Morrow County School District
25-27 Integrated Application

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

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

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

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.

   On an annual basis we compile data from multiple surveys (senior exit; cohort, family). Additionally each building has begun a reflection process focused on student learning, attendance, graduation, CTE. Over the course of the last several years every building has become very data and goal oriented and is using feedback from multiple sources to keep a focus on student success. Our district is spread across three demographically and geographically separate communities, each with their own elementary school or schools, and junior/senior high school plus the Morrow Education Center, which serves as an virtual/alternative setting for secondary students from across the district. Although it is necessary for each community and building to operate with some degree of autonomy, it is these systems and processes that keep us tied together and collaborating across the district. Our administrative team meets monthly to discuss the survey and building-level data and any adjustments that they may need to make. Staff from across the district also meet semi-annually to work together by content area and provide feedback for

district-level decision-making. It is through this shared work that our administrators and instructional coaches plan upcoming professional learning and develop strategic plans, like this one, for the various funding streams that support our students. Together we take note of our successes and areas that still need work. Positive trends that have developed over the course of time include: high 4-year graduation and 5-year completion rates and growing numbers of students participating in early college credit and other advanced coursework, including CTE. However, since the pandemic ended we have struggled across the district to regain our high levels of regular attendance and our 3rd grade ELA performance has dropped from low to lower, although our combined focal group was a bright spot and met their target which we attribute to our investments in summer jumpstarts.

In February a core needs assessment team, led by the Director of Educational Services and including a representative mix of building administration and instructional coaches, met for a day to discuss how to translate all of this information into a cohesive update to our Integrated Plan. We used this information to discern if we are making progress towards our Outcomes or not, and how our strategies and activities might need to be adjusted to be more effective or prioritized in the face of budget shortfalls or other changes. We also considered how to include the needs of our buildings identified for Targeted School Improvement can be better served through this plan. As a whole, we decided that, with the addition of Early Literacy, our Outcomes, Strategies and Activities are still largely relevant although we did identify a few changes, including:
- Removing a strategy to add an Agriculture Program to Riverside Jr/Sr High School because this has been completed and our CTE Programs are now balanced and accessible across the district.
- Reducing the SIA investments in our STEAM Fridays because our Think Big Space is now up and running.
- Adding investments to support literacy that prepares students for kindergarten.
- Strengthening our indicator and intervention systems at the secondary level with an emphasis on Freshman On-Track.

We also pulled together teams from each high school in early March that included administrators, counselors, alternative, and CTE instructors to assess any potential areas of improvement related to the High School Success eligibility indicators and ensure that this plan update addressed any needs.

Equity Advanced

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

   As we review each activity and make adjustments to budget lines we maintain a vision of who we are supporting and impacting. Our district maintains its minority majority status and we maintain a focus that supports all focal groups of students.

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?

   We continue to offer PD opportunities that focus on recognizing trauma in both students and adults; characteristics of bilingual learners and how we can best support them in core instruction; content area collaboration, MTSS, grading equity at the secondary level, and our elementary buildings are continuing with their focus on science of reading strategies in collaboration with Eastern Oregon State University.
   Training is offered throughout the school year to both licensed and classified staff. Additionally, we hold parent workshops during conferences to better support our families.

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

   MCSD School Board Policy JECBD (Homeless Students) outlines that:

   "Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held."

   A liaison for students in homeless situations will be designated by the district to carry out duties as required by law, but more importantly by family need at each building.

   "The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. . . "

   Staff receive ongoing training on supporting students and families in homeless situations. Families and students have direct connections to building CARE

Coordinators and counselors. These staff work with building administration, community partners, and our district Homeless Liaison, to identify needs for students and provide appropriate resources (Funded from Title I or local grant funds):

- Daily/Weekly Access to community meal programs and free school meals
- Access to clothing, blankets, and school supplies
- Access to shower and laundry facilities
- Access to funds for legal documents for school enrollment or needed community services
- Access to supplies and resources to meet shelter needs (i.e. tents, sleeping bags, etc.)
- Access to holiday (Thanksgiving/Christmas) support and gifts in partnership with community agencies
- Access to transportation through CARE staff and county-wide transit programs (Loop, Kayak, and other medical based transportation)

In all efforts we work to maintain confidentiality for students and families and provide all services that would allow students to access school with limited or no barriers when experiencing homelessness.

