

# Prospect Charter School - Supplemental Questions

The series of supplemental questions below will address specific components of ORS 329.095 and OAR 581-022-2250 as well as requirements under section 1112 of the Every Student Succeeds Act. The responses provided will better inform how ODE can improve technical assistance and workshop opportunities as well as inform how the agency pursues strategic investments, tailoring these activities to align to regional and local needs.

## 1. Standards Aligned Curriculum

a. **How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?\***

**School Leadership Team support vertical alignment** and created alignment facilitation guide to support alignment efforts.

**Vertical alignment** in writing grades 4-9. Common formative and summative assessments in writing and ELA. Content teams are used in the Student Learning Growth Goal process to identify student learning needs and power standards using a collaborative data review process.

**Standards alignment/curriculum maps** submitted for administrative review in the fall. All curriculum is vetted for standards alignment through the adoption process.

Prospect will begin preparations to review and implement new state curriculum on Native American History.

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## 2. High-quality Instruction

a. **What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?\***

School administrators maintain a positive and consistent presence on campus by conducting regular walk-throughs with the goal of *"Every class, every day"*.

Daily Learning Targets are posted and addressed with students daily. They are aligned to the CCSS and expected of every teacher.

Annually, every teacher writes two Student Learning Growth Goals which are developed in collaborative teams and based on student data (Easy CBM, STAR, etc...). Teachers will continue to work in these collaborative teams to develop appropriate instructional strategies and formative assessments in their annual professional growth cycle process.

Teachers are encouraged to include student voice and choice, and are expected to differentiate instruction and assessment to be inclusive of all students. Teachers at all grade levels use a variety of assessments, both formative and summative assessments to monitor student learning and adjustments are made as needed based on individual students and the overall class.

Teachers also work with the Special Education department to insure that IEP and 504 requirements are being met and to learn other assessments that may better meet the needs of students.

Curriculum Road Maps for all courses are submitted at the beginning of the school year by every teacher.

**b. How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?**

In the 2018/2019 school year, Prospect School District implemented a school-wide goal to increase student engagement and assessment. Grades 6-12 staff participated in a yearlong formative assessment professional development (OFAST) which included 1 hour of weekly reading, daily classroom practice with reflection and monthly PLC meetings.

Also, at this time, all elementary staff and instructional aides participated in a two-day ECRI training to improve core reading instruction. Following the principles of Improvement Science, and elementary teacher leader, tracked implementation practices, and student results to further hone instructional practice to promote student achievement. Continuing in the 2019/2020 school year, all elementary staff participate in a weekly PLC which focuses on data analysis of student achievement and refinement of teaching methods.

As part 2019/2020 teacher in-service, teachers and instructional aide staff were provided with the option to participate in a two-day workshop on Positive Discipline which focuses on building positive relationships to support classroom and school behavior and improve student learning.

Regular administrative observations with feedback that is aligned to the district evaluation rubric, provide a communication and coaching needed to advance instructional practice.

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### 3. Talent Management and Professional Development

**a. How does the LEA align professional development and learning activities to the needs of teachers?**

Prospect Leadership Team participated in the Collaboration Grant from 2017-2019. Our primary focus was improving the professional development experience and impact of teachers and staff at large. We started by trying to understand why our Professional Learning (PL) system wasn't dramatically improving teacher practice. The Leadership Team engaged in their own professional development by learning methods of Improvement Science. The team then employed tools such as root cause analysis, seeking user voice, system mapping, data collection or data review to better understand how to improve the learning activities of teachers. Our long term AIM is to develop a PL system that enables all educators to continuously and dramatically improve practice, enhancing educator impact on student learning. Some learning activities offered began as small change ideas and include: vertical curriculum alignment, ECRI training, OFAST 6-12, Positive Discipline, and professional development for data analysis of student achievement data and student learning growth goal-setting. With our AIM in mind, the Leadership Team continues to employ the fundamental tools and steps of Improvement Science to design learning activities aligned to the needs of teachers.

