

Seaside School District Integrated Guidance Plan
March 2023

1. Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that need 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.

The Seaside School District began our Integrated Guidance community engagement process in October, 2022. Over four months we engaged our stakeholders through the following activities and events:

- Two Panorama Surveys were completed by parents, students, and staff
- Listening Sessions with parents/families (Both English and Spanish), school counselors, high school success and behavior support specialists, building administrators, instructional coaches, ELL staff, and our Business Community during the weekly Chamber of Commerce meeting
- Story Circles with students at all grade levels, including general education classes, GSA students, Newcomer students, and ELL students
- Empathy Interviews with teachers in our mentoring program, students with disabilities, and parents of students with disabilities

The staff, students, and community Panorama surveys included questions regarding priorities for the 23-24 school year, barriers to students' learning, impacts on student success, strengths of their school/district, and suggestions for school improvement. Listening sessions asked for feedback on their children's success and struggles at school, preparing students for the workforce, and ideas for improving the district. Empathy interviews and story circles included questions on feeling welcome at school, positive relationships, and areas of improvement.

Disaggregated Data reviewed included:

- SBAC results in grades 3-11
- Regular Attenders K-12 data
- SEL, school climate and academic needs surveys
- Graduation rates (4 & 5-year cohorts)
- 9th-grade on-track data
- Data received from engagement activities/event
- CTE programming and cohort participation rates

Focal student group data, as well as data from families, students, staff and community partners was used in our decision-making processes. The integrated guidance design, implementation, and use of SIA, attendance, HSS, and EIIS resources were also used. All these data points were reviewed in summary during the Needs Assessment process. This information was then used to highlight disparities between focal groups of students with special needs, students of color, students of poverty, LGBTQ2SIA+ students, and ELL students. While applying our equity lens throughout the needs assessment process, areas of improvement for the district were identified.

These areas of improvement largely mirrored the conditions that emerged from reviewing data related to student achievement, behavior, attendance, and mental health/ SEL data. The themes that emerged from reviewing data related to student achievement, behavior, and mental health/ SEL data mirrored our IG school-community engagement process. These central themes were:

- Maintain and expand our CTE programs
- Increase student mental health support and access for all students, with a focus on focal student groups
- Continue to increase instructional supports and enrichment for students and staff
- Increase elective opportunities for elementary and secondary students
- Evaluate the need for a 6-12 alternative program to further increase graduation rates and college/career readiness

This information solidified how to invest our SIA, HSS, EIIS, and Perkins funds for the 23-24 school year and our four-year plan.

During the needs assessment process, Seaside School District worked with all stakeholder groups, including parents, district staff, students from all levels, and community partners. These stakeholders analyzed data from the engagement activities, as well as the district data described above. All of this information was used to complete this application.

2. 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 four-year outline 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.

Through Integrated Guidance planning, Seaside School District has blended resources from the Student Investment Account (SIA), High School Success (HSS), and Early Indicator and Intervention System (EIIS) to offer all students a well-rounded educational experience built on targeted universalism. The following Integrated Guidance priorities emerged based on disaggregated data, community engagement feedback, the District Strategic Plan, the Equity Lens, QEM, and evidence-based educational practices:

Community Feedback

- Sustain and increase CTE program offerings for students
- College and Career Readiness- focus on teaching job ready interpersonal skills to students
- District-Wide Attendance Focus
- K-12 increase in academic rigor and real world application in core subjects areas
- Expand electives and extracurricular programming options
- Hiring and retaining diverse, high-quality Teachers and support staff

Student Feedback

- Increase mental health supports for students through our district counselors
- Access to CTE at the middle school level
- Develop and implement an alternative education program for middle and high school students
- Create a safe space in the school for LGBTQ2SIA+ and special education students

Strategies through braiding and blending investments

1. Expand learning opportunities through CTE, College and Career readiness supports, and increase elective course options to provide a well-rounded education for all students.
2. Increase staffing support in general education courses to increase instructional support for focal student groups and for all students through targeted universalism.
3. Increase academic rigor in all courses, by continuing program support for students with disabilities and students navigating poverty.
4. Provide social-emotional learning options with increased access with district counselors for all students.

