



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)

Pendleton School District engages in an ongoing process to assess district needs for continuous improvement through deep stakeholder engagement and data collection and analysis. We utilized quantitative and qualitative data from a variety of sources. We engaged a variety of stakeholders through surveys, focus group conversations, and regularly scheduled consultation meetings. We use open-ended questions and empathy interview strategies to elicit a wide range of responses identifying the systemic needs of our district.

The Pendleton School District continuous improvement process to revise and refine our desired outcomes and strategies includes ongoing engagement with district and school administrators, general and special education teachers, paraprofessionals, counselors, CTUIR Education Department leadership, and parents. We engage in small and large group discussions using the IMESD Equity Lens and our Equity Policies as a foundation to review our multiple sources of data for identifying our Outcomes, Strategies, Activities and Funding priorities.

Our data sources included:

- Community and student input
- Community, staff, student, and family surveys
- Focal group discussions
- Ongoing Consultation with Confederated Tribes of the Umatilla Indian Reservation (CTUIR)
- State Assessment Results (including ELPA Screener and ELPA Summative)
- District Trend Data (i.e. Ninth Grade On-Track, Graduation, Completion, 3rd Grade ELA proficiency, On Track to English Proficiency, etc.)
- District Formative Assessments
- Achievement on district strategic plan indicators/measures
- Building Focus Plans
- Results of the Oregon Student Health Surveys

Through this process we identified the following focal groups: Students who experience disability, emerging bilingual and English learning students, Native American students, students experiencing homelessness, and students experiencing economic hardship. These groups experience disparities in outcomes, access, and experiences in our school system. Our plan focuses on addressing systemic barriers and reducing academic disparities for our students.

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 utilized the ODE Equity Lens, our current board policy for Educational Equity, and the InterMountain Equity Tool guiding questions in developing and analyzing our plan. The adopted tools guided the process of analyzing data, developing our community engagement plan, reviewing stakeholder and community input, drafting the plan, and establishing use of funds. The guiding questions included in the equity lens were read prior to each discussion and planning meeting to help focus conversations on equitable decision-making. The lens was reviewed throughout the application development process to help ensure that decisions and actions aligned with considerations outlined in the equity lens.

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 will continue to provide high quality culturally responsive professional development for our administrators, teachers, and paraprofessionals for PBIS implementation, curriculum implementation, explicit instruction, engagement and instructional strategies for student focal groups, the science of reading for early literacy, CTE instruction, and systems navigation for post-secondary education. We continue to partner with the Regional Education Network to provide relevant and timely training to our staff on how to reach students in our focal groups through academic and SEL instruction. We will continue our work with IMPACT teams to maximize student agency in learning especially for our focal groups. We will continue ongoing training for our staff on trauma informed systems of support.

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

Pendleton School Board Policy JECBD (Homeless Students) states that:

- "Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to

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which all students are held.”

- A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

- “The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. . . .”

We take care to deliver support and services to our youth and families experiencing homelessness privately and discreetly. Pendleton partners with multiple community based organizations to support and serve youth and families experiencing homelessness taking into account the preferences of youth and families. Families and students work with our Homeless Liaison, CARE Coordinator, building counselors, or district administration to identify needs for students and provide appropriate resources (Funded from Title I or Building Funds). In all efforts, we work to maintain confidentiality for students and families and provide all services that would allow students to access school with limited or no barriers when experiencing homelessness.

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

Preparing Pendleton High School students for non-traditional career fields has been a priority for many years. PHS Administration, CTE Director, Counselors, and Teachers work together to monitor progress and plan action steps aimed at inclusive practices. Our strategy focuses on critically looking at the enrollment and retention of non-traditional students in our CTE programs. To address enrollment, intentional efforts are made to highlight non-traditional students and people in all CTE publications produced. This includes promotional videos, course guides, website photos, and public awareness presentations. To address student retention, teachers and school counselors receive professional development on inclusive practices and ways to prepare students for non-traditional fields. We also work with representatives from businesses and industries through advisory boards. Teachers have modified classroom environments and curriculum to be free of biases, and they make extra efforts to show the connection between their program of study and workforce needs. Industry based training drives course content and we strive to provide all students with tangible skills that lead to success in multiple career pathways (school to work, apprenticeships, certification programs, military service, community college, or 4-year institutions.) Teachers are also encouraged to seek feedback from students to help identify ways to improve support for non-traditional students. One barrier we recently discovered is communicating opportunities with families/parents. We have shown improvement in this area through text messaging apps, translation services, family nights, and adjustments to how we conduct parent/teacher conferences. CTE promotional videos:

<https://hs.pendleton.k12.or.us/pendleton-career-technical-education/>

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

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

We implemented high dose tutoring for early literacy. We increased our professional development focus on the science of reading. We identified gaps in our curriculum to find supplemental curricular materials to fill those gaps. We continue to refine and revise our Multi-Tiered Systems of Support for our focal groups.

