

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)**

From the spring of 2024 to the winter of 2025, the Gladstone School District conducted a comprehensive needs assessment, with extensive input from participants, including students, parents, staff, and community members. Information was gathered through focus groups, as well as surveys of families, staff, and students in grades six to twelve.

Gladstone's focus groups included the following:

Kindergarten Families
Emerging Bilingual Families
Elementary Families
Families of BIPOC students
Latino/a Families
Middle School Families
High School Families
Emerging Bilingual Students
Families of Children with Disabilities
Students with Disabilities
Students Living in Poverty
Unhoused Students
Students in Foster Care

Focus groups and surveys centered equity by including the full diversity of our community:

Arab American
Russian American
Asian American
Ukrainian American
Unhoused Families
New to our schools/community
Black/African American
White
LGBTQ+
Latino/Hispanic
Learning of English
Recently Arrived in the U.S.
Native American/Alaska Native
Military Families
Low Income
Native Hawaiian/Pacific Islander
Single Parents
Middle Income
Classified Staff
Multiracial
High Income
Certified Staff
Raising a Student with a Disability

Data Reviewed:

OSAS Longitudinal Data for Mathematics, Language Arts, and Science
CTE Participation and Program Completers
Graduation Data
ELPA 21 Data
STAR Data
Dibels Data
MAP Data
Attendance Data
Course Grade Data
Students on Track to Graduate
9th Graders on Track
Referral Data
Suspension/Expulsion Data
CTEC Youth Engagement Data
English Learner Performance Data

Additional data was gathered via a school climate survey at Gladstone High School and the Oregon Student Healthy Teens Survey for middle and high school students. We also included data from a Clackamas ESD Equity Brief specific to our district detailing achievement gap data for Latino/a students, economically disadvantaged students, students with disabilities, and non-regular attenders. Knowing their specific needs, we were able to design specific programs to meet those needs.

Equity Advanced (250 words or less per question)

- 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.**

The Gladstone School District has an equity stance that has assisted our system while making plans, decisions, and communications in regards to policies, rules, instructional materials, content etc. We highly value our welcoming and inclusive school climate and we celebrate our local racial and cultural diversity as we continue to train staff in diversity/equity/inclusion issues and strategies. Specifically, this lens has assisted us with the integrated application as we discuss changes and adjustments to our previous plan, identify new needs based on our current data and research, and while making budgetary decisions for the upcoming school year.

Key Strategies that specifically support our prioritized focal student groups:

- Provide High Dosage Tutoring for K-3 Students
- Elementary Social-Emotional Learning Skills Coach
- Middle School Social-Emotional Behavioral Coach
- Family Liaison for Emerging Bilingual Students and Families
- Emergency Fund for Students Experiencing Homelessness
- Expand Middle and High School Elective Programs
- Increase K-8 School Clubs with a Focus on Students With Disabilities
- Summer Transition Programming for 9th and 12 Grade Students
- Kindergarten Intervention
- Math Intervention Grades 1-8
- Provide Early Learning Opportunities for K-3 Students
- PreK-3 Professional Development on Early Literacy

One of our key activities which supports the prioritization of our focal student groups is to hold focal group meetings twice a year. These meetings are designed to listen and collect students' "voice" from each of our separate focal groups. These meetings take place in the Fall and Spring to provide opportunities for us and our students to respond to our current needs.

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?

The Gladstone SD sets aside Title IIA money each year earmarked for equity training and general fund dollars to support our District Equity Team. This money is intended to improve and expand the experiences of our staff through attending equity conferences, bringing trainers into our schools for training, and utilizing local experts in our schools to provide additional training. All of these training are designed to be a response to our evaluation of student learning and outcome data that has been disaggregated to represent our focal groups of students. Specifically, our current training includes a 3 year plan for "Crucial Conversations" training for licensed and non-licensed staff. Using funding from our Targeted School for Improvement monies and general fund dollars to continue training and supporting our elementary and middle school staff with sheltered instruction to assist our emerging bilingual students, and as a natural by-product, all students through improved core instruction by utilizing sheltered instruction strategies.

Additional training will continue to be provided for our Response To Intervention and Multi-Tiered Systems of Support systems to better address the whole child. Again, we utilize disaggregated data to assist us in identifying and supporting our focal group students.

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

Gladstone ensures activities carried out by the district do not isolate or stigmatize youths navigating homelessness by providing private meetings with school counselors and the homeless liaison, using a lunch line system that is the same for every student [enter your student id number], gathering input by phone interview rather than a focus group, and destigmatizing use of the Clothes Closet via Teen Thrift Shopping Day, to which the whole school is invited.

