rich performing and visual arts program. We produce a yearly, elaborate Christmas performance along with a dinner, which feeds over 100 people per year. Students are involved in all aspects of set and costume design. Students work with teachers and each other to develop characterization and given flexibility to adjust script as necessary to meet our unique small enrollment. Adel School also has a robust music program in which students learn to play string instruments (beginning with ukuleles, and moving through to guitars. Students are taught singing while playing and perform to a live audience. Our ELA curriculum integrates art appreciation/education and teaches the understanding the elements of art. Students are exposed to menagerie of art forms to study throughout the year. Attend an Opera performance in Fields, OR.

**How do you ensure students have**

We have a small library, in addition we purchased (stacy).....books this year. We contract with the ESD for a certified librarian to visit our school and give

**access to strong library programs?**

us support and feedback on our library. This spring/summer we will apply for a library grant which will allow us to improve our library.

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

Students are given a 15 minute break in the morning to have a snack and play and visit with their classmates. At noon, students eat their lunches at round tables where they visit and eat for 15 minutes before being released to play. Our classrooms are large and we offer many games, building and construction (cardboard and tape) materials for students to play act and explore.

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

Adel School has a robust and prolific Science/STEAM program. Our math, science and ELA curriculum supports STEAM at different levels of inquiry. Teacher was a fellow with Bright Futures Clean Energy Consortium. This allowed Adel School staff to access great collaboration within the STEAM community. The focus for the last 3 years has been on alternative energy sources for watering livestock. Using culturally relevant topics and partnering with superior curriculum and resources, students are able to problem solve and engineer solutions that will assist students in their communities.

**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.**

Adel School aligns our curriculum with the state approved curriculum and are current on the state's curriculum adoption schedule. We utilize and partner with our ESD curriculum specialist to ensure our curriculum is exemplary.

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

Students are routinely screened and data is collected on each student's progress. School staff along with ESD specialists collaborate to drive the instruction to meet each student's needs. Our district/school screens three times per year using 3 different platforms to better triangulate the data, ensuring quality instruction. Targeted progress monitoring is applied as needed to ensure instruction is challenging and meaningful. Teachers are well aware of the culture of the community and families. This allows instruction to revolve around the students' experiences and lifestyle. Understanding students' learning styles allows teachers to utilize multiple presentation mediums (print, audio, video) to engage all students.

**How will you support, coordinate, and integrate early childhood**

We work with the ESD and their EI/ECSE staff to ensure that the needs of our early childhood students and families are met. They have visited our transition program on a regular basis. Our transition program currently serves four students with two staff members. The school is supported with transportation and meets Monday-Thursday 8:00-11:00 am. This year we purchased the same curriculum that is used in our school for ELA.

**education programs?**

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

Adel School works with the neighboring high school to ensure the transition is seamless. We encourage students to play sports with the neighboring middle school, throughout their middle school years. This allows them to make friends and relationships with peers and teachers in that school. We also have a student orientation day that is scheduled for all 8th graders to attend with the high school. Adel School staff and high school administrators/counselors have a transitional meeting in the Spring to collaborate about best meeting the needs of the incoming freshman.

**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?**

Staff is knowledgeable with all standards in all disciplines. Students are routinely screened on standards, and data is collected on each student's progress. Our district/school screens three times per year using 3 different platforms to better triangulate the data, ensuring quality instruction. Students who are identified as needing intervention are discussed at staff meeting and an individualized instruction plan is put in place. We use the RTI model to work our interventions in areas that are needed by the student. After 6-8 weeks of interventions, screening is redone, and adaptations to the RTI plan are made.

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

Our district follows policies and procedures in place that allow students to move at an academic pace that meet their needs. Our curriculum was selected for its ability to allow the students pace to not be a barrier to learning no matter the focal group. For students who have exceeded standards, Adel teachers look for ways to integrate their talents and skills into engineering projects, as well as presentations for the community. We also recognize that students who exceed literary standards and work with community partners to gain experience in using their abilities.

**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?**

Our summer program encourages students to look into career exploration through various community partners sharing skills in week long classes. We do various activities for STEAM and STEM that would allow students to see the use of knowledge in-career type situations.



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## Integrated Application Section 3: Engaged Community - K-6/K-8

**Applicant Name:** Adel SD 21

**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 a small school in a rural isolated community our school is the center of the community. Five out of the seven students' parents are on the school board. We have regular student presentations at board meetings, and the whole community shows up for school events. We have 100% participation at parent teacher conferences.

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

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

Our engagement is about as strong as it gets when it comes to community. The district appreciates the support from the ESD IG, ODEs small/rural school liaison, and ODE regional IG support team.

