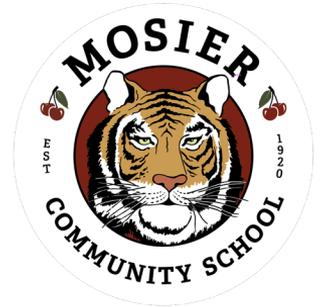


North Wasco County Consortium

North Wasco County School District
Mosier Community School



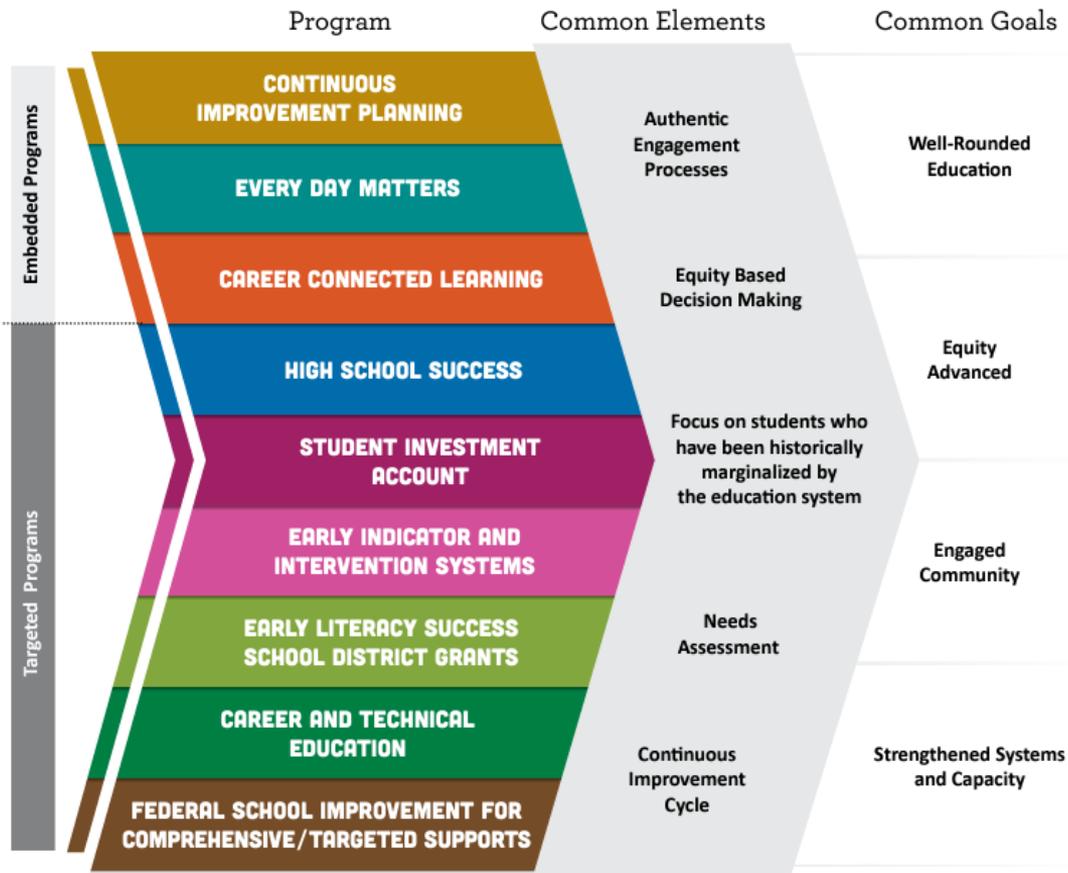
2025-27 Integrated Application
Presentation to Governing Board

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To present the Integrated Guidance applications and plans for NWCSD and MCS for board approval (required prior to submitting the application to ODE)



Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet NWCSD's Planning Team Members

