



Reedsport SD 105 25-27 Integrated Programs Application Updated

Needs Assessment Summary

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)

We have open houses and activities where parents and students come in the buildings. We have one on one parent teacher conferences where we listen to input. Our CTE class choices are expanded as far as our budget restraints have allowed to offer as many options as our student's interests allow. We also survey the parent's events like our 3.0 Awards banquet, our FASFA night, Freshman orientation and ASPIRE Night. We are also in communication with TRIO and take input from our students about their interests.

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

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.

We work with a ESD regional department in this work. Surveying parents and students have allowed us to take input on what they are wanting from their school setting. Voices from students, families and staff from marginalized groups are sought during strategic planning. More funding or staff support is directed to programs serving students with higher needs like our students on IEP's and those with mental health needs. We have adapted to the technology needs of our students to

support the flexibility our higher need groups express. Spending is evaluated not just on efficacy, but on whether it reduces disparities.

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?

IRRE (Institute for Research and Reform in Education) as well as monthly trainings with Staff to review set back, assess needs, and review growth. We also have 20% meetings to focus on the bottom 20% students so that extra supports can be put into place.

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

- **McKenny-Vento Liaison that keeps information confidential
- **Provide transportation to school activities
- **Actively encourage clubs/activities based on student interest
- **Free athletics - no pay-to-play
- **Kids who are unable to “afford” things, are opted out of cost
- **Healthy Teens Survey
- **Family Resource Center through Lower Umpqua CC- active partnership
- **Each school has a clothing closet to provide appropriate clean clothing when needed
- **Participation in regional equity committee through South Coast ESD

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

Individual recruiting based on student desires and needs. Courses are modified to meet the interests of the students.

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. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

We are continuing to provide our students the most current curriculum, literacy software, for phonics, decoding, vocabulary, fluency and comprehension, as well as sending our staff to RTI trainings to bring back new ideas. We have also partnered with surrounding school districts and

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sent staff for a day of collaborating with schools with fresh ideas and bring a broader, inclusive engagement process

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. 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? ☑

Curriculum Mapping (vertically aligned) based on Common Core Standards

Committee of teachers reviewed various samples utilizing the SCESD. Recommendations of curriculum adoption were made based on their review and what aligned with developed curriculum mapping.

Vertical & Horizontal alignment K-6

Grade level teams worked together to ensure alignment with CCSS.

Cross level team meetings ensured vertical alignment

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

**Know every students by name, strength, and need

**Staff evaluation working through Institute for Research and Reform and Education

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? ☑

**Continual collaboration with police department - Resource Officer now onboard

**Working with the South Coast ESD with safety & health integrations planning with students, staff, & community (ie TISS project and newly hired SSPS position)

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

**Elementary has classroom libraries; uses school library

**Partnership with public & local county librarian will work with students and families

**County Librarians have ties to the community and district exchange program

**Reading/book campaign for K-6th grade

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

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We have collaborated with Douglas Cares and now have multiple mental health workers meeting one-on-one weekly with struggling students and families with mental health issues. We also have hired VP's for both buildings to expand our teacher supports for class behavior as well as a dean of students at the high school to work closely with students as well as families.

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 use assessments, district benchmarks, grades and progress monitoring tools to help us track student success and struggles. We now use ICU to track not only academic needs but behavior progress, especially those in targeted interventions. We have push in supports for those focal student groups, as far as our reduced budget allows.

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.

We are not planning to expand our CTE Program of Study. We currently have 7 period CTE program. With funding changes, we may be able to change the classes in the future. But if budget constraints continue with declining enrollment, that will be very difficult

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

*Provide aides for students in need of assistance

*Working on providing intentional approach to introducing historically underrepresented groups to various fields

*Work release opportunities

*Field study opportunities at Lower Umpqua Hospital

*Job postings within community provided to HS students

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

**Providing more industry standard equipment (more hands on opportunities)

**Peer teaching opportunities (high school to high school student and high school to elementary student)

**Professional development for staff

**Support integration of academic skills into high quality programs

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****Enhance Advisory Councils with business partners and Charter Advisory Council**

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?

Added additional opportunities for families to meet with staff outside of school hours. We have begun using survey tools during parent night events to gain written data for later consideration. Our barrier is ongoing community apathy.

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.)

Open house during in-service, Back to school BBQ for 200+ families, Math, Reading, Science nights, 3.0+ GPA parent and student dinners, parent teacher conferences, art show, freshman orientation, FASFA, Aspire. We have also used our staff meetings for staff to collaborate on different needs they have to support our focal groups like homeless, students with disabilities and those chronically absent.

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.)

Professional Development Fridays, staff meeting Mondays. The school board did staff surveys twice this year to gain feedback on their work. We also have the VP meet daily with classified staff to gain insight and support them in the planning process.

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.

The community is content with their children being in school and are not pressing us for more programs. We are constantly adjusting our sails to meet student and family needs with budget constraints. We have put extra effort to reach out to students, families, and staff to let their voices be heard. Personal phone calls, notes home of achievements, expanded recognitions, and partnerships are vital to our success with our community.

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

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? ☒

*Competitive in salaries

*PLC groups : training staff and school expectations, collaborative school culture, scientific improvement model

*Partner with ESD's GYO program to support classified through teacher licensure

*Tuition reimbursement for certified and classified staff

*We recognize excellence with our staff

*Contract with ESD to assist with licensure programs

*Pay for substitute licensing for staff

*Communication

*Utilize COSA and SchoolSpring recruitment sites

*Attend job recruitment fairs throughout the state

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

**Provide coaching to parents and how to deal with their children

**Redirects/handle discipline at the lowest level possible (in the classroom)

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. ☒

*College and career information is accessible at any point

*Provide different types of welding for students to learn that connect with industry

*Career research projects based on subject area

*Portfolio - CIS 8th-12th

*Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work

*Workplace Simulation/Technology Based Learning

*YouScience

*Online Learning Platform

*TRIO & YTP **8th grade recruitment prior to forecasting

*Summer registration

*Fall All Family Night Open House

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*Parent Teacher Conferences

*Course offered to Jr. High School Students

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

3. If you answered “Other” on #2, please describe below:

NA

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)

Professional Development & Coaching

Purchasing Curricula & Materials

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5. If you answered “Other” on #4, then please describe below:

NA

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

Not applicable if you only have one elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

NA

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Alert us to PD opportunities to help address integrated guidance in our buildings. Fund appropriately for the need of the area

Plan Summary

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)

We are using MAPS testing to regularly determine student's growth in the areas of reading and math. Three times a year, assessment allows teachers to intervene when students are not making the expected growth for a period of time and to identify trends or gaps in the

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instruction that require correction in lesson plan. The school board gets regular reports on this data. Our rural/limited setting makes our need to focus on our CTE program and make sure our labor market is aligned with high-demand, high-wage careers in the region. We are taking small steps towards big goals in CTE with a rather new CTE teacher. We will continue to adjust strategies annually based on onew stakeholder feedback of CTE.

Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

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.

Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).

Guarantee of assurance 2: True

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).

Guarantee of assurance 3: True

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.

Guarantee of assurance 4: True

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.

Guarantee of assurance 6: True

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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.

Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

Guarantee of assurance 8: True

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.

Guarantee of assurance 9: True

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.

Guarantee of assurance 10: True

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.

Guarantee of assurance 11: True

12. 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

Guarantee of assurance 12: True

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

Guarantee of assurance 13: True

14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in

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“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.

Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

Guarantee of assurance 16: True

Website: <https://docs.google.com/document/d/1QLvmF6kkDiZqqOxX89IDSGxzvhYpP9-9/edit>