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

MCSD will ensure equal access and participation in CTE programs of study by:
- Continuing to update facilities that provide access and opportunities for all students (i.e. update equipment / work spaces; scheduled rotation for replacing technology; access to curriculum in multiple ways, etc. We want all students to feel welcomed and included in our programs.
- Semi-annual review of schedules by counselors to see which groups are not participating to desired levels and encourage students to participate fully in our CTE programs.
- Planned recruiting activities to support inclusion of priority groups.
- Ongoing training for staff on inclusive practices.
- Student / parent feedback - We will continue to listen and learn from our students on what they want in terms of programs, leadership, work experiences, and access and work to provide those to meet their needs.
- Enforce All Students Belong, anti-discrimination, anti-bullying policies when situations arise to protect the rights of our most vulnerable students and to create an environment where they are welcomed and actively encouraged to participate.

Paid or unpaid internships, job shadows, or work experience options are the way we provide learning and programming for students outside of what we directly provide in high-quality CTE programs. For example, our district does not have an automotive shop or program of study, however there are students interested in this pathway in all our communities. Through our district internship program students are able to gain valuable first-hand experience in local automotive shops. The key in all our programs is that we help students develop a set of skills that is transferable to a variety of fields (even those that may not exist as yet). MCSD does a great job of identifying needs and looking at innovative ways to meet those needs through strong collaborations.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.
   None identified.

2. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

   Our adoption process is outlined in Morrow County School District Board policy IIA (Instructional Resources/Instructional Materials) and IFD (Curriculum Adoption) which are in alignment to state requirements for curriculum adoptions. MCSD uses the state adoption list as a starting place for adopting instructional materials. We annually develop teams of educators and parents (per policy) who review curriculum, compare findings with other districts around the IMESD region, and make recommendations to our board. The creation of the IMESD Adoption Workgroup to support district adoptions has resulted in significant improvement in our adoptions, as all 18 IMESD districts have the opportunity to share knowledge and resources related to the various state-approved curriculum.

   Once approved by the board, our teachers and administrators engage in district and building training to understand the curriculum and effectively work to integrate into classrooms based on state standards. Grade-level and department PLCs do the daily work of aligning instructional units and lessons to standards, developing assessments, and differentiating instruction. Building and district leaders attend weekly PLCs to support and maintain high expectations for learning.

   Within the first year of an adoption, PLC teams work to produce updated scope and

sequence documents and their updated common formative and summative assessments to assure learning will continue based on adopted standards. Teams are able to meet on a regular basis to discuss curriculum, share ideas, and make adjustments.

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

Teachers meet regularly in PLCs in grade-band or department PLCs to discuss instructional practices and students' learning. Teachers and administrators meet weekly to review student data points and adjust alignment to building goals and student needs. Teams have access to significant resources in terms of times, coaches, facilities, and equipment to engage students in quality learning experiences. Significant district funds, grants, and state/federal dollars have been used to create quality facilities and equipment that students and staff can access through their K-12 experience. Staff are encouraged to maximize these investments in their instructional plans.

District and building administration with the support of instructional coaches plan and provide quality professional development aligned to the district goals and building focus plans that center on PLC development, STEM/Science/Technology, and strategies for SEL skills and capacities. Professional development schedules are developed collaboratively and use a mix of internal and external trainers to maximize the expertise within our district and increase engagement in professional development. Building administrators continue to participate in priority professional development so they can assist and monitor the development of their staff.

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

We have office staff in each building that are able to interact with parents and community members in both English and Spanish. We routinely do refresher training with staff on the importance of positive interactions.

In all meetings we center our decisions on equity for our students / families. With this is the acknowledgement that there are always silent voices that may not be present in the meeting or forum. We routinely check in with key community members that have become representative voices for these groups.

For groups that feel historically marginalized we have met with them in focus groups to build trust and understanding of their unmet needs. We will continue to regularly meet with these groups and maintain the trust built during the continuous improvement process and encourage emerging leaders to work in district committees to a greater

degree.

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

MCSD continues to have a strong library/media program as we continue to staff each library with library techs that coordinate lessons, determine orders, and maintain grade level specific collections. Library staff work together in PLCs in collaboration with the IMESD library specialist to stay organized and highly effective. Each library has access to multiple budget sources such as: building funds, PTO funds, Scholastic Funds, Title IV, etc. to make sure libraries are maintained and have the resources they need to help students develop a love of reading.

At the elementary level all students access the library in multiple specials per week to access library/media instruction and select books. Library staff encourage a love of reading through various challenges and rewards programs. At the secondary level, students access the library to use computer labs, check out books, and research class projects. Staff are welcoming and knowledgeable and libraries are a positive safe space for independent learning at our 7-12 buildings.
District library techs work directly with the Director of Educational Services and building principals to advocate for resources, determine budgets, and share instructional plans.

6. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?
In each building we have both academic/school based counselors and mental health counselors that work with students individually and in small group settings. Through our CARE program we coordinate referrals for students that need more intense counseling support. In our K-6 buildings we also have assigned behavior techs that have additional training in dysregulation and conscious discipline that work with students individually as needed. Our K-3 buildings have also implemented "Success Rooms" that focus on strategies to help students regulate and then return to their classrooms.

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

As a district, we have developed internal systems for intervention and support when students are not meeting local, state, or national standards. This includes frequent communication to families (calls, letters, emails, personal visits and meetings) to engage family support for the student.

Elementary:
- Teacher and specialist data teams meet weekly to review student assessments based on standards and determine focus of instruction.
- Specialists meet at least monthly with grade level teams to discuss interventions
- Fall/Winter/Spring diagnostics provide good lens on student performance
- Follow-up MDT Teams to determine best placement and focus of building intervention resources
- K-6 intervention schedule (Reading and Math) with paraeducator and specialist support during intervention times.
- Use of iReady for individualized goals and intervention support
- Referral to Student Success Team (SST) if more formal support is needed
- Pull-out SPED, EL, and/or Title support as needed in addition to intervention blocks

Secondary:
- Teacher and administration PLCs meet regularly to review student assessments based on standards and determine focus of instruction.
- Specialists meet at least monthly with PLC teams to discuss interventions for EL, SPED, etc.
- Interim and classroom assessments provide key data on student performance
- MDT team use academic, behavior, and attendance data along with staff input to identify at-risk students
- Quality use of Advisory and academic counselors
- Referral to Student Success Team (SST) if more formal supports are needed
- Formal SPED / EL support
- Assignment of staff support as needed
- Options for various district programs, Alt. Ed, virtual or hybrid schedules if additional settings are needed

The same district systems that identify students for intervention also identify students that need additional support and extensions of learning beyond grade-level standards. Teachers use class, district diagnostic, and state assessment scores to determine students who could benefit from TAG services/plans. Teachers work with parents to discuss TAG services and complete required referral forms. IMESD Diagnosticians review submitted information, students' files, and conduct additional assessments (if necessary) to see what areas the student may be determined as talented or gifted. Once identified, teachers work with families to develop a differentiated instructional plan which, in some occasions, may be skipping a grade or class or accessing college/university courses. In addition to a formal TAG plan and class support, the District TAG coordinator facilitates opportunities for students to extend learning through a variety of individualized challenges, games, or tasks. At the

high school level, students work with counselors to access higher-level classes, dual credit, direct college/university class, career internships, or early graduation and transition to post-secondary options. All extension services are individualized to meet the needs of students based on their identified strengths and weaknesses in collaboration with parents. We recognize that EL students are generally under identified because of the language barrier and, likely, bias of our system and educators. We, however, recognize that many of our EL students have significant language, learning skills, and life skills that we can honor and are working on ways to help this focal group better access TAG and other services.

8. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.
Not applicable.

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

We have partnered with the Port of Morrow, Morrow County Workforce Development, and IMESD to develop a fund and process for students to get paid internships at a number of businesses in Morrow County that offer high wage / high demand jobs so that students have firsthand mentorship experiences. Students apply and interview for the positions they are interested in. Experiences in most fields are spread across the county and are accessible to all juniors and seniors that are academically on track and meet the base attendance requirements. This program was initiated with the focus on providing work-based mentoring for students that could otherwise not afford to do a job shadow.

The internship program allows each student / business to be flexible in the number of hours and days that the intern works each week, interns work up to 15 hours per week. For example, we have had students that did their internship outside of school hours, others may only intern for one hour a day. Work experience is also a pathway that can be recognized for credit.

Another way for students to gain valuable career exposure is through our many pathway courses that are offered both in-building and online. These classes target specific career interests and give students opportunities to learn more about them first hand (cosmetology, game development, law enforcement/security etc.) We intentionally build relationships with employers for work-based learning through:
- Annual meetings with community businesses to expand student internships and work experiences.
- CTE pathway grants to support the individual programs
- Regular CTE Consortium Participation

- Regular CTE Advisory Committee meetings
- Regular visits by employers to our school campuses
- Regular student / class visits to local businesses and job sites at all grade bands.

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

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? Engagement Summary
   We have systematically continued to engage stakeholders through consistent strategies. annual surveys; visibility at community events and meetings; cohort and focal group surveys; building data reflection.
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.)
   Cohort Belonging questions (cross section of focal groups from targeted cohorts 4th, 6th, 8th, 10th)
   Senior Exit survey (cross section of focal groups)
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.)
   Building program reflections, staff surveys, Transition Planning meeting. We also use monthly staff meetings to share information with staff and gather feedback.

