

Integrated Guidance Application 2025-27

Section 1 - Needs Assessment

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)

NBSD engaged in a systematic and continuous improvement cycle and a year-long strategic planning process led by Performance Fact, and formally adopted by the school board in April, 2025. This process involved gathering and analyzing multiple sources of data, applying a strengths-based, trauma- and SEL-informed inclusive excellence approach, and actively incorporating community engagement. Our approach aimed to identify both strengths and areas needing improvement across our district, with a particular focus on focal student groups.

Through our review of state and local data, we utilized ODE's Achievement Data Insight (ADI) to examine trends in the five common metrics: Regular Attenders, 3rd Grade Reading (ELA), 9th Grade On Track, 4-year Graduation Rate, and 5-year Completion Rate. This data was analyzed and disaggregated by student population to identify disparities and inform our understanding of achievement gaps. Locally, we reviewed data related to student well-being, school climate and culture, feelings of belonging, credit attainment, and behavior. For CTE-related information, we considered student performance on Perkins Performance Targets and examined data related to participation and success in our CTE Programs of Study. We also reviewed local economic and workforce needs to ensure our CTE programs are relevant.

While many specific trends are noted, generally, we identified areas where focal student groups experienced disproportionately lower outcomes compared to their peers across various metrics. For instance, trends in attendance, literacy rates, and graduation outcomes often showed disparities that required further investigation through planning meetings and community engagement.

This comprehensive needs assessment shaped the decisions within our integrated plan and budget. The identified needs became the foundation for our desired outcomes. For example, if our data indicated a need to improve family engagement, we developed strategies to "Develop and implement district and school family engagement plans". The budget then allocates resources to support the implementation of these strategies. Our commitment to building transparency and trust with families and the community was evident throughout our planning process, as indicated by holding 24 planning sessions, with over 105 participants. Overall, over 2000 students, staff, family and community members contributed their voice to the planning process.

Section 2 - Equity Advanced

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.

Inclusive Excellence Summary

Inclusive excellence is the practice of ensuring every student has what they need to succeed by recognizing and responding to their unique strengths and challenges. Rather than treating all students the same, it emphasizes equity—giving each learner the specific support they need to thrive.

Applying an equity lens means making thoughtful, student-centered decisions about instruction, funding, and resource allocation. It involves continually asking: Who benefits from this decision? Who might be left out? Are we addressing the needs of all students?

This approach isn't about fulfilling requirements or checking boxes. It's about fostering real, meaningful excellence for every student by understanding the broader community context and aligning supports accordingly. Inclusive excellence guided every stage of the planning and budgeting process, shaping how needs were assessed, how communities were engaged, and how strategies and resources were implemented.

Key Components of the Process:

1. Needs Assessment:

The process began by applying an inclusive lens to review disaggregated student data, identifying patterns and disparities among focal groups such as students with disabilities, emerging bilingual students, students of color, and those navigating poverty. This analysis helped highlight where current systems were falling short and where targeted improvements were needed.

2. Community Engagement:

Inclusive excellence shaped outreach efforts, ensuring the involvement of students and families from underserved groups. Strategies included accessible communication, interpreters, and support resources to remove barriers to participation. Engagement went beyond informing the community—it focused on genuine dialogue, consultation, and responsiveness to community insight.

3. Developing Strategies and Outcomes:

Schools reviewed data alongside community feedback to shape goals that addressed identified learning gaps. Questions like "Who is affected?" and "Could this decision worsen disparities?" ensured that strategies met the real needs of focal groups. For

example, a focus on scaffolded instruction helps ensure students with disabilities and at-risk students can access grade-level content.

4. Budgeting:

Budget decisions were made through the same inclusive lens, directing resources toward strategies that addressed identified inequities. For instance, if emerging bilingual students needed early literacy support, funds were allocated for research-based literacy programs, professional development, and bilingual staff. Budgeting emphasized stewardship that reflects student and community voices.

Examples of Targeted Strategies:

- Scaffolded Instruction: Teachers use strategies to help all students—especially those with special education needs or at-risk—access grade-level work.
- Family Engagement: Schools implement inclusive, culturally responsive strategies to engage families throughout the year, especially those who may not be reached through traditional methods.
- Early Learning Access: Expanded preschool opportunities, outreach, and partnerships with community services support early readiness for students facing economic or other barriers.
- Academic Interventions: Systems for literacy and numeracy are reviewed to better serve focal student groups through targeted support.
- Transition Support: Focused efforts ensure smooth transitions from middle to high school, particularly for students more likely to fall off-track.
- Career and College Access: Career exploration is integrated across K–12, and focal student groups are actively supported in accessing advanced coursework like CTE, dual credit, and college prep programs.

By consistently applying inclusive excellence throughout planning and budgeting, schools aim to build a more equitable, responsive, and supportive environment where every student, especially those historically experiencing academic disparities, can grow and succeed.

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?

A primary aim of the district's planning is unity of purpose and alignment, ensuring that people, processes, programs, and structures are working in the same direction. To achieve this, administrators will implement necessary and timely professional development to provide educators with the tools for student success.

One of the district's Signature Strategies to enhance student learning is ensuring access to standards-aligned curriculum and effective instruction through standards-based continuous professional learning. This highlights an ongoing commitment to professional growth related to instructional practices.

Several key actions outlined in the district's strategic plan focus on professional development needs:

- The district will support the alignment of early learning curriculum to state standards, develop curriculum pacing guides, and regularly monitor consistent implementation, identifying needs for support. This process of alignment and monitoring will inform areas where professional learning is required, and will be provided.
- The plan explicitly states that the district will ensure teachers have support and professional learning aligned to evidence-based practices in early literacy, math, and social-emotional learning. Professional development will focus on these key academic and social-emotional areas.
- To enhance the implementation of Multi-Tiered Systems of Support (MTSS) for early learners, the district will maintain reading and social-emotional learning supports while developing and expanding supports for mathematics. Professional development will focus on effectively implementing and expanding these MTSS supports.
- The district intends to increase the alignment across content areas and grade levels through the development of common rubrics (e.g., K-12 writing rubrics) aligned to state standards. Professional learning will be provided to facilitate the development and consistent application of these common rubrics.
- Finally, the district is evaluating current systems of support in numeracy and literacy across K-12 in order to prioritize and implement intervention supports. Professional development needs related to implementing effective interventions in these academic areas will be addressed.

