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) ***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)

Our district has complied with the ODE requirement in reviewing our data and engaging our community to align our Integrated Plan with strategic planning for our district. A review of the data demonstrates strong academic outcomes in our district with all testable grade levels above state average in ELA and math, and all but 5th grade in science. This data shows a positive rebound from pandemic levels of achievement, however our district and the state have not yet returned to prepandemic achievement. While above state average, there continues to be an achievement gap between student focal populations that

A review of our community engagement data showed appreciation for our dedicated staff, district communication, improved mental health supports, academic supports and instructional strategies, playground updates, and family events. Survey respondents highlights numerous opportunities to further enhance our schools. Areas of continued focus include student services supports, additional mental health resources, advancing behavior management, improving campus security, fostering communication, enriching academics, upgrading facilities, expanding extracurricular activities,, and promoting attendance and accountability.

A needs assessment which combines a data and programmatic review along with engagement themes identifies a continued focus on high expectations for

academic achievement for all student groups, early literacy, mental health and wellness, enhanced supports to students in focal populations, college and career opportunities, maintain a high quality and trained staff, improve attendance rates, and deepen partnerships with our communities and families.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process.

   MSD uses the district decision making lens to center the decisions around meeting the needs of each individual child and groups that are not making adequate progress. We provide additional resources based on student data, targeting for school improvement, and needs of each school community based on the needs assessment.

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?

   We have provided embedded staff development on data collection, review of student progress, and research based practices to support student learning. We have also done training on cultural, social emotional and academic needs. We do this in many ways including inservice, building meetings, district wide training, and a robus after school offering for graduate credit.

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

   The district recently approved an Educational Equity policy designed to ensure all students, including those experiencing houselessness, have equitable opportunities to succeed. This policy will be implemented district-wide, with a focus on addressing the unique challenges faced by students without stable housing. It

emphasizes providing access to essential resources, such as transportation, school supplies, and meal programs, while also ensuring these students can fully participate in academic and extracurricular activities. By fostering a supportive and inclusive environment, the policy seeks to remove barriers to learning and create pathways for success. Through targeted interventions, staff training, and partnerships with community organizations, the district is committed to meeting the needs of houseless students and ensuring they have the tools and support necessary to thrive in school and beyond.

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

We are utilizing disaggregated data to formatively analyze forecasting, participation, and completion rates in our CTE programs, with a specific focus on focal populations and historically underserved students. This data is reviewed at multiple levels, including by teachers, counseling and success center teams, administrators, and district office staff. An equity lens is applied to guide decision-making, ensuring that every choice is evaluated for its impact on equitable outcomes. This multi-tiered approach fosters critical discussions, allows for the continuous review of data, and enables informed decisions that advance equity within our CTE programs. By addressing disparities and identifying areas for improvement, we are working to create more inclusive and accessible opportunities for all students.

Well-Rounded Education

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

Our district has been actively engaged in integrating the Science of Reading into our instructional practices through a comprehensive, multi-tiered approach. As a participant in the STAND for Children Demonstration Network with renowned researcher Dr. Nell Duke, we have aligned our efforts with evidence-based practices that support literacy development for all students. We have invested in high-quality professional development for teachers, classified staff, and administrators to ensure a shared understanding and consistent implementation of instructional strategies rooted in the Science of Reading. In addition, we have adopted high-quality

instructional materials and strengthened our Multi-Tiered System of Support (MTSS) to better align resources with students' needs. These efforts have been further supported by expanding access to high-dose tutoring, ensuring that students who require additional support receive targeted, timely interventions that accelerate their literacy growth.

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?

   We maintain adherence to the ODE curriculum adoption timeline and use a committee approach with representation from all of our buildings, departments, and specialized programs to ensure that multiple perspectives are part of decision-making in determining our adopted curriculum. In our district, we teach to the rigor of the standard, using curriculum to meet those goals which requires a commitment to professional development to ensure that our educators understand the standards at a deep level.

   During our curriculum adoption process, we review ODE-adopted materials and look at district-wide resources to support the content area to ensure that we are using high-quality materials that have been reviewed according to ODE rubrics to meet the Tier 1, 2, and 3 needs of students in our system.

