

**Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you're working from the correct application template.*

Please make a copy of your application template.

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) Additional **requirement if applying with a sponsored charter**: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

The Winston-Dillard School District has implemented a comprehensive and ongoing needs assessment process to enhance student outcomes. This process involves regular data reviews by school and district teams, with findings presented to stakeholders—including parents, students, staff, and community members—for feedback. This collaborative approach ensures that improvement plans are continually updated to address identified challenges effectively.

Data Sources and Collection Methods:

1. **ORIS Needs Assessment Form and Oregon School Improvement Plan Template:** These tools have historically provided a structured framework for data collection, enabling the district to identify and analyze areas requiring attention.
2. **IRRE Student Outcome Student and Staff Surveys:** Administered by the Institute for Research & Reform in Education (IRRE) during the spring of 2024 and 2025, these surveys gathered insights into the experiences and perceptions of both students and staff. The

administrative team examined disaggregated student outcome data from the 2018-19 (pre-COVID) and 2021-24 school years. This analysis included Oregon State Smarter Balanced Assessments, district attendance and credit records, and the Oregon State Report Card's "At-a-Glance" data for 9th-grade on-track and graduation rates.

3. **Community Town Hall Meetings:** *January through April 2025, the district held meetings where parents, students, and staff reviewed data across five key metrics. Parents and community members experienced lessons presented by students to experience student life. These sessions facilitated discussions on practices to discontinue, maintain, or initiate.*

Identified Trends:

The data review highlighted several critical trends:

- **Academic Performance:** *Proficiency levels in math and reading were notably below state averages, with 15% of students proficient in math and 26% in reading, compared to state averages of 31% and 44%, respectively.*
- **Graduation Rates:** *The district's graduation rate (DHS & DAHS) stood at 82.2%, just ahead of the state average of 81%.*
- **Demographic Insights:** *The student body comprised 10% Hispanic students and 2% American Indian students, Winston- Dillard is committed to equitable outcomes for **all** students.*
- **Career and Technical Education (CTE):** *Stakeholder feedback underscored a demand for enhanced CTE programs to better prepare students for post-secondary careers.*

Impact on Strategic Planning and Budgeting:

The insights from the needs assessment have directly influenced the district's strategic initiatives and budget allocations:

- **Academic Support:** *Resources have been allocated to implement targeted interventions aimed at elevating math and reading proficiency levels.*

- **Graduation Initiatives:** Programs designed to bolster student engagement and support pathways to graduation have been prioritized.
- **Equity and Inclusion:** Professional development focused on culturally responsive teaching practices has been funded to address the needs of a diverse student population.
- **CTE Expansion:** Investments have been made to broaden CTE offerings, aligning curriculum 6 - 12 with local and state workforce demands to enhance student readiness for various career paths.

In summary, the Winston-Dillard School District's methodical needs assessment process, grounded in extensive data collection and community engagement, has been instrumental in shaping strategic plans and budgetary decisions. This ensures that resources are effectively directed toward initiatives that address identified challenges and promote equitable educational opportunities for all students.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

The Winston-Dillard School District integrates its equity lens into planning and budgeting by consistently applying five guiding questions to evaluate policies and practices, ensuring they address the needs of historically underserved groups. This approach has led to several key initiatives:

1. **Technology Access:** Achieving a one-to-one device-to-student ratio and providing internet connectivity to all families ensures equitable digital access.
2. **Support for Families in Transition:** Recognizing high mobility and poverty rates, the district offers resources for transportation, basic living needs, and food security to support students experiencing instability.

3. **Social-Emotional Learning (SEL) and Mental Health:** Emphasizing SEL and mental health services, particularly for students in unstable situations, to promote inclusion and cultural awareness.
4. **Special Education Support:** Investing in special education to close achievement gaps between the general student population and students with disabilities.
5. **Early Literacy Programs:** Enhancing pre-kindergarten programs to improve third-grade literacy rates, aiming to strengthen foundational skills for all students.
6. **Career and Technical Education (CTE):** Expanding CTE opportunities to provide a well-rounded education that encourages regular attendance and improves graduation rates.

To prevent the isolation or stigmatization of students experiencing homelessness, the district's equity lens is applied across all activities, from field trips to curriculum choices. The district focuses on supporting homeless and foster students, proactively identifying and addressing potential obstacles to their education.