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

To ensure the inclusion of children and youth navigating houselessness in all programs and activities, NBSD implements several key procedures through dedicated personnel.

- The district has a dedicated Homeless Liaison. The role of this position is specifically to ensure that all students and families experiencing homelessness receive appropriate

services, resources, and support. This dedicated role serves as a central point of contact and advocacy for these students, working to mitigate barriers they may face in accessing school programs and activities.

- Through the support of the Homeless Liaison, district staff gain a better understanding of the number of students navigating homelessness and learn strategies to better support them. This enhanced awareness and training likely inform how staff interact with and include students experiencing homelessness in their classrooms and activities.
- The Homeless Liaison maintains a supply of educational resources such as backpacks, notebooks, and calculators. Providing these resources helps to ensure students come to school prepared and have the same opportunities as their peers, thereby facilitating their inclusion in all learning activities. The focus of the district's strategic plan goal related to "Safe, Supported, Connected, & Present," is to "ensure that all students are provided the necessary support to mitigate barriers and facilitate access to district-provided opportunities and resources". This aligns with the provision of educational resources to students experiencing homelessness.
- The district also employs attendance advocates & graduation coaches. While their efforts are described as reinforcing the importance of school attendance for all students without singling out any particular group, their work to support consistent attendance is crucial for ensuring students experiencing homelessness can participate regularly in all school programs and activities. These roles help individual families by addressing their specific circumstances, which may include challenges related to housing stability and transportation, which are known barriers for students navigating homelessness. This emphasizes the importance of addressing the root causes of chronic absenteeism and potential promising practices include the use of a diagnostic tool to identify local barriers and the implementation of early indicator and intervention systems.

NBSD's approach, as described, focuses on providing targeted support through a dedicated liaison and resources, while also ensuring universal support systems like attendance advocates work to keep all students engaged, including those experiencing homelessness. The overarching aim is to ensure all students, regardless of their housing situation, come to school prepared to learn and have opportunities to succeed.

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

To ensure opportunities for all students to participate in CTE programs, including those generally considered male or female dominated, North Bend High School (NBHS) undertakes several proactive measures.

- Public Notification: NBHS issues an annual notice informing the public that all CTE opportunities are available to all students, without regard to any state or federal protected class such as race, color, national origin, sex, sexual orientation, gender

identity, religion, disability, age, or marital status. This notice includes a summary of NBHS CTE course offerings, admission criteria (if applicable), a statement ensuring that English language skills are not a barrier to admission and participation, and contact information for the Title IX, Title II, and Section 504 coordinators. This broad communication aims to raise awareness and encourage all students to consider all available CTE pathways, regardless of traditional gender roles.

- **Removal of Barriers:** A recent review of the CTE program has led to the removal of previous instructor approval or recommendation requirements for CTE courses. This change was implemented to ensure that students are not inadvertently excluded from programs or courses based on subjective biases or assumptions, thus improving access to all CTE courses for all students. This directly addresses potential barriers that could discourage students from entering non-traditional career fields.
- **Monitoring of Enrollment:** Counselors will periodically review course enrollment data to monitor student participation in CTE courses. This ongoing monitoring allows the school to identify any potential patterns of underrepresentation in specific CTE areas and to proactively address any underlying issues that might be preventing equitable access for all student groups, including those in gender non-traditional fields. This aligns with the broader goal of increasing equitable access and inclusion in high-quality CTE and career-connected learning activities.

These efforts demonstrate NBHS's commitment to ensuring that all students have an equal opportunity to explore and participate in all CTE programs offered, regardless of societal gender norms or other protected characteristics. This is crucial for preparing learners for high-wage, high-skill, in-demand careers, including those where their gender might be traditionally underrepresented.

3 - Well Rounded Education

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

The District strategically focuses efforts on early literacy through foundational readiness for success. This strategic plan goal specifically includes "Early Learning Programs & Supports" as a core component.

The district's focus on early literacy can be summarized as follows:

- **Comprehensive Early Learning:** The district aims to provide comprehensive early learning instruction, programs and interventions as a key Signature Strategy in the strategic plan. This indicates a broad commitment to supporting early learners.

- Curriculum Alignment and Monitoring: NBSD plans to support the alignment of early learning curriculum to state standards, develop curriculum pacing guides, and regularly monitor consistent implementation and identify needs for support. This emphasizes ensuring a standards-based and consistently delivered early learning curriculum.
- Professional Learning: A significant focus is on ensuring teachers have support and professional learning aligned to evidence-based practices in early literacy. This highlights the importance of equipping educators with the necessary skills and knowledge in early literacy instruction.
- Multi-Tiered Systems of Support (MTSS): The district intends to enhance implementation of Multi-Tiered Systems of Support (MTSS) for early learners through maintenance of reading and social-emotional learning supports and systems while developing and expanding supports for mathematics. This indicates a systemic approach to providing differentiated support in foundational skills, including reading, for early learners.
- Strengthening Early Learner Readiness: NBSD aims to strengthen the social and academic readiness of early learners through improved access to preschool and other Pre-K opportunities, outreach to families, and partnerships with community services. This demonstrates a commitment to expanding access to early learning and engaging families and the community to support young children's development.

In essence, NBSD's focus on early literacy within its strategic plan centers on providing a comprehensive, standards-aligned curriculum delivered by well-supported teachers, utilizing a multi-tiered system of supports, and strengthening the overall readiness of early learners through expanded access and community engagement.

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?

To ensure curriculum design and the adopted curriculum for all content areas consist of a clearly stated scope and sequence of K-12 learning objectives and are aligned to all state and national standards, NBSD implements a thorough curriculum adoption process and ongoing monitoring strategies.

The district's process for selecting curriculum is rooted in ensuring alignment, which is considered a primary aim of planning to get people, process, program and structure on the same page, going in the same direction. The state of Oregon provides a list of approved curriculums based on criteria such as Alignment, Rigor, Challenge, Engagement, Motivation, Cultural Responsiveness, Teacher & Student Supports, Digital Learning, and Assessments, indicating a state-level emphasis on standards alignment.

NBSD's administrative team initiates the process by reviewing this approved list and consulting with teachers to identify 3 or 4 curricula for further analysis. This initial step likely considers the rigorous academic standards expected by administrators. Selected publisher materials are then made available in each building for teachers and at the District Office for public input, allowing

for broad review. This engagement aligns with the principle of involving staff in decision-making processes.

