Umatilla School District
25-27 Integrated Plan Application

This Integrated Plan combines the common goals and requirements of six state and federal initiatives into a roadmap for supporting the success of our unique students and community. Please find below:

1. *Outcomes & Strategies: Click here for a summary of the results we are working towards and the strategies we will implement this biennium to help achieve these goals.*
2. *Narrative: See below for information about how our school meets state and federal required components in order to be eligible for continued funding.*
3. *Budget: Click here for the activities and investment of funds we have planned to carry out our strategies.*

We will report quarterly progress to the Oregon Department of Education and provide an annual report to our local stakeholders via a school board presentation and link on our website. For more information, please reach out to Superintendent Heidi Sipe.

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.

   Our needs assessment process was multi-faceted, incorporating both quantitative and qualitative data to inform planning and budgeting decisions. We began with a comprehensive review of state (excluding SBAC) and local data, including CTE data. State-level data sources included the Oregon Department of Education's reports on graduation rates, student demographics, and CTE program enrollment. Locally, we analyzed district-wide assessment (MAP) results, attendance records, MindPrint (student thinking strengths) and program participation data. We also considered our formative assessment data from DIBELS and IXL.
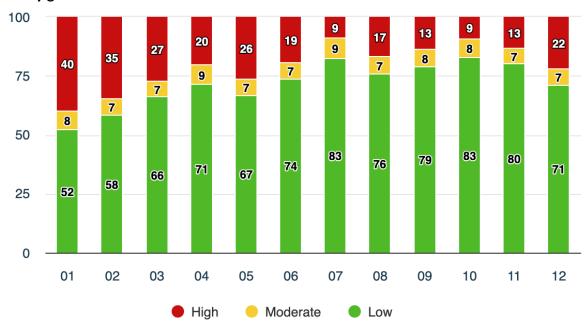
   Our needs assessment also involved gathering qualitative data. We conducted surveys with teachers, students, and community members to understand their perspectives on current programs and identify areas for improvement. This feedback, combined with the

quantitative data, provided a holistic view of our needs. For example, students across all grades indicate a need for higher rigor and more academic challenge opportunities so we have considered additional training and courses as a result of this feedback.

While attendance has been a large concern over the past few years, we are seeing marked improvement. K-12, our attendance rate for 2021-22 was 33.9%, for 2022-23 was 38.4% and for 2023-24 was 34.2%. Year to date (as measured in our SIS and analyzed by our Analytics and Insights program) chronically absenteeism rate is 25.19% which is a significant improvement and reflects successful efforts.

Our risk analysis (which measures behavior, attendance and academic performance) indicates similar results for "at risk" in middle and high school with more students at risk at the elementary level.

Priority Student Population from Data Review:
Percent of students in each risk category for overall probability of on time graduation broken out by grade level.

Student Demographics of High Risk Student Group (grades 1-12):

Native American	0 (8 total Native American Students, 0% high risk)
Asian	1 (4 total Asian Students, 25% high risk)
Black	0 (8 total Black Students, 0% high risk)

Latino	103 (972 total Latino Students, 26.7% high risk)
American Indian or Alaska Native	4 (23 total American Indian or Alaska Native Students, 17% high risk)
Native Hawaiian or Pacific Islander	1 (5 total Native Hawaiian or Pacific Islander students, 20% high risk)
White	15 (348 total White Students, 4.9% high risk)
Multi	1 (19 total Multi Students, 5.2% high risk)
Male	174 (702) total Male Students, 24.7% high risk)
Female	106 (659 total Female Students, 16% high risk)
Pregnant/Parenting	6 (29 total Pregnant/Parenting Students, 67% high risk)
IEP	58 (159 total Students with IEP, 36.4% high risk)
ELL	239 (333 total ELL Students, 71% high risk)

When considered by student group, we can see our highest student needs groups by program are ELL students (with 71% high risk). Our highest need group by race/ethnicity is Latinx (with 26.7% high risk). Our lowest need group by race/ethnicity is Black or African American (with 0% high risk); however, it's important to note there are only 8 students in this group. The discrepancy between Latinx and White students is concerning; however, it's also correlated with English Language Level. As language level grows with instruction, the student risk levels for Latinx students decrease and the achievement gap decreases to the point that high school graduation reflects the long-term approach, and related success, in building both L1 and L2 through dual language programs combined with strong ELL support in helping emerging ELL students succeed.