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

Over the biennium, the Winston-Dillard School District has planned a series of professional development initiatives to address the cultural, social, emotional, and academic needs of all students, with a focus on prioritized focal student groups:

1. **Collaborative for High-Performance Schools (CHSS):** Training aimed at creating healthy, high-performance learning environments that support student well-being and academic achievement.
2. **Professional Learning Community (PLC) Academy:** Workshops designed to enhance collaborative teaching strategies, fostering a culture of continuous improvement and data-driven instruction.
3. **Enhanced Core Reading Instruction (ECRI):** Training focused on delivering systematic and explicit reading instruction to improve literacy outcomes for all students.

4. **Stand for Children Early Literacy:** Programs aimed at equipping educators with strategies to boost early literacy skills, particularly in underserved populations.
5. **Star Assessment:** Sessions on utilizing Star Assessments to monitor student progress and inform instructional decisions effectively.
6. **Sheltered Instruction Observation Protocol (SIOP):** Training to enhance instructional effectiveness for English language learners by integrating language objectives into content-area teaching.
7. **New Math Minds:** Workshops introducing contemporary mathematical pedagogies aimed at fostering critical thinking and problem-solving skills among students.
8. **Tribal Consultation/Tribal Communication:** Working closely with tribes for learning cultural history in support of SB 13, for learning and understanding sensitivities to ensure all staff live current and best practices.

These professional development activities are strategically selected to empower educators in supporting the diverse needs of all students, ensuring equitable and inclusive educational experiences.

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

The Winston-Dillard School District is committed to ensuring that children and youth experiencing houselessness have full access to all programs and activities. To support this commitment, the district implements several policies and procedures:

1. **Affordable Health Services:** The district offers low-cost physical examinations, facilitating participation in sports and extracurricular activities for students facing financial barriers.
2. **Financial Assistance:** Scholarships are available to cover sports fees, ensuring that economic challenges do not prevent students from engaging in athletic programs.

3. **Transportation Support:** Recognizing the importance of reliable transportation, the district provides transportation from sports events, addressing potential obstacles for students without stable housing.
4. **Community Resources:** Supporting the community and youth displaced or impacted by local disasters/ community support. Examples of local supports include school meals, clothing, personal hygiene supplies, and academic supplies.
5. **Professional development for staff on addressing social emotional supports.** SIA funds have been used to provide CDS and counseling support in schools. This addition of staffing has allowed us to build more effective relationships with social services, community partners, local government agencies, and our local ESD to provide more comprehensive supports to students and families.

These measures align with the McKinney-Vento Act, which mandates that schools provide specific services and support to homeless students to ensure their right to education. By proactively identifying and addressing barriers, the district fosters an inclusive environment where all students can fully participate and thrive. Winston Dillard takes the initiative to “go the extra mile” to support students in need.

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

The Winston-Dillard School District is committed to ensuring equitable access to Career and Technical Education (CTE) programs, particularly those traditionally dominated by a single gender. To achieve this, the district has implemented several strategies:

1. **Enhanced Middle School Forecasting Presentations:** By introducing CTE career fair presentations at the middle school level, students are exposed to the diverse pathways available. This initiative aims to broaden awareness and encourage all students, regardless of gender, to consider nontraditional fields.
2. **Alignment of Elective Courses:** Middle school electives, such as Introduction to Agriculture, are strategically aligned with high school CTE programs. This seamless progression fosters sustained interest and participation among students in fields they might not have previously considered.

3. **Emphasis on Transferable Skills:** Each CTE program of study highlights skills applicable across various careers. By focusing on these universal competencies, the district underscores value and relevance of all CTE programs to every student, challenging traditional gender norms associated with specific occupations.
4. **Commitment to Equity Advanced:** The Winston-Dillard School district understands the traditional roles played in our society in regards to Career and Technical Education. Our staff is committed to improving and expanding our CTE programs to ensure ***all*** students have opportunities aligned to their interests and strengths. CTE teams will intentionally brainstorm ideas for overcoming historically male or female dominated programs.

These efforts reflect the district's dedication to creating an inclusive environment where students are empowered to pursue their interests freely, contributing to a more diverse and equitable workforce in the future.

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

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

We prioritize belonging and safety for all learners as a whole child. We analyze literacy and behavioral data, the student's social emotional well being, curriculum, culture and homelife. We continually work on holding high expectations for all learners. We continually work and support instruction building awareness of all perspectives and normalizing risk-taking for students.

Throughout the district, foundational skills instruction is part of the core curriculum and evidenced in ECRI and Wonders for Tier I programs along with Tier II and III REWARDS, Corrective Reading, Reading Mastery. Foundational skills are integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.