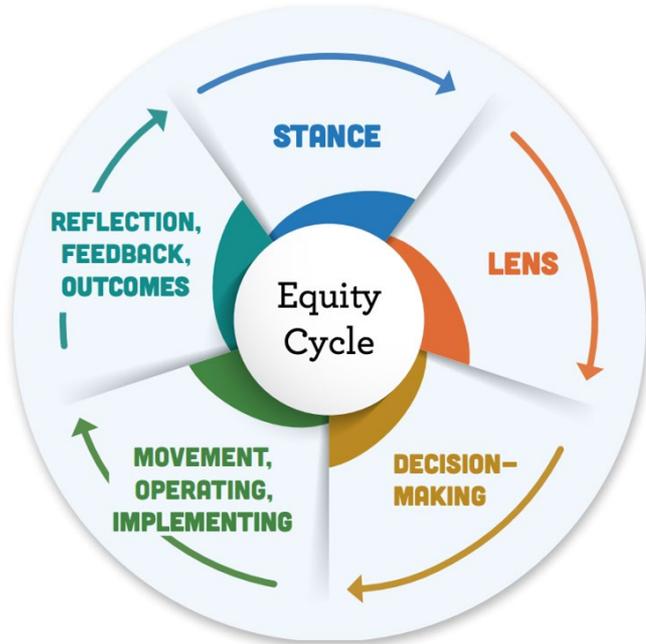
| Core Team Members | |
|-------------------|--|
| Carolyn Bernal | Superintendent |
| Shannon Brennan | Director of Teaching, Learning, and Assessment |
| Amy Hampton | Director of Student Services |
| CJ Toole | Director of Prevention and Intervention |
| Stephanie Bowen | Director of Communications and Community Involvement |
| Donna Sholtis | Principal, IA / IVA / NORCOR |
| Kurt Evans | Principal, TDHS |
| Sherri Kilgore | Principal, TDMS |

| Advisory Team Members | |
|-----------------------|------------------------------------|
| Mauree Donahue Revier | Facilitator |
| Mairead Beane Kelly | Parent/Staff/Elementary Admin./DLI |
| Susana Reyes Montes | DLI Teacher-Chenoweth ES |
| Abigail Timmons | Climate and Culture TOSA |
| Jared Burrow | Climate and Culture TOSA |
| Kirky Stutzman | Climate and Culture TOSA |
| Mia Howell | Reading Specialist |
| Sonja Little | TAG and McKinney Vento Coordinator |
| Desirae Niko | SELA |
| Anastasia Conlin | Instructional Coach, Secondary |
| Jim Taylor | Student Success Coordinator |

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Integrated Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making



Our goal was to identify and eliminate barriers, close achievement gaps, and provide equitable opportunities for all students.

Key Steps in Applying the Equity Lens:

- Data Analysis
- Constituent Engagement
- Revamping the Equity Team
- Resource Allocation
- Equitable Access to Opportunities

Needs Assessment Highlights

1. Review Disaggregated Data
2. Community Engagement Input
3. Identify Priorities Aligned to the Four Common Goals
4. Review 2023-25 Integrated Application and Your Jumpstart Biennium Early Literacy Plan

NWCSD Priorities

- Student Experience
 - meaningful and relevant educational experience
 - measurable increase in a sense of belonging leading to improved student support and academic success
- Teaching and Learning
 - align strategies and practices to ensure consistency across schools so all students achieve
 - align instruction in early literacy that is rooted in the Science of Reading
- Community Engagement
- Staffing Diversity