Following this review, teachers have the option to pilot the materials, allowing for a close examination of their practical application. Once the review or piloting is complete, a curriculum is selected. Critically, a Scope & Sequence is provided within these adopted materials, along with explicit indications of which standards are taught in each section. This directly addresses the requirement for a clearly stated scope and sequence aligned to standards.

Furthermore, the district takes proactive steps to ensure ongoing alignment. NBSD plans to support the alignment of early learning curriculum to state standards, develop curriculum pacing guides, and regularly monitor consistent implementation and identify needs for support. While this key action specifically mentions early learning, the principle of developing pacing guides and regularly monitoring implementation likely extends to all content areas, ensuring a consistent approach to curriculum delivery and standards coverage K-12. Teachers, being always extra cautious with new materials to ensure all standards are being covered, verifying throughout the year", play a crucial role in this ongoing alignment. They effectively implement adopted curriculum in daily lessons and student tasks.

Moreover, teachers regularly review summative and formative assessment results, attendance records, and other materials to identify students' needs and supports. This review process indirectly supports standards alignment by highlighting areas where students may not be demonstrating proficiency, prompting teachers to revisit and reinforce relevant learning objectives. The district also emphasizes an "Aligned Instructional System" as a "Signature Strategy" of its strategic plan, indicating a systemic commitment to ensuring coherence and alignment across all aspects of instruction, including curriculum.

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

North Bend School District employs a comprehensive system to ensure classroom instruction is well-rounded, intentional, engaging, and challenging for all students, moving beyond basic planning and incorporating district principles and state guidance. Our approach is grounded in the district's Instructional Vision, which emphasizes High Expectations, Active Engagement, Collaborative Culture, Constructive Feedback, and providing Tools for Success.

To foster intentionality, teachers are expected to effectively implement the adopted curriculum in daily lessons and student tasks. This includes aligning instruction with state standards and clearly defined learning objectives. The district plans to support the alignment of early learning curriculum to state standards, develop curriculum pacing guides, and regularly monitor implementation and identify support needs. The principle of pacing guide development and regular monitoring extends to all content areas, ensuring a focused, intentional approach to curriculum delivery.

Engagement is addressed through the Instructional Vision, where all students actively participate in diverse learning experiences with relevant content. Teachers are encouraged to connect learning to student experiences and real-world examples to create valuable opportunities. The district recognizes that engagement is both a strength and an area for growth, aiming to better connect learning to student interests, particularly at the secondary level. Administrators provide professional development and resources focused on high-yield engagement strategies.

Creating challenging instruction aligns with the "High Expectations" tenet of the Instructional Vision, where all students are empowered by an academically focused environment with clear guidelines for behavioral and academic excellence. Teachers are expected to deliver lessons that engage students in critical thinking and support them in reaching and exceeding proficiency of Oregon standards. Students, in turn, engage in rigorous grade-level tasks, apply critical thinking skills, persevere through challenges, and support one another as learners.

To ensure instruction is well-rounded, NBSD aligns with the state's emphasis on addressing the "whole student." This means student mental and behavioral health, safety, and well-being are inseparable from academic opportunity. The district aims to create positive learning environments that support the safety, well-being, and inclusion of each student.

Differentiation is supported by the District's "Tools for Success" component of the Instructional Vision, ensuring all students have access to learning through instruction that promotes academic and social-emotional success. Teachers strategically employ scaffolds to support all students, especially those at-risk and/or receiving Special Education services, in accessing grade-level content. Teachers also regularly review assessments, attendance records, and other materials to identify student needs and appropriate supports.

Monitoring student progress is key, with teachers providing ongoing feedback to scaffold learning. They reflect on data and refine practices to deliver targeted instruction.

Lesson reflection is encouraged, with teachers reviewing whether learning targets were met and planning reteaching if needed. Administrators regularly observe classrooms and provide constructive feedback focused on engagement and critical thinking.

This multifaceted system, grounded in the district's strategic plan and aligned with state guidance, aims to create classrooms where all students experience well-rounded, intentional, engaging, and challenging instruction.

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?

NBSD is committed to ensuring that students, families, and community members experience a safe and welcoming educational environment, including being free from drug use, gangs, and

violence. This commitment is supported by a comprehensive system that includes braiding funds to maximize resources and developing strong community partnerships.

NBSD has established "Safe, Supported, Connected, & Present" as a primary goal for student success, with measures including students' perceptions of a strong school climate. The district aims to foster positive learning environments to support the safety, wellbeing, and inclusion of each student. This aligns with the Oregon Department of Education's (ODE) Integrated Guidance, which emphasizes the importance of a safe and supportive environment.

The district's Instructional Vision promotes High Expectations within a learning environment that has clear guidelines and standards for behavioral and academic excellence. It also emphasizes a Collaborative Culture that promotes a respectful classroom community.

NBSD utilizes several Signature Strategies under the "Safe, Supported, Connected, & Present" goal to cultivate student connections, engagement, and positive school culture. Key actions supporting this include:

- Strengthening current systems of support to improve student attendance.
- Developing a system that elevates students' voice and builds community and connection.
- Training and supporting staff to improve student behavior with an emphasis on reducing negative peer-to-peer interactions and bullying.
- Aligning district-wide social emotional learning practices.
- Building transparency and trust with families, students, and community through regular review and reporting on school culture and climate data.

Significantly, to further ensure school safety and address drug use, the district strategically braids funds to contract with the North Bend Police Department. This partnership funds two dedicated School Resource Officers (SROs) who are specifically assigned to enhance safety within the school environment. Moreover, these SROs actively implement the DARE (Drug Abuse Resistance Education) curriculum, providing direct instruction to students on making safe and responsible choices regarding drug use and violence. This initiative demonstrates a proactive approach to prevention and safety by embedding law enforcement expertise within the educational setting.

NBSD recognizes that a well-rounded education includes student mental and behavioral health, safety, and well-being]. The district emphasizes community engagement by deepening relationships and partnerships with students, families, and the broader community. This collaborative approach helps the district understand and respond to community-driven needs related to safety and well-being.

The district also focuses on strengthened systems and capacity, leveraging continuous improvement practices to redesign educational processes that center care, connection, and relationship. This includes coordinating support between educators and community service providers.