Educators follow a clear, intentional scope and sequence based on the learning progression of foundational skills as is reflected in the WDSB Early Literacy Roadmap, scope and sequence found in our curriculum, learning conversations in our PLC's and literacy benchmark meetings.

The district has developed a system to meet the needs to employ explicit, systematic, diagnostic, and responsive teaching for language and literacy skills to develop confident and successful readers and writers. Additionally a [WDSB Reading Protocol](#) and our [Foundational Skills Document](#) exist to support these efforts.

We are continuously improving systems to support writing instruction. Educational leaders are actively and aggressively working to review, adopt, and support the implementation of high-quality instructional materials, systems and PD that support the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. ***No narrative response required. A Smartsheet link will be provided.***
3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and are aligned to all state and national standards? ☒

To ensure our curriculum design and adopted materials maintain a clear K-12 scope and sequence aligned with state and national standards, we follow a systematic, collaborative approach. Guided by the Solution Tree PLC model, our adoption teams—comprising educators and led by the curriculum director—use the same Instructional Materials Evaluation Tool (IMET) as the state. Surrounding School Districts have joined us in curriculum presentations, enriching the adoption teams discussions and evaluations through multiple viewpoints. Cooperation between our local districts has resulted in better scrutiny of curriculums and improved student results as we experience mobility between our districts. This ensures each curriculum aligns with Oregon-approved standards and includes all required components. Professional Development opportunities from our curriculum provider are sought out for our staff to ensure fidelity in curriculum implementation. This investment in staff knowledge of the intended use of curriculum and resources, providing confidence for educators to employ the curriculum as intended. Supplemental materials are carefully reviewed by the director and instructional team for appropriate alignment and use. Additionally, we reference the Center for High School Success roadmap to align secondary pathways and outcomes with long-term student success.

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

The Winston-Dillard School District employs a multifaceted approach to ensure classroom instruction is well-rounded, intentional, engaging, and challenging for all students:

1. **Targeted Professional Development:** The district tailors professional development to enhance instructional delivery, focusing beyond mere curriculum training to include effective presentation techniques.
2. **Enhanced Core Reading Instruction (ECRI):** Educators utilize ECRI methodologies to augment the efficacy of existing reading and writing curricula, providing systematic and explicit instructional routines that bolster student literacy outcomes.
3. **Instructional Coaching and Peer Observation:** The district integrates instructional coaches to collaborate with teachers during school hours, offering personalized guidance. Additionally, floating substitutes are employed to allow educators the opportunity to observe and learn from peers, fostering the adoption of innovative instructional strategies.
4. **Structured Professional Learning Communities (PLCs):** Regularly scheduled PLC sessions provide a platform for teachers to engage in collaborative dialogue, share best practices, and collectively address student learning challenges. These teams utilize observations of students, academic data, Relational Trust inventories to measure the quality of teacher student relationships to better understand each student and their unique needs.
5. Intentional creation of Intervention schedules into the school day. The WDSD has invested in software that enables PLC teams to group students according to academic, social emotional needs or academic enrichment.

Collectively, these strategies cultivate a dynamic educational environment that supports continuous professional growth and enhances student achievement

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒

The Winston-Dillard School District is dedicated to fostering a safe and welcoming educational environment for students, families, and community members. To achieve this, the district has implemented several key initiatives:

1. **Behavioral Safety Assessment Teams (BSAT) and Behavioral Threat Assessment and Management (BTAM) Systems:** These multidisciplinary teams are trained to identify, assess, and manage potential threats, distinguishing between transient and substantive threats to ensure appropriate interventions.

WDSD has a member of the Douglas County School and Community teams.

2. **Raptor Visitor Management System:** This system enhances school security by screening visitors against national databases, including registered sex offenders, and maintaining detailed records of visitor activity. WDSD is hosting a county-wide training on May 9th, 2025.
3. **Standard Response Protocol (SRP) Training with The "I Love U Guys" Foundation:** Staff undergo SRP training to standardize responses to various incidents, ensuring coordinated and effective actions during emergencies. WDSD is hosting a countywide training on August 22 & 23rd, 2025.
4. **Drug Awareness Education:** Health classes incorporate drug awareness curricula, complemented by assemblies aimed at educating students about the dangers of drug use and promoting healthy lifestyles.
5. **Educational Equity Training through Stand for Children Programs:** This training focuses on building relational trust and forming grade-level success teams, facilitating intervention scheduling at secondary levels to provide early support for students.
6. **Student Engagement through Surveys and Focus Groups:** Utilizing tools like the Institute for Research and Reform in Education (IRRE) surveys and empathy interviews, the district gathers student feedback to inform and improve school climate and safety measures.
7. **SafeOregon Online Reporting**
8. **Access to Student Resource Officers (SROs)**