NWCSD Outcomes and Strategies

| | | |
|--|---|---|
|  <p>STRATEGIC PLAN North Wasco County School District 2022-2027</p> |  <p>ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE UPDATE 2023-27</p> |  <p>Intensive Program</p> |
| <p style="text-align: center;">STUDENT EXPERIENCE</p> <p>Goals:</p> <ul style="list-style-type: none"> → Create learning environments where students feel like they belong and staff know students by name, strength, and need. → Improve NWCSD cultural competency to develop empathy and understanding so students' needs are met, and they have the support to achieve success. <p>Levers for Success:</p> <ul style="list-style-type: none"> → Student Voice → Diversity, Equity, Inclusion, and Belonging → Counseling and Mental Health Services → Social Instruction and Engagement → Personalized Environments → Extracurriculars, including Clubs, Programs, and Athletics <p>Benchmarks for Success:</p> <ul style="list-style-type: none"> → Superintendent school visits → Increased response rates and positive analytics on student, family, and staff climate surveys → Diverse and equitable student representation on the Equity Committee → Improved student success data by sub-group (i.e. graduation rate, behavior, attendance, academic | <p>Outcome A: Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum</p> <p>Strategy A1: Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.</p> <p>Strategy A2: K-12 Clubs and afterschool activities align with student interests and reflect the diverse experiences of students.</p> <p>Strategy A3: Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for focal group students</p> <p>Strategy A4: Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs</p> <p>Outcome B: Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success.</p> <p>Strategy B1: Develop a continuum of supports that provide students with direct access to social emotional resources and mental health services</p> <p>Strategy B2: Develop a continuum of supports that provide staff with resources to support social and emotional well-being.</p> <p>Strategy B3: Provide ongoing professional development for staff that has a healing-centered approach.</p> <p>Strategy B4: Develop and implement a K-12 system of continuous improvement that measures students' and staff's sense of belonging.</p> | <ul style="list-style-type: none"> → Director of Prevention and Intervention Recommendation → Elementary Site-Based Climate and Culture TOSAs → Colonel Wright & Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation → Youth Truth Survey → Youth Advisory Council |

NWCSD Outcomes and Strategies

| | | |
|--|--|---|
|  <p>STRATEGIC PLAN North Wasco County School District 2022-2027</p> |  <p>ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE UPDATE 2025-27</p> |  <p>Intensive Program</p> |
| <p style="text-align: center;">TEACHING AND LEARNING</p> <p>Goals:</p> <ul style="list-style-type: none"> → Develop a District-wide culture of high expectations and the belief that every child can succeed. → Align curriculum, instruction, and assessment strategies and practices to ensure consistency across schools. → Implement a District-wide approach to intervention and support using evidence-based frameworks. <p>Levers for Success:</p> <ul style="list-style-type: none"> → Teaching and Curriculum → Consistency across School Buildings → Collaboration → Professional Learning → MTSS and High-Quality Tier 1 Interventions <p>Benchmarks for Success:</p> <ul style="list-style-type: none"> → Increased graduation rates → Participation in advanced coursework (AP courses, languages, dual-enrollment programs), disaggregated by student group → Participation in CTE Pathways, disaggregated by student group → Decreased suspension/expulsion rates → Increase in students meeting or exceeding proficiency on state assessments → 3rd grade ELA proficiency rates → 9th grade Algebra passing rates → Decrease in unnecessary referrals for special education services | <p>Outcome C: Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve.</p> <p>Strategy C1: Develop and support a cadre of teacher leaders to align curriculum, instruction, assessment strategies, and practices.</p> <p>Strategy C2: Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students.</p> <p>Strategy C3: Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks</p> <p>Strategy C4: Provide instructional coaching for all educators.</p> <p>Outcome Early Lit: Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade level proficiency by grade 3.</p> <p>Strategy Early Lit 1 Develop and implement K-3 systems to effectively purchase and implement high quality instructional materials and curricular resources rooted in the Science of Reading.</p> <p>Strategy Early Lit 2 Develop a comprehensive continuum of professional development and support (instructional coaching) for K-3 educators that emphasizes effective pedagogy instruction rooted in the Science of Reading.</p> <p>Strategy Early Lit 3 Develop and implement a system to provide extended learning opportunities for students who have the lowest rates of proficiency in literacy throughout the district.</p> | <ul style="list-style-type: none"> → Special Education Process Review Recommendation → Colonel Wright & Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation |

