# Molalla River School District
# INTEGRATED APPLICATION
# 2025-2027

## Needs Assessment (500 words or less)

**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.**

The Molalla River School District regularly engages in a systematic approach in gathering and analyzing information to identify gaps, trends, and areas of improvement in addressing student needs. The district mission statement is our guide:  We are committed to equipping every student with the knowledge, skills, and mindset needed to fulfill their aspirations for a successful post-secondary journey.

Aligned to this, we completed a comprehensive needs assessment which included community engagement and a review of disaggregated data sources.  The goal of the Needs Assessment was to explore trends related to student learning through the lenses of equity, engaged community, provision of a well-rounded education, and strengthening systems and capacity. Our team of directors and administrators, along with building Site Councils and certified and classified staff, analyzed the data and outcomes of several data sources.

District staff reviewed our investments in Early Literacy, Early Indicator and Intervention Systems, High School Success, and the Student Investment Account and determined the stakeholders with whom we needed to gather feedback. District staff then met with stakeholders to determine the impact of these investments and make decisions on continuing or adjusting those investments. Our district is committed to increasing our regular attendance rate at all levels. At the elementary level, we continue to emphasize third-grade reading proficiency. Meanwhile, at the high school level, we are focused on improving on-track graduation rates, ensuring on-time graduation, expanding CTE offerings and preparing students for post-secondary opportunities. We use these metrics, along with District Survey student experience data, to guide our investments, activities, and their effectiveness. In MRSD we offer 20+ CTE Programs to our students. Because of the impact of CTE participation and student voice, we plan to use HSS funding to support CTE Program enhancements and interventions.

### Data used in Needs Assessment

The District and MRA Charter consulted feedback from local stakeholders, including educators, employers, students, and community members, through surveys, community events and interviews. **Quantitative data** included bi-yearly district surveys completed by our families, staff and students. Assessment, discipline and attendance data were also used. The results of the SEED Survey, CTE data, and interim data, including DIBELS, was also resourced. **Qualitative data** included feedback from our bi-yearly surveys, focus groups, Site Council,  PAC and English Language Learner PAC meetings, community meetings, student board member/ambassador  and phone calls to our underserved populations. The results of analyzing the data aligned with our district goals of building foundational literacy and math skills, ready to learn skills, regular attendance, 9th graders on track for graduation, graduation rate and positive school culture. To address these, we will continue to prioritize K-5 early

literacy interventions programs, K-8 mathematics interventions, project-based learning methods, and Positive Behavioral Interventions and Supports.

## Equity Advanced (250 words or less per question)

**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.**

In our district, equity is a fundamental principle that guides our planning and budgeting processes; it guides decisions both large and small, and applying it to this process was a natural choice. With a student enrollment of 2,464 across four elementary schools, one middle school, and one high school, we utilize an equity lens to ensure that resources are allocated in a way that meets the diverse needs of all students, particularly those who have historically been underserved. Our district's core values are based on our District Mission:  We are committed to equipping every student with the knowledge, skills and mindset needed to fulfill their aspirations for a successful post-secondary journey, and our District vision:  Every student has the opportunity and access to explore and pursue their own aspirations, paving the way for a promising future.

In evaluating how this plan aligns with our vision and mission, we considered potential positive and negative effects, possible impacts on disparities, and unintended consequences, including the sustainability of our activities and how focal students and families might be affected by our decisions. This evaluation was conducted as part of our review of academic and social-emotional outcomes for our students. Following our review of disaggregated data, we are engaged in the enhancement of CTE Programs, Use of Data Teams, MTSS for Intervention K-12, Professional Development in Reading and Mathematics, to support student focal groups.

## Equity Lens in Planning and Budgeting

We apply an equity framework by considering factors such as student demographics, socioeconomic status, special education needs, and English language proficiency. This involves data-driven decision making which includes analyzing student achievement, attendance and discipline data to identify disparities. In addition, reviewing enrollment trends and resource utilization to address gaps in access and opportunity. We also engage our families, teachers, and community members to ensure diverse perspectives are considered. Collaborating with school leaders to understand specific needs at each school site is also a practice. Expanding intervention programs for struggling students, including tutoring and extended learning opportunities. Enhancing access to mental health services, counselors, and ready to learn initiatives. Adjusting resource allocation based on ongoing evaluations to ensure continuous improvement. By embedding equity into our planning and budgeting processes, we strive to create a learning environment where every student has the support and opportunities they need to succeed.