This comprehensive needs assessment, coupled with the state and local data review, has directly shaped our plan and budget. The identified trends and needs have guided our resource allocation decisions, ensuring that funding is directed towards the most pressing priorities. For example, based on the declining math proficiency trend shown in MAP data, we have allocated budget funds for targeted professional development in mathematics for teachers. The increased demand for healthcare careers in our area led to the prioritization of funding for a new health sciences pathway. Based on our ELL and Hispanic/Latinx data (used collectively as all our nearly all ELL students identify as

Hispanic/Latinx); we have identified additional ELL support for our emerging bilingual students in the budget as well.

Equity Advanced

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 applied an equity lens throughout our needs assessment process by disaggregating data and actively seeking input from historically marginalized groups. When reviewing state and local data, including CTE information, we broke down results by race, ethnicity, socioeconomic status, special education status, and English learner status. This disaggregation allowed us to identify achievement gaps and disparities in access to programs and resources.

   Our qualitative data collection also prioritized equity. Surveys and focus groups specifically targeted underrepresented student populations, families, and community members to understand their unique needs and perspectives. We sought to amplify their voices and ensure their experiences informed our planning and budgeting decisions.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

   The student surveys and student data indicate a need for an emphasis across the district on relevant and rigorous instructional strategies. Our team is working with our MindPrint partner to help teachers learn to emphasize student assets and understand how to best provide instructional experiences that utilize their thinking strengths to develop content knowledge.

   We are also continuing our professional development focal areas that have been consistent for a number of years as they are foundational and key to success. These areas are: Science of Reading (elementary), English Language Learner strategies (K-12) and modification/accommodation training (K-12).

At the high school level, we are also working toward identifying additional support for post-secondary planning for students in the "Four E" areas (enlistment, education, employment and entrepreneurship).

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

   Our Homeless Liaison works with families and students to ensure they are connected to resources and have what they need to succeed in school. Through partnership with the CARE team, they are connected to community resources. In the district, students are provided with support for clothing, shoes, and basic needs to ensure they have what they need to attend school and engage in school activities. The Homeless Liaison also supports transportation needs for students and provides check-in services to ensure they have a support network. Students identified as homeless are not labeled in the District's SIS and are instead known only to the liaison and need to know staff on an as-needed basis. This helps protect identified students from stigma and also ensures the focus is on getting them what they need, when they need it, but not on limiting their potential based on assumptions.

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 committed to ensuring equitable opportunities for all students in our CTE programs, particularly in fields that are traditionally considered male or female-dominated. Several strategies are in place to address this:

   - **Data Analysis and Targeted Recruitment:** We review participation data by student groups to identify areas lacking representation. This analysis helps pinpoint specific courses with underrepresentation, particularly for female students in traditionally male-dominated fields and vice-versa. We actively recruit students from underrepresented groups, working to help them see themselves as capable of success in these programs.
   - **Counselor Training:** IMESD provides CTE training on gender equity and the importance of encouraging female participation in CTE courses and we will support our counselor with attendance in those opportunities as well as our CTE teachers.
   - **Early Exposure and Mentorship:** Inclusive after-school programs and clubs significantly expand access to CTE pathways by welcoming all students and

actively recruiting diverse groups. This early exposure breaks down stereotypes and encourages exploration of non-traditional fields. The success of our FIRST Robotics program, including all-female middle school teams, exemplifies this by introducing students to Computer Science, Manufacturing, Programming, Technology, and Presentation, demonstrating their accessibility. Alumni mentorship further reinforces this message by showcasing successful individuals in these fields..

- **STEAM Academy:** Our STEAM Academy after-school program provides another avenue for students to explore various non-traditional fields, broadening their horizons and helping them consider a wider range of career options.