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

We will ensure equal access to CTE programs by continuing to provide each student with a CTE overview provided in all Freshmen Success classes [required for all 9th graders], a required freshman GATES class that exposes each freshman to hands-on projects in three CTE areas, periodic CTE conversations in College/Career/Citizenship classes for all students, and meetings with school counselors.

We will counter discrimination against focal student groups by providing on-going DEI training for staff, giving them the skills and confidence to interrupt bias incidents at the moment. In the fall of 2023 we provided two-day workshops with DEI consultant Daryl Dixon for staff new to our district. This is helping us build an inclusive school climate. We are also using OSAA messaging to reinforce the value of respecting and including others at all school events.

CTE participants are prepared for non-traditional fields by requiring gender balance in the middle school robotics club, and by requiring every freshman to take a GATES class, exposing them to three different CTE fields. We also combine artistic and technical elements in classes like photography and multimedia marketing, introducing drone pilot skills along with camera skills. This helps draw a more diverse audience to the courses.

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.

After completing and analyzing our Program Review Tool we were able to identify our areas of strength and areas for improvement system wide. The areas of strength that were identified will continue to be a focus for our system and we can duplicate that work to improve the experience of more learners.

As we review our areas in need of improvement we have identified areas that we need to refocus or change our efforts in. One such area is improving our use of thoughtful, purposeful questioning designed to extend conversations, build vocabulary, and encourage more complex language structures. In order to reach this we will increase our professional development and monitoring of these skills. We are also planning to continue ongoing reflection and collaboration to

help us continue to align research-based models with the needs of our learners, ensuring that instruction remains dynamic, responsive, and effective. A final key update we will be making in order for us to meet the needs of all learners is to more consistently analyze collective data in a timely manner and collaborate with colleagues to adjust instructional goals and practices.

- 2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.***
- 3. 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?**

When selecting new curricula, the district relies heavily on the curriculum review process performed by the Oregon Department of Education to determine relative alignment with state and national standards. Using that process as a foundation, district departmental teams review materials and determine curricula for potential 'pilot' experiences. Finally, community and School Board review is a capstone to each cycle.

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

In the Gladstone School District, we work to ensure classroom instruction is intentional, engaging, and challenging for all students by focusing teacher evaluations on what students are doing rather than what the teacher is doing. Principals actively look for hands-on learning, student participation, problem-solving, and inquiry strategies as they observe each classroom. We recently provided professional development in project-based learning to part of our middle school team. In addition, at our high school we are undergoing a deep dive in professional development in Universal Design for Learning (UDL) and sheltered language in our K-8 schools. We have also added high-engagement classes to our curriculum, including digital multi-media marketing and an IT pathway that leads to both certifications and college credits. Our middle school changed their schedule to allow students to take an extra elective, adding classes in drama, computer programming, sports/conditioning, leadership, and STEAM.

5. 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?

Gladstone ensures community members and partners experience a safe and welcoming educational environment by connecting them with affinity groups, providing interpreters, communicating about district events and happenings in home languages, providing bilingual signage, celebrating cultural heritage days throughout the year, and emphasizing OSAA's rules about respecting others at school events. Our bilingual Latina family liaison has been an asset in building personal relationships with Latino/Hispanic and emerging bilingual families. The topics covered by our liaison have addressed local family support resources, information regarding how the district will respond if national immigration authorities come to our schools, providing educational support training, and collecting the voice of our families.

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

Gladstone students have access to library programs at every level. Elementary students visit the school library each week, and have the opportunity to check out books to take home. Teachers also have opportunities for their students to visit the library for school projects and research. The middle school library was recently updated by culling outdated books and adding high interest books, as well as books that provide "windows and mirrors," to help them see themselves and the full diversity of our community reflected in what they read. The high school and middle school libraries have a librarian tech who manages a comprehensive collection, including books by diverse authors. The library is at the heart of the school, a place students can gather to work, socialize, eat lunch, and find books for school research projects or pleasure reading.

7. 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 students who experience depression, anxiety, stress and challenges with dysregulation with two key strategies: One, we closely analyze student attendance data, grade data, discipline data, bias data to identify individuals and school patterns of need. Two, our counseling team frequently meets with identified students who struggle and monitor their status on a weekly basis, they provide unity focused programs

throughout the year, and they effectively communicate the resources available for all students in need.

8. 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?

We identify and support the academic needs of students who are not meeting state and national standards or Carl Perkins targets by using a locally developed dashboard to track data for focal groups. We have built a number of academic support programs, including elementary reading and math support pull-out programs, middle and high school support classes, and a new MTSS program at our middle school while continuing with our RTI program at our elementary school.