By braiding funds to support initiatives like the School Resource Officer program and the DARE curriculum, in conjunction with focusing on positive school climate, social-emotional learning, and strong community partnerships, NBSD demonstrates a multi-faceted approach to ensure a safe and welcoming educational environment free from drug use, gangs, and violence for all students, families, and community members.

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

NBSD is committed to maintaining a high-quality, student-centered library program that supports academic achievement, digital literacy, and a love of reading. Each school in the district has its own dedicated library space, staffed by a trained Library Technician who provides daily support and fosters student engagement with reading and research.

At the district level, a full-time, certified librarian provides leadership and coordination across all schools. This role includes guiding library operations, mentoring Library Technicians, and ensuring consistent access to essential resources. The librarian also plays a critical role in teaching students how to effectively use library services, including digital resources, online databases, and e-books.

Our collections are diverse and continually updated to reflect a wide range of interests, reading levels, and cultural perspectives. In addition to physical resources, each school library maintains an online presence through its website, offering students and families access to digital catalogs and virtual reading tools.

This comprehensive approach ensures that all students, regardless of grade level or background, can develop strong literacy skills, navigate digital platforms confidently, and access the materials they need to succeed.

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

Building upon our commitment to a safe, supported, connected, and present school environment, NBSD's approach to supporting students' mental health is integrated within our broader educational framework. The district's implementation of a social-emotional learning (SEL) framework provides a foundation for fostering student well-being and recognizing potential challenges. Our dedicated staff, including attendance advocates who work to understand and address barriers to engagement, graduation coaches who monitor students' progress and provide necessary support, and school counselors who are trained to support student well-being, play crucial roles in this systematic monitoring.

Through their regular interactions with students and families, and their access to data on attendance, engagement, and academic progress, these professionals are positioned to identify

students who may be experiencing mental health difficulties. Furthermore, the alignment of district-wide SEL practices with clear expectations and support programs, along with the potential for timely intervention and support for all students, creates a multi-layered system for recognizing and responding to student needs, including those related to mental health. The district also recognizes the importance of building transparency and trust with families, students, and community through regular review and reporting on school culture and climate data, which can provide further insights into the overall well-being of our student population.

NBSD is committed to systematically monitoring the effectiveness of interventions for students experiencing mental health challenges. A key component of this approach involves our partnership with Coos Health & Wellness, which provides valuable mental health support personnel on our campuses. These professionals are integral to providing direct interventions and will be a crucial source of information for understanding the impact of our supports.

While our School Resource Officers (SROs) primarily focus on safety and security, their regular interactions with students may provide anecdotal insights into overall student well-being. We will establish appropriate and confidential channels for SROs to share relevant observations, while always prioritizing student privacy and well-being.

The data and insights gathered through these multiple avenues will be used to inform the district's continuous improvement planning, allowing us to adapt and refine our mental health supports to best meet the needs of our students and foster a safe, supportive, and connected learning environment.

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?

NBSD utilizes various methods to identify students, including focal student groups, who are not meeting or exceeding state and national standards. Teachers regularly review summative and formative assessment results, attendance records, and other materials to identify students' needs and supports. The district implements systems for identification, support, and continuous monitoring of strengths and needs tailored to each student. This includes timely intervention and support for all students. The district aims to evaluate current systems of support in numeracy and literacy across K-12 in order to prioritize and implement intervention supports. Furthermore, the strategic plan emphasizes universal access to supports and opportunities across student groups and schools.

To support the academic needs of students not meeting standards, the district focuses on differentiated instruction. Teachers strategically employ scaffolds that support all students, especially those at-risk, and/or receiving Special Education services, in accessing grade-level content. There is an emphasis on timely intervention and support for all students. The district

also aims to strengthen current systems of support to improve student attendance, which includes universal, group, and individualized supports. Professional learning communities (PLCs) are guided through data-driven inquiry cycles, and administrators participate in teacher collaboration to strengthen collective efficacy in supporting student needs. The district intends to evaluate and strengthen systems to create a cohesive system of credit recovery for secondary students.

For students, including focal student groups, who have exceeded state and national standards, NBSD provides access to opportunities. This includes ensuring that all students are provided the necessary supports to mitigate barriers and facilitate access to district-provided opportunities and resources. The district offers opportunities for enrolling and successfully completing advanced experiences (e.g., Dual Credit; CTE Pathways; Community projects/partnerships; Upward Bound). The strategic plan highlights the goal of students demonstrating the Portrait of a Graduate competencies at key transitions. Furthermore, the district aims to enhance student goal-setting and self-reflection practices to ensure all students are engaged in developing and monitoring their progress towards these competencies and educational, career, and life goals in grades 6-12. The district also works to ensure exposure and access to career and college ready courses including CTE Pathways, Dual Credit and other advanced courses.

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

Work-Based Learning (WBL) in the context of Career and Technical Education (CTE) is defined as structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals. These interactions foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. A CTE completer is a student who has earned a significant number of CTE credits in a program of study and has a reported CTE Work-Based Learning experience. This signifies the importance of WBL within CTE programs.

Efforts are being made to expand these opportunities through various strategies. The district aims to integrate career exploration opportunities throughout the curriculum. There is also a focus on ensuring exposure and access to career and college-ready courses, including CTE Pathways. Building partnerships with the community is a key strategy to expand students' access to community-embedded learning opportunities and real-world applications of learning, which can include various forms of work-based learning.

The district plans to build connections, professional networks, and pathways for continued success after graduation, which can be facilitated through well-structured work-based learning experiences. There is a commitment to utilizing continuous examination of data to determine which students have access to work-based learning or career connected learning experiences, suggesting an effort to monitor and potentially broaden this access.

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

Yes - Integrated, coherent, rigorous, challenging, and relevant learning in subjects that constitute a well-rounded education will naturally provide students with the opportunity to develop a variety of academic and technical skills that will serve them well in the future. By engaging with challenging and relevant content, students will be able to develop their critical thinking, communication, problem-solving, and collaboration skills. Through active learning opportunities such as project-based learning, students will be able to develop technical skills. By participating in dual-enrollment opportunities, students will be able to gain college credit and experience the college atmosphere while still in high school, preparing them for postsecondary success. By engaging in a well-rounded education, students will be able to develop both their academic and technical skills, as well as their character and creativity, setting them up for success in the future.