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

   Our district has been implementing Power Strategies for Effective Teaching for over ten years. This is a collection of high-impact strategies for teaching and learning based on the work of researchers such as Hattie and Marzano. We have developed an MSD walkthrough document to support high-impact instruction. Both of these

tools are part of our New Educator Academy to train new staff on strong practices for teaching and learning. A few years ago, we updated our evaluation system to align with the Danielson framework, and since then, we have been implementing it to strengthen articulation and foster continuous feedback cycles that support effective teaching and learning.

In our district, we have a [SOAR document](#) which articulates our use of assessment practices to monitor student growth and development. We also have weekly professional learning communities for teachers to talk about student data, instructional practices, and monitor student growth with attention to focal populations.

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, and violence?

   We are proactive with staff training around equity topics and clear articulation of our mission and core beliefs around a safe and welcoming educational environment. We apply an equity lens to identify areas that need to be improved and seek feedback on the experience of our community. We offer multiple modalities for stakeholder voices and listen to their experiences in order to gauge where strengths exist and improvements need to be made. The constant cycle of reflection and refinement is a process that our district takes seriously when it comes to a safe and welcoming educational environment.

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

   With the integrated plan dollars, we expanded the hours of our elementary libraries by hiring full-time classified library assistants in order to keep the libraries open during student contact time. We also maintain three full-time elementary librarians to oversee the collections across our campuses. This shift allowed our libraries to be accessible to students before school, during lunch/recess, and after school, as well as maintaining a weekly checkout for elementary students. At the mid-level, we have one librarian who splits duties at the middle schools with a full-time library assistant in each location. At the high school, there is a full-time librarian position.

   We also maintain strong partnerships with our local public library and partner with them on summer reading activities and other opportunities to engage in

county-wide literacy.

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

   We have increased our mental health supports with counseling services, social workers, and robust committees to implement MTSS for SEL. At risk students are identified by the educators who oversee the caseload and their outcomes are monitored through a PLC process.

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?

   At the elementary level, we have implemented a robust MTSS framework focused on problem-solving teams to identify and address academic interventions needed in reading and math. Elementary schedules are intentionally designed to include a dedicated 30-minute "acceleration" period for both reading and math, during which Tier 2 and Tier 3 interventions are delivered using common instructional materials. This "acceleration time," also referred to as WIN time ("What I Need"), provides tailored support for students based on their specific needs. For students performing at or above grade level, this time serves as an opportunity for enrichment, allowing them to accelerate their learning pace. Additionally, our TAG program leverages Google Classroom to offer project-based assignments that promote deeper, more advanced learning experiences for participating students.

   At the secondary level, forecasting takes place each spring, with a focus on placing students in courses that align with their academic needs and skill levels. Students who are not meeting state or national standards receive targeted course placements aimed at skill development, while advanced students are guided toward courses that match their abilities and interests. Post-pandemic, increased emphasis has been placed on differentiation within the 90-minute instructional block. This approach ensures opportunities for both closing learning gaps and accelerating progress for students who are ready to advance.

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 actively developing one new CTE program and expanding an existing one to better meet student needs and align with industry demands.

Through funding from the CTA Revitalization Grant, we are building a Cosmetology Pathway Program set to launch in Fall 2025. The program's scope and sequence have been developed and approved by the school board, the classroom build-out is complete, and the hiring process for staff is underway. To introduce the program to the community, a Spring Open House will be held, after which students will begin selecting courses for the pathway.

In addition, we are expanding the Culinary Arts Pathway into a more comprehensive Hospitality, Tourism, and Culinary Arts Pathway. This enhancement will provide students with a broader understanding of the hospitality industry, addressing local and regional workforce needs identified by our community partners in the Willamette Valley. As part of this expansion, the school board has approved a new course, Introduction to Hospitality and Tourism, to launch in the 2025–26 school year. Existing courses, such as Hospitality & Tourism Marketing and Horticulture, will now count toward pathway completion credits. Furthermore, an additional course, Hotel and Lodging Management, will be introduced for the 2026–27 school year, rounding out the pathway to equip students with essential skills for success in the hospitality industry.

