Pendleton School District

April 2025 Integrated Plan Summary

Every two years the district engages in an extensive ongoing process to elevate community feedback and complete a comprehensive needs assessment to guide our implementation of state and federal initiatives and investments of critical funds. The full application is available in the board packet and online. Below is a plan summary.

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, 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.

The **Baseline & Focal Group Growth Targets** set in 2022-23 established annual growth goals for All Students and Combined Focal Groups to determine over time if our systems and interventions are achieving not just individual student growth but collective growth across the district. We updated the table below with the current performance data for the 23-24 School Year provided by ODE in February 2025. We met or exceeded targets set for these metrics. The subsequent columns in the table have the All Student and Focal Group targets for Graduation, Completion, Ninth Grade On-Track, Third Grade Reading and Regular Attenders set in collaboration with ODE spring of 2022. We will work with ODE to collaboratively develop the final adjusted growth targets after the plan submission.

All Student%/Focal Group Student % *If >95%, data suppression applied to protect student confidentiality.* **Focal group population is too small to set a growth target.*	2023 -24*	2024- 25**	2025 -26**	2026 -27**	2027- 28**
Four-year Graduation: % earning a regular or modified diploma w/in 4 years of entering high school.	82.8/ 75	82/ 72.5	83/ 74	84/ 75.5	85/ 77
Five-year Completion: % earning a regular, modified, extended or adult hs diploma, or a GED w/in 5 years of entering high school.	84.8/ 81	83/ 73.5	84/ 75	85/ 76.5	86/ 78
Ninth Grade On-Track: % earning at least ¼ of their graduation credits by the end of summer following their 9th grade year.	84.9/ 79.7	81/ 67.5	82.5/ 69.5	84/ 71.5	85/ 73
Third Grade Reading: % proficient on statewide English Language Assessments.	34/ 23	32/ 22	33/ 23.5	34/ 25	35/ 26.5
Regular Attenders: % attending more than 90% of their enrolled school days.	59.9/ 51.5	60.5/ 46	61/ 47	61.5/ 48	62/ 49

*Actual Results
**Previously developed targets

Funding Update
The 2024-25 allocations with the 25-26 preliminary allocations are listed below by each fund.

➔ Student Investment Account = from $2,910,576.30 to 2,901,206.91↓ (preliminary)
➔ High School Success = from $778,400.19 to $752,224.21↓ (preliminary)
➔ Early Indicator & Intervention Systems = from $8,482.65 to $8,482.65 (preliminary)
➔ Early Literacy Success = from $276,560.79 to $229,188.42↓ (preliminary)

Access the full plan and grant agreement on our website or district office.

For questions or comments, please contact Superintendent Kevin Headings at kheadings@pendletonsd.org or 541-276-6711.

Pendleton School District: 2025-2027 Integrated Plan Snapshot

Our intended Outcomes and the Strategies to help us achieve them are:

A. **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)**
   ★ Develop and implement a robust system for monitoring and improving ninth grade on track for graduation
   ★ Reduce class sizes K-3 to promote evidence based practices for Early literacy and Numeracy (3rd grade reading)
   ★ Refine and implement systems to monitor and promote regular school attendance
   ★ Provide affordable and accessible credit recovery and acquisition opportunities
   ★ Increase instruction and social emotional support for focal groups through intervention specialists, additional instructional assistants, behavior support specialists, special education teachers and other personnel.

B. **Ensure a climate and culture of safety and wellbeing for all students.**
   ★ Establish and implement a comprehensive system of support for behavioral health and wellbeing
   ★ Utilize intervention specialists & Counselors to provide ongoing job embedded professional development and coaching through a culturally responsive multi-tiered system of support to strengthen educator proficiency on Social and Emotional Learning and Trauma Informed Instruction.
   ★ Improve school safety through key partnerships and investments in staff, programs and professional development.
   ★ Collaborate with culturally specific community-based organizations to provide wraparound services and support to students through youth mentoring and advocacy.

C. **Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in educational institutions.**
   ★ Build a consistent community informed approach and aligned pathway between middle school, high school and higher education to promote college enrollment.
   ★ Identify and expand existing and promising practices to support culturally responsive practices, promote early literacy and instruction for our focal groups.
   ★ Develop and implement a system to support and expand enrollment of underserved students into advanced and CTE coursework and career related learning opportunities.

D. **Early Literacy Outcome: Aligning interventions and instructional practice resulting in improved literacy outcomes for K-3 students.**
   ★ Provide professional development, coaching and collaboration time for effective phonics instruction to all Early Literacy Instructors.
   ★ Enhance and expand existing early literacy curriculum