4 - Engaged Community

What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, NBSD has made significant strides in strengthening community engagement—particularly with focal student groups, families, and staff. A key example of this effort is the district's recent strategic planning process, which involved 24 planning sessions and more than 105 active participants, including students, staff, family members, and community stakeholders. In total, over 2,000 individuals contributed their perspectives, demonstrating a strong commitment to inclusive and collaborative decision-making.

The district's strategic plan now explicitly prioritizes meaningful engagement as a foundation for fostering understanding, trust, and shared responsibility. However, NBSD recognizes that substantial challenges remain. The very nature of community engagement—often described as a spectrum—underscores the complexity of reaching deeper, more impactful levels of participation.

Diverse stakeholder groups, including community-based organizations, often bring different and sometimes competing priorities for resource allocation, which can create tension in decision-making. Additionally, the district acknowledges the ongoing need for clear, accessible, and multilingual communication to ensure all families and students feel informed and heard. Authentic engagement, moving beyond basic compliance to genuine collaboration, requires continued intentional effort.

North Bend's rural context presents unique challenges as well, including geographic distance, varying access to technology, and limited local services, all of which can make consistent engagement more difficult. Despite these barriers, NBSD remains committed to building inclusive, transparent, and responsive systems of engagement that reflect the voices of all members of the school community.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.

NBSD implemented a comprehensive and intentional approach to engaging focal students and families in the development of the integrated plan. Central to this effort was the district's commitment to "Embracing Diverse Voices and Perspectives"—a guiding principle that shaped all phases of the planning process.

To ensure that student and family voices, especially those from historically underserved and underrepresented groups, were central to the district's strategy, NBSD utilized multiple engagement methods:

- **Reality Check Teams & Listening Sessions:** These sessions served as safe, structured spaces where students and families could openly share their experiences, concerns, and aspirations. Facilitated with an emphasis on active listening and mutual respect, these sessions provided valuable, first-hand insight into the day-to-day realities within school environments. The goal was not only to gather feedback, but to ground district planning in the lived experiences of its most impacted community members.
- **Student Engagement and Climate Surveys:** Students participated in surveys designed to measure their sense of belonging, engagement, and perceptions of school culture. These data points helped the district identify strengths and areas for improvement, particularly for focal student groups.
- **Targeted Participation Sessions:** NBSD organized planning meetings with a focus on student and family input, explicitly inviting and encouraging participation from focal groups. These sessions were held at various times and locations to increase accessibility and were supported by efforts to reduce participation barriers, such as language support and childcare when possible.
- **Multilingual Communication and Outreach:** Recognizing the importance of language accessibility, the district provided information and invitations in multiple languages and worked with school-based staff to personally reach out to families from focal groups. This helped ensure a wider range of families felt welcome and able to participate.
- **Ongoing Feedback Loops:** Engagement did not end with a single conversation. The district established mechanisms for continued dialogue—such as follow-up meetings and

digital feedback tools—to keep families informed of how their input was used and to invite ongoing contributions as the plan evolved.

Through these strategies, NBSD not only gathered critical input, but also worked to build lasting relationships with students and families. This inclusive approach has been instrumental in creating a plan that is responsive, community-driven, and reflective of the district's core values.

List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process.

NBSD prioritized staff engagement as a cornerstone of its integrated planning process, recognizing that both classified and certified staff bring valuable, on-the-ground perspectives essential to shaping meaningful and sustainable district initiatives.

Guided by the principle of "Embracing Diverse Voices and Perspectives," the district implemented several intentional strategies to ensure staff voices were actively included at every stage of the process:

- **Reality Check Teams & Listening Sessions:** Structured sessions were held with staff groups across all classifications to provide a space for open dialogue. These sessions were designed to surface honest insights about working conditions, student needs, and operational challenges—offering a “reality check” on current practices and opportunities for improvement.
- **Staff Engagement Surveys:** All staff were invited to participate in district wide surveys measuring engagement, workplace climate, and perceptions of the school environment. These surveys allowed the district to capture both broad trends and specific feedback from certified and classified personnel.
- **Inclusive Planning Sessions:** Staff were involved directly in 24 strategic planning sessions alongside students, families, and community members. These collaborative forums encouraged cross-role discussion and helped build a shared vision grounded in real-world experiences from classrooms, offices, and support spaces.
- **Department and Site-Based Discussions:** Administrators facilitated conversations at the building level to gather input from staff who may not have been able to attend larger district events. These smaller, familiar settings allowed for more focused and candid dialogue.
- **Transparent Communication and Feedback Loops:** The district worked to maintain two-way communication throughout the process by sharing planning updates and inviting continued input via follow-up meetings, digital forms, and internal communication channels. This helped staff see how their voices were shaping the integrated plan and

encouraged continued participation.

- **Recognition of Role-Specific Perspectives:** The district made a concerted effort to ensure that both certified and classified staff perspectives were elevated and valued equally. For example, support staff in transportation, food services, and facilities were specifically invited to sessions that recognized their unique insights into student experience and school operations.

These strategies reflect NBSD's belief that effective planning must be built on the lived experiences of the people doing the work each day. By engaging staff as active partners, the district developed a more grounded, actionable, and inclusive integrated plan.

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.

Through a holistic and inclusive community engagement process, NBSD gained critical insights into both the strengths of our current system and the areas in need of growth. By intentionally listening to a wide range of voices—students, families, certified and classified staff, and community members—we deepened our understanding of the real experiences behind the data.

Key themes emerged consistently across engagement efforts, including:

- A desire for stronger, more authentic relationships between schools and families.
- The need for more accessible and transparent communication, especially across language and cultural lines.
- A call for expanded support for students' social-emotional well-being.
- A request from staff for clearer systems, better coordination of initiatives, and recognition of their professional expertise.
- A shared value placed on access for all students to academic opportunities and resources.

We applied this input directly to the development of our integrated plan by:

- Prioritizing family engagement as a district-wide goal, including strategies for building trust and reducing participation barriers.
- Investing in staff support systems, including professional development aligned with staff-identified needs and a focus on collaborative decision-making structures.

- Emphasizing student voice and well-being in our planning, including SEL (social-emotional learning) supports, expanded counseling access, and ongoing student feedback mechanisms.
- Allocating resources based on identified equity gaps, using stakeholder input to guide decisions around funding priorities, technology access, and intervention services.