Outcome of Engagement
4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.
   Overwhelmingly our community and staff are happy with the programs we have been able to add or expand through integrated grant funds. Through our student Engagement, we are seeing that overall our students are happy with our progress. However, there does remain some concern across buildings and communities about Bullying activities and what schools are able to do to combat it.

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

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

   Annually, we work collaboratively with Eastern Oregon University and other higher education institutions to support a wide-range of student teachers and to support a high school education pathway to maintain a pipeline of educators entering our community. Our district uses multiple pathways to post job opportunities and use teams to review applications, interview candidates, review references, and hire. One barrier to maintaining leaders/staff that represent student focal groups is that we routinely get less than 5 applications per position. With limited applicants, it is hard to work towards a represented staff, but we continue to review data and provide support to retain staff from identified focal groups. We do offer additional stipend opportunities for staff that are bi-lingual.

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

   We meet annually with building administration to review all teacher assignments, district data, and student outcomes to review the impact of teacher instruction and placement. Inexperienced teachers and staff are supported with mentoring and coaching by instructional coaches and are observed and meet frequently with administrators to boost effectiveness. We work annually with teachers that are teaching out-of-endorsement to develop plans to become endorsed or licensed in alignment to their assignments. Ineffective teachers are mentored, evaluated, non-renewed, or terminated in an effort to either improve professional practice and/or provide the best learning environment for students.

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

   At the K-6 level, we developed re-regulation environments (Student Success Rooms) that provide students an established intervention protocol with a behavior tech. These environments are strong in SEL practices and give students a chance to recover and refocus where we may have previously sent them to the office or home based on behaviors. Focus is on developing social emotional capacities and building skills that will, over time, minimize negative behaviors. Each elementary building K-6, has an assigned behavior tech that has additional training in supporting students with emotional / behavioral issues.

   We use MDT team meetings, manifest determinations, risk assessments,

student/staff/parent feedback etc. to develop individualized plans for students that need specialized accommodations and supports to protect student's access to public education and meet their educational needs. Teachers and staff are involved in these plans so that they can work in alignment and avoid triggers that would result in office referrals or suspensions. All building work to avoid out of school suspensions, knowing that it is generally not an effective tool.

Annually administrative staff review building behavior events and related consequences to ensure that all student populations are treated equitably. District office staff review the data from our CRDC report for the Office of Civil Rights, and based on discipline incidents and over the last two cycles have not seen particular or significant differences related to our focal groups as compared to the population as a whole.

4. Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this information by focal groups. (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

At the K-6 level, we have developed re-regulation environments (Student Success Rooms) that provide students an established intervention protocol with a behavior tech. These environments are strong in SEL practices and give students a chance to recover and refocus where we may have previously sent them to the office or home based on behaviors. Focus is on developing social emotional capacities and building skills that will, over time, minimize negative behaviors. Each elementary building K-6, has an assigned behavior tech that has additional training in supporting students with emotional / behavioral issues.

We use MDT team meetings, manifest determinations, risk assessments, student/staff/parent feedback etc. to develop individualized plans for students that need specialized accommodations and supports to protect student's access to public education and meet their educational needs. Teachers and staff are involved in these plans so that they can work in alignment and avoid triggers that would result in office referrals or suspensions. All building work to avoid out of school suspensions, knowing that it is generally not an effective tool.

Annually administrative staff review building behavior events and related consequences to ensure that all student populations are treated equitably. District office staff review the data from our CRDC report for the Office of Civil Rights, and based on discipline incidents and over the last two cycles have not seen particular or significant differences related to our focal groups as compared to the population as a whole.

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

We currently have a small group of students in state programs. We meet monthly with the juvenile department to discuss their progress. As students near return to our district we work with each family and the juvenile department to develop a success plan that will support the student and family with their transition back into school. This will often include phase-in plans where students are working at our alternative school as well as their home building. Staff check-ins are frequent and students have direct access to both mental health counseling and our CARE coordinators to support the families with any barriers they may be facing.

6. 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?

    MCSD partners with Head Start and other community preschool providers to provide quality early childhood experiences for students within our district. MCSD has a long-standing commitment to pre-k opportunities for all our families and have worked with our partners to align expected outcomes to support families having a positive experience entering kindergarten.

    Additionally, MCSD works with our local Library district to support reading programs and incentives such as the Dolly Parton Reading program, school break / summer reading programs.