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

We have established strong partnerships with community workforce development organizations and local colleges to enhance collaboration and support the growth of our CTE programs. To further strengthen these efforts, we recently added a district-level administrator dedicated to serving as the primary point of contact for the community. This role is designed to streamline connections with our CTE partners, transitioning from isolated individual relationships to a cohesive, system-wide approach that better serves our focal populations.

Through this position, the district now has representation on the local Economic Development Partnership's innovation team, which sets regional goals for career development and partnerships. These connections have significantly expanded work-based learning opportunities across multiple Pathway Internship courses, including Early Childhood Education, Culinary Arts, Engineering, Fabrication,

Construction, and Business, ensuring our students gain real-world experience aligned with industry needs.

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.

Students are offered a rigorous amount of offerings at all levels to cater to both core instructional areas, as well as support preferred interests and opportunities to learn and grow in creative and technical programs. In partnership with Chemeketa Community College, we are able to offer College Credit Now (CCN) at high school, where students can receive high school and college credit for approved classes. Students never have to go to the college campus to take these courses. They are taught by dual-qualified staff at our high school, where students can earn college-level credits. We do have one partnership program with Chemeketa's McMinnville Campus, in Medical Assisting. These students do attend class on campus throughout the school year, completing the requirements to achieve a Medical Assisting license, including all certifications and credentials.

Engaged Community (250 words or less per question) Kourtney

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?

Over time, our district has significantly strengthened and refined its community engagement process to better support our Continuous Improvement Plan and Student Investment Account (SIA) priorities. We have broadened the scope of engagement to ensure inclusive, representative input from a wide array of stakeholders. This intentional approach included bilingual surveys, community meetings, school-based staff listening sessions, and targeted conversations with focal student groups.

Our goal has been to elevate the voices of underserved populations by specifically inviting participation from groups such as the Hispanic Parent Advisory Council, Unidos, Head Start families, and student groups. More than 20 engagement meetings were held, including site-based listening sessions and broader community forums.

These were attended by teachers, classified staff, families, and partners from local organizations such as Yamhill Community Care Organization, Yamhill County Mental Health, Lutheran Community Services, McMinnville Parks and Recreation, PTA, local churches, and civic leaders.

Importantly, the engagement process was not static. Each session built upon the previous one, using shared data, survey results, and feedback to drive deeper conversations. Participants helped identify strengths, examine achievement gaps, and co-create solutions that reflect community needs. Representation from the McMinnville Education Association and Oregon School Employees Association ensured staff voices were embedded in the planning process.

After each engagement, we analyzed focal group participation and followed up with individuals or groups who were underrepresented. This helped ensure equity of voice throughout the process. Notes and data collected during meetings were used to inform decisions and guide implementation, demonstrating our commitment to transparent and responsive planning.

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
- ☑ Students with disabilities and families of students with disabilities
- ☑ Students and families who are navigating poverty, houselessness, and foster care
- ☑ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- ☑ Students and families who recently arrived
- ☑ Migratory students and families of migratory students
- ☑ Justice involved youth
- ☑ Families of justice involved youth as appropriate
- ☑ Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- ☑ Students and families experiencing active duty military service
- ☑ Emerging bilingual students and families of emerging bilingual students
- ☑ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- ☑ Classified staff (paraprofessionals, bus drivers, office support, etc.)

☑ Local or regional business and/or industry community
☑ Local Community College CTE Deans and/or Instructors
☑ Local or Regional Workforce Development Board
☑ CTE Regional Coordinators
☑ Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
☐ 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 strategies we used to engage each of the focal groups included: 1) conversation and written input; and, 2) outreach and communication in a variety of modes. Both strategies were employed within the framework of an equity lens, and were used to facilitate a transformative planning process that includes decision-making and resource allocation, leading to more equitable policies, programs, and practices.

Empowering student voices, in particular, benefited the planning process and shaped the themes. We documented what students said, dug deeper so that comments weren't merely superficial, and most importantly, built alliances with students to ensure the SIA funds are best leveraged to address needs and improve outcomes.