This process affirmed the value of engaging diverse voices early and often—not just for compliance, but as a tool for better planning. By grounding our integrated plan in authentic, community-driven feedback, NBSD has positioned itself to move forward with greater clarity, alignment, and collective ownership.

5 - Strengthening Systems and Capacity

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

NBSD employs a multi-faceted approach to recruit, onboard, and retain high-quality educators and leaders, with intentional strategies to attract individuals who reflect the diversity of our student population and meet the needs of focal student groups.

To strengthen its talent pipeline and reduce turnover, especially in hard-to-fill roles and rural schools, NBSD offers a range of targeted recruitment and retention incentives, including bonuses for specialists and positions historically difficult to staff, and relocation stipends to attract individuals to the area.

We are also focused on cultivating a positive organizational culture that supports long-term employee engagement. This includes:

- Analysis and data collection efforts to better understand and address the culture and climate in each school.
- Collaborative school-wide initiatives, such as culture-building incentives that promote teamwork and cohesion among all staff groups.

To support professional growth and retention:

- Staff have access to ongoing mentoring and instructional coaching
- Staff are supported through Crisis Prevention Certification and Collaborative Problem Solving training
- A leveled compensation framework has been developed to increase access to training and career advancement opportunities across all roles.

These combined strategies reflect NBSD's commitment to creating a thriving, inclusive workplace that values and invests in its people. By building systems that support staff development, recognize excellence, and address school-specific challenges, we are working to ensure that every student is served by skilled, committed educators who reflect and understand the communities they serve.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

NBSD is committed to ensuring that focal students, including English Learners, students with disabilities, immigrant and refugee students, and those experiencing homelessness or foster care placement, receive instruction from effective, well-qualified educators at rates comparable to their peers.

To achieve this, NBSD has developed a layered system of support, partnerships, and capacity-building initiatives:

- **Equitable Access to High-Quality Instruction:** NBSD prioritizes assigning effective, certified teachers to classrooms serving focal student populations. Staffing decisions are data-informed and aligned with our commitment to ensuring that all students, regardless of background, have access to rigorous, standards-aligned instruction.
- **Professional Development and Instructional Support:** The district offers ongoing training and support for teachers, principals, and school leaders to enhance their capacity to implement high-quality instructional programs, particularly those designed for English Learners and immigrant students. These include evidence-based language instruction strategies and supports for transitioning students into all-English settings while maintaining academic rigor.
- **Specialized Support Through Strategic Partnerships:**
 - NBSD collaborates with the South Coast ESD to provide specialized services for students with disabilities. These services include access to occupational therapists, speech therapists, autism specialists, physical therapists, and augmentative communication experts—all of whom work collaboratively with district educators to support inclusive and effective instruction.
 - The district also maintains a formal agreement with Coos Bay School District to enhance educational access for students qualifying under McKinney-Vento and Foster Care. This partnership outlines shared responsibilities in supporting highly mobile students, ensuring continuity of services and access to qualified educators.

- Inclusive Staffing Practices: NBSD continues to improve systems that match student needs with educator expertise, including targeted recruitment and support for specialized staff. Efforts are made to minimize staffing disparities across schools and ensure that focal students are not disproportionately placed with less experienced or underqualified teachers.

Through these integrated systems and partnerships, NBSD ensures that focal students receive equitable, high-quality instruction from educators who are well-trained, well-supported, and committed to student success.

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

NBSD utilizes a tiered system of supports to address student behavior while actively minimizing exclusionary discipline practices. Our approach focuses on early intervention, behavior skill-building, and understanding the root causes of misbehavior, especially for students from focal groups who may be disproportionately impacted.

At the core of our behavioral support system is the use of Positive Behavior Interventions and Supports (PBIS), combined with restorative approaches and a Check-In Check-Out (CICO) model at both the elementary and middle school levels. This intervention system aims to reduce instructional time lost due to disciplinary actions while helping students develop self-awareness, regulation strategies, and positive behavior patterns.

- Classroom-Level Interventions First: Teachers are supported in managing behavior proactively within the classroom. Only when these efforts are not effective is a student referred to a higher level of intervention.
- Check-In Check-Out (CICO): Students demonstrating repeated behavior challenges are referred to the CICO room, where trained staff guide them through a structured reflection process. This includes identifying the trigger or root cause of the behavior, developing alternative strategies, and creating a plan to return to class promptly and productively. Over time, students learn to self-regulate and may preemptively request support before behaviors escalate.
- Minimizing Time Out of Class: The CICO model has been highly effective in limiting time spent out of the classroom while still addressing behavioral needs and supporting social-emotional growth.

In addition to these direct supports, NBSD has systems in place to analyze discipline data disaggregated by student focal groups, including:

- Regular data reviews at the school and district levels to identify trends in disciplinary referrals, suspensions, and expulsions.

- Disaggregation by race/ethnicity, language proficiency, special education status, foster care, and homelessness to ensure that disparities are identified and addressed.
- Use of data to inform targeted professional development, coaching, and additional behavioral supports for both staff and students.

This comprehensive, student-centered approach helps the district reduce reliance on exclusionary discipline and promote more equitable outcomes for all students, especially those from historically marginalized groups.

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

NBSD recognizes that smooth and supported transitions are critical to student success, especially for those reentering school from Long-Term Care and Treatment (LTCT), Youth Corrections Education Programs (YCEP), or Juvenile Detention Education Programs (JDEP). To ensure these students and their families experience continuity and connection, the district has several systems in place:

- **Transition Orientation and Building Exposure:** NBSD prioritizes early and structured exposure to school environments for all transitioning students. For those returning from LTCT, YCEP, or JDEP settings, customized building tours, introductions to staff, and orientation activities are offered to re-familiarize them with the school setting. These sessions focus on helping students understand daily routines, locate key spaces, and connect with trusted adults.
- **Dedicated Transition Activities:** Similar to our kindergarten, middle school, and high school transition programs, students entering from alternative or treatment-based settings are supported through tailored activities that ease anxiety and foster confidence. This includes early access to buildings, opportunities to meet teachers and counselors, and engagement in community-building exercises before fully rejoining the student body.
- **Personalized Planning and Support Services:** Counselors and student support teams work with incoming students and their families to identify academic, social-emotional, and behavioral needs. Plans are developed to ensure students are appropriately placed, connected to necessary services (e.g., counseling, mentoring, credit recovery), and have a clear academic path forward.