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.

We were a Reading First school in the early 2000's and much of our staff training still focused on the "Big Five Ideas" of reading. Through the years, that term has evolved into the "Science of Reading," but the elements of these core literacy principles are the same. Our instruction continues to focus on: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Our Literacy Plan for McNary Heights Elementary is located here: https://docs.google.com/document/d/1wxEgfcKNhnosOkbYHhv-okCmOw59bPK8Cmiw1Q1qAFo/edit?usp=sharing

2. 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?

A guaranteed and viable curriculum starts with the adoption cycle. We start with the ODE adopted curriculum options. Our teams then review the various materials and make their recommendation for adoption. Once curriculum has been adopted and purchased, training for the resources is provided. Ongoing support training is added as needed throughout the term of use as well.

Every Friday afternoon (half days for students) is professional development for teachers in grades 6-12 and every other Friday afternoon is professional development time at the elementary level. This allows our teachers time to meet and discuss instruction. During these meetings, gaps in curriculum are explored and additional lessons aligned to CCSS are added as necessary.

To ensure continuity among the grade levels, we use MAPS assessments K-12. This data helps us identify common standards in need of additional support. The teams then identify resources and additional curriculum needed to help students successfully access the standards as they progress through grade levels. For progress monitoring, we use DIBELS/IDEL and assign students to appropriate interventions for reading in grades K-5. We also progress-monitor with DIBELS to provide intervention support as appropriate for students in grades 6-8 who are in intervention classes.

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

Our system for ensuring well-rounded, intentional, engaging, and challenging classroom instruction for all students is multifaceted and focused on continuous improvement. It's built upon a foundation of clear expectations, consistent support, and data-driven adjustments.

Each year, the district superintendent sets the stage by outlining the expectations for classroom instruction. This is done through a communication to all teachers regarding the learning walkthrough process, a proven, results-oriented practice our district has successfully used for several years. This communication clearly defines the components of effective instruction.

This framework is then put into action through regular learning walkthroughs conducted by our administrative team. Using a standardized walkthrough form administrators observe classroom instruction and provide feedback. To ensure consistent implementation, we track the number of walkthroughs completed by each administrator weekly and monthly, with the expectation of twelve per month.

Most importantly, we don't just conduct walkthroughs; we analyze the data and use it to refine our approach. Each year, we update the walkthrough tool itself based on the results and trends identified in prior walkthroughs and other data sources. This iterative process allows us to pinpoint areas of strength and areas needing improvement.

Beyond walkthroughs, we've invested in additional support structures, especially vital in our post-pandemic recovery and with a less-experienced teaching staff. Instructional coaches provide targeted support to new (probationary) teachers, helping them understand and implement instructional expectations. Mentors also support probationary teachers with their day-to-day needs, creating a comprehensive network of guidance.

Finally, we gather student feedback through annual surveys that monitor their perceptions of school culture and instructional delivery. This input, combined with the walkthrough data, gives us a holistic view of the classroom experience. The summary of survey data is available here: https://docs.google.com/document/d/1YBzUZLmr2dMkpkgs77wPX6QIDO7vp_N_cfZ_7XnB3yU/edit?usp=sharing

By continually analyzing data, including walkthrough results and student surveys, and then updating our tools and professional development offerings accordingly, we ensure our efforts remain relevant and targeted. This commitment to continuous improvement directly supports and encourages engaging classroom instruction for all students.

4. 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?

There are two important components to a safe and inclusive environment- physical and emotional. We have secure entry vestibules, one-button lock down systems, security cameras, vape detectors and alarms to help with physical security. Students are trained annually on how to use the SafeOregon tip line. We have school counselors in each school, partnerships with external counselors and skills trainers, CARE team members, family liaisons and ACES/trauma-informed trained staff to support students and their emotional needs.

We have a partnership with Family Health Associates to support physical health. This partnership provides a profit sharing model with our portion of the profits used exclusively for mental health support for students who have greater needs than our internal staff or external partner staff can support. With those funds, we partner with licensed mental health providers to pay the family portion of individual and family counseling for District students.