The activities that we executed to engage focal student groups and their families are listed below:
○ Bilingual advertisements about the listening sessions in the local newspaper and posted on the web, facebook, twitter, peachjar and home communication folders. These activities were used because many of our Latino students come from homes in which Spanish is the primary language spoken.
○ Personal phone calls and invitations to listening sessions from people with whom students and their families are already connected. For example, the English Language Learner Coordinator engaged the Hispanic Parent Advisory Committee and the Hispanic PTA to join in outreach to our native Spanish speaking families. Our Director of Student Services made personal outreach to a representative group of parents of students with disabilities. District Principals made face-to-face invitations to listening sessions to students and families. We decided on this approach because our families get information

from a variety of sources (online, print, school events) and the most effective engagement activities are those that occur within the context of an established and trusting relationship.

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.)

We used listening sessions with the superintendent and also engaged the union groups in budget conversations. A survey was sent out to staff to gather their feedback about district priorities.

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.

A review of our community engagement data showed appreciation for our dedicated staff, district communication, improved mental health supports, academic supports and instructional strategies, playground updates, and family events. Survey respondents highlights numerous opportunities to further enhance our schools. Areas of continued focus include student services supports, additional mental health resources, advancing behavior management, improving campus security, fostering communication, enriching academics, upgrading facilities, expanding extracurricular activities,, and promoting attendance and accountability.

A needs assessment which combines a data and programmatic review along with engagement themes identifies a continued focus on high expectations for academic achievement for all student groups, early literacy, mental health and wellness, enhanced supports to students in focal populations, college and career opportunities, maintain a high quality and trained staff, improve attendance rates, and deepen partnerships with our communities and families.

Strengthened Systems and Capacity

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

   In our District, we use multiple recruitment strategies (e.g., employee referrals, social media, recruitment fairs, virtual networking, job boards) to recruit diverse candidates. We prepare inclusive job advertisements for target candidate pools and build internal and external networks for recruiting. We also build talent pipelines through internal (e.g., Grown Your Own programs and succession planning) and external sources (e.g., community partnerships with Chemeketa CC and Linfield University. We have a team of new teacher mentors who work with new staff in a traditional onboarding process and in a one-one differentiated needs-based training model. We survey staff after training events and gather feedback on what needs they have for continued training and then present training to meet those needs. We are just starting the process of developing staff affinity groups which we hope will help staff new to the District feel connected and supported in their journey as an MSD staff member.

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?

   This is an area of equity where we are emerging in our process of pulling the demographic data of students in comparison with our teaching staff. We have been working with the Oregon Data Suite to be able to pull data in a way that provides a classroom demographic profile, and we are building a system that includes our human resources department to cross-reference teacher experience in a way to inform master scheduling, course assignment, and provide this information formatively so it can influence decision-making. Principals will be trained on building a master schedule with an equity lens, where students with diverse needs are assigned to experienced, effective teachers. In the meantime, we are committed to providing novice teachers with strong mentoring with a cadre of teaching and learning TOSAs who are assigned to teachers in the first five years of service, who participate in classroom visits, peer observations, goal setting, and the new educator academy, a class that meets once per month after school.

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

In collaboration with our licensed union groups, we have created a process for behavior support systems at each building with a team of educators who collaborate with the building administrator to outline a process for proactive and reactive practices to support the behavior of students. Each building has a team that reviews behavior referrals and Identifies students who are requiring intervention in Tier 2 or Tier 3 of the multitiered system of support. These teams are able to look at student interventions with demographic information to determine not only if the number of students in tier 2 and tier 3 are representative of the target percentages (15-20% in tier 2, 3-5% in tier 3) and whether the students identified are representative of the schoolwide demographics.

At the district level behavior systems are overseen by the Director of Student Services who reviews discipline data at the district level, disaggregates by focal population and completes state reporting in this area.

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

    Students transitioning from Long-Term Care and Treatment (LTCT) sites, Youth Corrections Education Programs (YCEPs), and Juvenile Detention Education Programs (JDEPs) to public schools are supported through coordinated systems that ensure continuity in education and services. Key supports include transition coordinators who assist with reentry planning and records transfer, adherence to IEPs and 504 plans, and collaboration between districts and the Oregon Department of Education. Schools utilize Multi-Tiered Systems of Support (MTSS), mental health resources, credit recovery programs, and federal/state funding (e.g., SIA, ESSA) to meet students' academic and social-emotional needs. Family engagement and partnerships with community-based organizations also play a vital role in helping students reintegrate successfully.