SIA, HSS, and EHS funding priorities for the next four school years

- Maintain current FTE increases for instructional assistants at the secondary level
- Maintain Instructional Coaches at both schools
- Maintain intervention specialists and student success specialists
- Maintain 8/9 Grade transitions counselor
- Implement a Health Occupations CTE pathway in collaboration with Providence Seaside Hospital
- Increase the newcomers program to include elementary students
- Begin an alternative education program for students at risk of dropping out
- Add a scheduling support position at the secondary school, enabling school counselors to provide mental health support to students, as well as increase equity-focused education so all students are embraced by both students and staff
- Continue communication surveys with students, staff and families through Panorama

We will monitor our progress through quarterly reports to the school board on each of our strategies. Data will be gathered and disaggregated to ensure these strategies are meeting the needs of our focal student groups. Other yearly data will be reviewed and disaggregated as well.

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

Over the last five years we have worked hard to not misidentify students for special education whose first language is not English. Our ELL teachers are an integral part of the MTSS process so students get the services they need. Our secondary school has a robust GSA to embrace our LGBTQ2SIA+ students. All of our single stall restrooms are gender neutral and are greatly

appreciated by our students and staff. Our student success specialists and family and community liaisons have made incredible progress towards meeting every student's and family's needs.

Our elementary school is in the second year of our WIN (What I Need) intervention and enrichment program and we are seeing tremendous results. WIN is built into the master schedule and takes place everyday. We have a well-developed inclusion plan for all students in our medically fragile and neuro diverse classrooms.

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

We heard loud and clear from both students and parents that our newcomers, LGBTQ2SIA+, and neuro diverse sometimes feel ignored, isolated, and discriminated against. All of our administrators are passionate about equity and access, but there are practices we can put in place that ensures all our students feel safe and welcome. We need to continue our goal to increase communication with families, students and staff, and offer online and alternative school options for students. While our CTE programs show evidence of diverse access, it would be beneficial to add an CTE exploration class for middle school students.

5. 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

Seaside School District uses the [NWRESD Equity Lens](#) to intentionally frame all that we do for students, families, staff and community. During each step in this engagement process, and in all decision making meetings, the questions we continually focused on were:

Is every voice at the table?

Who does this impact?

Who does not have the opportunities and what can we do about it?

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

Our plan will improve student connections to school by providing programs of interest and will also support individual student growth. These impacts will be achieved by expanding programs for our newcomers and ELL students, sustaining our current intervention programs, and begin offering alternative education solutions so students are not pushed out and are prepared for a successful life after graduation. Our plan delivers on targeted universalism which will ensure these impacts will be realized by our focal student populations, as well as all of our students. The development of both programs and interventions help all students by increasing student success, and engagement, as well as fostering a welcoming sense of belonging and purpose.

7. 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 school district has chosen to use SIA, ESSER and other grant funding to provide additional opportunities for our students, staff and families. We have found success supporting our students with interventions, additional counselors and SEL-focused specialists, and instructional coaches. All school districts are experiencing the unfinished learning as the result of COVID, and long term support is needed to fully recover. Beginning a newcomers program for our Spanish speaking students who are new to the US, as well as leaving the county consortium to create a comprehensive program that has brought all our students with special needs back into their home district, has been transformational. Our graduation rate rose by almost 15% last year due to these intentional improvements.

As we all know, satisfactory improvement does not happen quickly. We are on a promising trajectory with the biggest challenge being the continuation of these programs. We would like to start a newcomers program at the elementary school, as well as expand programs at the secondary level that are showing proven results.

8. 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?

School Board Policies JECBD and JECBD-AR ensure our homeless students are not isolated or stigmatized, and give them the support they need to succeed in school and life. We transport students to the school programs of their choice and collaborate with outside agencies for family support, including our local food bank. A community volunteer organizes our meal backpack program and we have clothing, school supplies, hygiene products and medical care available to students at each school. We have developed a partnership with one of our local churches to provide temporary housing for families who experience short-term homelessness. Both our homeless liaison and family and community liaisons work with students and families to provide individualized attention and support.

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

There are no barriers to entry in our CTE courses. All students have access to entry level courses in our three programs of study and no course of study requires any prerequisites to begin a program of study. Additionally, the current enrollment in our CTE programs reflects the current percentage of disaggregated groups in our student population including race, socio-economic status, disability, and sex.

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

There are no needs as it relates to access, however, balancing the percentage of male versus female students participating in specific courses of study should be evaluated. While our percentage of male versus female students remains approximately equal overall, we see a higher percentage of male students participating in our construction program and a higher percentage of our female students participating in our business/marketing program. Balancing those percentages would be an ideal situation.