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

Throughout the biennium, we have strategically planned professional development opportunities to address the cultural, social, emotional, and academic needs of all students, with a particular focus on supporting focal student groups. Our approach ensures that teachers, staff, and administrators are equipped with the knowledge and skills necessary to create inclusive, engaging, and effective learning environments. As a district, we hold beliefs about students and families that focus on connection and support. Our elementary teachers are participating in Science of Reading training and will continue over the next two years. Every elementary teacher and all middle school and high school math teachers participate in professional learning for math instruction that focuses on engaging instruction that is focused on rigor. High school teachers also will continue professional development with research-based methods to increase student motivation, participation, and success. Our K-12 staff also will continue to receive project based learning training which focuses on STEM education by integrating hands-on, inquiry-based learning for diverse learners. Each year, MRSD follows the state adoption schedule, this ensures that all staff have an opportunity to collaborate and learn from one another as they implement new materials. Building staff continue to receive training in trauma-informed practices and the use of asset-based language. This training supports ready to learn initiatives to help students build resilience, self-awareness, and positive relationships.

By implementing these targeted professional development opportunities, we ensure that our educators and staff are prepared to meet the diverse academic, social, and emotional needs of all students, particularly those from historically underserved backgrounds.

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

School administrators, counselors and our Homeless Liaison, work together to ensure students navigating homelessness are supported so that they are able to fully access the educational experiences offered to them. School counselors serve as the main point of contact for our students experiencing homelessness. Counselors coordinate efforts with our Homeless Liaison to provide food, clothing and housing. This is done discreetly with the intent of protecting the student and families' privacy. Additional supports that are available to students are fees and supplies for course work beyond what our general education programs provide. Please see the board adopted policies on our district website regarding students navigating homelessness.

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

Increasing inclusion for special education and ELL students increases access as students from these focal groups are not hindered by losing an elective slot for pull-out classes. Removing the barriers associated with course fees will also increase access for low income students. This is important as many families experiencing poverty do not fill out the free-and-reduced-lunch

application, which would entitle them to reduced or no fees. Currently we are developing a 6-12 experience that ties in computer science, robotics, engineer-design, and technology. This experience is primarily run through after-school programming, but is growing rapidly. Encouraging preparation from nontraditional ethnicities and genders is part of the recruitment process. Similarly, we are seeing an increase in Hispanic/ Latino and female students enrolling in our metals program. Similarly, an increase of male students in our Foods and You culinary classes is another area where CTE participants are engaging with non-traditional fields. Our focus continues to be on readiness, knowing that emerging technologies, resources, and needs will continue to reshape existing programs and introduce new fields. If we teach and provide opportunities to develop flexible and adaptive students, they will be prepared to respond to charges.

## **Well Rounded Education** (250 words or less per question)

**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?**

The Molalla River School District does not rely on published curriculum materials to provide programs that align to state standards. We consider ourselves the experts in knowing our standards and selecting materials to fit our students' learning needs. Many core subject areas have an established district-wide "projection map" (document that identifies when in the year specific standards will be taught). If a particular subject does not have this document, then standards are reviewed and participating teachers on the adoption team are asked to create a "Year at a Glance" document that includes standards before proceeding in the adoption process.

Once the adoption team has acclimated their thinking regarding standards, they look at the options of curriculum materials reviewed and approved by the state of Oregon as well as the accompanying rubric. From there, the adoption team selects two to three curriculum programs to take through a vetting process. This process includes creating a rubric that represents categories from the state as well as categories that represent what is important to students, teachers, and the community. These additional categories are created from gathered input of these stakeholders that are collected through a survey.

As the adoption team looks at materials, they give careful consideration to the topics on the rubric. This includes how clearly the materials align to state standards. Materials are rated by a scoring system.

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

Our process for ensuring classroom instruction is intentional, engaging, and challenging lives within the cycle of improvement. Each month, the Molalla River School District has designated time where teachers meet in "Professional Learning Communities." During their time together they look at achievement data representative of the current standards they are teaching. From their data they set goals for student learning, identify engagement strategies to apply to their classroom instruction, and locate or design formative assessments that will serve as indicators of student's learning growth.

School administrators practice follow up strategies by looking for posted "Learning Targets" in each classroom as well as doing classroom drop-ins and leaving feedback.