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

The Winston-Dillard School District is committed to providing students with robust and accessible library programs through several strategic initiatives:

1. **Hiring and Training Skilled Library Specialists:** The district prioritizes the recruitment of qualified library professionals and invests in their ongoing professional development. This ensures that library staff are adept at curating diverse collections and integrating modern technologies to support student learning.
2. **Maintaining a Well-Stocked Library:** Recognizing the evolving nature of information consumption, the district maintains comprehensive physical and digital collections. This approach caters to varying student preferences and learning styles, ensuring equitable access to resources.
3. **Enhancing Digital Access:** To complement traditional resources, the district has implemented technologies such as Star QR codes, enabling students to seamlessly access additional digital materials. This integration of digital tools fosters a more interactive and engaging learning environment. [American Libraries](#)

Through these concerted efforts, the district ensures that its library programs remain dynamic, inclusive, and responsive to the educational needs of all students.[HIVO](#)

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

The Winston-Dillard School District employs a comprehensive approach to monitor and assess the effectiveness of interventions for students experiencing depression, anxiety, stress, and challenges with dysregulation. Key strategies include:

1. **Multi-Tiered Systems of Support (MTSS):** The district has integrated an MTSS module into its Student Information System (SIS), facilitating systematic monitoring through tools such as Check-In Check-Out, Emotion Tracker, and Early Warning Systems.
2. **Enhanced Counseling Services:** Additional counselors and Child Development Specialists (CDS) are available across all schools, providing targeted support and regular assessments of student progress.
3. **Collaboration with External Providers:** Partnerships with external counseling and mental health service providers ensure students receive specialized care, with progress closely monitored and integrated into the district's support systems.
4. **Behavioral Support Initiatives:** Secondary schools implement behavior coaches and in-school suspension programs focused on skill development and maintaining academic continuity, rather than exclusionary practices.
5. **Digital Wellness Monitoring:** The district utilizes Deledao's ActivePulse system to analyze student web activity, detecting signs of cyberbullying, self-harm, and other mental health concerns, enabling timely interventions.
6. **Anonymous Reporting Channels:** The SafeOregon Tip Line allows students, staff, and community members to report safety concerns confidentially, ensuring swift action and support.
7. **Social-Emotional Learning (SEL) Programs:** At the elementary level, Character Strong serves as a Tier 1 SEL curriculum, with additional Tier 2 and 3 supports for targeted interventions, fostering a supportive learning environment.

These comprehensive measures, underpinned by data-driven decision-making and collaboration, ensure that interventions are effectively tailored to meet the evolving needs of students facing mental health challenges.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

The Winston-Dillard School District employs a comprehensive, data-driven approach to identify and support the academic needs of all students, with particular attention to focal student groups. Key strategies include:

1. **Individualized Student Assessments:** Grade-level, cross-disciplinary Student Success Teams analyze relational trust surveys, teacher-student relationship data, academic performance, standardized test results, behavioral records, and attendance patterns to tailor interventions effectively.
2. **Targeted Professional Development:** Professional development is strategically designed to enhance instructional methodologies, equipping educators with advanced strategies to address diverse learning needs and improve student engagement.
3. **Structured Intervention and Enrichment Scheduling:** Dedicated intervention periods within the school day facilitate timely support for students facing academic challenges. After-school programs are also available to provide additional assistance. Conversely, students who have surpassed standard benchmarks are offered enrichment opportunities during intervention times, including specialized activities for Talented and Gifted (TAG) identification and development.
4. **Grade-Level Success Teams:** Focused on enhancing transitions between educational stages, these teams concentrate on individual student needs, ensuring continuity and personalized support.
5. **Study Halls and Resource Access:** Flexible study halls and resource periods are integrated into the daily schedule, allowing students to seek assistance and engage in self-directed learning, fostering both remediation and enrichment.

This multifaceted approach ensures that the district not only addresses the academic challenges faced by students who are underperforming but also provides avenues for advanced learners to excel, thereby promoting equitable educational outcomes for all.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

No new programs, align MS & HS

The Winston-Dillard School District (WDSD) is actively enhancing its Career and Technical Education (CTE) offerings by aligning middle school electives with high school CTE strands. This alignment aims to create a cohesive pathway for students, fostering a seamless transition from exploratory to specialized CTE courses.

