



# Echo School District

## 25-27 Integrated Application

*This Integrated Plan combines the common goals and requirements of six state and federal initiatives into a roadmap for supporting the success of our unique students and community.*

*Please find below:*

1. **Outcomes & Strategies**: *Click here for a summary of the results we are working towards and the strategies we will implement this biennium to help achieve these goals.*
2. **Narrative**: *See below for information about how our school meets state and federal required components in order to be eligible for continued funding.*
3. **Budget**: *Click here for the activities and investment of funds we have planned to carry out our strategies.*

*We will report quarterly progress to the Oregon Department of Education and provide an annual report to our local stakeholders via a school board presentation and link on our website. For more information, please reach out to Superintendent Raymon Smith.*

### Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please **name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information**. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

For this review we wanted to learn if our student success systems, implemented via structured team meetings focused on academic progress, student well-being, and programming, are positively impacting Outcomes. In addition to academic progress, evident in OSAS, interim assessments and growth targets, we learned:

- **Student Response Teams** meet biweekly at the building level to identify students of concern, track progress and collaborate with families. Consistent follow-up has improved targeted interventions for students most in need and improved parent partnerships.
- **Data Teams** convene monthly during PLC meetings to analyze student assessment data. Staff appreciate this dedicated time to reflect on student growth, adjust teaching strategies, and improve curriculum pacing.
- At biweekly **Staff Meetings** teachers are using their new language, skill sets and agency to discuss school culture, operations, and alignment on key initiatives. Staff

professionalism, cohesiveness and collaborative communication is rising. Moving forward we are investing in our own staff as Quantum Learning trainers to sustain professional growth.

- **Course Evaluations** are now data-driven (enrollment, demographic access and retention, grades) assessments conducted regularly by the administrative team to ensure programming aligns with student interests, state graduation requirements, high-quality CTE indicators and post-secondary opportunities. This protocol has improved our decision-making process and will continue to influence our master schedule.
- Our **Literacy Data Team** meets monthly to analyze K-3 literacy progress. Teachers refined their data review process, diagnostics and progress monitoring tools (STAR Reading, EasyCBM, iReady) to influence instructional decisions. For the new biennium we identified a need to improve vertical alignment.

These structured, collaborative meetings anchor our data-driven decision-making, student support, and continuous school improvement. While each part of this larger system provides important student and/or classroom level information, for the purpose of this needs assessment the core review team identified the following districtwide trends.

1. Professional development is the key ingredient, providing teachers with strategies for creating a positive culture and engaging instruction. It is a long process that takes time and energy but they are seeing the impact on the success of their students.
2. Timing is important. Improved instructional practices, materials and understanding of how to implement diagnostics and interventions is helping our instructional/student success coach identify students who are at risk before they fall too far behind. Students are taking responsibility for their own learning by seeking her support and self-advocating.
3. Every team member is indispensable. After two years with an open posting, we were finally able to hire a full-time school counselor who is critical for building partnerships with students and families; connecting student interest to course offerings; adding advanced, elective and postsecondary courses; and developing a system to strengthen academic advising and next step planning.

Several years of building has led us to this moment. We have a solid team and consistent systems that will help us sustain our momentum if we are careful and strategic. We credit the Outcomes and Strategies of our original plan. If our strong growth target performance is any indication, they are leading us in the right direction. In this update we will adjust some of our activities to support this next phase as we shift from building systems to maintaining them.

