

Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.

Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

NWCSD created two teams: (1) a larger Integrated Guidance planning team made up of staff (administrators, licensed, and classified) that met monthly in order to make recommendations to (2) a smaller planning team made up of district and building administrators that wrote the final application. Participants in the larger group included parents; representatives of focal groups and from district departments serving at risk, houseless youth; mental and behavioral health staff; educators from all grade levels; and community partners. Representatives from community partners associated with SSA Plans were invited to participate but did not attend.

The larger team completed the integrated needs assessment and analyzed attendance data, achievement data, empathy interviews, surveys, and Community Engagement Audit data while keeping the primary, deeper analysis, and high school focus questions of the needs assessment tool at the forefront of the work. NWCSD identified the following: 43% of our students do not attend school regularly, 25 % are chronically absent, and 18% are severely chronically absent. The district is creating opportunities for the community partners to work in collaboration knowing that school attendance is a measure of our community's health, well-being, and success.

Focal group students continue to achieve at lower levels than their peers. 16% of students are on IEPs, and the district is eagerly anticipating the Special Education Process Review Recommendation to create a more inclusive learning environment for students. 16% of students are ELs. While 8.6% of our whole student population is identified as TAG, 0% of those students are ELs. Students in elementary school are often dysregulated and not achieving at grade level; academic data shows student growth is low in grades K-2 and increases through grades 3-8. Empathy interviews were conducted with some parents and students. The themes that emerged were that students most enjoy classes when they are engaging, interesting, and fun; students experience a lot of external stress (homelife, peer relations and pressure, secondary trauma) and feel an overall lack of sense of belonging - students perceive that adults don't care because facilities are run down, old.

There are many contributing factors that impact trends and patterns in NWCSD. Some learner factors include (lack of) engagement, mobility, attendance, and mental health. Instructional factors include (lack of) aligned instructional systems, district-wide need for explicit and intentional tier 1 instruction and interventions in all grades, district-wide need for explicit and intentional tiers 2 and 3 instruction and intervention. Climate/culture factors include a misaligned set of beliefs about students and learning, two way communication, engaging and challenging learning environments. Family and community factors include authentic community engagement and ability to leverage new and existing partnerships.

NWCSD regularly utilized the equity lens throughout the needs assessment and are able to prioritize the following: (1) Reconsider how we allocate funding and provide additional resources to our most impacted school; (2) Overarching need to have systems and structures throughout the district; (3) Change is a sign of growth and ability to adapt to our ever-changing student population and their corresponding needs.

Additional requirement if applying with a sponsored charter:

Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced

Explain how you incorporated your equity lens or tool into your planning and budgeting process.

Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

We incorporated an equity lens into our planning and budgeting process to ensure that our strategies address the unique needs of historically underserved student groups, including students from low-income families, students with disabilities, English language learners, and students from minority backgrounds. Our goal was to identify and eliminate barriers, close achievement gaps, and provide equitable opportunities for all students.

Key Steps in Applying the Equity Lens:

1. **Data Analysis:** We began by reviewing student data to identify achievement gaps, attendance, discipline trends, and engagement levels among our focal student groups. This data provided a clear picture of where inequities existed and informed the allocation of resources.
2. **Constituent Engagement:** Input from staff, families, and community members was integral to understanding the lived experiences of our students. Through surveys, focus groups, and empathy interviews, we gathered insights directly from the communities we serve, ensuring that the voices of marginalized groups shaped our planning process.
3. **Revamping the Equity Team:** We revamped our Equity Team to better represent the diversity of our district. This team plays a critical role in reviewing policies and procedures through an equity lens, ensuring that all practices and decisions are aligned with our commitment to inclusion and equity. The Equity Team has also identified priority areas for focused attention, including improving outcomes and experiences for our marginalized students.
4. **Resource Allocation:** In our budgeting, we prioritized funding for programs and activities that would support our focal student groups. We made intentional investments in mental health services, academic support, and reducing language barriers among both students and families, ensuring that resources were distributed equitably to meet the specific needs of underserved students.
5. **Equitable Access to Opportunities:** Our plan focused on providing all students, especially those from marginalized backgrounds, equal access to high-quality academic instruction, extracurricular activities, and community support. This includes ensuring that all students have access to social-emotional learning (SEL), culturally responsive teaching, and relevant academic interventions.

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?