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?

    Beginning each January, we hold purposeful meetings with local preschool programs to facilitate kindergarten transition discussions. These meetings allow the district to learn about incoming students and prepare for their needs. Additionally, we leverage

grant funding through the CCO to host a Kindergarten Transition Camp each August, which helps students and their families build familiarity and confidence as they prepare for the start of school.

In the spring, our 5th-grade teachers collaborate with middle school teams to hold 5th-to-6th grade transition discussions, laying the groundwork for a comprehensive understanding of the incoming class. Each middle school also hosts a 6th Grade Family Night, providing students and families the opportunity to visit their new campus, meet staff and older students, and ease the transition into middle school.

Similarly, we prioritize the transition from middle school to high school by fostering collaboration between middle and high school teams. Transition activities include visits, information-sharing meetings, and forecasting sessions to ensure a smooth transfer of academic and logistical information. We are enhancing these efforts with structured 8th-grade visits to the high school and by strengthening vertical alignment through deeper content-area collaboration. Additionally, we are focusing on social-emotional support systems to ensure continuity and provide a strong foundation for student success during these critical transitions.

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 and Technical Education (CTE) programs are introduced to 8th-grade students as part of their transition to high school. During their freshman year, students explore these programs in greater depth through Seminar courses, which are designed to help them understand and navigate the various CTE pathways available.

Each year, we host a career fair highlighting our CTE programs. This event provides students and families the opportunity to engage with CTE staff and hear directly from seniors who are completing the programs. CTE programs are also prominently featured at events such as back-to-school nights and the holiday bazaar, ensuring broad visibility and engagement.

Academic counseling plays a critical role in guiding students through their chosen programs of study. School counselors provide ongoing support to help students align their interests and skills with appropriate CTE pathways.

To promote equity and increase participation among underrepresented student groups, we have been intentionally monitoring CTE program enrollment by focal populations. Efforts to grow representation include hosting parent nights, open houses, and transition events between middle and high school. Additionally, staff are encouraged to build strong relationships with students, identify their interests and skills demonstrated in other coursework, and actively encourage them to explore CTE opportunities.

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.
n/a
We do participate with Tribal partners through the WESD Consortium.

Early Literacy Inventory

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?

   Title I

1. How can ODE support your continuous improvement process?
   Limit the need for redundant reporting in numbers and narrative.

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) *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)

   The McMinnville School District's Integrated Plan aligns with Oregon Department of Education's vision to unify nine state-supported programs—including Student Investment Account, High School Success, Early Literacy Success, and Career and Technical Education—into a single, cohesive framework. Through robust community engagement and a comprehensive needs assessment, the district identified areas of strength and opportunities for improvement across academics, mental health, attendance, and student engagement. The plan sets forth targeted outcomes that prioritize student wellness, academic growth, family engagement, staff development, and equitable access to post-secondary and career pathways.

   Outcome A focuses on enhancing student wellness and belonging through social-emotional learning (SEL) and partnerships with families and community agencies. Outcome B ensures rigorous and well-rounded education through

evidence-based instruction, professional development, and MTSS structures for academic and behavioral support. Outcome C targets improved attendance and dropout prevention using data-driven interventions, credit recovery, and dedicated staff for outreach.

To deepen family partnerships, Outcome D emphasizes family engagement, outreach to underserved populations, and expanding school-based services. Outcome E supports staff wellness and retention through mentoring, professional development, and pathways into education for classified staff. Outcome F enhances career and technical education (CTE) by expanding pathways, removing barriers, and increasing community-based learning. Outcome G supports equitable access to college-level courses and post-secondary readiness through counseling, AVID, and early outreach. Finally, Outcome H strengthens early literacy through research-based instruction, foundational skills development, and family involvement.

Each strategy is designed to align with statewide metrics, including third-grade reading proficiency, regular attendance, graduation rates, and post-secondary enrollment, ensuring measurable progress toward student success.

Links Provided to ODE through Portal

1. [Outcomes and Strategies](#)
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. Early Literacy Inventory
7. Early Literacy Allowable Use Descriptions

Attachments

1. [Equity lens utilized](#)

2. 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) [April 14, 2024](#)

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 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 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.