## Equity Advanced

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Echo School District continues to use our internal equity lens throughout our decision making process and within our data teams in the decision making process. Our teams consider that lens as we look at course offerings, extended learning opportunities, and how to communicate additional options for students in the learning environment.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

For the past three years our district has been very involved in brain-based professional development through Quantum Learning. We are now working to have our staff become trainers in this system. The system looks to take a deep understanding of the culture of your school and community to understand how you meet the needs of the students as people first through culture and social emotional needs. Thus enabling teachers to help students grow as learners. We will also be working on vertical alignment workshops for elementary staff

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

Echo School uses a CARE Coordinator to support at risk and homeless youth and their families. The district Homeless Liaison is kept informed of concerns regarding homelessness. The school has policy JECBD-AR in place to support student experiencing homelessness including identification of students, school assignment decisions, enrollment decisions, as well as coordination of services both within and outside the school environment.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

The primary strategy for ensuring equitable access and participation in CTE POS among all students, including focal groups, is building our master schedule. We take care to schedule the CTE course offerings during times when any high school student can elect to take a course. This ensures there is no discrimination for certain focal groups, as every student has access to the catalog of CTE courses. Echo School prepares students for non-traditional fields by focusing on workplace skill development, ensuring knowledge of workplace expectations that are applicable to any job in any area, and by

providing a well rounded group of elective options. The Echo School District and community has invested heavily in staffing, facilities, and content expansion for our only CTE Program of Study in Agriculture to support equitable participation by gender. Traditionally, females have been underrepresented in Ag Mechanics. We support female students by hiring female Ag teachers, ensuring our equipment and safety gear is female-friendly and providing course advising for students and families that welcomes all students into our program. Additionally, updating our facilities and equipment has improved the shop environment (safety, organization, cleanliness) drawing females and all students into a more professional learning setting. Although most areas of Agriculture (Business, Plant Science, Animal Science, etc.) do not rise to the level of requiring non-traditional strategies, our Agriculture program still prioritizes ensuring that all students have the opportunity to explore all facets of the Agriculture industry -- through coursework, work experience and FFA—and encourage further study in their areas of interest.

### **Well-Rounded Education (250 words or less per question)**

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.

We don’t have any changes or updates to make to our program review; however, we do have two elementary staff swapping grades next year and will take advantage of that change to improve PreK-3 vertical alignment of standards and curriculum.

2. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

We will ensure that curriculum is aligned to the state and national standards through curriculum adoption that is approved through the state. In addition, the district will evaluate the curricula by completing a crosswalk to identify the curricula’s strengths and weaknesses. Once strengths and weaknesses are identified, we will supplement instruction with research based instruction and curriculum that meet state and national standards. The district has designed a list of non-negotiable teaching strategies that are to be implemented within all classrooms. District leadership will be responsible for ensuring this is completed.

3. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

We regularly complete Learning Walk-Throughs and Peer Observations to ensure high-quality instructional practices that are engaging and rigorous for all. The main focus of the Walk-Throughs and Peer Observations is to identify Student Engagement and Direct Instruction occurring in the classroom. Administration and staff have been trained in Brain Based Student Engagement Strategies and Direct Instruction. The district also follows a state approved evaluation process.

Echo School provides a variety of courses at various levels. These include college courses in all content areas. The district also makes it a priority to maintain small class sizes to help under-served students. Additionally, we provide monthly “family time” which is time that each teacher has one student from each grade level K-12 for 30 minutes. During this time they work on social-emotional needs, connection, and peer support.

4. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

At Echo School we have an open door policy—parents are welcome to visit classrooms, eat lunch with their children, and visit at any time. We invite the community to a variety of activities including class presentation, awards programs, and Thanksgiving lunches. Each day administration is out on the playground greeting families and students as they arrive at school.

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

Each classroom at the elementary level has a wide selection of reading materials. All middle and high school LA classrooms have a wide range of reading materials available. We have a partnership with our local city library. This partnership helps facilitate monthly trips to the city library for library education. Additionally, through Intermountain Education Service District we have expanded our K-12 literacy materials through the SORA virtual library and have the opportunity to receive library education working with our regional library specialist.

6. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

We monitor the effectiveness of our interventions for these focal groups through multiple avenues. We have consistent tracking with our social emotional needs team, conversations with students, teachers and family members. Data from course work and assessment tools is evaluated and tracking of attendance and behaviors is completed.

7. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

The district provides reading and math assistance at the elementary level. Within the classroom, teachers provide differentiated instruction to meet the needs of all students. We also provide a summer school focusing on math and reading skills as well as STEAM. At the middle school and high school level students receive support in essential skills courses in both math and ELA, and interventions during advisory as well as noon study hall. Students meeting or exceeding state and national standards have the opportunity to enroll in dual credit courses to advance their academic skills. The dual credit/college credit classes are provided for all students at no cost to families. The district provides a TAG program at the elementary and secondary levels. Students also have access to Ready math lessons that allow them to work at their individualized level and utilize Accelerated Reader which allows them to read at their independent reading level. We offer course advancement for JH/HS students based on achievement and recommendation from teachers, as well as college level coursework through BMCC, EOU, and our local IMESD Virtual Learning Academy.

8. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

N/A

9. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

We build a master schedule that ensures that all students have the opportunity to participate in work-based learning. Additionally, our guidance counselor and an assigned teacher work to find partnerships that fit individual students' interests. Developing partnerships with employers requires a strategic and intentional approach. Here are the steps we take to expand work-based learning opportunities for students through partnerships with employers: identify potential employers, research those employers, reach out to the employers, build relationships with the employers, design work-based learning opportunities, connect students with employers, and monitor progress.

10. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes

## Engaged Community

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Improvements that we have made to our community engagement is to do a better job of directly reaching out to families of focal group populations to obtain feedback and information of view points, needs, and supports they need. This has helped do a better job of hearing their voice and see improvements in the classroom. The biggest barriers that we face are community and staff committee burn out. In our small rural communities the number of people to serve on committees and be involved in all the other aspects of running a successful community based school is limited. The constant expectation that we continue to create new and separate committees for all of the different initiatives is exhausting to our school staff and community.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Conducting empathy interviews and providing time during events and activities such as parent teacher conferences to talk with focal students families about concerns and have the integrated plan available for review and comments/question time.

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Review the integrated plan with all staff during staff meetings, ask for comments and questions. Provide open opportunities for all staff to know they are welcome to be a member of the integrated plan committee.

### ***Outcome of Engagement***

4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

That students want to feel safe and have a place to be with friends. Parents want their kids to learn and have a fun positive experience. They want opportunities for their kids to find success and in some cases they want more access to diversity of opportunities in terms of classes and extra and/or co-curricular activities. We have applied this through a focused approach to provide a wide range of classes and activities. In addition we continue to work hard with our counselor and student success coach to work with at-risk students and students who start to falter before they become “at risk”.

## Strengthened Systems and Capacity

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Echo School recruits quality leaders that demonstrate a growth mindset and a desire to continually improve their professional practice based on the needs and vision of the district. We provide on-going professional development based upon individual teacher needs, as well as the shared district need. Teacher leaders are included in these opportunities to develop skills and make decisions that follow the vision of the district. The district attempts to hire highly qualified teachers or those that demonstrate strengths and expertise in subject areas. When this is not possible, we provide professional development for these staff members to ensure they are providing effective, quality instruction. Staff that are new to a position will be provided a mentor to help guide their instructional practices.

2. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

Echo School currently works to promote a safe, respectful and culturally inclusive environment. Staff and students have received training in anti-bullying, Steps to Respect, suicide prevention and we work to make sure our students know Echo is a place they can feel safe. The staff works hard to ensure all students' opinions and beliefs are valued and they all teach expectations. The school also has a discipline plan in place that addresses minor to major infractions so students know the consequences for their actions. District data has shown a significant decrease in behavior incidents. The district looks at discipline data to help understand trends and develop concepts that will prevent overuse in subgroup population and learn how we can better serve our students before discipline is needed.

3. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

To provide career exploration opportunities before and during enrollment in a CTE (Career and Technical Education) Program of Study, we utilize several strategies:

1. CTE Connection to Careers: We provide information about the connections between CTE

and various career options. This is done through presentations, career fairs, and informational resources that highlight the skills, knowledge, and abilities required for different occupations.