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? ☒

Our adoption process is outlined in Pendleton School Board Policy IIA (Instructional Resources/Instructional Materials) and IFD (Curriculum Adoption) which are in alignment to state requirements for curriculum adoptions. PSD uses the state adoption list as a starting place for adopting instructional materials. We annually develop teams of educators and parents (per policy) who review curriculum, compare findings with other districts around the IMESD region, and make recommendations to our board. The creation of the IMESD Adoption Workgroup to support district adoptions has resulted in significant improvement in our adoptions, as all 18 IMESD districts have the opportunity to share knowledge and resources related to the various state-approved curriculum.

Once approved by the board, our teachers and administrators engage in district and building training to understand the curriculum and effectively work to integrate it into classrooms based on state standards. Grade-level and department PLCs do the daily work of aligning instructional units and lessons to standards, developing assessments, and differentiating instruction. Building and district leaders attend weekly PLCs to support and maintain high expectations for learning. Within the first year of an adoption, PLC teams are required to produce updated scope and sequence documents and their updated common formative and summative assessments to assure learning will continue based on adopted standards.

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

Our district uses a data-based decision making process to match instruction to student needs. Teachers meet weekly in PLCs in grade-band or department PLCs to discuss instructional practices and students' learning. Administrators attend weekly to support team discussions in alignment to building goals and student needs. Teams have access to significant resources in terms of time, facilities, and equipment to engage students in quality learning experiences. Our newer buildings built from bond dollars include collaboration spaces to enhance student learning.

District and building administration plan and provide quality professional development aligned to the district strategic plan and building focus plans that center on PLC development, STEAM/Science/Technology, and strategies for SEL skills and capacities. Professional development schedules are developed collaboratively and use a mix of internal and external trainers to maximize the expertise within our district and increase engagement in professional development. Building administrators are encouraged to participate in priority professional development so they can assist and monitor the development of their staff.

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? ☒

We review our PSD Equity Lens and acknowledge the voices that may not be present in meetings or forums. We collaboratively establish group norms and work to honor the variety of staff, students, parents and community members present. We form affinity groups for our identified student focal groups to ensure our plans are inclusive and supportive for all students.

We have a robust school safety committee that meets regularly. This committee includes broad community stakeholders and staff. We will continue to regularly meet with these groups and maintain the trust built during the continuous improvement process and encourage emerging leaders to work in district committees to a greater degree.

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

Library Media Arts (K-12): Provided as a pull-out special for all K-5 students. Sixth grade students take technology classes that cover digital literacy. Students K-12 are also able to access Media Centers during flexible time or before/after school. We provide access to a wide range of literature and informational text through SORA online library materials. We partner with the CTUIR to ensure culturally relevant literature and Native authors' works. All services overseen by IMESD librarian and our library media assistants as outlined by the district media plan.

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At the elementary level, all students access the library in multiple specials per week to access library/media instruction and select books. Library staff encourage a love of reading through various challenges and rewards programs. At the secondary level, students access the library to use computer labs, check out books, and research class projects. Staff are welcoming and supportive, and libraries are a positive safe space for independent learning at our middle and high school.

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

We use a strengths based universal screener for social emotional health K-8. These results are used to revise and refine our Multi-Tiered Systems of Support. We utilize the results from our Student Health Survey to inform our comprehensive school counseling plan. We gather and analyze building level data on crisis responses, behavioral referrals, school based health center usage, and other quantitative and qualitative data to measure the impact of our Tier I, Tier II, and Tier III supports for students.

Child Development Specialists, Behavior Support Specialists, and School Counselors have a caseload of students they target to provide additional support in and out of the classroom. Weekly students of concern meetings are held at each building to review progress and concerns for specific students in the areas of behavior, attendance and SEL needs.

Ninth grade on track meetings held monthly at the high school. A multi-disciplinary team convenes monthly and identifies students who have disengaged from school. This team assigns someone to do a home visit and offer to support the student and family in re-engaging in school. We employ a dropout prevention coordinator to support students in our focal groups towards high school completion.