**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 Molalla River School District leads with inclusive messaging that all community members are welcome. The district stands by our board policy regarding harassment and discrimination. This policy supports our efforts in creating a safe and welcoming environment for all. At the school building level, school administrators are intentional about welcoming families, students and when appropriate community members.

**How do you ensure students have access to strong school library programs?**
Full time librarian assistants are employed at the elementary and middle school level. Library assistants work under the direction of our district certified librarian who resides at the high school . Our certified librarian oversees library systems and processes that are practiced throughout the district.
The district's elementary program offers two sessions a week dedicated to library time. During a student's library experience, they are exposed to books that emphasize topics that are being taught in their general education class. They are also introduced to books that are of high interest for their age group. Our library assistants work hard to bring resources from the Molalla Public Library. They do this by teaching students how to navigate the public library website as well as invite the mobile library to their school. These activities are all centered around building a love of reading.
As part of the middle school's school-wide reading program, Accelerated Reader (AR) is utilized which requires significant labeling of library materials at student levels. AR books are required of students to bring to each class and are to be read when there is down time. Language Arts teachers work closely with our librarian to regularly visit the library for book selection and check out. To enhance our library, a budget is allotted each year from the general fund for new books as well as the money raised by our Scholastic Book fundraiser.
At the high school, there is a part time assistant who assists in supporting students and staff. Our library staff has a consistent funding stream to purchase library books and materials. Ongoing efforts to diversify the collection continue each year during selection and purchasing. Our library is open before, during, and after school for students and staff. Staff can signup and reserve a portion of the library, while others are still able to get a quiet place to read or research as needed. Our library also is the hub for our student devices where students can seek repairs, exchanges, or loaners. Our librarian provides mini-lessons in classrooms or extended lessons in the library to teach student research skills, strategies, processes, the use of research tools, and resources.

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

Our goal is for each building to establish a comprehensive multi-tiered system of support (MTSS) focused on student mental health and well-being. To achieve this, we implement universal screenings and use resources such as the *Character Strong* curriculum, which aligns with CASEL standards to promote social-emotional learning for all students.

The **Student Focus Team (SFT)** plays a key role in monitoring and addressing the needs of students referred for academic, behavioral, or emotional support. This team meets regularly to assess student needs, develop tailored interventions, and track the effectiveness of these supports. The SFT is facilitated by the building administrator and counselor and includes a range of professionals such as the Dean of Students, School Psychologist, Learning Specialist, and, as needed, the McKinney-Vento Youth Transition Coordinator, SLP, PT, OT, School Nurse, and District TOSA.

### Tiered Support Approach:

- **Tier 1 – Universal Strategies:** This foundational level focuses on school-wide strategies, curriculum, and environmental supports to ensure every student feels welcomed, included, and equipped with the resources needed to thrive both academically and emotionally.

- **Tier 2 – Targeted Supports:** At this level, counselors provide more focused interventions, including individual or small group counseling, as well as referrals to external resources as needed.

- **Tier 3 – Intensive Supports:** This level offers highly specialized interventions, such as one-on-one support or specialized instruction, often through special education services. At this stage, interventions are closely monitored to ensure they meet the specific needs of the student.

### Ongoing Monitoring and Reflection:

We continuously analyze data, including attendance, behavior, and counselor caseloads, to assess the effectiveness of the interventions. This ongoing reflection ensures we are meeting students' evolving needs and making data-driven decisions to support their mental health and overall well-being.

**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?**
Elementary

At the elementary level we rely on a multi tiered system of support framework to monitor student progress in the core subject areas of math and literacy. This tiered system is grounded in standards based core instruction and has a diagnostic component that monitors student progress three times a year. The diagnostic helps identify students who are struggling. Interventions are then implemented to support students. The intensity of the instruction increases depending on the students' learning needs. While students are receiving interventions, their learning progress is monitored.

Middle School

In the subject areas of math and literacy we have two main assessment tools that we use to

monitor student performance. In the area of math we use iReady and Edulastic. Edulastic provides assessment data on students' achievement of grade level standards. This tool also provides a platform for common assessments. The iReady diagnostic is also applied to math. It provides support and guidance as to appropriate interventions for students. In the area of language arts, we use Accelerated Reader (AR) and Achieve3000. Each student has an AR goal which is based on the number of books a student reads and the difficulty of text. Achieve3000 provides data on the student's lexile level which gives the teacher insight as to the students reading mastery. This allows the teacher to provide the appropriate support. Additionally, Achieve3000 is a differentiated program that provides relevant non-fiction (in most cases) material to the students. The teacher uses this platform to enhance their instruction and ensure all students have the appropriate background knowledge to move forward with the classroom content.