To address the cultural, social, emotional, and academic needs of students, including those of focal students, the district will provide a robust, tiered system of support for administrators, teachers and Educational Support Professionals (ESPs). This includes not just teachers but also specific onboarding for assistants, recognizing their need for training, given that many come to us with little to no prior experience. A regular calendar of training with a comprehensive continuum of support will be established for all educators, including assistants, covering areas such as ELL, Title support, Conscious Discipline, and strategies for working with students with specific needs. While one-off curriculum sessions are helpful, more structured, cohort-based professional development, similar to Constructing Meaning (CM), will be required for teachers, emphasizing active learning, application, and reflection. Deeper Learning and Restorative Practices training will be provided, along with efforts to align Positive Behavioral Interventions and Supports (PBIS) across elementary schools, addressing inconsistencies caused by reliance on older systems. Furthermore, professional development will cover curriculum implementation, best practices in mathematics (including when and how to adapt or move beyond scripted lessons), Constructing Meaning, Special Education, understanding neurodiversities and how to read Individualized Education Programs (IEPs), Trauma-Informed Practices, Culturally Responsive Training, AVID, and Science of Reading, specifically for multilingual learners. Training will also address using data to inform instruction, making data utilization more accessible and comfortable for educators. For Dual Language Immersion (DLI), professional development will be provided in Spanish. Finally, time will be allocated for all staff to develop a shared understanding of our instructional initiatives and their underlying rationale.

What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter with CTE, District or Independent Charter without CTE)

Our district is deeply committed to ensuring that children and youth experiencing houselessness are fully included in all our programs and activities. Over the past two years, a key policy change has been the **elimination of all enrollment and participation fees for school athletics and extracurricular activities**. This directly addresses a significant barrier – financial constraints – that can disproportionately affect students experiencing housing instability, ensuring they have equitable access to these enriching opportunities that foster social connection, skill development, and overall well-being.

Furthermore, we recognize the complexities families navigating houselessness face. To provide targeted support, we have a dedicated **staff member to assist families in accessing the McKinney-Vento Homeless Assistance Act program**. This staff member provides annual training

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at each school site to ensure that all staff also know and understand the law (including rights and services, who qualifies for services, signs of houselessness, and how staff can help students experiencing houselessness. This staff member also works closely with families to address transportation needs. This includes exploring options such as public transportation and coordinating with community partners for transportation support. Getting to and from school, as well as extracurricular activities, is fundamental attendance and a sense of belonging.

Understanding that meeting basic needs is fundamental to a child's ability to engage in learning and activities, our district actively **partners with multiple community programs that are integrated within or operate out of our school buildings**. Initiatives such as the **Backpack Program** provide food security, while our collaboration with the **local food bank** ensures consistent access to nutritious meals for students and their families. This partnership approach to providing services creates a more accessible and supportive environment.

Finally, we believe that a supportive and understanding school climate is paramount. To this end, all our **staff routinely undergo professional development focused on trauma-informed and restorative practices**. This training equips our educators and support staff with the knowledge and skills to understand the unique challenges faced by students experiencing trauma, including the instability of houselessness. By implementing restorative practices, we aim to build strong relationships, address harm in a way that promotes healing and understanding, and create a more inclusive and supportive school community for all students.

Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

We will continue to waive program and extracurricular enrollment fees to ensure there is not a financial barrier for students to participate. We will continue to focus on and expand CTE programming and professional development opportunities for our staff to ensure that we are offering equal access and participation in our CTE programs to our focal student groups. We provide academic support for classes with greatest need so student success ensures that they have the opportunity to take elective classes and work with community partners to provide additional resources. The School-to-Work Coordinator is charged with looking at barriers to take a CTE course, clubs, or work based learning. Counselors and CTE teachers recruit students of all backgrounds to enroll in courses, and when possible they group non-traditional students in the same class so students can support each other.

North Wasco identifies non-traditional professionals to meet with students, such as female engineers, male nurses, and spanish speaking professionals. Students meet in small groups to learn about the profession and to ask questions.

The Advisory Board also provides support for students entering non-traditional fields by providing mentoring and guidance.

Well-Rounded Education

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

Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.

If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided in the Application Prep Links above

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? (All application types)

Our approach to curriculum design and adoption is centered on fostering deeper learning and creating innovative school experiences for all students. We ensure this through a multi-faceted process:

1. **Defining Deeper Learning:** We begin by establishing a clear understanding of "deeper learning," which we define as an innovative school experience that promotes deeper learning and thinking, student agency, authentic work, and meaningful technology infusion in all classrooms. Administrators and select teachers are leading the way with this work through a partnership with Dr. Scott McLeod.
2. **Adoption of High-Quality Instructional Materials:** We prioritize the adoption of high-quality instructional materials that align with our deeper learning principles and Oregon State Standards. This includes a rigorous review process, where we:
 - Utilize the Oregon Department of Education (ODE) approved list as a starting point.
 - Evaluate materials for their alignment with deeper learning principles.
 - Consider the needs of all learners, including diverse learners, English language learners, and students with disabilities.
 - Seek input from teachers, parents, and other constituents.
3. **Implementation and Professional Learning:** Effective implementation is crucial. We provide ongoing professional learning for teachers to:
 - Deepen their understanding of deeper learning.
 - Develop pedagogical strategies that support deeper learning (e.g., project-based learning, Socratic seminars, etc.).
 - Effectively use the adopted instructional materials to facilitate deeper learning.