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

All students have participated in an elective fair. Our elective teachers have access to all students during a scheduling fair and introduce students to their respective programs. Counselors also work with students to identify the CTE courses that are available to them that will meet both graduation needs and offer college credit that is articulated with Clatsop Community College. Counselors work with special education teachers to ensure guidance is provided during forecasting to ensure all students know what courses they have access to.

12. 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?

We will continue to offer entry into our courses of study with no barriers and prerequisites required for enrollment. During forecasting, with a focus on incoming 8th grade students, we will be specific in the students we select to represent the programs of study that will share their experiences and promote the various programs with incoming high school students. Students selected will represent our student body as a whole and be represented by our focal groups. A consistent annual review of our enrollment data will allow us to ensure we have continuity in equitable participation in our CTE courses.

13. 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).

Seaside School District is committed to delivering all of our students, especially our focal student groups, a well-rounded education at each level (elementary, middle, high) and in each grade throughout the school career for each student. We use our equity lens and targeted universalism to ensure equitable program design and opportunity. MTSS is the centerpiece of our system approach to teaching and learning.

We focus on student literacy and math skills at the elementary level. Our students receive instruction in PE, Music, STEAM, and library every week. Robotics and coding are incorporated into classroom science lessons. We offer a strong TAG program and have worked to ensure our identification process is intentionally inclusive.

At the middle level, we work on skill development, subject mastery (ELA, Math), and social-emotional health. Students receive PE and Health throughout the school year and our library is frequently used by students. All students choose between band, choir, and art electives, as well as a variety of after school sports and clubs.

College and career readiness remains our focus at the high school level, with a variety of paid internships for juniors and seniors. We offer PE, Health, Band, Choir, and a vast selection of elective courses. Students participate in athletics and extracurricular activities. CTE staff, counselors, teachers, 9th-grade on-track and college and career readiness staff, and administrators work with advisory groups and individual students to encourage participation.

14. 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?

Seaside School District has a long history of meeting the needs of students by providing whole-child instruction which includes offering music to all students K-12. In addition, a variety of band and choir electives are offered to our 6-12 students, including concert choir, jazz choir, singers ensemble, band, jazz band, marching band, and garage band. Students in high school can choose a drama elective and both middle and high school students have an opportunity to participate in up to three theater productions a year. Digital Media, Video, Graphic Design and photography courses are offered through our business and computer technology department. Art classes are offered in high school including clay arts, drawing and painting, calligraphy, and Multicultural art. A middle school art teacher was hired this year to add to our middle school electives and these classes have high attendance and have received much positive feedback from parents.. SIA will continue to fund this position. A STEAM teacher was added this year to the middle school and includes a robust art program for all students K-5.

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

Our school district utilizes classified employee staff in both elementary and secondary library/media centers. All elementary students have dedicated and consistent library time (45 minutes/week) to learn how to use the library and check out materials and resources. At secondary level, some courses use the library and materials regularly, while others may use it situationally for books and other media checkouts and learning. Our libraries are filled with a wide variety of materials and are open to students throughout the day and during lunch. Our local library offers weekly reading programs for students, including a reading club Seaside library

staff host at our middle school each Wednesday. We also have access to more resources through our local library and ESD that we can access at any time.

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

In the Seaside School District, all of our students are in two buildings. Pacific Ridge Elementary is a separate PK-5 school with a lunch for each grade-level. This allows students to have ample time to eat since the lines to receive their lunch moves quickly. Students enjoy recess before lunch so they further enjoy their lunch without feeling rushed to get out to recess. Our secondary building shares a cafeteria that serves both middle and high school students. Lunch times are staggered from 11- 1 PM, providing all students with ample time to eat. Gyms are open to all secondary students after lunch and are supervised by our PE teachers, who organize physical activities. Elementary students have an additional recess during the day, as well as movement activities in the classroom. State-mandated PE minutes are met for all students, grades K-12.