Our supported education teachers as well as our English Language Development teacher utilize the data from AR and Achieve3000 to help shore-up lagging skill deficits. Achieve3000 in particular provides insight on student level reports that allow for appropriate IEP goal setting and intervention.

High School

Currently, our district uses the MTSS Module as the data tool for early warning indicators. This allows for the identification of students at any grade level. With this information teachers collaboratively plan for intervention and support as appropriate for the student. We are continuing to improve our teaching and learning tools, by seeking out tools such as iReady math diagnostic, to gather formative and growth data on student progress towards goals. Working with this data through Schoolzilla enables the progress monitoring of student focal groups. This allows for implementing responsive interventions as well as system wide changes that might impact a variety of groups or school culture. In an effort to make certain all students are taught at a level of learning that is challenging and rigorous, our district works to ensure core instruction is grounded in state and national standards. For students who are exceeding these standards, the following takes place;

At the K-8 level, teachers differentiate instruction, while continuing to focus on standards.

Currently our district has built vertically aligned grade level "projection maps" for the subject areas of English Language Arts and Math. These established standard based maps give teachers a better understanding of the depth of learning that takes place at the next grade level. Having this information helps plan for students who are excelling.

-Students who are consistently excelling in specific subject areas or overall academic performance are monitored for a "Talented and Gifted" (TAG) identification. For students who qualify as TAG, a "Personal Learning Plan" is prepared. This plan is developed collaboratively with a TAG Coordinator, classroom teachers, parents, and students. Careful considerations are given to students who fall into our student focal groups. District TAG Coordinators are intentional about recognizing barriers that may stand in the way of students performing at the level they are capable of achieving.

-At the high school level, students who exceed are offered advanced placement classes. Offerings may include coursework offered at the high school or at times, Clackamas Community

College. Fees and supplies are paid for by the district.

**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.**

Currently, we are considering a health sciences program of study as well as computer sciences. In collaboration with Clackamas Community College, we will offer Introduction to Health Sciences at MHS beginning next year for dual-credit. Enough students forecasted for this course that we will run a section each trimester. In collaboration with CCC, we hope to add other courses such as medical terminology for dual-credit, add anatomy and physiology back, connect these with our newly added forensics class, and extended learning and experience in required health (where all students will be required to complete 1st Aid, CPR, and Automated External Defibrillator certification), fitness, and potentially an academic trainer course. While we cannot offer equivalent certification that CCC provides for medical fields, we can ensure students are ready to transition to CCC and complete courses for certification after high school graduation. Our timeline for this development is in the next 2-3 years.

We currently have two computer technology courses at MHS: business computer apps and exploring computer science (ECS). This year, we submitted a proposal to add cybersecurity to our offering in 2025. This year, we hired a technology teacher who has a wide range of experience and skill in mobile technology and network administration. Our intent is to develop new courses in the next 2-3 years that would provide students with opportunities in computer science and connect program opportunities with our highly successful robotics club in competitions. The foundation of the ECS course is based on the Project Lead the Way curriculum and projects.

Finally, we have a Clackamas County Head Start program on our campus. We intend to revive a human services/education pathway where students can gain experience working with early childhood education, job-shadow/intern with elementary, middle school or high school teachers. This pathway is still in its infancy and in the collaborative planning phase with Head Start.

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

Molalla students have limited access to work-based learning as we are a small rural community. However, our staff and programs innovate and create real-world projects to simulate industry opportunities as over 774 students participated in CTE in 23-24. An example of this is our welding program, which, as of next year, will provide students the ability to take multiple dual-credit courses and earn an initial welding certificate from Clackamas Community College. Graduates of our welding program are transitioning directly into apprenticeship opportunities with industry partners.

Our Foods and You Program explores food sources and preparation techniques, culminating in a course where students prepare full meals each day that are sold to sustain the program.

Our Business Program offers students the opportunity to work in a student store to gain experience working in a sales environment, learning the requisite soft skills as well as the application of accounting, inventory, food/beverage handling, and marketing.

Our Media Arts Program of study relies on real-world projects where videography students generate videos that are used for forecasting, publication of the yearbook to support photography, and students collaboratively create graduation tickets and programs employing graphic design learning and experiences.