In addition, we have created a support lab for students with disabilities at the high school. For the past two years we have provided robust summer school programs with academic support, enrichment activities, and credit recovery. We meet students' technical needs by checking out laptops to all high school students and to other students as needed. School support teams and school attendance teams meet to identify struggling students and build assistance plans to meet their needs. Freshman success coaches track ninth grade progress, extending support to keep freshmen on track for graduation through schedule adjustments, academic support, and building a strong personal connection with students. The district supports the academic needs of students, including focal student groups, who have exceeded state and national standards. This is accomplished through instructional differentiation in each class, and by offering a wide array of honors, Advanced Placement, dual-credit, and college credit options on our campus. These include both academic and career-technical opportunities. Advanced elementary students can be placed in math enrichment. Advanced middle school students can take math at Gladstone High School. Advanced students at Gladstone High can take advanced-level classes, including on-line options.

9. 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.

NA

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

Students from focal groups and their families learn about CTEC course offerings through 8th Grade Night, individual meetings and phone calls with counselors, grade-level specific discussions in College/Career/Citizenship classes, and multilingual articles distributed to all parents and staff via Facebook, the Weekly News Blast, the local newspaper, and the Glad Report community newsletter. The school also publishes a printed curriculum handbook with descriptions of each class offered and each family gets a copy. The district will intentionally develop partnerships with employers to expand work-based learning opportunities for students by promoting the opportunity for work experience credit with both high school students and local employers. Our college and career counselor is prepared to assist interested students in identifying potential employers, writing their resume, and applying for jobs, while helping employers understand their role in the work experience credit program.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If not, please explain.

Students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging, relevant learning across a spectrum of subjects, both academic and CTEC. Gladstone High offers AP, dual-credit, honors, and Clackamas Community College courses on our campus in 27 subject areas, with several of these offering multiple courses. Gladstone's diploma requires 2 more credits than the state diploma. We also offer an Honors Diploma for students who complete a comprehensive academic program with a high grade point average. To qualify students must complete 2 credits of course work in 5 of the 6 areas of study. The high school offers career pathways with multiple options in Arts & Communications, Business, Information Technology, Health Occupations, Engineering, and Natural Resources.

Engaged Community (250 words or less per question)

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?

At our secondary level we have added small affinity group interviews in the fall and spring to gather student voice and to provide them feedback on how we utilized their voice. These interviews were focused on students' experiences

regarding academics and social emotional experiences at school. We asked the students what is going well and also where our system can improve. The data from these focal group interviews is shared with district personnel as well as building staff. Our goal is to take this data, share it with staff, and identify strategies to address areas of improvement and to celebrate areas of strength.

The Gladstone SD has also increased the number of parent meetings, especially our English Learner Families, and have found that our training of interpreters and translators has increased the effectiveness of our communication with families. Also, as we schedule meetings with families we have been very flexible with days and times in order to provide opportunities for more family participation.

However, we do continue to struggle achieving the number of participants we wish to see and learn from. This is our biggest challenge and we are soliciting input from our families on how to increase their participation.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- Students of color and families of students of color - y
- Students with disabilities and families of students with disabilities - y
- Students and families who are navigating poverty, houselessness, and foster care - y
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+ - y
- Students and families who recently arrived - y
- Migratory students and families of migratory students - y
- Justice involved youth - The Clackamas ESD provided data they collected from this focal group for us to utilize
- Emerging bilingual students and families of emerging bilingual students - y
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.) - y
- Classified staff (paraprofessionals, bus drivers, office support, etc.) - y
- Local or regional business and/or industry community - y
- Local Community College CTE Deans and/or Instructors - y
- Local or Regional Workforce Development Board - y
- CTE Regional Coordinators - y

- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families - y
- Other _____

3. 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.)

The Gladstone School District has utilized the following strategies to engage with focal students and families:

- Affinity small group interviews
- Specific family meetings designed around a specific focal group
- Student surveys (disaggregated)

4. 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.)

The Gladstone School District has utilized the following strategies to engage with staff:

- Staff meetings with district office administration listening and collecting feedback from staff (both classified and licensed staff)
- Staff surveys
- Monthly meetings with classified and licensed association leaders
- Maintain an open door policy welcoming feedback from all stakeholders

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

1. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Artifact: Focal group notes

Focal Group(s): Hispanic, Language Learners, Black or African American: Middle School Level

The biggest and most concerning learning from this was that our students face racial and/or ethnic slurs on a daily basis in our schools and community.

2. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Artifact: Faculty survey on our Integrated Application Successes and Failures

Groups: Licensed and Classified Staff: District Wide

One key learning from this survey is our large number of staff do not, or seldom use disaggregated data to guide our decision making. 38% of our staff either never look at this data or only 3 times a year or less.

3. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Artifact: Picture of community meeting

Groups: Hispanic families, Families of English Learning students

Key Learning: Our superintendent greeted and presented to this group in Spanish for the first ¼ of his presentation. The appreciation the families showed for his efforts to communicate in their native language was very evident in their comments during and after the evening was over. The more we reach out to our families in comfortable and culturally appropriate ways the more we can learn from each other.

4. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Artifact: C-TEC Yout/GED Candidate Survey

Group(s): Students who have disengaged from their local high school

A key finding regarding what contributed to students' disengagement from their home school showed that they felt that staff members did not care about their wellbeing and they lacked any adult who they could come to with problems or concerns.

5. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Artifact: Elementary School Professional Development Survey

Group(S): licensed staff

Our licensed and classified staff at our elementary school have a strong interest and desire in receiving additional professional development in Culturally Responsive Learning, Anti-Racist Training, and Inclusive Practices. These three areas of need were identified and we have begun to plan for future professional development.

Outcome of Engagement

11. 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.

As we reviewed our data and discussed what our community shared with us over the year we learned that the majority of people felt that our current direction, outcomes, strategies, and activities were still on target. A few alterations, due to staffing changes, will be made but most of our original plan will continue to be implemented in the future. Student social emotional health is still a concern of the community but they also appreciate the focus on learning experiences and academic experiences that we are providing. Based on this input we will make few changes to our new plan and focus on strengthening what we are doing well and possibly adjusting where our data indicates we are not improving or making an impact.

Strengthened Systems and Capacity (250 words or less per question)

- 1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?**

The district recruits quality educators and leaders by proactively recruiting diverse applicants through the CFEE network, by reaching out through existing staff to invite skilled colleagues to apply, and by attending county and regional hiring fairs. We work to prevent students of color, students experiencing poverty, students with disabilities, and students learning English from having inexperienced, ineffective, or out-of-field teachers through careful hiring processes and reference checking focused on selection of highly qualified staff for each teaching role. All new teachers are mentored in their first year, and have the opportunity to participate in continuing education throughout the year and summer.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

We work to prevent students of color, students experiencing poverty, students with disabilities, and students learning English from having inexperienced, ineffective, or out-of-field teachers through careful hiring processes and reference checking focused on selection of highly qualified staff for each teaching role. All new teachers are mentored in their first year, and have the opportunity to benefit from the leadership of their grade-level or subject matter team.

Our evaluation process follows the Danielson framework and is focused on growth rather than compliance. We actively work with our teachers to increase their awareness and understanding of teaching students from our focal groups and have begun training staff in Universal Design for Learning and sheltered instruction to meet more students' needs.

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

We reduce the overuse of discipline practices that remove students from the classroom through restorative justice approaches and Positive Behavior Interventions and Supports [PBIS]. We also provide a Culture of Care approach that reinforces a safe environment, calming predictable routines, and an elementary skills learning center that gives students with behavioral challenges the opportunity to learn to process and cope with strong emotions through self-regulation strategies. A similar approach is used in our middle school

Wellness Center. Social-emotional learning is a regular part of our education program at each level and our building leaders evaluate their buildings data to identify positive and negative trends in adult reporting.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

The students and families that transition to us from LTCT sites, YCEPs, and JDEPs will be met with a team of caring professionals who will meet with them prior to the start of enrollment, listen to their concerns and wishes, and provide us insight to what works or triggers their student. The information our team gains from these meetings will be shared, when and where appropriate, and students will be monitored based on their individual needs.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

The Gladstone district supports, integrates, and coordinates early childhood programs through the Gladstone Center for Children and Families [GCCF]. The center integrates Gladstone's public kindergarten program with Head Start, the Gladstone Teaching Preschool, and preschool classes provided by Clackamas ESD. Several wrap-around family service agencies are co-located at the GCCF, including county pediatric health and dental clinics, Northwest Family Services, Family Stepping Stones Relief Nursery, Lifeworks Northwest, and Project Access Now. The GCCF is a groundbreaking model that has been admired and replicated across Oregon. Having preschools and kindergarten co-located ensures warm handoffs and strong connections as children enter school. As a small school district, we have an advantage in facilitating transitions between levels. The early childhood transition to kindergarten is a warm handoff between Head Start, Gladstone Teaching Preschool, and ESD's special needs preschool program and our co-located kindergarten program. Children and their families are already familiar with the building, staff, and on-site family support agencies. Co-location makes it easy for preschool teachers to communicate with kindergarten students about each child's individual needs and abilities as they make the transition to kindergarten. Gladstone also offers a kindergarten jump start program in August that gives children the opportunity to connect with teachers, classmates, and school routines.