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

This year we added a STEAM program in our elementary school, developed through collaboration with our regional STEAM Hub, and taught by one of our experienced teachers. Through his instruction, all of our k-5 students receive STEAM classes every week. This year we also added an art teacher for our middle school students to broaden our elective program. A variety of electives are offered to high school students including Earth and Marine Science, Chemistry, Zoology, Physics, Astronomy, Plant Ecology, Animal Behavior, Science Inquiry, Stream Ecology, Graphic Design, Digital Media and Computer Science. Each of these electives are taught using the concepts of project-based learning, critical thinking and inquiry. We also offer a bilingual, culturally relevant art class for our newcomer and ELL students, as well as any other interested students.

18. 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.

The process of material adoption follows our school board policy IIA. We use the resources the Oregon Department of Education's adoption team provides to review and select materials we are interested in piloting. The process of having a clear and consistent scope and sequence of K-12 with learning objects has been a focal point for our district for the past four years. We have contracted with an outside agency, Educational Excellence, to lead this work. At the elementary level, we have prioritized standards in math, and we are currently working on ELA. We continue

this work at the secondary level to ensure we have K-12 alignment and all standards are being taught.

In our professional development time, we have designated intentional learning around writing learning objectives that are aligned with all state and national standards.

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

Seaside School District is in its third year of implementing a Guaranteed and Viable curriculum for all students. Professional development has included projection and Unit mapping led by *Educational Excellence*, updating our curriculum adoption process to incorporate culturally responsive materials that are research-based and tied to the standards, and ensuring all our staff are trained in *Constructing Meaning*. This year we have added the development of an instructional framework through Marzano's *High Reliability Schools*. Administrators and Instructional Coaches have incorporated instructional rounds on an ongoing basis through walkthroughs, as well as meaningful formal and informal evaluations, and data focused PLC meetings. Administrators are given PD to support their work in helping individual teachers meet these standards. Our new teachers participate in a two year mentoring program that provides extra support. Our WIN (What I Need) intervention and enrichment daily block is designed to challenge each student. College level classes are offered at the high school through our dual credit program with Clatsop Community College. Our district has implemented MTSS in an effort to ensure all students get precisely the challenging instruction they need to advance their learning.

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

Seaside School District started an early learning program three years ago, fondly named "Pacific Ridge Beginning School. We have two classrooms that include a combination of three and four year olds. Our braided program includes students that qualify for Preschool Promise, ECSE students, and paid slots that are funded through a sliding scale, based on family income. The district participates in the IFSP process and actively engages in the transition process for these and all students. We are currently working with NWRESD to determine the possibility of adding a LEAP program within our current early learning classrooms to ensure we have diverse classrooms that support all learners.

We have prioritized having licensed teachers and experienced assistants to lead these classrooms. They are involved in the early learning professional development provided by NWRESD. Additionally, our staff are involved with the Early Learning Hub (Superintendent is a voting member of the Board).

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

Both our middle school and high school are housed in the same building, giving more significant support for the transition from middle school to high school. Administrators and teaching staff cross both levels in some of our content areas, which supports consistent practices and knowledge of the students as they enter high school. Middle and High School teachers hold transition planning meetings. One of our secondary counselors solely focuses on supporting students through the 8-9 grade transitional years, working closely with our high school success coordinator. Our summer bridge program, as well as community nights throughout the year support both students and families through this transition.

Seaside offers dual credit courses in pre-calculus, writing 120/121, Spanish, Business, Culinary Arts, and Anatomy and Physiology. We also provide college and career planning options through our college and career readiness programs, which are available for all students. We work closely with Clatsop Community College by participating in the annual job fair, as well as the Clatsop Works Student Internship program.

22. 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?

Seaside School District is in the process of strengthening our MTSS process to support students more comprehensively, is equity-focused, and incorporates restorative practices. Our secondary newcomers program now includes middle school students and is now a two period block. We provide math support classes for middle and high school students, as well as a daily WIN (What I Need) intervention block for elementary students.

SIA and ESSER funds were used to increase counseling staff, add instructional coaches and student success and intervention specialists, and increase instructional assistant time with students. With these additions, we can better hear students' voices to help them with what they need to be successful. The elementary school has implemented Professional Learning Communities (PLC) where they look at student data. Our two intervention specialists oversee data talks with grade-level bands. Each specialist is assigned to a grade level where they lead the data collection discussions. Our High School Success Specialist provides additional academic and emotional support to high school students. Updated SEL curriculum is used with all students.

23.