NWCSD Outcomes and Strategies

| | | |
|--|--|--|
|  <p>STRATEGIC PLAN North Wasco County School District 2022-2027</p> |  <p>ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE UPDATE 2023-27</p> |  <p>Intensive Program</p> |
| <p style="text-align: center;">COMMUNITY ENGAGEMENT</p> <p>Goals:</p> <ul style="list-style-type: none"> → Position North Wasco schools as the heart and hub of The Dalles community. → Ensure each cultural group feels welcomed, valued, and included. → Deepen ties with the community, so the North Wasco County School District is the most trusted and transparent public entity in The Dalles. <p>Levers for Success:</p> <ul style="list-style-type: none"> → Communication and Transparency → Targeted Outreach → Trust → Connection with Community Partners <p>Benchmarks for Success:</p> <ul style="list-style-type: none"> → Increased community partnerships and participation in community events, → functions, and meetings → Increased culturally representative educational programs offered in the District → Creation of new and effective website/parent communication tools → Increased community attendance in District functions/meetings → Increased student participation in career readiness/internship opportunities → provided by local businesses, organizations, and community partners | <p>Outcome D: Increase student and family engagement for school events and programming for all students.</p> <p>Strategy D1: Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community.</p> <p>Strategy D2: Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities.</p> <p>Strategy D3: Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community.</p> | <ul style="list-style-type: none"> → Community Engagement Assessment Recommendation → Youth Truth Survey → Youth Advisory Council → Student Success Team Participation Support |

NWCSD Outcomes and Strategies

| | | |
|--|--|---|
|  |  |  |
| <p style="text-align: center;">STAFFING</p> <p>Goals:</p> <ul style="list-style-type: none"> → Receive multiple highly qualified, diverse applicants for every job opening. → Recruit and retain staff whose demographics reflect the diversity of our student population. → Ensure each staff member, regardless of location or department, feels supported and proud to work for NWCSD. <p>Levers for Success:</p> <ul style="list-style-type: none"> → Recruitment → Retention → Salaries → Diversity and Representation <p>Benchmarks for Success:</p> <ul style="list-style-type: none"> → Applicant demographics → Staff retention rate → Staff demographics → Staff climate survey → Attendance at community building events for staff → Participation in mentorship programs by new and long-time staff | <p>Outcome E: Recruit and Retain high quality educators who reflect the demographics of the community.</p> <p>Strategy E1: Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization.</p> <p>Strategy E2: Develop and sustain a “grow your own” pathway to becoming a teacher that supports students, staff, and community members interested in teaching.</p> <p>Strategy E3: Support mentoring for novice educators.</p> <p>Strategy E4: Develop and sustain a welcoming and supportive working environment for BIPOC staff</p> | |