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? ☒ K-8 Grades hold MTSS meetings every 6 weeks to review data and adjust instruction based on student needs. Intervention teams meet regularly to improve systems and train staff in culturally responsive RTI/MTSS. Grade/content level teams meet to review student progress in academic areas. SpEd and ELL services are provided according to student goals and plans.

The high school engages in professional development to elevate student voice and agency in learning. A dropout prevention coordinator to support students in our focal groups towards high school completion.

Schools hold Weekly students of concern meetings to review needs, progress, and concerns for focal groups. Counselors closely monitor credits toward graduation for all students.

Pendleton school district supports the academic needs of students who have exceeded state and national standards by (non-exhaustive list):

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- High Quality Differentiation and Universal Design for Learning in classroom instruction
- Enrichment within and outside of school opportunities (both district and community supported)
- Rich art opportunities both in the classroom and community (K-5 music education, 4-5 strings after school program, 6-12 performing arts courses, 6-12 multimedia and art classes, STEAM and CTE courses etc.)
- Advanced coursework offerings such as AP, Dual Credit, Early High School Credit, and honors courses.

We engage in an equity audit of who is placed and participating in all of these programs to ensure we are reaching our students with disabilities, emerging bilingual and English learning, Native American, and Latinx students within the comprehensive extension, enrichment, and advanced coursework we offer district wide.

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.

N/A

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

In addition to work-based learning experiences provided through our CTE programs, Pendleton School District is partnered with the Pendleton Chamber of Commerce (PCOC) for our innovative School to Careers program. This program provides students with paid or unpaid internships, job shadows, work experiences, worksite tours, career fairs, and routine connections to regional employers from a wide variety of fields. Staffing for the program includes both Pendleton High School staff as well as a dedicated PCOC staff member. The team meets weekly to plan and execute equitable opportunities for students. This team also meets with our special education staff on a regular basis to provide targeted services to our students with disabilities. To best reach all students, opportunities are shared through in-classroom presentations, posters, ASPIRE, ECMC, advisory classroom presentations/slideshows, website/email, parent information events, and 1:1 student meetings.

<https://hs.pendleton.k12.or.us/school-to-careers-program/>

We intentionally develop relationships with employers for work-based learning through:

Regular CTE Consortium Participation

Regular CTE Advisory Committee meetings

Regular visits by employers to our middle school and high school campuses

Regular visits to local businesses and job sites.

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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. ☒

We have a pathway to provide dual credit for CTE courses. We offer Expanded Options for students to gain college credit at BMCC if we do not offer them at our high school. We also support a next steps navigator in partnership with BMCC to help students in our focal groups through the transition from high school to post secondary education including certificate based programs in CTE.

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?
We expanded our Tribal Attendance Promising Practices family engagement to our middle school. Our Pendleton Early Learning Center increased the number of family nights. We offer multiple family nights with engaging activities and higher attendance for our English Learner Families. We reorganized our parent teacher conference nights to allow for greater attendance especially for those families who have students at multiple schools/levels. We have provided parent information nights at our elementary schools regarding technology and the developing brain. We have allocated members of our staff to attend community work groups and committee meetings.
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

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- ☒ 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.)

Parent school climate survey

Stakeholder interviews and surveys on what is working well and what needs to be improved in our district.

ELD Family Nights

TAPP Family Nights

PHS Forecasting Nights

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.)

Monthly meetings with PAT and OSEA Leadership

Staff School Climate Survey

Union Survey on Behavior

Stakeholder and Focal Group interviews and surveys on what is working well and what needs to be improved in our district.

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.

5. ***Response required only if applying with a sponsored charter.*** If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

N/A

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Outcome of Engagement

6. 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 overarching takeaway is the need for a continued structured and well-resourced approach to managing student behavior, ensuring safety, academic rigor and providing adequate support for staff, students and families.

Our families repeatedly tell us they enjoy coming together as an affinity group and spending time at the school with us and their children. They also let us know they value literacy and want to learn how to support their students' literacy in English. They prefer to have information chunked in small amounts at the time it's needed. They prefer one on one conversations and discussions rather than large group presentations.

We need to continue to bring families together in ways that feel comfortable. We need to provide timely communication in a language they can understand. We need to maintain our dedicated staff as one of the biggest program assets as they have developed authentic relationships with our students and families.

There is a general sense of inclusivity for race, ethnicity, culture, religion and disability. There is need for improvement regarding inclusivity for all gender identities and sexual orientation.