Program Development Steps:

1. **Curriculum Alignment:** Collaborate with educators to ensure that middle school electives serve as foundational courses leading into high school CTE programs.
2. **Advisory Committee Engagement:** Invite advisory committee members to participate more actively in strategic planning, providing industry insights to ensure program relevance and rigor.
3. **Cross-Program Integration:** Develop crossover programs within our Programs of Study to enrich student learning experiences and broaden skill acquisition.

Timeline:

- **Phase 1 (Months 1-3):** Conduct curriculum mapping sessions involving middle and high school educators to identify alignment opportunities.
- **Phase 2 (Months 4-6):** Organize workshops with advisory committee members to integrate industry perspectives into curriculum development.
- **Phase 3 (Months 7-9):** Pilot crossover programs, gather feedback, and make necessary adjustments.
- **Phase 4 (Months 10-12):** Finalize program structures, prepare marketing materials, and schedule information sessions for students and families.

This structured approach ensures that WDSD's CTE programs are thoughtfully developed, industry-aligned, and responsive to the evolving needs of our students and community.

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

FFA plant sales from a 96 x 100 foot greenhouse, Buildings, and selling wreaths and decor for Christmas Holiday celebrations, events where FFA members provide key services to community businesses, to student individualized SAE projects raised on the school farm. Forestry cutting and selling firewood and rough-cut, non-structural lumber. Woodshop and metal shop making items from pine wood gift boxes for a local business to Metal fire pits for the local farm cooperative to sell.

A culinary and Agriculture joint venture to provide farm-to-fork meals,

Wood shop and culinary collaboration to design and sell handheld kitchen instruments.

Culinary arts catering school district events

Drone program guiding students to their FAA drone license and beginning to fly pest and disease control flights over a local vineyard.

Our CTE program offers a diverse range of defined work-based learning experiences that give students authentic, hands-on opportunities to apply their skills in real-world settings. In agriculture and FFA, students manage and operate a 96x100-foot greenhouse, selling plants, building and marketing holiday wreaths and décor, and providing services to local businesses. Individualized SAE projects are raised on our school farm, allowing students to pursue unique interests. Forestry students cut and sell firewood and rough-cut lumber, gaining valuable natural resource management experience.

In our woodshop and metal shop, students produce custom items—from pine gift boxes for local businesses to metal fire pits sold by the local farm cooperative. Culinary students collaborate with agriculture students on farm-to-fork meal production and with woodshop students to design and sell handcrafted kitchen tools. The culinary program also caters school district events, further developing professional skills.

We are expanding into emerging technologies through our drone program, where students pursue FAA drone licenses and conduct pest and disease control flights over local vineyards, providing innovative, in-demand experience. These programs not only strengthen technical skills but also foster entrepreneurship, leadership, and community engagement.

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

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced? (253)

Over the past two years, the Winston-Dillard School District (WDSO) has implemented several initiatives to enhance community engagement, particularly with focal students, families, and staff:

1. **Student-Led Community Events:** WDSO has organized multiple evening events where students actively share their educational experiences, allowing parents and community members to hear directly from students about their learning journeys.
2. **Strategic Advisory Committee Involvement:** The district has increased the involvement of advisory committee members in strategic planning processes, ensuring that decisions reflect the diverse perspectives and needs of the community.
3. **Alignment of Middle and High School Programs:** Efforts have been made to align middle school electives with high school Career and Technical Education (CTE) strands, creating a cohesive educational pathway for students.
4. Survey and input opportunities at school events. Providing postcard-sized surveys or QR codes for brief input opportunities have provided opportunities for busy families to contribute. Participation is up, but the limited information exchange makes this a system that we can improve and build upon

Identified Barrier:

Despite these efforts, a significant barrier to engagement has been families' busy schedules, leading to challenges in event attendance.

Addressing the Barrier:

To mitigate this issue, WDSO has adjusted its community engagement strategies:

- **District-Wide Invitations with School-Specific Presentations:** By inviting the entire district community to events featuring presentations from specific school groups, the district aims to increase attendance and foster a sense of unity.

This approach acknowledges the time constraints of families while striving to maintain meaningful engagement opportunities within the community.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.) (213)

To ensure meaningful engagement with focal students and families throughout the integrated planning process, we implemented several targeted strategies centered on inclusivity and authentic relationship-building. One key approach involved the formation of focal groups, composed of both staff and students who have traditionally not been included in planning or decision-making processes. Staff participants were identified by building leaders using trend data and survey results from IRRE, which highlighted specific groups experiencing declines in key indicators.