We review and discuss our annual family engagement and student surveys as well as other stakeholder engagement, looking for ways to improve our safety and hospitality across the district.

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

    Our library media specialist provides guidance and support to the on-site library media assistants in each building. The library media program is available K-12 and provides access to books on-site as well as through the virtual libraries Myon and SORA.
    Library media usage is encouraged through:
    -Promotion of library media resources: we work to make sure students are aware of resources including print books, periodicals, online databases on online libraries including Myon and SORA;
    -Training support: students have access to training in their content classes for library media;
    -Incorporation of library media into the curriculum: teachers are encouraged to incorporate library media resources and provide support to students in locating and using materials;
    -Fostering a love of reading: students are encouraged to read for pleasure through inviting displays and competition opportunities such as Battle of Books; and
    -Positive atmosphere: budget funds have been allocated in recent years for obtaining comfortable and inviting furniture and decor to support a positive learning environment in library spaces.

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

    We utilize a variety of methods to monitor interventions for students, including:
    - Monthly check in meetings with CARE
    - Monthly data team meetings in building teams
    - IEP, 504, and behavior support meetings with students, staff, and families
    - Ongoing data collection by our behavior specialist, school counselors, and classroom teachers

7. 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 have support in place at every grade level for students who need interventions. The literacy plan at MHES provides the road map to academic success for all readers and allows for below-grade, on-grade and above-grade level literacy supports. Mathematics instruction is also provided to all students with both grade level and intervention support through IXL, which is aligned to data collected through MAP and synced with IXL's progress monitoring data.

At the middle and high school level, additional courses are available to help students with remediation needs. In mathematics and language arts (reading and language usage), we have a variety of intervention classes and in-class assistants to support instruction for struggling students.

MAP is used to help identify targeted instruction for lower level and upper level students. For additional math support we use Khan Academy or IXL. Through Myon and Sora we have thousands of books available in Spanish and English for students to read on a number of devices.

We also offer TAG services for qualified students and acceleration opportunities for K-8 students who are above grade level through skill groups.

At the high school level, students are able to complete their entire AAOT degree at district expense during their high school experience. We offer dual enrollment through Blue Mountain Community, Rogue River Community, Eastern Oregon University on-campus, through distance learning, and online and through Arizona State University Online. The counselor works with students individually to map their pathway for achieving their goals and the district provides financial support for all tuition, fees, books and tutoring support to ensure students have all they need to succeed.

8. 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.
   Umatilla High School has established partnerships with the Umatilla Fire Department and Blue Mountain Community College to pilot Health Science opportunities for students. We are still determining future programming, either as a full-blown Program of Study or elective pathway.

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

   At Umatilla High school students work with industry-level manufacturing equipment in the shop and construction-focused housing projects on job sites. Students take field trips to learn about regional companies.

   In the Business Pathway, students run a Stock Market simulation and explore entrepreneurship by building a business plan and presenting it for a bank loan during a mock interview.

   Robotics and FCCLA clubs allow students to learn, practice and compete in the skills they will need in these fields. A Viking Production class creates and sells clothing, signs and other trinkets, introducing business and accounting measures.

   Our Youth Transition Program (YTP) prepares students with disabilities for employment or career-related postsecondary education training through pre-employment transition activities and supports. The ultimate goal is that students leave the educational system with the knowledge and skill sets needed to lead as full of an adult life as possible. At Umatilla our YTP program offers two exceptional inclusive and holistic learning experiences, which have contributed to increasing our diploma and completion rate:
   -Odin's Brew Cafe at Umatilla High School teaches the basic concepts of a small coffee business, including responsibility, money management, ordering, inventory, accounting, budgeting and advertising, customer service and social skills;
   -S.W.E.L.L. (Summer Work-based Experience Learning Lesson) Program, assisting students in work skills such as interviewing, appropriate employer communication, establishing work hours and providing opportunities for growth within the community.

   The newest employer in our community, Amazon Web Services, has partnered with us to create a "Think Big Space" that supports internships, programming classes and a multitude of cooperative agreements to support work-based learning opportunities for students.