We invested heavily in the mental health and well being of our students.

We have academic disparities for our students who experience a disability, students experiencing poverty, and Native American students.

We need to prioritize early literacy including high dosage tutoring, supplemental and intervention instruction for our focal groups, and support for mental health and well being for our students.

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 Pendleton recruits, onboards and develops quality educators through:

Advertising via COSA, TalentED, SchoolSpring, and District Facebook page.

Attending job fairs at EOU, WOU, Spokane and Portland.

Maintaining close relationships with EOU's teacher program (student teachers).

Maintaining a highly competitive salary and benefits package.

Screening applications for diversity, bilingual skills and culturally significant backgrounds.

Providing support through pre-service training, in-house mentors, instructional coaches, meaningful feedback, bi-monthly training/support meetings in key areas.

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Close partnership with IMESD to access tech coach, CTE coach, instructional coach, administrative coach, and ongoing professional development opportunities.

Although we are still well below a matching demographic between staff and students, we currently employ the most diverse staff we have ever had before. Being a smaller, rural community has presented challenges in attracting a diverse pool of applicants. We often struggle to even get what would be called a “pool” of applicants.

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 meet regularly to review student data by focal groups. Students of concern meetings are held in each building, and at the secondary level schedules are adjusted based on needs and staff history of student success. Support in academic areas is given to all students as needed in the form of interventions, skills group training, social support, attendance support, and family access to local Wraparound services.

New teachers are placed in buildings and grade levels where they will have the most success and support in their first few years of teaching. All new teachers have an experienced mentor, and grade level teams have common planning to ensure all students receive the same content and support.

Teacher placements are reviewed each year and adjustments made as needed.

All teachers are observed and evaluated annually. Ineffective teachers are given additional support.

Where needed non-renewals and non-extensions are given.

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

District level leadership reviews discipline data and compiles longitudinal data representations for the district and school level demonstrating who is represented in the data, trends, changes as a result of practices, and group comparisons. We engage our building administrators in using this data to adjust disciplinary practices that are leading to school exclusion in large and small group work sessions at the beginning of the school year. We examine our school rules, disciplinary policies and disciplinary practices specifically for our students of color and students experiencing disability to identify and rectify disparities in exclusionary school policies and practices.

Additionally, schools turn to students at the building level to advise building leadership on how disciplinary practices are being experienced by the students themselves. School leaders use empathy interviews to understand student experiences and elevate student voice in school discipline practices. Student affinity groups meet with teacher leaders/advisors and share experience and ideas for improvement in our middle and high school contexts. Student leadership programs at the middle and high school take the lead in developing school-wide expectations and peer-to-peer support.

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

Our LTCT staff attend high school content PLC meetings. Our high school registrar is also the registrar for our LTCT program making for a seamless transition between LTCT and our high school. Credits earned at our LTCT site are accepted in full at our high school without question. We utilize our Title I-D funds to allocate FTE dedicated to community transition. This staff member keeps in close contact with high school staff to ensure a smooth transition and support the student after transitioning.

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? ☒

PSD takes a Preschool through post- secondary education view striving to develop a seamless system and support multiple school transitions within and across education systems our children navigate from birth through adulthood. Our district employs a K-12 continuum of support focusing on college and career readiness that builds throughout students' educational experience. We utilize a MTSS model for transition planning activities for all, focused activities for some, and more intensive activities for a few students based on the strengths and needs of our students. Each level adds to the exploration and skill development for students, so they leave our schools ready and already engaged in the next post-secondary step. We provide integrated experiences and intentional navigation instruction to help students identify their purpose and plan for their future. We differentiate these experiences and instruction to ensure all students are able to access them to fulfill their potential.

The District partners with Head Start and InterMountain ESD to provide quality early childhood experiences for students within our district. The District hosts a kindergarten roundup each spring to support parents, students, and community partners in making the transition to kindergarten. Students have additional individualized transition meetings when necessary for a successful entry into kindergarten. We partner with InterMountain ESD, Head Start, and the Blue Mountain Early Learning Hub to engage students and families in PK to Kindergarten transitions specifically supporting students with disabilities, emerging bilingual and English learners, CTUIR students, and our students facing economic and housing challenges.