For students, we adopted a “strength in groups” model by creating student-led organizations and clubs designed to support and uplift traditionally underrepresented populations in our secondary schools. These groups, each supported by a dedicated faculty advisor, focus on building a sense of community and belonging. Advisors play a critical role in building trust and rapport, which in turn increases student willingness to engage in broader school initiatives.

Through these strengthened relationships, students are encouraged to invite their families to participate in engagement sessions. This family involvement helps bridge communication gaps and allows for more culturally responsive input into the planning process.

This approach was developed with coaching and guidance from Bo Stephens and Shades of Unity PDX, an organization that also provides ongoing training to our staff on how to build authentic relationships with underrepresented populations. These collective efforts ensure our integrated plan reflects the voices and needs of all students and families.

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.) (248)

The Winston-Dillard School District (WDSD) has actively engaged both classified and certified staff throughout the planning process of our integrated plan by implementing several key strategies:

1. Annual Participation in the IRRE Survey: We administer the Institute for Research and Reform in Education (IRRE) Survey annually to gather insights on staff experiences and perceptions. This data informs our planning and decision-making processes. PLC teams use this among other data sets to make impactful decisions for students and to identify dilemmas to address in partnership with administration.. irre.org
2. Involvement in School Improvement Plan (SIP) Development: Staff members are directly involved in the creation and refinement of our SIP, ensuring that the plan reflects their

perspectives and expertise. Developing School vision and mission statements, allowing staff to develop the building and meeting norms have also allowed staff to make critical contributions to establishing the culture of their building. By setting the SIP goals based upon our academic and survey results, staff are more invested in making progress on building goals.

3. **Invitations to Community Engagement Nights:** We extend invitations to all staff to participate in community engagement events, fostering stronger connections between the school and the community.
4. **Active Participation in Site Council:** Staff serve on the Site Council, contributing to discussions and decisions that shape our school's direction and priorities.

These strategies ensure that our staff are well-informed and actively involved in the planning and implementation of our integrated plan, fostering **a collaborative and inclusive educational environment**

4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Through our comprehensive community engagement efforts, the Winston-Dillard School District (WDSD) has gained valuable insights from both community members and staff, which have significantly influenced our strategic planning:

Key Learnings:

1. **Safety Concerns:** Community members expressed a strong desire to enhance safety for students traveling to and from school, particularly those walking or biking.
2. **Equity and Access:** There was a clear emphasis on increasing access and opportunities for all students, especially those from historically disadvantaged backgrounds, to participate in walking and biking to school.

3. **Health and Wellness:** Both staff and community highlighted the importance of promoting physical activity, recreation, and mental wellness among students.
4. **Environmental Considerations:** The community showed a keen interest in improving environmental health near schools, aiming to reduce emissions and enhance air quality.

Application of Feedback to Planning:

Incorporating this feedback, we have:

- **Restructured Strategic Goals:** Our long-term strategic goals now prioritize safety, equity, health, and environmental sustainability, aligning with community and staff concerns.
- **Informed Capital Improvement Planning (CIP):** These goals guide our 4-year CIP, ensuring that infrastructure projects address identified needs, such as safe walking and biking routes.
- **Enhanced School Improvement Plans (SIPs):** Individual school SIPs are developed with these priorities in mind, tailoring strategies to meet specific community and student needs.
- **Guided Budgeting and Metric Selection:** Budget allocations and performance metrics are directly linked to our strategic goals, ensuring that resources are invested in areas that matter most to our community.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place

to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒(231)

The Winston-Dillard School District (WDSD) employs several targeted strategies to recruit, onboard, and retain quality educators and leaders, ensuring that all students, including those from focal groups, have access to effective and highly qualified teachers:

Recruitment and Onboarding Strategies:

1. **Career Fairs:** WDSD actively participates in career fairs to attract a diverse pool of candidates.
2. **Grow-Your-Own Program:** The district has initiated a "Grow-Your-Own" program, successfully hiring four classified and one certified staff member for the 2024-2025 academic year. This approach focuses on developing talent from within the community, fostering a workforce that reflects the student population.
3. **Financial Support for Further Education:** WDSD provides financial assistance to individuals pursuing further licensure and education, promoting continuous professional development and retention.
4. **New teacher onboarding week** WDSD invests a week prior to Inservice week to get teachers introduced to the district systems, who their mentors will be and provide expectations of the district for high quality instruction.