The transition from kindergarten [located at the GCCF] and first grade [at John

Wetten Elementary] includes a spring field trip to the elementary school, including an orientation session for parents. Rising first graders also have the opportunity to participate in summer school at John Wetten, providing the opportunity to navigate the school building and interact with teachers and peers before the start of the school year. On the first day of school, the kindergarten teachers come to the elementary school to greet the new first graders as they arrive.

The transition from 5th grade to middle school includes a field trip to tour the school that includes a play performed by the middle schoolers. Parents are invited to an orientation night.

Rising 6th graders are included in the middle school's robust summer school program, which provides the opportunity to navigate the building and connect with teachers and students.

The transition from 8th grade to high school includes a half day student shadow experience, and a field trip for student-led tours of the building. Rising freshmen can attend a 3-day Camp 9 to learn about high school expectations and facilities, including a day-long ropes course for team building. This also provides the opportunity to connect with the school's freshman success coaches, there to guide at-risk students throughout ninth grade. Each freshman takes a High School Success class their first term, plus a GATES class that introduces them to 3 different career-technical fields.

6. 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.

Career exploration opportunities, career information, employment opportunities, and career guidance before and during CTE enrollment are provided through a mix of middle school and high school classroom experiences, in-school and after-school programs in Gladstone High's College & Career Center, arranged field trips to career fairs in the trades, special programs at Clackamas Community College, and guest speakers at the school. Students and families will learn about CTE course offerings and Programs of Study by reading the course guide, provided in both printed and digital formats. In addition, each student has a one-on-one conference with their counselor, and parents can participate in these. Students also have the opportunity to learn about CTE classes through the Freshman Success class, which each freshman

takes in their first trimester. Our weekly College/Career/Citizenship class provides another opportunity for students to ponder course options as they build and update their 6 year education plan. Both parents and students are invited to contact our college and career counselor, who helps students choose courses to prepare them for their desired career. This counselor also provides opportunities for students to meet with guest speakers from local employers who can encourage students to take classes to prepare them for job success.

- 7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.**

NA

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

- 1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.***
- 2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)**
General Fund
Preschool Promise Grant

3. If you answered “Other” on #2, please describe below: PreSchool Promise Grant
4. 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 - X
 - Professional Development & Coaching - X
 - Other purposes
5. If you answered “Other” on #3, then please describe below:

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Our local ESD has been extremely helpful in our work with the Integrated Application and we hope that they can continue to be funded for this support. ODE has done a good job of keeping our LPGT's data updated and shared. If This data could be sent separately and not just in the smartsheet that would be useful.

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. (500 words or less)

Key Aspects	Rationale	Strengths/Weaknesses Addressed	LPGTs Addressed
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Focus on Increasing Early Literacy Levels	Student literacy is a key component of student success in school	We missed our LPGT in this area by 15-17% with the higher number representing our Gap Closing score.	3rd Grade ELA Proficiency
Social Emotional Health & Wellness	Via our interviews with focal student groups, evaluating health survey data, and receiving feedback from our parents a high need for social-emotional health rose to the top.	We are addressing our increase in dysregulated students, students in crisis for mental health, and wanting to focus on prevention.	This would help us address all LPGTs indirectly as our student's social-emotional health improves, their academic outcomes should improve.
Targeted Supports	The targeted supports we have identified will increase our communication and relationship with our bilingual families, strengthen our ELA support in K-3, provide math intervention for 1-8 grade students, and provide funds to support our students experiencing homelessness.	Our data clearly indicates a need to improve our ELA and Math proficiency for all students, but more importantly our focal groups 3-8.	By providing additional supports for our K-8 student population, houseless students, and our Emerging Bilingual students we should positively affect all LPGTs.
Engaging Opportunities	Through student and community interviews we heard a strong need to increase CTE and hands-on courses throughout our system and to target our students served by special education and other focal groups.		Four year graduation rates and five year completion rates are a main target for these investments.

Dropout Prevention Activities	Our local data tells us that students involved in CTE courses and those who have access to non-core content courses are graduating at higher rates than those who do not.	Through our interviews with students it was evident that hands-on career oriented courses were a priority. In addition, providing summer transition programs for our focal students will lead to improved results.	Four year graduation rates and five year completion rates are a main target for these investments.
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Links

1. Outcomes and Strategies
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Tiered Planning
5. Early Literacy Inventory
6. Early Literacy Allowable Use Descriptions

Attachments

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable
9. Memorandum of Understanding (MOU), if applicable

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies"

and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.