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

Just as we support our struggling students with interventions, we also work individually with students to encourage them to take more challenging courses and support their access/enrollment into college-level courses. Our dual credit courses through Clatsop Community College offer

students multiple opportunities to higher level courses. We frequently review disaggregated student data to ensure equitable access for all of our focal student groups to check for any implicit bias. Teachers develop TAG plans for all students who qualify so that we can support their individual learning and needs. We also offer online course options, such as ALEKS for math, for students to access advanced coursework appropriate to their needs. At the elementary level, advanced students also use ALEKS to enrich their math instruction when they are above grade level.

24.

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?

Throughout each program of study there is career exploration information embedded in the curriculum. Students also participate in an annual county-wide career fair that represents local industries and provides students opportunities for entry level positions, internships, and guidance on higher education required to pursue opportunities in the various industries. Lastly, students have the opportunity to apply and interview for paid internships through our Clatsop Works Internship program that is facilitated by Clatsop Economic Development Resources.

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

This is an area of growth for Seaside High School and our county wide CTE programs. We are currently working with Mary Jackson, our regional CTE Grant Director, to implement and facilitate using the Group Trail Platform for our WBL experience.

26. 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.

Seaside has worked hard to improve students' academic and technical skills with local experiences in a well-rounded education. Our partnerships with Friends of Haystack Rock, North Coast Land Conservancy, Maritime Museum, The Oregon Coast STEM Hub, and our local coast guard (Starbase) provide numerous local learning opportunities for our students. In addition, our strong partnership with Sunset Empire Parks and Recreation includes swimming lessons for all 3rd and 4th graders free of charge so students understand how to live safely in a coastal community.

Our CTE pathways allow students to use this learning in core courses as well as postsecondary classwork. Our dual credit courses through Clatsop Community College provide college-level course opportunities for our students free of charge. Our high school has an ongoing relationship with Clatsop Works that provides paid internships and career exploration.

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

Our CTE courses cover many career opportunities within each field. Teachers work with students to incorporate soft skills development such as work ethic, integrity, time management, teamwork, and conflict management. Our CTE teachers come from the industry and teach industry expectations and career-related skills. Our district currently uses Naviance for Middle and High Schools to identify traits, interests, job skills, career paths, labor market projects, and education. Our district is currently looking at incorporating soft skills development for all high school students during our daily colloquium time.

28. How will you prepare CTE participants for nontraditional fields?

Our strategies will continue to emphasize: bias free curriculum with inclusive images and text, providing information at early stages about nontraditional fields, provide appropriate professional development to staff with strategies on generating interest in nontraditional fields, fostering a school climate that supports nontraditional fields and gender equity, and recruiting nontraditional professionals to serve on advisory committees.

29. Describe any new CTE Programs of Study to be developed.

Seaside School District has been working with Providence Seaside to develop a Health Occupations CTE pathway. There is great need in our community to offer these courses that can directly lead to a career with Providence, as well as prepare students for medical careers as they enter college. We are also in the process of creating an educator pathway for high school students through the Diverse Educators Pathways grant.

30. 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?

We have worked intentionally over the years to establish an open relationship with our community. In a small town, individual conversations are often more successful than large group gatherings. Visiting teachers in their classrooms garners thoughtful and productive conversations. We work collaboratively as a staff and school board to share information back and forth. We need better attendance at community engagement events, but I often wonder if that's because they trust us and can access us whenever they want. With that said, we held open meetings to discuss the Integrated Guidance and surveyed families. We are working on ways to improve that attendance in the future (i.e. provide childcare, provide a meal). Overall, small towns make for excellent community engagement.

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

Student voice was a powerful part of this engagement process and has inspired us to regularly meet with students in an intentions, specific way to gather their thoughts and feedback.

Areas of growth include additional engagement with our community college partners to better prepare our students for their transition to higher education, as well as expand our internship

program with Clatsop Works to include year-round internships instead of only summer internships.

Engaging a higher number of parents for in-person events is a continuous goal. Families lead busy lives, but we want to hear from as many people as possible. Hosting events at apartment complexes and other neutral locations in the community is our goal for next year.

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

Engagement efforts require time and work, which takes people. Some funds given to other agencies to support local districts are helpful, but local engagement is most effective with our staff. If some of the funds allocated to other support agencies were given to districts directly for this service, we could increase our engagement efforts.