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

    Many of the courses created in the CTE Pathways are DOK skill levels 2 to 4, meaning they are not just repeat, rehearse, regurgitate type courses. The students have to take

what they have learned and apply it to produce something, a robot, a business idea, a web page, a slide show, parts for machinery, CAD designs, and so many more.

Students have the opportunity to earn college credits for CTE courses, including over 20 credits in the Business Pathway alone. Students who also are considered program concentrators or program completers have scored higher on State Tests in the Business CTE Pathway, which has been recognized at the state level. In the Manufacturing Pathway, there are a number of Industry Certifications (from Forklift driving to OnShape CAD to HAAS Milling) available for students.

Engaged Community

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?

   In Umatilla, our stakeholder engagement improves through the continued strengthening and maintenance of our systems. Our staff models, described below, are laser-focused on using data to improve instruction, monitor that improvement and then provide feedback for this plan and others to help steer district decision-making and priorities. Although well-established these staff teams need continued support and facilitation to be their most efficient and effective.

   Over the last two years it has been most exciting to see our Parent Teacher Club take off, gaining the respect of both our staff and families, and organizing amazingly well-attended posadas and other events that really are meeting the needs of our most vulnerable and providing community-building opportunities. This growth is both a testament to our Family Liaisons and our students' parents and caregivers, but also the consistent funding that has allowed us to make this important and worthy investment.

2. 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.)

   All parents are given the opportunity for broad input during the annual **Family Survey** conducted annually during conferences. These surveys align to staff and 4-12 **student surveys** to paint a full picture of assets and needs.

The district provides staffing (2 Family Liaisons) and financial resources (a $20,000 budget) to support the **Parent Teacher Club**, an engaged family group with autonomy to plan impactful events (Posadas) and activities for families that foster relationships with school staff and help solicit feedback for adjusting our systems and programs accordingly.

3. 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.)

In addition to the **Staff Survey** described above that aligns with the Family Survey, staff are engaged systemically as follows:

Core Teams are made up of teacher representatives, classified staff, administration and the superintendent. Core Teams meet during the school year and review data and develop action plans. A check-in survey is utilized to monitor the team's progress on the action plan. At each Core Team meeting, three areas that are working and three areas that need improvement are collected after a review of multiple data points. The team then sets their goals and creates their action plan. The surveying is used to ensure the action plan remains active and that team members are accountable for the action plan implementation. Budget priorities are developed based on the feedback on areas of strength and need identified by the Core teams in each school. They have multiple opportunities to review ideas and consider solutions and move forward with their shared expertise.

Data teams are made up of teachers from a grade level or grade band team. Monthly, Data Teams review the PowerSchool Analytics and Insights data that identifies student risk levels and tracks interventions. In these meetings, staff are given the opportunity to assign students to interventions. When there are intervention needs beyond what we can currently support, we work through the Core team process to identify potential funding streams, prioritize the appropriate strategies and design the implementation plan for the intervention.

Outcome of Engagement
4. 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.

Embedding conversations about school priorities and soliciting input within our existing systems and our community and family events allows for more authentic, organic and

widespread feedback collection. Our engagement is increasingly marked by meaningful two-way conversations, where staff can share information and students and families can voice their experiences and concerns in a comfortable setting. Themes include:

- Our educational assistants and their expertise are very appreciated. Continuing to invest in their training and career goals is a priority.
- The Dual Language program is a hit and parents hope to see it expanded into Columbia Vista when the school opens.
- A continued need for support with social-emotional learning and behavioral support.
- Students appreciate and want to expand engaging and interesting coursework
- Security is top of mind for our students and their families. It is through decades of building and strengthening relationships with our community that they feel comfortable expressing the very real fears of their daily lives and appreciation for the safe haven of our buildings. Our mission to educate their children depends on this trust, and we do not take it lightly.

Our current plan is on-track and supported by our stakeholders This feedback galvanizes our resolve to stay the course.

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?