These systems reflect NBSD's commitment to providing inclusive, compassionate, and coordinated supports for all students—especially those navigating transitions from institutional or specialized educational environments. The goal is to ensure that every student is welcomed, supported, and set up for long-term academic and personal success.

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?

Systems of Support for Key Educational Transitions

NBSD has developed a comprehensive, developmentally appropriate approach to supporting students and families during key educational transitions. Each stage is designed to reduce student and family anxiety, build familiarity with new environments, and ensure students are set up for long-term success.

Early Childhood to Kindergarten

NBSD supports early learners by hosting pre-kindergarten screenings that assess developmental readiness. If any learning gaps are identified, district staff collaborate with families to connect them to appropriate early intervention supports and resources. Additionally, NBSD offers a Kindergarten Transition Program during the summer to introduce students and families to classroom routines, activities, and expectations. This helps ease the adjustment to full-day kindergarten. The district also partners with local Head Start and early learning programs to align goals and share essential information. NBSD is currently implementing two Pre-K Preschool Promise classrooms, to further strengthen readiness efforts.

Elementary to Middle School / Middle School to High School

To support transitions between buildings, NBSD emphasizes early exposure and relationship-building:

- In the spring, 5th-grade students tour the middle school and 8th-grade students tour the high school, meeting staff and exploring their new learning environments.
- In the fall, 6th graders and 9th graders begin the school year one day earlier than their peers, giving them a full day to learn the layout, practice using lockers, meet teachers, and participate in fun orientation activities.
These efforts have been highly successful in increasing student comfort, confidence, and readiness for the next level.

High School to Postsecondary Education and Workforce

NBSD supports students in planning for life after high school through the Kuder Navigator system, which provides career assessments, interest inventories, and guidance on college and career pathways. Students can explore education and training options aligned to their interests, including certification programs, college majors, and workforce opportunities. The high school ASPIRE teacher plays a key role in coordinating college visits, providing hands-on support for completing college and financial aid applications, and helping students navigate the transition to adulthood with confidence and a plan.

These comprehensive transition supports reflect NBSD's commitment to student success at every stage, ensuring that all learners and families are prepared, supported, and connected as they move through the educational journey.

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, Development, and CTE Awareness at All Grade Bands

NBSD supports career exploration and development across multiple grade levels through a combination of coursework, career-related learning experiences, and personalized planning tools.

Career Awareness and Exploration

All students complete at least one Career-Related Learning Experience (CRLE), which provides opportunities to explore personal interests, research career pathways, understand occupational requirements, and participate in job shadowing or interviews with professionals in the field. These experiences help students make informed decisions about their future educational and career paths.

Career Development Tools

NBSD utilizes the Kuder Navigator program, an online platform that offers interest inventories, career assessments, labor market information, and postsecondary planning resources. Students explore a wide range of career options and gain insight into job requirements, growth outlooks, and the education or training needed for specific careers. While this system is not currently integrated with our Career and Technical Education (CTE) offerings, the district has identified this as an area for strategic improvement, aiming to link career interest data with CTE enrollment and advising.

CTE Awareness and Guidance

To increase awareness of CTE opportunities, NBSD employs a multi-channel communication system that includes:

- School counselors and CTE advisors providing individual guidance
- Flyers, brochures, and informational folders distributed during events such as 9th grade orientation
- School and district websites offering up-to-date course descriptions and pathways

- Social media and bulletin boards showcasing student work, testimonials, and program highlights

Each 9th-grade family receives a welcome folder with CTE program brochures, student testimonials, and course offerings to help them understand and consider CTE pathways. In the upcoming year, the high school will also launch a dedicated bulletin board to visually showcase CTE program activities, student achievements, and career opportunities related to each program.

Next Steps for Growth

Recognizing the opportunity to strengthen alignment between career exploration and CTE participation, NBSD plans to enhance follow-up systems by:

- Tracking student interest data from CRLEs and Kuder Navigator
- Proactively inviting students to meet with counselors or CTE instructors based on expressed career interests
- Expanding outreach efforts to ensure focal students and their families are equitably informed and supported in accessing these programs

Through these systems and ongoing improvements, NBSD is committed to helping students and families explore, prepare for, and pursue meaningful postsecondary education and career pathways.

6 - Early Literacy

What is the name of the funding source for the 25% match for early literacy?

Title I

Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

High Dosage Tutoring

If you have more than one elementary school and/or schools serving elementary grades, 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 (PL 114-95 129 Stat 1803) base in part on literacy score

If you have more than one elementary school and/or schools serving elementary grades, 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%]. (write N/A if you have only one elementary school)

Hillcrest - 40%, North Bay - 60%

7 - Plan Summary

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)

NBSD's integrated plan for 2025-27 adopts a systematic and continuous improvement cycle, driven by a strengths-based, trauma- and SEL-informed inclusive excellence approach. The rationale behind this approach is to ensure that every student has what they need to succeed by recognizing and responding to their unique strengths and challenges, particularly focusing on focal student groups. This aligns with the district's commitment to meaningful engagement to strengthen understanding, appreciation, and commitment.

The vision of the plan is to create a more equitable and supportive educational environment where all students, especially those who have historically experienced disparities, can thrive. This vision is informed by a comprehensive needs assessment process that involves gathering and analyzing multiple sources of state and local data, including ODE's Achievement Data Insight (ADI) for common metrics disaggregated by student population, as well as local data on well-being, school climate, credit attainment, and behavior. For CTE-related information, the district considered student performance on Perkins Performance Targets and data related to participation and success in CTE Programs of Study, along with local economic and workforce needs.

The needs assessment identified areas where focal student groups experienced disproportionately lower outcomes. These identified needs became the foundation for the plan's desired outcomes. For example, if data indicated a need to improve family engagement, the plan includes strategies to "Develop and implement district and school family engagement plans". The budget then allocates resources to support the implementation of these strategies. The plan also aims to address disparities in access to career and college-ready courses, including CTE Pathways, Dual Credit, and other advanced courses, driven by the inclusive excellence approach to actively address underrepresentation of focal student groups. The district engaged in 24 planning sessions with over 105 participants, including students, staff, family, and community members, contributing their voice to the planning process. This engagement, guided by the inclusive excellence approach, ensured that the voices of focal student groups and their families were heard and valued. The district aimed to genuinely consult, involve, and even defer to their insights.