2. Credit for Work-Based Learning: We provide academic credit for work experience as a way

to motivate students to participate in work-based learning opportunities and we have a teacher who provides guidance and oversight to ensure that the work experience aligns with academic and career goals.

3. Senior Seminar: Senior seminar provides an opportunity for students to focus on career exploration and planning. This includes workshops, guest speakers, and one-on-one guidance to help students identify their interests, strengths, and potential career paths.

4. Paid Internship Programs: We are currently working on developing paid internship programs throughout the district that provide skilled labor experience and can help students gain valuable work experience while also earning money. Schools can partner with local businesses to create these opportunities and provide guidance and support to students throughout the internship.

5. Electives in Junior High: We provide junior high students with CTE opportunities through a variety of elective options as a way to introduce them to various career paths and help them identify their interests and strengths. Course offerings are shared with families via published class schedules, parent teacher conferences, and student interest surveys.

## Early Literacy Inventory and Prioritization

1. What is the name of the funding source for the 25% match for early literacy? (check all that apply)
  - General Fund
  - Student Investment Account (SIA)
  - State School Fund SSF
  - Title I
  - Title II
  - Title III
  - Title IV
  - N/A (less than 50 ADMw, no match required)

- Other
2. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
- Hiring
  - Purchasing Curricula & Materials
  - High-Dosage Tutoring
  - Extended Learning Programs
  - Professional Development & Coaching
  - Other purposes

## Feedback

1. How can ODE support your continuous improvement process?

The biggest support that ODE can provide is to continue with the current support teams and processes that are in place through our ESD's and ODE. The current model of support through our local ESD and the team that work with at ODE has been very impactful to our progress. These people know our schools, communities, and leadership. They have developed positive working relationships based on trust and understanding. They have been the consistent piece in the ever changing environment of state reporting and state systems. As has been said for years, if ODE truly wants to support our continuous improvement, the reduction of redundant reports and focus on proven data that is readily available to all would reduce time spent on reports and increase time spent on working with students and teachers.

## Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics.

We relied on our Needs Assessment and the results of our Longitudinal Performance Growth Targets to lead our discussion of how to update our Integrated Plan for the 2025-27

biennium. In short we are retaining our existing Outcomes & Strategies, adding a new Early Literacy Outcome and associated Strategies, and revising a handful of the activities we are funding to meet our strategies.

Early Literacy Success: In the original conception of the SIA and then Integrated Plan we added a Student Success Coach at both the Elementary and Secondary level. With the addition of Early Literacy Success funding and a few years of this model under our belts, we decided to pivot our elementary coach towards more reading intervention and classroom instruction. Two of our elementary staff have also decided to swap grade-levels next year and we will use this shift to revisit our vertical alignment to support our early literacy learners. We are beginning our planning for Summer Literacy Learning and looking forward to adding a formal Kindergarten Jumpstart.

We were pleased to see that we met all but one of our Longitudinal Performance Growth Targets, confirming the direction of our existing Plan. The one measure that we did not meet, by less than one student, was Five-Year Cohort Completion. We expect to improve on that measure now that we have a counselor helping 5th-year completers connect to options. We are moving our SEL activity from SIA to our general fund because we have had challenges in the past receiving our invoice within the grant timeline, and for now we are removing the School Resource Officer from the budget because the police department has not been able to meet our needs for time on-campus. Other activities will remain with slight adjustments: a .25 increase in existing Title I FTE, a focus on audio safety enhancement to our voice over and PA systems to ensure communication between classrooms and the office in emergency situations, and support for updating our CTE programming which will be partly driven by our forecasting process.

Although the updates to this plan are minor, we are planning ahead for potential expansion. Currently we are at our enrollment capacity and have long waiting lists from out-of-district families. With one of the highest tax bases already in the region, the prospect of running a bond to add capacity for out-of-district students is a tough conversation. However, we also possibly have a new housing development coming soon which could hasten an expansion. In the meantime we will continue to use these integrated initiatives as an opportunity to strengthen our foundations so we are ready for growth when the time is right.