Our district strategically cultivates educational leaders through our Core Team process. This involves recruiting teachers to the Core Team and fostering their development into leadership roles. Notably, 9 out of our 11 current school and district administrators/leaders have advanced through this internal growth initiative.

Furthermore, we operate a strong "grow your own" program that engages district students in high school through our "Into to Education" high school class (in partnership with EOU, and our After-School program. We also support students by offering dual credit opportunities and supporting the full cost of the AAOT while in high school. These students then often pursue their degrees via our partnership with EOU, with the goal of returning to serve as teachers in Umatilla.

Building upon our initial IG process, we have significantly enhanced support for our paraprofessionals. This includes stipends for highly trained staff, a dedicated paraprofessional instruction coach, in-house certification pathways, and ongoing professional development. As a result, we have successfully supported numerous paraprofessionals in transitioning to teaching positions, with many also completing their Master's degrees.

Our hiring strategy focuses on selecting individuals well-suited for the work, followed by actively supporting them in acquiring necessary endorsements and licenses. This approach has enabled us to diversify our workforce, ensuring our students are better served by staff who understand and connect with their diverse backgrounds. To ensure staff retention, we provide comprehensive support through instructional coaches, mentors, and regular monthly support meetings.

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?

Given that we operate without multiple schools within the same grade span or schools with differing demographics, the question of equitable resource allocation across similar schools is not applicable to our district. However, we are deeply committed to providing robust support for all newly hired staff, both certified and classified. This includes comprehensive onboarding and continuous professional development opportunities facilitated by our dedicated coaches, mentors, administrative team, and external training resources.

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

The system for analyzing disciplinary actions involves a multi-faceted review of data, primarily sourced from PowerSchool's discipline summary reports. This analysis includes examining data across different time periods, such as comparing current quarter data with the same quarter in previous years. A key component is identifying the top three areas of disciplinary concern and then scrutinizing the individual referrals related to those areas using discipline log reports. Furthermore, the system emphasizes reviewing individual student cases, particularly focusing on students with a high number of referrals to ensure consistency in applying consequences and to track intervention efforts. To address equity, the data is disaggregated by race/ethnicity and gender, enabling a comparison with the overall student population to detect potential disparities in disciplinary actions. Please review the agenda and process for the meetings here:

https://drive.google.com/file/d/0Bx8jtFvnSfWqTWZIQ1A4cjhjWjdGSjNZM2NTYUNKcVR
GdUxz/view?usp=sharing&resourcekey=0-0nM4ANzvL9LCpu8rerD4iQ

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

   To ensure a smooth transition for students and families moving between LTCT sites,
   YCEPs, and JDEPs into our schools, we rely on the dedicated Umatilla County CARE team.
   This team provides crucial support by working directly with students and families to
   understand their individual needs and address any concerns. They collaborate closely
   with staff at the sending sites to gather comprehensive information about the student's
   academic and social-emotional history. Based on this information, the CARE team
   develops individualized transition plans tailored to each student's unique requirements.
   These plans outline strategies for academic support, social integration, and overall
   well-being in the new school environment. Furthermore, the Umatilla County CARE
   team, in partnership with school staff, continues to monitor the student's progress after
   enrollment, allowing for early identification of any challenges and the implementation of
   necessary adjustments. This ongoing support ensures a successful and positive
   integration into our school system for all transitioning students.

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?

   Our comprehensive transition support ensures a smooth progression for students and
   families across all educational levels. From early childhood, we partner with IMESD,
   Head Start, and community preschools, utilizing fly-up days, tours, and collaborative
   placement to ease the entry into kindergarten.

   Similar strategies, including fly-up days and open houses, facilitate transitions between
   elementary, intermediate, middle, and high school, supported by collaborative staff
   planning and data-driven monitoring.

   Our commitment to our Vikings extends beyond graduation. We offer extensive college
   and career counseling, foster partnerships with postsecondary institutions and local
   businesses, and host alumni visits. To track long-term success and inform our programs,
   we monitor post-high school experiences through surveys, employer and university
   partnerships, and our alumni network.