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

All community members, families and students are welcomed and respected. Our policies, systems, daily activities, and school culture embrace inclusiveness and diversity. The board, staff, students, and guests reiterate and share these values. Our facilities are frequently used by community partners and outside organizations. Many of our parents and community members coach athletics and student clubs, as well as volunteer regularly. All schools have active PTO's and volunteer organizations. The addition of family and community partnership liaisons at each school has further broadened these relationships.

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

We engage our charter regarding the school improvement grants. They are invited to all of our meetings and planning sessions. We keep them informed of our planning and they do the same for us. We have included their engagement activities [here](#)

Renumber below

37. 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?

1. Picture-student needs assessment activity
2. Presentation to business community
3. Picture from Business community presentation
4. Picture from family engagement session
5. Presentation from Community Listening Session

These artifacts show continued engagement with our community, from developing a shared vision for education in our schools to surveys on what we should offer or how to improve our student's social and emotional needs. They include the voice of all within our community. They show a deep appreciation for parent and student voices while also showing that we embrace and encourage feedback from everyone.

38. 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.

We conducted several engagement activities to learn more from our focal groups, including surveying all students and families, listening sessions and empathy interviews. Two engagement activities that were particularly powerful focused on gathering feedback from students. Empathy interviews with students and parents of special education built individual connections that became open conversations for learning more about specific barriers, positive experiences, and things to improve upon. Of all the student engagement activities we participated in, the most powerful was talking with our newcomer students. Our students new to the US provide invaluable feedback not only on how they navigate school as Spanish speakers, but also offer a fresh interpretation on school structures, systems and supports. Their honesty will help us develop additional support so they do not feel isolated and experience success during this transition.

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

We began by surveying all staff through Panorama to gather their thoughts and suggestions. We then met with staff to hear these results, gather additional feedback. This information gave us the opportunity to look at trends across all staff.

To learn additional information from specific groups, several of our leadership team members conducted empathy interviews with new and experienced teachers, counselors, family and student liaisons, student success specialists, as well as special education and ELL staff, and instructional coaches. Many of these individuals participated in our family and student engagement outreach, as well as the needs assessment.

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

We discovered that all of our students do not feel emotionally safe at school. Students want more opportunities through electives and meaningful instruction that they can use in real life. It was reinforced through both our community and our staff that the traditional high school does not work for all our students and they want to have an alternative path to graduation. They seek academic, social, and emotional learning to be successful adults and students through support from the counselors they know, trust and respect.

In our plan, you will see decisions we have made to support this feedback/input. Use of the equity lens and attention to our focal student groups also influenced our decisions. Just a few of the examples of the influence of feedback you will see in our application and plan are:

-Maintain and expand our CTE programs

- Increase student mental health support and access for all students, with a focus on focal student groups
- Continue to increase instructional supports and enrichment for students
- Increase elective opportunities for secondary students
- Research and implement a 6-12 alternative school to further increase graduation rates and college/career readiness

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

In addition to our three CTE programs that are connected with industry professionals, we actively participate in the Clatsop Works internship program through Clatsop Community College. The Director of this program supports students in our career center every Monday. We host a career fair at our high school each year, as well as participating in the countywide fair with all five school districts.

42. 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.

N/A

43. 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?

Seaside School District recruits nation-wide and we have been fortunate enough to fill all of our teaching positions with either local or out of state candidates. Our location at the North Coast is a draw for many candidates. We are continually refining our practices in an effort to build a more diverse team that is representative of our community. This year we started a 'Grow our own' program for our classified staff to earn their teaching certificate, as well as an opportunity for our licensed staff to earn endorsements and certifications for hard to fill positions. This involves tuition reimbursement and incentives. It is our goal to expand this program to high school students so we can retain our future teachers who love living in our community and who represent our latino community.

We provide high-quality professional development each year to ensure continued learning and improvement in all staff. Our early release Wednesdays provide time for staff to work together towards improvement. Lastly, we have a robust employee wellness program with once a month social activities that focus on healthy habits and collegiality.

44. 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?

Multi-tiered systems of support, data teams, 9th grade on track, and student success teams are used to identify and address disparities for students academically, socially, emotionally, and with extra intentionality for focal student groups. We allocate resources to support students in need (classroom

support staff, Math support teacher, family and student advocates, Homeless Liaison, ELL and newcomer staff, and special education staff). Instructional coaches, student success specialists, mentors, and administrators work with new teachers to provide quality instruction/differentiation to all students. We intentionally organize and structure classes in a way that our most experienced teachers work with students who have the highest needs.