    Kindergarten and pre-k programs work collaboratively to share important learning standards to promote kindergarten readiness and host a kindergarten roundup each Spring to support parents, students, and community partners in making the transition to formal kindergarten.

    Students of the IMESD Early Intervention have additional formal transition meetings to discuss individual education needs so students can have a successful entry into kindergarten.

    All incoming kindergarten families are invited to participate in our August Jumpstart programs that allow students to learn routines and meet school staff. Annually, MCSD administration and staff provide the following transition services to support effective transitions for students and families:

    - Graduations or celebrations for exiting a grade-band or school family.
    - Site visits and orientations for new school sites

- Interviews with students from the new school or grade-band
- Forecasting and/or course selection
- Parent Nights or Roundup events
- Transition meetings with staff, students, and families for special education and other focal groups as needed
- Early entry experiences
- Dual Credit experiences

7. 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 is facilitated before participation in CTE Programs of Study through:
- Annual students forecasting and targeted conferences with students and families
- Strong junior high school transition IEP/504 meetings that help parents understand what CTE Programs of Study are, how they are reflected at our high school, and what they can do to support their individualized student needs
- Freshman Focus Team and strong academic supports for freshman
- Junior high Careers class, Freshman Success 101, and senior seminar classes that utilize career guidance programs to encourage career planning in grades 7-12 and exploration of interests.
- ASVAB testing - demonstrate interests and possible career fields
- Regular presentations from businesses and CTE Programs to students to showcase opportunities and work

Career exploration is facilitated during participation in CTE Programs of Study through:

- Exploring individualized interest and capacities
- Supported internships, work experiences, and job shadow experiences
- Paid internships to remove barriers to participation
- Club and leadership opportunities
- Certificate programs through BMCC Boardman (Forklift)
- Regular visits with industry partners to our classrooms/job sites and review of student work
- Visits to local community and vocational colleges

Student and families will learn about CTE programs of study by:

- Counselors when they work to enroll and/or complete schedules each semester
- Case managers if connected to a special program (EL / SPED)
- Through CARE programs that support our poverty and homeless student populations
- Presentations to families about programs each spring during forecasting windows. Regular visits of admin to affinity groups to provide information and listen to needs.
- Each program has an informational flyer along with course descriptions that is given out to new families at enrollment.

Early Literacy Inventory and Prioritization

1. What is the name of the funding source for the 25% match for early literacy? (check all that apply)
   - ☑ General Fund
   - ☑ Student Investment Account (SIA)
   - ☐ State School Fund SSF
   - ☑ Title I
   - ☐ Title II
   - ☐ Title III
   - ☐ Title IV
   - ☐ N/A (less than 50 ADMw, no match required)
   - ☑ Other: county Ed foundation

1. If you answered "Other" on #2, please describe below: Morrow Co Ed foundation is a local non-profit established through the Port of Morrow to support educational initiatives within our school district. The focus is on early learning, technology, and CTE.

2. 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

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

4. 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

5. 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%].
ACH 50%
SBE 50%

Feedback

1. How can ODE support your continuous improvement process?
Maintain the support we receive:
    1. ODE staff assigned to our District - Angie Gunter and Adam Stiner
    2. IMESD support with the ever changing strategic planning processes, reporting, and data.

Look at streamlining the quarterly reporting and progress markers - it is too frequent and too repetitive. Staggering the quarterly reporting of the progress markers, journaling questions and expenditure reports so more time is spent on implementing and assessing continuous improvement versus reporting and accountability.

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)

We will be removing STEAM Fridays from the budgeting plan as these activities have been shifted to another special funding source (Think Big Space) within our county. The majority of our budget is connected directly to staffing costs, which have gone up significantly over the last biennium. Our focus remains steady on the outcomes and strategies that began with this grant. The balance of social emotional support and instructional rigor continues to have a major impact on our students and the overall performance of our schools. Our high graduation rates in conjunction with the growing number of students earning college credit, AAOT degrees, and certificates continue to be a highlight across our district. Much of this success is a direct result of work done through SIA and HSS grant work. While we are not satisfied with the lack of progress in our 3rd grade reading in particular, we balance that data with the data that the buildings are looking at on a weekly basis in determining next steps for each of our students. Our K-6 teachers have invested a lot of professional development time in the science of reading and incorporating it into their daily instruction. This is an ongoing partnership with Eastern Oregon State University. Regular attendance across all our focal groups is another area that has not rebounded from COVID. We continue to utilize our Wrap Around program to engage students and families in finding solutions for poor school attendance. Like many other districts, we have also seen the trend of home schooling continue. We do try to keep these families engaged as much as possible through outreach and incorporating their students in school activities as much as possible.