**b. 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 at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?\***

Prospect School District's mission includes recruiting and retaining highly qualified teachers that teach within their field of expertise. New teachers participated in the former SOESD mentor program and weekly level meetings and/or PLC's support all staff in effective teaching practices for all students.

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## 4. Safe and Inclusive Climate

**a. What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?**

Prospect Leadership and staff are aware of the critical role that the school plays in its rural community. Prospect Charter School is more than an institution of learning, it is the hub for significant community activity. The school provides Family Nights, Annual Open House, grandparents luncheon, community dinners and family educational opportunities, flexible conference times, performances, athletic events, and hosts Alumni events. Further, the school recognizes the need to include all stakeholder opinions and maintains an inclusive, human-centered approach in data collection by offering multi-modal data gathering tools such as internet surveys, empathy interviews, and focus groups.

**b. What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?**

PSD extends learning an hour every day after school for all elementary students to participate in ASAP (After School Academic Program). Students have this opportunity to receive additional tutoring along with a healthy snack. Currently we are serving approximately 40 students in the ASAP program. PSD has also partnered with Maslow to work with our homeless students. Together we are helping students receive food cards, food, ability to obtain birth certificates, and much more. In addition, PSD has also revamped it's SpED program and has placed some of our strongest and most trained classified staff working with our students with disabilities. PSD also provides transportation for all students who participate in athletics and attend ASAP.

**c. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.**

Teachers are trained to handle 90% of the discipline in the classroom. Their training includes Positive Discipline in the Classroom and PAX. When necessary, students are removed from the classroom. It is PSD's administrative practice to work with the student and get them back into the classroom as quickly as possible. Teachers make parent contact every time a student is sent to the office in an effort to partner with them in their child's success. PSD also uses a Restorative Justice approach to discipline. Students

are asked to identify who they affected by their actions and restore the relationship. Oftentimes this includes giving back in one way or another.

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## 5. Family, Community and Stakeholder Engagement

**a. What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?**

PSD prides itself in community outreach. Multiple times per year PSD has community dinners where we seek their input in areas: facility planning, improving attendance, and school improvement (ORIS). We also host a FAFSA Night, Family Night which includes games and a meal. Historically, PSD puts on a Trunk or Treat which provides children of the community to experience Halloween and also PSD/Community relationships. During PT Conferences PSD has surveys for students and parents to share insight about their school experience. Most recently we had students and parents participate in the My School, My Voice survey, a tool from NEA. Our leadership team will take the results of this survey as we analyze ways in which we can improve our systems as a whole.

**b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes? Prospect has two students self identified as Native American, but are not tribal affiliated.**

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## 6. Leadership Development

**a. How does the LEA recruit, onboard, and develop quality leaders?**

Prospect has participated in job fairs and on-line media such as COSA job postings. More importantly, Prospect has worked on career pathways (via SDCF) to encourage and support quality applicants into leadership positions. Previous Mentoring participation is anticipated to continue with the EAC and Regional Education Network through the Education Service District. Staff that desire to develop leadership skills are invited to join the Leadership Team and participate in the school improvement initiatives.

**b. How does the LEA align professional growth and development to the needs of school and district leaders?**

A shared Leadership Team was developed in the Fall 2017 with the critical purposes of Professional Development and School Improvement. This team follows OAR 192.610 to 192.690, meets regularly and plans the PD days established in the CBA and adopted calendar. Four PD days were recently added to the teacher contract, and scheduled as

full and half days in the Board adopted calendar. The CIP is aligned to the identified needs of the school, and leaders are identified and supported.

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## 7. High-quality Data Systems

**a. How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?**

PSD has the benefit of being a small k-12 school. Our staff has the ability to build strong personal relationships with students with our small class sizes and avoiding students being lost in the shuffle. PSD reviews available data to improve its systems. These data sources include: Attendance, EasyCBM and Ren Learn focusing on Math and Reading, Engage NY and Core Focus assessments which are concentrated on K-8 math, along with Think Central and Argos. Our teachers also write SLG's and attend PD's as needed to accomplish their goals. Resources are always a challenge given the small Adm of the school, but Title funds are always targeted to student needs.