Our construction program is still developing, but now has Northwest College of Construction project books to guide curriculum sequence and scope as students learn to use industry-standard tools. Through a planned sequence of courses, students learn workplace safety (we're seeking opportunities to provide OSHA certification) and create scaled projects to learn woodworking, electrical, and plumbing.

Our Agriculture Program at our Land Lab advances our FFA through significant opportunities for work-based learning as students learn crop production, leading to a lucrative spring plant sale that sustains the program. The work-based learning in the greenhouse, public sales, and the maintenance/repair of equipment and resources uniquely benefits students to work in the local agriculture industry.

**Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.**
Shifting the focus of our message from "college-readiness" to "career-readiness" places college as another step in the workforce-readiness progression. Students who choose a pathway to enter the workforce after high school should not be on a different track. Instead, they will be learning side-by-side with college-bound students in preparation to seek further career-specific education before entering their chosen career. As part of each CTE pathway, students will also take electives in other CTE POS such as an intro to business to provide a well-rounded understanding of their roles and responsibilities within a small or larger corporation, or have a working knowledge of small business and personal finances through a business accounting course. Many of our dual-credit courses were lost this last year due to staff mobility; however, we are encouraging and supporting staff in gaining additional experience and necessary courses to increase our dual-credit offerings.

## Engaged Community
**What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**
In the past two years, we have continued to engage our community of students, families and staff but more frequently. For several years we used the Youth Truth Survey at the end of the year to survey our community to gather feedback. The past year and a half we have moved towards a more personalized survey, with shorter questions, but with tailored questions to gain insight on our goals and outcomes. Instead of once a year, we now implement Fall and Spring surveys with data reviews and analysis that occurs with district staff, building administrators and staff as well as families, so we may act on the feedback and make changes. For example,

principals shared the results of the survey with building staff. In turn, they collaboratively problem-solved on identifying solutions. In addition to surveys, our buildings and the district office have used specific events such as PAC meetings, English Language Learner Parent Coffees, and student-centered events to engage families and gain feedback. Another improvement is to continue to employ a Communications Specialist who has helped increase communication and engagement with our community. We have a strong social media presence, district and building newsletters and targeted emails. We also offer virtual and in-person conferences to make it easier for our families to attend conferences. Our buildings have also engaged parents and students using focus groups.

**Who was engaged in any aspect of your planning processes within these initiatives? (Highlight all that apply)**

- **Students of color and families of students of color**
- **Students with disabilities and families of students with disabilities**
- **Students and families who are navigating poverty, houselessness, and foster care (As part of a CESD regional engagement process with C-TEC Youth Services)**
- **Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+**
- **Students and families who recently arrived**
- **Migratory students and families of migratory students (As part of a CESD regional engagement process with the Migrant Education Program)**
- **Justice involved youth**
- Families of justice involved youth as appropriate
  Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- **Emerging bilingual students and families of emerging bilingual students**
- **Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)**
- **Classified staff (paraprofessionals, bus drivers, office support, etc.)**
- **Local or regional business and/or industry community  (As part of CTE Consortium)**
- **Local Community College CTE Deans and/or Instructors (As part of CTE Consortium)**
- **Local or Regional Workforce Development Board (As part of CTE Consortium)**
- **CTE Regional Coordinators (As part of CTE Consortium)**
- **Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families (As part of a CESD regional engagement process with C-TEC Youth Services)**
- Other _____

**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.)**
Bi-yearly surveys for families, students and staff, focus groups, phone calls to underserved populations, outreach meetings and events, such as PAC, Site Council Meetings.  The survey allowed students to identify priority investments.

**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.)**

Each of our schools, K-12, engages staff in shaping improvement priorities through _site council meetings_ and the development of the school level improvement plans which also includes _feedback loops_ with all staff prior to finalizing.  The school level improvement plans are the culmination of all employee input regarding strategies associated with the integrated plan.

Finally, the use of _all-staff rounding_ strategies are employed district-wide.  These 1-1 listening sessions are conducted by all principals and all staff have at least one 1-1 rounding conversation annually.

### Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

**Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?**
**ELL Family Outreach Event:**  At the five events over the past two years, families were concerned with the continuation of extended programs such as the after school ELL and Migrant Programs. They also had an interest and request to learn the language alongside their student in an afterschool setting or virtual support at home.

**Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?**
MRSD conducted this past year, a survey for our classified and certified staff to give feedback. A Fall and Spring survey was conducted with the themes of respect and culture being the most noted. In addition, Employee Experience Survey questions were asked of employees that remained in the district and those that left.

**Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?**
Administrative engagement at Boosters, district administrative presence at Molalla River City Council, alumni association meetings:   Discussions with the community at these events highlighted the communities desire for high quality schools that offered an environment where students felt inclusivity, were engaged with relevant educational experiences and had the opportunity to grow their special talents.

**Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?**
**Underserved Family Phone Call Outreach:**  Principals were asked to make several phone calls each to underserved families in our district. Key feedback included satisfaction with increased communication from

schools, including feedback from teachers. From our elementary families they appreciated the literacy tutoring that was offered earlier in the year. At the secondary level, families commented on the variety of courses at the high school and the after school enrichment program at the middle school. Families would like to see more parents become involved in the schools.

**Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?**
ELL & Migrant Parent Coffees at MES each month. Parents were invited to gather with an interpreter and discuss issues with the principal. Themes of safety and after school enrichment opportunities surfaced in these meetings.

*Response required only if applying with a sponsored charter.* **If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)**
MRA administered a classified/certified staff survey in January of 2025. 21 out of the 30 responded. The survey consisted of topics on job satisfaction, work environment reflections, communications, employee performance, leadership, teaching practices, classroom environment & management, community, and a place for additional comments and feedback. Our biggest learning was in continuing to provide professional learning opportunities for our staff to become well-equipped in project-based and thematic learning methods along with providing trauma-informed behavior management strategies, and continued development of targeted academic interventions.

*Outcome of Engagement*
**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.**

The community and staff emphasized the importance of a positive climate, extra curricular learning opportunities, diverse high school courses and comprehensive support systems. There is a desire for more CTE courses and alternative pathways. This reflects a need for diverse learning options that meet the needs of all students. The community values student engagement and academic relevancy. There is a clear priority on enhancing instructional support through professional development in areas like the science of reading and intervention materials. This suggests a collaborative effort to strengthen teaching practices and student outcomes. The continued desire for enhanced CTE courses, equipment, and staffing underscores a commitment to preparing students for future careers through hands-on, practical learning experiences. There is a direct throughline from this input to our planned investments which are outlined in the Plan Summary section.

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

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

Molalla River School District uses the traditional recruiting methods prominent in Oregon School Districts including posting our vacant positions to various websites and listservs, attending local job fairs to meet candidates, and word of mouth of our current employees who can sometimes be our best recruiters.

In an effort to retain our best employees, we strive to be competitive with other districts our size in the salaries and benefits we offer. Recently, we successfully used funds from the HB 4030 Recruitment and Retention Grant to offer a variety of incentives including retention bonuses, additional tuition reimbursement grants to add endorsements and finish degree programs for difficult to fill positions, the addition of teacher and instructional assistant mentors to assist new staff members, and higher rates of pay for substitutes who commit to working more than ten days per month.

We also added an additional in-service day this year in February to provide additional professional development to staff and we are providing regular and ongoing training for our instructional assistants.

In an effort to increase the number of educators who are representative of our student population, we have been working closely with Oregon State University to establish a "Grow Your Own" program. This program allows classified staff members to coordinate their work and school schedules and their student teaching requirements in order to maintain their salary and benefits while they pursue their teaching degrees. We hope to grow the program to begin earlier implementation through an in-district CTE program at the high school level, but that idea has not yet been fully developed. At the elementary level, when multiple teachers are in each grade level, students are placed with teachers that best suit their learning needs. It is common practice for principals to collaborate with classroom teachers or specialists who know the student best to make decisions on classroom placement for the upcoming school year.

At the secondary level, counselors take an active role in creating student schedules that reflect needed learning support. Student progress is monitored by counselors and success coaches to ensure they are on track to graduate. Counselors and coaches are purposeful in building strong rapport with students so that they are better able to match their learning needs with the most well suited teachers.

In particular at the high school level, focal group students' progress is monitored by a variety of individuals and teams: community liaison, ELL staff, counselors, teachers, success coach, attendance team, grade level teams, activities/athletic staff, and the student behavior team. Intentional data review of student demographics and progress occur at different intervals, cross-referencing the data for intersectionality between groups. Administrative supervision and evaluation monitors teacher-effectiveness, addressing areas for growth and concern through instructional coaching, management, and disciplinary processes as appropriate. We work closely with our human resources department to ensure staff are appropriately licensed and certified as content experts and teachers who bring unique experiences and skills.