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, information sharing, and student support is facilitated through:

Partnership with Pendleton Chamber of Commerce and PHS Schools to Careers program; Annual students forecasting and targeted conferences with students and families; Strong middle school transition IEP/504 meetings that help parents understand availability and accessibility of CTE Programs

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of Study; Ninth Grade on Track Team and strong academic supports for ninth grade students; Success 101 and 201 career exploration and planning grades 9-12; 7th & 8th grade CTE elective courses building interest; Regular presentations from businesses and CTE Programs to students to showcase opportunities and work; YouScience to explore individualized interests and capacities; Supported internships, work experiences, and job shadow experiences; Club and leadership opportunities; Regular visits from industry partners to our classrooms; Counselors working with families and students connecting them to CTE course offerings and programs of study; special education case managers support the transition services of students with disabilities; CARE Service programs support our students experiencing poverty and houselessness; Regular visits of admin to affinity groups to provide information and listen to needs.

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 for Pendleton**

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, universal screening data, Dyslexia Screening data, and 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
 - ☐ Student Investment Account (SIA)
 - ☐ State School Fund SSF
 - ☒ Title I
 - ☐ Title II
 - ☐ Title III

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- ☐ Title IV
- ☐ N/A (less than 50 ADMw, no match required)
- ☐ Other

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

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
- ☒ Professional Development & Coaching
- ☐ Other purposes

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

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:

- ☐ Have the lowest rates of proficiency in literacy of elementary schools in the district;
- ☒ identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
- ☐ have literacy proficiency rates that have not recovered to pre-pandemic levels;
- ☒ have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
- ☐ N/A if you have only 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%].

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(write N/A if you have only one elementary school)

McKay Creek Elementary-33%

Sherwood Heights Elementary-34%

Washington Elementary-33%

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Ongoing Support from ODE could include:

- State supported resources for emerging bilingual and migrant/newcomer families; specifically, support around oral and written translation for regional dialects. These are expensive for small rural districts to provide.
- A centralized location for data sources (that and streamlining data asks to eliminate repetitive submission of data that the state already has access to).
- Continued efforts to streamline the various grant and title fund processes
- Migration from Smartsheets or other tools that do not allow for districts to save their progress and result in multiple scaffolds that increase workload and confusion.
- Intra office coordination for all the various programs, initiatives, reporting, and auditing requirements from ODE to reduce administrative burdens on our instructional leaders at the district and building level

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)

We are a small rural district in Eastern Oregon in the InterMountain Education Service District. The town of Pendleton sits on the ceded ancestral lands of the Cayuse, Walla Walla, and Umatilla People. Pendleton School District serves approximately 3,000 students from Kindergarten through Grade 12 in one early learning center, three 1st-5th grade elementary schools, one comprehensive middle school,

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one comprehensive high school, and one alternative high school. Additionally, PSD holds the charter for the Nixyáawii Community School, who intends to apply separately for funding. Our district is the largest district serving students from the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) with approximately 20% of our students who identify as Native American. Approximately 50% of our students experience economic disadvantages and qualify for the Free and Reduced Meals program. Approximately 15% of our students experience a disability and are eligible for services under the Individuals with Disabilities in Education Act. We serve approximately 100 students district wide who are learning English through our English Language Development Program.

We identified the following outcomes for improvement:

- Increase academic achievement and reduce academic disparities for our focal groups identified through our needs assessment (Students who experience disability, Emerging Bilingual and English Learning students, Native American students, students experiencing economic disadvantage, Latinx)
- Ensure a climate and culture of safety and wellbeing for all students.
- Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in educational institutions.
- Early Literacy Outcome: Aligning interventions and instructional practice resulting in improved literacy outcomes for K-3 students.

We maximize Student Investment Account, High School Success, Early Literacy, and Early Indicator and Intervention Systems to fund strategic investments to meet these outcomes. We are trying to reduce academic disparities, increase literacy outcomes through early literacy support, increase on time graduation, reduce push out rates, increase well-being and belonging, increase access to rigorous and advanced coursework, and build a robust system of academic and social emotional support for our focal groups. Our outcomes directly align to the intended purposes of these funds to increase equitable outcomes for our focal groups. We have a data dashboard as a process for continually monitoring our outcomes, strategies and activities to ensure we achieve the goals of our plan. Additionally, we regularly consult with the CTUIR, community stakeholders, students, staff and families to gauge the efficacy of our plan. We have building systems to continually monitor needs and outcomes for our students and respond through use of these funding sources. We regularly gather input at board meetings, school events, focal group conversations, and focused family nights to inform revision and refinement of our plans.

Links

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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.

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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, 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.

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