NWCSD Outcomes and Strategies

| OUTCOMES & STRATEGIES | | CSU/TSI | CTE | EIS | HSS | SIA | ELSSDG |
|-----------------------|-------------------|--|-----|-----|-----|-----|----------------------|
| Strategies | Outcome-SAMPL | | | | | | |
| | S1 | | | X | | | |
| | S2 | X | | | | X | |
| Strategies | S3 | X | | | | | X |
| | Outcome-A | Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum | | | | | |
| | A1 | Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations. | | X | | X | X |
| | A2 | K-12 Clubs and after-school activities align with student interests and reflect the diverse experiences of students. | | | | X | |
| | A3 | Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for first-generation students. | | X | X | X | X |
| | A4 | Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs. | | X | X | | |
| | A5 | | | | | | |
| Strategies | Outcome-B | Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success. | | | | | |
| | B1 | Develop a continuum of supports that provide students with direct access to social-emotional resources and mental health services. | | X | | | X |
| | B2 | Develop a continuum of supports that provide staff with resources to support social and emotional well-being. | | | | | X |
| | B3 | Provide ongoing professional development for staff that has a healing-centered approach. | | | | | X |
| | B4 | Develop and implement a K-12 system of continuous improvement that measures students' and staff's sense of belonging. | | X | | | X |
| | B5 | | | | | | |
| Strategies | Outcome-C | Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve. | | | | | |
| | C1 | Develop and support a cadre of teacher-leaders to align curriculum, instruction, assessment strategies, and practices. | | | | X | X (K-3 educators) |
| | C2 | Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students. | | | | X | X (K-3 educators) |
| | C3 | Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks. | | | | X | X (K-3 educators) |
| | C4 | Provide instructional coaching for all educators. | | | | X | X (K-3 educators) |
| Strategies | Outcome-D | Increase student and family engagement for school events and programming for all students. | | | | | |
| | D1 | Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community. | | X | | | |
| | D2 | Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities. | | X | | X | X |
| | D3 | Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community. | | X | | X | X |
| | D4 | | | | | | |
| | D5 | | | | | | |
| Strategies | Outcome-E | Recruit and retain high-quality educators who reflect the demographics of the community. | | | | | |
| | E1 | Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization. | | | X | X | |
| | E2 | Develop and sustain a "grow your own" pathway to becoming a teacher that supports students, staff, and community members interested in teaching. | | | | X | |
| | E3 | Support mentoring for novice educators. | | | | X | X |
| | E4 | Develop and sustain a welcoming and supportive working environment for BPOC staff. | | | | X | |
| Strategies | Outcome-Early Lit | Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade-level proficiency by grade 3. | | | | | |
| | F1 | Develop and implement K-3 systems to effectively purchase and implement high-quality instructional materials and curricular resources rooted in the Science of Reading. | | | | X | X |
| | F2 | Develop a comprehensive continuum of professional development and support (including coaching) for K-3 educators that emphasizes effective pedagogy instruction rooted in the Science of Reading. | | | | X | X |
| | F3 | Develop and implement a system to provide culturally responsive extended learning opportunities that prioritizes students who have the lowest rates of proficiency in literacy throughout the district. | | | | X | X |
| | F4 | | | | | | |

Key Investments

- FSI (CSI / TSI)
 - Youth Outreach Workers
- ELSSDG
 - Professional Development in the Science of Reading
 - Curricular Materials
 - Extended Learning Opportunities
- HSS
 - FTE 4.675
 - CTE Professional Development
- SIA
 - FTE 32.685

Our Plan - Tiered Approach

- FTE to support social emotional and academic needs at IA
- Additional FTE to support transitional grades K-12
- Ongoing professional development to support current strategies for focal groups (Constructing Meaning, AVID)

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

**Grantees may also set local optional metrics*

How we understand success

- Meeting or exceeding LPGTs
 - emphasis on closing the gap focal students
- Local Assessment Data
 - iReady, HMH Growth Measure
 - Curriculum Based Assessments
- Staff and Student Survey Data
- [Success Metrics and Milestone Self-Reflection for SIA and HSS FTE](#)

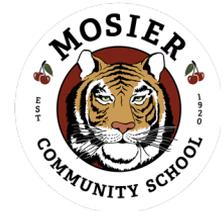
MCS Priorities:

- Design a comprehensive school curriculum emphasizing critical thinking skills, the creative arts, and outdoor, place-based learning.
- Increase reading, math, and science achievement across all grade levels.
- Create a school culture where everyone feels a sense of belonging and safety.
- Be the hub for community engagement, connection, and lifelong learning.



MCS intended outcomes are:

- Increase reading achievement across the K-3 grade levels.
- All students will have an increased sense of belonging in school which will be shown through increased rates of regular attenders.
- All students will report an increased sense of safety and belonging at school.
- Increase math achievement across grade levels K-8.
- Provide a well-rounded educational experience for all students, K-8 through enrichment opportunities and activities.