We strive to hire and retain staff who are highly qualified. We train and choose support staff who have a gift for working with students who have the highest needs.

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

Both our elementary and middle schools have PBIS behavioral systems and philosophy. We provide behavioral support training and classroom management training for all staff, with additional support for new teachers through our mentoring program. All staff are also training in trauma-informed teaching and culturally responsive teaching. Incentive programs are also used in all buildings to reinforce positive behaviors. Student success specialists, counselors and administrators work hard to keep students in class as much as possible by adding positive adult interactions and behavior support plans. Student voice and restorative practices are continued goals as we problem-solving in our schools.

We regularly review data that includes attendance, minor and major discipline/behavior events, and detention/suspension/expulsion. If we see any overrepresentation of focal student groups, we work on correcting the issue. Professional development, systems review, and bias training are all part of overcoming these issues in our district.

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

Professional growth and development around teaching and learning are developed from our teacher feedback through student outcomes data reviews, teacher-student voice and data, teacher input, and leadership team guidance. All our decisions flow through our district-wide strategic plan, which was community developed. Early release Wednesdays are structured around PLC's so teachers can review data and make informed decisions. All staff are surveyed to learn more about their PD requests. Four half-day PD's are planned throughout the year for certified staff to focus on instructional strategies, behavior management, intervention tools/ techniques/strategies/systems, and SEL strategies. In addition, three classified staff participate in three full days of training during non-student grading days. All administrators regularly report to the board regarding their focus on teachers' professional growth and happenings within the schools.

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

Each of our schools have an instructional coach, Constructing Meaning coaches, and student success specialists who they access daily. Intervention specialists support students and teachers in the areas of reading and math. Collaboratives through NWRESA, COSA, ODE provide the specialists with research-based PD as well as opportunities to work with job-alike colleagues. A two year, coach-supported program mentors our new teachers and we offer a two day New Teacher Academy in August. This last fall, we adopted an instructional framework (Marzano) and all administrators and coaches are trained to lead this work. We also have a strong collaborative relationship with our union,

giving all staff a voice in training and meeting their needs. Our evaluation system allows frequent feedback to support the improvement of teaching and learning.

48. 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?

RTI teams meet regularly to review student data and teacher referrals. Individual student plans are created, monitored, and adjusted weekly to ensure support is provided to meet students' academic, social, and emotional needs through our MTSS system. This Integrated Guidance plan supports our efforts in these areas, and we use Early Indicator and Interventions Systems to gather multiple data points that includes attendance, academics, and behavior.

49. 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?

Since starting our preschool program three years ago, the transition from preschool to kindergarten has streamlined. The preschool classrooms are in the same pod as our kindergarten classes, so students are familiar with the area. We work with EI/ECSE to transition IFSP's into the appropriate placement for students in the early grades. Near the end of the school year, transition meetings are scheduled with teachers and identified staff for students with special needs. Each summer we offer the jumpstart program for incoming kindergarten students.

A variety of activities ease the transition from elementary to the middle grades, including transition meetings for students in special programs, a family night for both parents and students to learn more about middle school, as well as a student visit to the secondary campus to meet the staff and tour the building. The first day of school each fall is just for 6th graders and involves social activities that help students feel at ease. Homeroom meets every day to support students with academics, SEL, and study skills.

Our ninth grade success team, which includes our eighth-to-ninth grade counselor, do an excellent job supporting students with spring family night for both parents and students, forecasting support and freshman-only first day of school activities hosted by Link Crew. Homeroom 'colloquium' meets every day before lunch to support students with academics, SEL, and study skills.

We work collaboratively with Clatsop Community College to provide Talent Search and Upward Bound, as well as ASPIRE, with both coordinators working in our career center everyday. Job Corps opportunities, as well as visits from colleges and the military provide students with a variety of opportunities. Scholarship support for both students and families, in addition to internship opportunities through the Clatsop Works program is led by our school counselors.

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

All students participate in an elective fair. Our elective teachers talk with all students during a scheduling fair and introduce students to their respective programs. Counselors also work with students to identify the CTE courses that are available to them that will meet both graduation needs and offer college credit that is articulated with Clatsop Community College. Counselors work with special education teachers to ensure guidance is provided during forecasting to ensure all students know what courses they have access to. In addition, community liaisons work with students and families to provide individualized attention and support.