Ensuring Effective Teaching for Focal Student Groups:

To ensure that focal students are taught by effective and highly qualified teachers as frequently as other students, WDSD implements the following measures:

1. **Targeted Professional Development:** The district offers professional development opportunities tailored to enhancing instructional strategies, ensuring educators are equipped to meet the diverse needs of all students.
2. **Strategic Staffing:** By recruiting and retaining educators who are representative of student focal groups, WDSD fosters an inclusive learning environment that resonates with students' backgrounds and experiences.

These comprehensive systems are designed to create an educational environment where all students, particularly those from focal groups, benefit from high-quality instruction and leadership.

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

The Winston-Dillard School District (WSDS) has implemented a comprehensive system to analyze disciplinary referrals, suspensions, and expulsions, with a focus on equity through disaggregated data by focal student groups. This process informs responsive and inclusive practices across all grade levels.

To support proactive behavior management, WSDS utilizes the Behavioral Threat Assessment and Management (BTAM) system, with trained Behavioral Safety Assessment Teams (BSAT) at the school, district and county levels. These teams are equipped to identify and address safety concerns early, reducing the need for exclusionary discipline.

The district's enhanced Student Information System (SIS) includes tools such as Check-In Check-Out, Behavior Points, Emotion Tracker, and an Early Warning System (EWS). These features help track and analyze individual student data on behavior, academics, and attendance, facilitating timely interventions.

At the secondary level, grade-level teams—including counselors, teachers, and administrators—meet twice monthly to review data and design Tier 1 and 2 supports. A behavior coach at the high school focuses on reducing suspensions by addressing issues early, with plans to extend this support to the middle school in 2025–2026.

WSDS has also expanded support services by increasing counseling staff and hiring Child Development Specialists (CDS) at elementary schools. CDS provide Tier I–III supports, deliver social-emotional learning (SEL), and create Behavior Support Plans based on Functional Behavior Assessments.

Through these integrated systems and targeted interventions, WSDS ensures that discipline data is used to support students—especially those in focal groups—by fostering safe, inclusive, and supportive learning environments.

3. ☒ **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.** ☒

The Winston-Dillard School District (WSDS) provides a comprehensive approach to career exploration and development across all grade levels, ensuring students build awareness, explore interests, and prepare for future careers.

At the elementary level, Career Days connect with literacy lessons, introducing students to a variety of professions in an age-appropriate and engaging way.

In middle school, students participate in STEAM Night and career fairs, offering hands-on experiences and exposure to diverse fields. Elective courses are intentionally aligned with high school Career and Technical Education (CTE) programs to promote early interest and readiness.

At the high school level, students can enroll in CTE programs in Agriculture & Natural Resources, Culinary Arts, Metals, Woods, and Health Services. A dedicated Electrical class provides hands-on training for careers in skilled

trades. Students also engage in career fairs, exploration activities, and industry-connected events to deepen their understanding of potential pathways.

District-wide, a School-to-Careers Coordinator supports career-connected learning by linking students with real-world opportunities. Through the Oregon Career Information System (CIS), students develop personalized education plans that align academic goals with career aspirations.

To keep families informed, WDSD shares CTE and career exploration opportunities through community events and digital communication platforms. Counseling services support students in navigating education plans and exploring options tailored to their interests.

These coordinated efforts ensure WDSD students are equipped with the knowledge, skills, and support needed to make informed decisions and pursue fulfilling careers after graduation.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

WDSB utilized their Early Literacy TOSA to coach Title I teachers districtwide in collecting and analyzing language arts assessment data with elementary teaching staff and building leaders. The coach was able to support all elementary schools in developing an understanding that multiple forms of data must be collected and analyzed to inform instruction. The system developed includes Benchmark Meetings and Data Team Meetings that are made up of teams analyzing multiple sources of data. The district has determined that DIBELS and STAR (Renaissance) will be used as the universal screener.

Benchmark Meetings occur three times a year- once at the beginning of the school year, middle and end. DIBELS and STAR (Renaissance) provide the data for these meetings. These screeners are instrumental in analyzing the health of the Tier I core program effectiveness. Teachers are advised to utilize in-program assessments in addition to DIBELS progress monitoring to determine if interventions are effective. Data Team Meetings are held every seven weeks throughout the school year to evaluate the effectiveness of Tier II and Tier III instruction based on the above-mentioned multiple sources of data.