**improvement process?**

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

The school is the community center and events are well attended by all families of the community even those whose children never or no longer attend the school.

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

NA

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

Students with disabilities, Students navigating poverty, homelessness, and foster care, Families of students with disabilities, 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.), 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), Regional STEM / Early learning Hubs

**How were they engaged?**

Survey(s) or other engagement applications (i.e. Thought Exchange), In-person forum(s), School board meeting, Partnering with community based partners

**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?**

These artifacts represent the transparency, involvement and connectedness the school has to the community. The school allows the parents, board members and administration to be closely connected to the students learning in order to allow for direct knowledge of how their students are educated and provide real time feedback. Survey's are always beneficial in hopes of connecting with those few community members who do not make it to school sponsored activities and events. The school events themselves act as community engagement in that what takes place at school and how dollars are allocated are on direct display.

**Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community.**

We use a community feedback survey to elicit feedback from those who may not easily have a voice to give district feedback. The school also hosts many events that put students, staff, board, parents and community members together. These events can be assessed and conversations take place that look at the needs of the district. Such events give the board a good perspective of what is taking place in the district and working with the administration and staff on how best to address areas of concern. These events cross all focal groups and often provide food and babysitting in order to allow involvement for families.

**Explain why those strategies were used and what level of the Community Engagement Spectrum these fell on.**

**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.**

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

**We are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, and are required to consult with your local tribal government.**

The staff are closely involved on all school engagement as there are only two certified teachers and two classified staff, do to the small rural nature of the district. The staff are constantly being looked to provide real time feedback as to the needs of the district and the students it serves.

The continuous engagement has really shown two major areas of concern which have been evident in previous years also, and that is the need for our students to get peer-to-peer interactions in order to provide more social skill development. In addition providing students with more activities in order to provide a more well rounded education. We have committed grant dollars to provide these types of interactions and activities so as not to burden families with the costs associated with these educational opportunities and skill development.





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## Application Section Four: Strengthened Systems and Capacity - K-6/K-8

**Applicant Name** Adel SD 21

**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 a one-room school district with 7 students, which is located 45 minutes from the nearest town and over two hours from the nearest traffic signal, our logistical practices will not match those of other districts. We are currently staffed with two K-8 teachers. And two staff members who work with our four students in our transition program. The district relies on their local and regional resources to support their staff. Lake ESD and the Eastern Oregon REN provide support for teacher retention in the form of quality PD and mentoring when needed. Our population size and geographic isolation allows us the opportunity to individually know and support our students and staff at a very high level that is not necessarily obtainable at other districts. If a student, staff, or community member sees or has a need the district is able to provide the necessary resources and means to meet that need.

**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?**

The district is supported by the ESD for any special student services needed by certified teachers. All students receive the same opportunities from the same staff everyday of the year.

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

Adel Staff has multiple procedures in place that allow students to understand the expectations and classroom culture. The procedures are practiced and modeled throughout the year. Students are reminded and practices are reinforced as needed. Utilizing our SEL specialists from ESD, students are knowledgeable about alternative measures of self regulation. This allows teachers to keep students in the classroom at all times. We have a safe space in our classroom that students can retreat to when they feel they need a break.

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

The district relies on the ESD and EOREN for support in professional growth and development. Both agencies look at local trends and needs that are specific to our area and school demographics.

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

Our two teachers are very proactive in reaching out to the local(ESD), regional(EOREN) and national level for PD in teaching and learning.

**What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?**

Students are routinely screened and data is collected on each student's progress. School staff along with ESD specialists collaborate to drive the instruction to meet each student's needs. Our district/school screens three times per year using 3 different platforms to better triangulate the data, ensuring quality instruction.

Targeted progress monitoring is applied as needed to ensure instruction is challenging and meaningful. Teachers are well aware of the culture of the community and families. This allows instruction to revolve around the students' experiences and lifestyle. Understanding students' learning styles allows teachers to utilize multiple presentation mediums (print, audio, video) to engage all students.

**How do you facilitate effective transitions between early childhood education programs and local elementary school**

Within our system we have two transition areas. The first is from our transition program(Pre-K) to Elementary and the second transition is when our students transition to the town high school. The pre-K transition is smooth as can be with both buildings on the same campus. We allow students to visit the elementary school regularly in the spring. The transition to high school is an area the staff from both schools put time and effort into the most. Teachers regularly communicate with the high school staff on multiple topics that include: curriculum, social events, SpEd and 504 transitions along with extracurricular activities. When the High School offers 8th grade visitation day in the spring we send our 8th graders.