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

At the elementary level, when multiple teachers are in each grade level, students are placed with teachers that best suit their learning needs. It is common practice for principals to collaborate with classroom teachers or specialists who know the student best to make decisions on classroom placement for the upcoming school year.

At the secondary level, counselors take an active role in creating student schedules that reflect needed learning support. Student progress is monitored by counselors and success coaches to ensure they are on track to graduate. Counselors and coaches are purposeful in building strong rapport with students so that they are better able to match their learning needs with the most well suited teachers.

In particular at the high school level, focal group students' progress is monitored by a variety of individuals and teams: community liaison, ELL staff, counselors, teachers, success coach, attendance team, grade level teams, activities/athletic staff, and the student behavior team. Intentional data review of student demographics and progress occur at different intervals, cross-referencing the data for intersectionality between groups. Administrative supervision and evaluation monitors teacher-effectiveness, addressing areas for growth and concern through instructional coaching, management, and disciplinary processes as appropriate. We work closely with our human resources department to ensure staff are appropriately licensed and certified as content experts and teachers who bring unique experiences and skills.

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

Throughout our K-12 system, behavior data is monitored through school behavior teams and their established data systems. During the review process, students' needs are discussed and intentional efforts are given to how we look at our focal groups of students. Our K-8 Schools use Positive Behavior Intervention Systems of Support as a framework for ensuring a foundation of expectations are established as well as plans for interventions.

At the high school, we rely on restorative and positive behavior support and intervention practices to address student disciplinary infractions. We have immediate response plans to respond to teacher requests for support when a student is struggling. With the help of counselors, our goal is to engage students in restorative dialogues to be able to re-enter the class as soon as possible.Through transparent practices with students, staff, and families, we establish consistent expectations that focus on protecting a positive teaching and learning environment for all. Students in specific focus groups may have additional support, adjusted plans based on needs, and/or access to staff mentors and advocates to process and reflect. Teams continually monitor engagement and early warning indicator data for focal student groups as well as unidentified students experiencing challenges. Even when students are removed from instruction, efforts to support students' education are maintained by office staff. Students are provided with work to stay current and access to support staff for tutoring/assistance as needed during in-school consequences.

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

Schools can support new students from diverse backgrounds by fostering a welcoming and inclusive environment from the moment they arrive. One effective approach is ensuring school counselors meet regularly with these students to build relationships, monitor their adjustment, and offer emotional and academic support. Open and consistent communication between the school, families, and teachers is also essential. This includes gathering information from families that can help educators better understand the student's cultural, social, and academic background, as well as any specific needs or preferences. By creating a network of support and encouraging collaboration, schools can help new students feel seen, supported, and set up for success in their new environment.

**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?**

In an effort to strengthen our early childhood coordination and integration, our district will continue to seek partnerships in this work. Currently, partnerships include the Clackamas County Education Service District and Head Start programs. In an effort to ensure a smooth transition from early childhood programs to kindergarten our elementary schools host the following events:

Kindergarten Roundup - This event is hosted in the spring for incoming kindergarteners. During this event, families and students are given the opportunity to visit their future school, meet their teachers, and ride a bus. As students and families enjoy this event, they are provided with information and resources.

Partnership with Todos Juntos - Our largest elementary school, Molalla Elementary, hosts an after school program with Todos Juntos. This program focuses on kindergarten students who need additional support.

Kinder Readiness Week - Prior to the beginning of school, kinder students at our largest elementary school are given the opportunity to participate in a half day program that focuses on what it is to be a student.

Early Childhood Program - Molalla High School serves as a site for an early childhood program sponsored by Clackamas Community College. This program is for preschool aged children and focuses on getting students ready to enter kindergarten.

At the secondary level, each spring, students transitioning from elementary or the middle school students are given an opportunity to visit their new campus for the upcoming school year. In the late summer, before the start of school, students have the opportunity to participate in a 6th grade only day or 9th Grade Academy (four day program prior to official start of school). Both of these experiences focus on welcoming students and establishing what it means to be a successful learner. In addition, at the middle school, our 6th graders are paired with a WEB Leader (Where Everyone Belongs). This partnership program lasts throughout the year. The focus of the program is to acclimate 6th graders to thrive in a middle school setting.

Before these opportunities are offered to students, background work is taking place. This work

starts with counselors, teachers, and principals reviewing student data and identifying those students who will need additional support during the transition. Parents are also brought into the planning process. This information is shared with the students upcoming school in an effort to make the transition as smooth as possible.