Finally, the District's Early Literacy Team has fully analyzed 3rd-grade OSAS data to drive our planning as a district to support the alignment of our reading and writing curricula, devote more time to intentional instruction using a digital experience in writing, and pledge time to planning to increase the cognitive demand of our students through requiring increased depth of knowledge questioning during literacy instruction.

As mentioned above, WDSB relies on a myriad of assessments to inform instruction. These include a multitude of in-program assessments, DIBELS, STAR (Renaissance), and our state's OSAS assessment.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

- General Fund
- Student Investment Account (SIA)
- State School Fund SSF
- Title I
- Title II
- Title III
- Title IV
- N/A (less than 50 ADMw, no match required)
- Other

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

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

- Hiring
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes

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

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

- Have the lowest rates of proficiency in literacy of elementary schools in the district;

- identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
 - have literacy proficiency rates that have not recovered to pre-pandemic levels
 - have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
 - N/A if you have only one elementary school
7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].
(write N/A if you have only one elementary school)

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?
 - a. Clarification and training on how the new metrics will be calculated, how locally selected metrics will factor into school accountability, and how longitudinal goal and stretch trend lines are calculated for CIP and SIP goals.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

The Winston-Dillard School District (WDSD) has developed a comprehensive and inclusive strategic plan to elevate student achievement, enhance well-being, deepen community engagement, and optimize facilities for safety and learning. This plan, rooted in extensive needs assessments and stakeholder feedback, is built upon four strategic goals: (1) Increase learning, achievement, and growth in Pre-K–12; (2) Address students’ behavioral and mental health needs; (3) Increase meaningful community engagement; and (4) Build and maintain safe, effective learning spaces.

The plan’s foundation is a robust, ongoing needs assessment process that uses multiple data sources—including IRRE surveys, academic assessments, and community feedback forums—to identify trends and areas for improvement. These assessments highlighted academic underperformance in math and reading, a strong yet improvable graduation rate, and a growing demand for expanded Career and Technical Education (CTE) pathways. In response, the district’s vision centers on equitable, whole-child education—supporting both academic success and socio-emotional development.

To address academic challenges, WDSD has prioritized evidence-based instructional strategies, professional development, and targeted interventions. Foundational skills instruction is embedded across K–5 through programs like ECRI and REWARDS, supported by the Early Literacy Roadmap and WDSD Reading Protocol. Math performance is being addressed through the New Math Minds initiative and structured data-informed instructional practices via the PLC Academy and Star Assessments. The focus on early literacy and numeracy is expected to improve long-term academic trajectories.

WDSD is also expanding and aligning CTE opportunities to prepare students for post-secondary success. The district has developed vertical articulation between middle and high school programs, ensuring early exposure to career pathways. Community feedback from town hall meetings reinforced this priority, and WDSD has responded by investing in new equipment, curriculum, and professional development to build career readiness. This directly supports Local Priorities and Goals Targets (LPGTs) related to student engagement, regular attendance, and graduation rates.

Behavioral and mental health supports are central to Goal 2. WDSD employs a Multi-Tiered Systems of Support (MTSS) framework, integrating digital wellness monitoring, expanded counseling services, and trauma-informed practices. The Character Strong SEL curriculum and staff training in culturally responsive instruction foster emotional safety and belonging, especially for historically underserved groups.

Community engagement strategies (Goal 3) are tailored to meet families where they are. With participation challenges identified, WDSD has shifted to district-wide events featuring rotating school presentations and implemented low-barrier feedback tools like QR-code surveys. These efforts are designed to increase two-way communication and shared ownership of student success.

Lastly, facilities upgrades under Goal 4 promote physical safety and a conducive learning environment. Investments in security technologies (e.g., Raptor system), emergency response training, and inclusive design reflect the district’s commitment to ensuring all students feel secure and supported.

In summary, WDSD's plan responds directly to identified strengths and areas for growth, with clearly defined strategies that align with community priorities, LPGTs, and equity-centered outcomes. Through this holistic approach, the district is poised to improve achievement, foster well-being, and strengthen its educational ecosystem.

Links

1. ☒ Outcomes and Strategies ☒
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Tiered Planning
5. ☒ Early Literacy Inventory ☒
6. Early Literacy Allowable Use Descriptions

Attachments

1. Equity lens utilized
2. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
3. Optional - Perkins Needs Assessment Documentation
4. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
5. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
6. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. District Charter Program Agreement (DCPA), if applicable
8. Memorandum of Understanding (MOU), if applicable

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be

subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