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## 8. Continuous Improvement Planning

**a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?**

Prospect is only one school, and the Oregon State Assessment (SBAC) provides an annual tool for checking our continuous improvement, and has historically set general goals for instruction and resources. Additional measures with STAR and EasyCBM are used for progress monitoring and PLC conversations. Classrooms with higher student needs have been provided with Aides and support tutoring with students.

**b. Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.**

There are Macro tools (SBAC, Healthy Teen, etc.) and Micro tools (PLC, student records, etc.) that inform the school personnel about our students and improvement processes. A report is made to the School Board monthly from the Leadership Team, the Principal and Superintendent that includes information and data that shows if/how our students and school goals are working and improving. In the past two years, we have facilitated three community meetings to share information and gather input on facilities, student attendance, and the ORIS survey. Leadership teachers have also

elicited input from students concerning their learning needs. With our recent learning in the Collaboration grant, Prospect has employed additional improvement science tools such as empathy interviews and PDSA theories of action.

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## 9. Supports and Interventions for Students

**a. How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?**

Prospect Charter School has an on-site preschool for children ages 3-5. The preschool is integrated into most school functions including meals, assemblies and school-wide activities. Information about the preschool program and registration is available on our school website and in the school office. To support effective transition to kindergarten, information regarding kindergarten round-up is presented in multiple modes to preschool families as well as all community members. Additionally, the district contracts with Douglas ESD to provide Early Intervention services to pre-school age children. Finally, preschool and kindergarten teachers meet to share performance data, and strengths and needs of a child to better support an effective transition for the school-age child.

**b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)**

Since the 2018/2019 school year, the primary strategy utilized by Prospect School District to facilitate and coordinate effective transitions from 8th grade through the post-high school experience is the creation of a .5 FTE High School Success Coordinator. The coordinator is responsible for data analysis, intervention development to support at-risk students, career counseling, college and career test coordination and proctoring, coordination of the Expanded Options, College Now, Early College programs, and college and career exploration events. All high school students participate in a 1 credit Careers course which supports exploration, reflection, and preparation for post-high school education and/ or career path.

**c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?**

As stated earlier, our Maslow partners meet with our homeless students on a weekly and as-needed basis. They are always on call for support. PSD waives all fees for student activities as well as provides transportation home for all students K-12 who participate in ASAP and athletics. PSD has a clothing bank which is available to all students and has also partnered with groups like the Lioness Club and Prospect Nazarene Church in both a food bank and providing meals to families in need over the holidays. In addition to this, PSD has also partnered with local groups that raise money to provide Christmas presents to students/families who are in need.

**d. How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?**

A PDSA was performed last year on tutoring services after school for students that were below their grade level standards. For 2019, this has expanded to grades 3-5, with an additional after school academic program (ASAP) for all students K-5. ASAP can also provide enhancements for students performing at grade standard, with plans to include STEM/STEAM activities learned in the previous summer Invention Camps.

For High School students, the HSS funds have been directed to guidance and counseling to ensure students are on-track and improving graduation for students most at-risk of dropping out.

**e. How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?**

Prospect school moved to a One-to-One computer system (iPads and Chromebooks) during the 2017-18 school year. This supported the access to academic technology for students historically unserved at school and home. New hands-on Math Curriculum (Amped) is designed to make Algebra more accessible for students that have historically struggled in math content.

Prospect has a strong connection with Medford's Maslow Project, with weekly visits and check-ins of our transitional and homeless students.

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## 10. Library Program

**a. What steps have been taken to ensure all students have access to strong school library programs?\***

Prospect has one certified librarian/teacher on staff who advises and trains staff in the implementation of the library program. All elementary staff and instructional aides, middle and high school ELA teachers, and the SpEd teacher and SpEd instructional aides have been trained in operating the Follet library circulation system and serve as librarians for their classes. These staff have access to flexible library scheduling for every week of the school year to ensure that all students have regular access to library resources. The school district ensures library access through general fund allocation of 4hrs library aide time. Further, Prospect Charter School is one-to-one for technological access. EPIC, a digital library resource with over 35,000 titles, is installed and available on all chromebooks.