**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.**

Two years ago, MHS introduced the Career Information System (CIS) from the University of Oregon. Staff have identified exploration and experience activities at each grade level and developed a scaffold of these activities. Students participate in these activities in their homeroom class. Homeroom is a Monday through Thursday 30-minute period. Students are in the same homeroom with the same homeroom mentor (teacher) for each grade at MHS. This year, Molalla River Middle School introduced CIS as well, and we now have an intentional framework developing where students are exposed to careers to gain awareness K-5, explore career interests and aptitudes 6-8, and transition from exploration to experience 9-12 with the goal of internships, and industry recognized certifications.

Our staff has been working at developing career pathways, identifying specific elective and core offerings that provide students with career-connected learning opportunities and experiences relative to their chosen career cluster and field. Our intent is that students will choose a pathway that is relevant to their interests, regardless of whether they plan to go to work after graduation or go to college. While CTE courses are the foundation of these experiences, our science courses and other electives also are targeted to post-secondary options. Having established a common language and consistent practice for students and staff, our counselors, career/college coordinator, ASPIRE volunteers, and Success Coach have shared vision and goals for students post-graduation. Any staff member can access a student's educational plan and profile through CIS, using the information to differentiate instruction or develop alternative assessments that are relevant and engaging.

To further open access for students to explore other career pathways, we are working with Defined Learning and Defined Careers. These platforms provide students with highly engaging activities that are hands-on, industry-connected, and project-based learning. In Defined Careers, students can actually participate in virtual internships. We are establishing these opportunities to meet the Career Related Learning Experience requirements for extended learning graduation requirements. Finally, each spring, all students engage in a Career Fair attended by local (South Clackamas County-based) industry partners from a range of career clusters and fields. Students prepare for this day by completing interest and aptitude surveys, metacognitive activities, and career exploration so that their career day experience becomes targeted and structured. Students pre-identify industry vendors, practice interview skills, refine resumes, and then engage in work-based dialogue with partners.

## Early Literacy Inventory and Prioritization

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)
Clarkes 25%
Molalla Elementary 25%
Mulino 25%
Rural Dell 25%

## Feedback (250 words or less)
1. How can ODE support your continuous improvement process?

## 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)**

### *High School Success Investments*

- Summer Learning: E-School
- Project Lead the Way
- AP Testing
- Alt Ed Tuition
- CTE Pathways and Programs of Study in our 20+ CTE Programs

### *Student Investment Account*
We have focused our investments on ensuring academic rigor and relevant and engaging learning opportunities while taking into account students' needs, abilities, and disabilities. We are also centered on transforming educational systems to create belonging and promoting wellness. To align with those outcomes and strategies, our planned expenditures for the 2025-27 biennium include:
- Summer Programs (K-8)
- Extended Learning Programs (After School Programs (Elem, MS)
- Elementary Certified FTE & IA FTE
- Character Education Curriculum (K-8)
- Mental Health Services
- Translation Services

*Early Literacy Investments*
Our Early Literacy Investments are designed to ensure that all students, particularly those in historically underserved groups, have access to high-quality instruction. To strengthen early reading outcomes, we are continuing to invest in two elementary literacy coaching roles. MRSD staff are also participating in Science of Reading professional learning and our students are supported through small group tutoring. These investments align with our commitment to providing an excellent, relevant, and engaging learning experience.

2. *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)**

At MRA, the needs assessment process was instrumental in shaping a site-specific plan that reflects our unique educational approach and student needs. Through staff collaboration, student data analysis, and community input, several key priorities emerged. These included the need for continued targeted literacy and math interventions, enhanced trauma-informed practices, greater support for students with IEPs and 504 plans, and deeper parent engagement in social-emotional learning.

While aligned with the district's overall goals, MRA's approach differs in its emphasis on project-based learning, thematic instruction, and a whole-child philosophy. As such, the plan incorporates targeted professional development in trauma-informed classroom management, training on behavior support for students with specialized needs, and project-based learning methods. Additionally, the plan includes parent education components to help families understand and support the social-emotional development of today's youth.

MRA actively participated in the district's planning process by contributing to collaborative meetings and offering feedback to ensure the final district plan reflected the voices of charter partners. Our tailored plan both complements and expands upon the district's strategies, ensuring they are responsive to our school's mission and community.