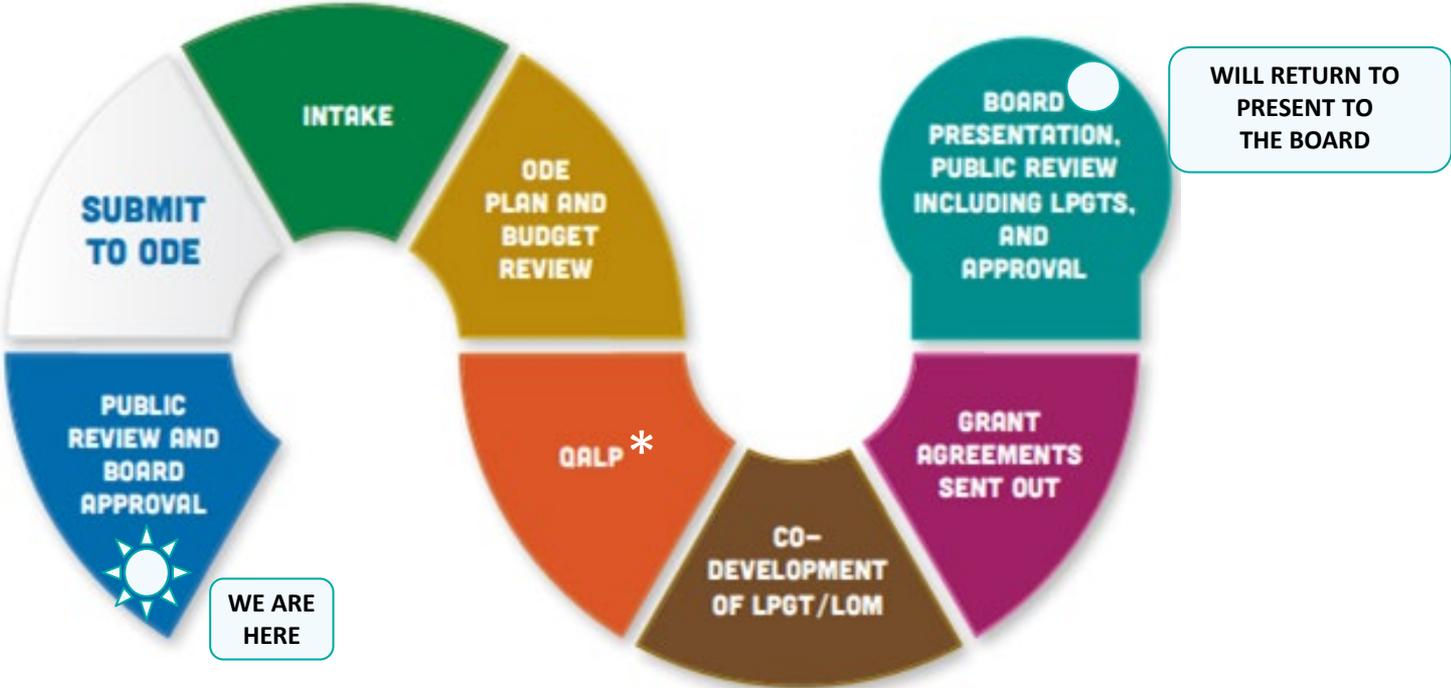
MCS Key Investments:

Early Literacy: \$62,546.20
SIA: \$195,342.85

- Full time K-3 Literacy Specialist (\$97,000)
- Full time SEL Teacher (\$76,600)
- Financial Support for enrichment and clubs (\$10,000)
- Professional development funds for Math Education (\$8,000)
- LETRS Stipend for K-5 staff (\$10,000)
- Progress monitoring programs (ForeFront and Amplify) (\$1,800)
- NWEA/MAP testing (3 times per year to monitor growth) (\$5,000)
- Purchase additional Chromebooks (\$8,000)
- Professional Development to improve instruction in reading, writing and math (\$20,000)
- Other Items (\$21,489.05)



What Happens Next?





Questions & Comments