The plan will work towards addressing the co-developed Longitudinal Performance Growth Targets (LPGTs) or Local Optional Metrics (LOMs) by grounding its outcomes and strategies in the identified needs and community input. The strategies articulated in the plan, such as ensuring exposure and access to career and college-ready courses, strategically employing scaffolds, and developing family engagement plans, are intended to directly impact the common metrics used for LPGTs (Regular Attenders, 3rd Grade Reading, 9th Grade On Track, 4-year Graduation Rate, and 5-year Completion Rate). Furthermore, the development of LOMs, which should be considered with an equity lens and focus on local context, will provide additional measures to track progress towards a well-rounded education and the well-being of all students, including focal student groups. The district will regularly review summative and formative assessment results, attendance records, and other data to monitor student progress and refine instructional practices to provide targeted instruction, contributing to the achievement of these targets.

How can ODE support your continuous improvement process?

North Bend School District (NBSD) has developed a robust integrated plan for 2025–2027 that reflects a commitment to a strengths-based, trauma-informed, and SEL-informed inclusive excellence approach. This approach aims to ensure that every student—particularly those from historically underserved focal groups—has access to the tools, resources, and supports necessary to thrive. As NBSD engages in a systematic continuous improvement cycle grounded in data, community voice, and equity, there are several meaningful ways in which the Oregon Department of Education (ODE) can provide strategic support.

1. Enhance Data Access and Usability

- Expand the functionality of ODE's Achievement Data Insight (ADI) platform to allow for more timely and user-friendly disaggregation of key metrics (e.g., Regular Attenders, 9th Grade On Track, Graduation Rates).
- Provide customizable data visualization tools to support NBSD's ongoing analysis of Local Optional Metrics (LOMs) and Longitudinal Performance Growth Targets (LPGTs), with equity lenses embedded.

2. Offer Technical Assistance and Professional Coaching

- Provide ongoing technical assistance in implementing inclusive excellence strategies, particularly in trauma-informed instruction, social-emotional learning (SEL), and equity-driven curriculum design.
- Offer targeted support in expanding and strengthening access to Career and Technical Education (CTE) and Dual Credit programs for underrepresented student groups, aligning offerings with local workforce data.

3. Foster Cross-District Collaboration and Learning Communities

- Facilitate Professional Learning Communities (PLCs) across school districts that share similar challenges or have demonstrated success in key areas identified by NBSD, such as equitable access to advanced coursework or family engagement.
- Lead PLCs focused on continuous improvement best practices, culturally responsive teaching, and inclusive data use.

4. Support Inclusive and Culturally Responsive Family Engagement

- Share and co-develop culturally responsive family engagement toolkits and strategies that align with NBSD's goals to develop district and school-level engagement plans.
- Provide resources to support translation services, interpretation, and outreach strategies that increase the participation of focal student families.

5. Assist in the Development and Use of Local Optional Metrics (LOMs)

- Offer guidance on the design and validation of LOMs that reflect NBSD's local priorities, such as student well-being, school climate, and CTE engagement.
- Supply templates, surveys, and other tools that simplify the collection and analysis of LOM-related data.

6. Support Strategic Resource Alignment

- Provide technical support for aligning budget decisions with identified student needs and equity priorities, ensuring that NBSD's investments are sustainable and impact-driven.
- Assist in identifying and applying for supplemental funding (e.g., grants for school safety, mental health, or early literacy) that further the goals of the integrated plan.

7. Promote Supportive Accountability and Progress Monitoring

- Conduct supportive monitoring visits to assess progress, celebrate successes, and identify challenges in a collaborative manner.
- Create feedback loops for mid-cycle adjustments, allowing NBSD to refine its strategies and targets based on real-time student data and stakeholder input.

8. Elevate and Share Innovative Practices

- Recognize and showcase NBSD's inclusive excellence framework and community-engaged planning process as a model of effective practice for other Oregon districts.
- Collaborate with NBSD to scale and refine successful strategies that align with state education priorities and close equity gaps statewide.

ODE's partnership with NBSD in the continuous improvement cycle will be most impactful when grounded in shared values of equity, inclusion, and responsiveness to student and community needs. Through a combination of technical assistance, capacity building, and resource alignment, ODE can help NBSD realize its vision of an educational environment where all students—especially those who have experienced historic disparities—can succeed.

Integrated Guidance Budget Items

EISS - \$6,000

Early Intervention/Graduation Tracking Software

High School Success - \$763,000

Graduation Coaches

ASPIRE Coordinator

TOSA for Alternative Education/Pathways
Certified Teacher for Alternative Education/Pathways
Staff/Additional Periods for Focal Student Groups
CTE Teachers
CTE Supplies/Materials
Community College Expanded Options

Student Investment Account - \$2,646,000

Elementary Class Size Reduction
Alternative Ed Secretary
Alternative Ed Teachers
Instructional Literacy Specialist
Instructional Literacy Specialist - Mathematics Specialist
HS/MS Academic Tutoring Center
MS STEM/Outdoor Ed Teacher
Family Outreach and Transportation Coordinator
Extended Day Opportunities (Summer School, Afterschool, Bridge Program)
Alternative Education Pathways Social Worker
Certified Staff Support SEL
SEL Professional Development and Curriculum
Positive Behavior Support Education Assistant
TOSA at MS
Licensed School Therapists (HS & MS/Elem)
Secondary Math Interventionist
Additional EA Support
Homeless Liaison
Safety & Security Upgrades (Electronic Card Locks, security cameras, fencing)
State Testing Coordinator Secondary
Supplies/Materials to remove attendance barriers for students experiencing homelessness and poverty
Certified Administrator to Support SEL Elementary
Curriculum K-12 Core Intervention and SEL
Professional Development
Intervention and Attendance Support Systems
Student Safety and Security Staffing
Recruiting and retention stipends for high demand hard to find positions

Early Literacy - \$165,000

Early Literacy Specialist
Early Literacy supplies and materials- culturally relevant books, supplies, etc
professional development, training
professional development and purchased services
professional development & coaching to focus on universal access, opportunity, engagement and behavior supports
Districtwide
Intervention and Attendance Support Systems