This holistic approach, supported heavily throughout each stage by data analysis through Insights and Analytics for our Risk Analysis and Intervention work, combined with strong community collaborations, ensures Umatilla students are well-prepared and supported at every stage of their educational journey and beyond.

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.

Umatilla High School shares information about career-connected learning and CTE opportunities through multiple avenues. Our strong CTE Programs of Study in Manufacturing and Business Management provide students with access to extensive career information and employment prospects. We collaborate with the Intermountain CTE Consortium to utilize the region's partnerships as well, offering interactions with a wide range of business and industry professionals via live chats and virtual guest speakers covering topics like STEM careers, employability skills, financial literacy, and virtual workplace tours.

Colleges, technical schools, and universities regularly visit our campus, and we facilitate apprenticeship and internship interviews with local companies in the electrical and manufacturing sectors.

We are currently developing a comprehensive high school course catalog aligned with career pathways to provide students and parents with clear pathway plans.

Notably, our Hispanic/Latinx students are both a target population and a key to our success, often promoting programs through word-of-mouth. A primary goal for both Umatilla High School and the Intermountain CTE Consortium is to increase access and retention for all students, particularly students with disabilities and Hispanic/Latinx students.

Early Literacy Inventory and Prioritization

1. 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
   - ☐ Title IV
   - ☐ N/A (less than 50 ADMw, no match required)
   - ☐ Other

2. If you answered "Other" on #2, please describe below:

3. 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

4. If you answered "Other" on #3, then please describe below:

Feedback

1. How can ODE support your continuous improvement process?

   Recognizing the power of partnership and continuous improvement, Umatilla School District would greatly appreciate assistance from the Oregon Department of Education in identifying schools across the state with similar student demographics to our own,

particularly those with a strong focus on using MAP to monitor student achievement and growth K-12, with dual language programs and an emphasis on dual credit and AAOT attainment at the high school level.

We firmly believe in the value of collaborative learning and would be eager to connect with such schools to learn about their effective strategies and best practices. Furthermore, we envision a mutually beneficial relationship where we can not only gain valuable insights but also share our own experiences and contribute to an idea-sharing network, ultimately supporting the success of districts statewide as such a system could grow and expand. We all have areas of strength, and need, and we'd love to learn from others.

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)

The Strategies and responses throughout this narrative section of the application are the articulation of our core belief in developing and maintaining unbreakable systems to guarantee our students have the consistency and support they need to be successful as described by our Outcomes. The systems represented through this work are detailed in the strategies and budget activities but in a nutshell include:
- A Multi-Tiered system of Support that includes monitoring and developing interventions to support student academic progress, behavior and attendance.
- An actionable assessment system, MAPS, that is aligned to standards, provides valuable feedback to teachers and learners and, because it is comprehensive and all students participate offers true accountability for our work to stakeholders.
- Professional/work-based learning and training that support the expertise and career development of our students and staff.
- Commitment to the health and safety of our students and their families.

As described above, we rely on our stakeholder engagement to help us adjust course as needed and we are also committed to use our Longitudinal Performance Growth Targets as an opportunity to reflect and navigate. The most recent data, although not perfectly met, is still cause for celebration. We met our targets for our Four-Year Graduation

rates, 9th Grade On-Track for All students, ELA Proficiency for All Students and, delightedly, Attendance. We barely missed (by 3/10ths of a percent or an eyelash) the Freshman On-Track rate for our focal group population and 1.4% for third grade reading. While we do not emphasize OSAS, our focal group 3rd grade readers still improved their performance on the OSAS ELA Assessment by a whopping 10%. Our attention to the Science of Reading, staff training and dual language instruction is making a difference and our current plan continues that work.

Our one missed measure (5-Year Completion) that did not surprise us comes down to a continued post-pandemic challenge of convincing one particular student to make the time to complete credits amidst a busy work schedule, which was their priority and necessity both during the pandemic. We empathize and understand that some students and families are living in survival mode and have to make tough choices despite our best efforts and help scaling the barriers. Providing concrete options for students to plan and make progress toward their college and career goals while in high school and communicating the long-term benefits of these opportunities will continue to be a priority for the Umatilla School District.