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- Collaborate with colleagues to share best practices.
 - Ensure that power standards (as defined in OSAS Blueprints and supporting documents) are the core instructional focus of each class
 - Provide ongoing support for teachers to ensure language objectives are centered in their instructional time so that all teachers see themselves as language teachers.
4. **Continuous Improvement:** We regularly evaluate our curriculum and instructional practices to ensure they are effectively promoting deeper learning and meeting the needs of all students. This involves:
- Analyzing student data
 - Gathering feedback from teachers, students, and parents
 - Staying current on research and best practices in curriculum and instruction.

Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. (All application types)

The system for ensuring well-rounded, intentional, engaging, and challenging instruction for all students is multifaceted and comprehensive. The system is built upon several key principles: curriculum alignment and support, a student-centered approach, a focus on equity and access, continuous improvement, and a collaborative culture, all supported by strong instructional leadership that provides a menu of tools and rubrics for teachers to improve their practice. At its core, the system includes: strong Tiers I, II, and III instruction, IPT (Intervention Progress Teams), PLCs (Professional Learning Communities), and Data Meetings, which drive instruction and focus on 100% of students while other meetings focus on 20% of students who are not thriving. Support is provided through Mentors (from both the Educational Service District and experienced teachers), and ongoing professional development, including Beginning of Year (BOY) and Middle of Year (MOY) instructionally focused PD. The TAG (Talented and Gifted) Program, along with place-based and work-based learning, further enriches the instructional environment.

Specific programs and strategies are integral to this system. AVID and a diverse offering of Elective Classes contribute to a well-rounded education. Instructional Walks/Rounds provide ongoing monitoring and feedback. Key initiatives such as Deeper Learning, which provides tangible steps to shift instruction from a traditional model of school to an innovative school experience depend upon AVID, Constructing Meaning, and strong curricular implementation to enhance student engagement.

All school administrators play a crucial role in the evaluation and supervision of classroom instruction. Staff are observed both formally and informally, and they develop SMART goals annually, based on school data, to ensure their instructional practice is focused on engaging every student. Furthermore, staff create professional development goals based on the Danielson Framework for Teaching, promoting continuous growth in instructional practices. The implementation of engaging, student-centered curriculum and instructional strategies, such as AVID and learning centers, facilitates more challenging and rigorous learning experiences for all students. This is further supported by instructional coaches, new teacher mentors, and ongoing

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professional development.

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? (K-6 or K-8 Grantee, Small/Rural without CTA, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter without CTE, District or Independent Charter with CTE)

To ensure that students, families, and community members experience a safe and welcoming educational environment, including freedom from drug use, gangs, and violence, the school employs several key strategies:

- **Restorative Practices:** These practices aim to build a positive school climate, foster a sense of community, and address harm in a way that repairs relationships and promotes accountability.
- **Climate and Culture TOSAs:** These staff members likely specialize in promoting a positive school climate and culture, focusing on creating a safe, respectful, and welcoming atmosphere for all.
- **District-wide implementation of Character Strong:** This program focuses on developing students' social-emotional skills and character, promoting positive behavior and reducing the likelihood of involvement in negative behaviors.
- **Partnerships:** The school collaborates with organizations like Youthink, What's Strong with You?, and Sources of Strength. These partnerships likely provide resources and programs focused on student well-being, positive decision-making, and building resilience, which contribute to a safer environment.
- **Advisors at TDHS:** These advisors at Thompson Valley High School (TDHS) likely play a key role in supporting students' social, emotional, and academic needs, fostering positive relationships, and promoting a safe and welcoming school climate.
- **Training for school secretaries:** This demonstrates a commitment to ensuring that *all* staff, including those often providing the first point of contact, are equipped to contribute to a welcoming and supportive environment.
- **Welcome signs:** These are a simple but effective way to create a positive first impression and signal that the school is a welcoming place for students, families, and community members.

We believe that creating welcoming environments begins with building positive relationships. This is facilitated through hiring staff that nurture a positive school climate and encouraging family engagement in both our classrooms and schools. We host and support consistent parent nights at each school site throughout the school year, offer opportunities to participate in the curriculum adoption process, and encourage volunteerism to further draw in both parents and the community. Our schools also provide SEL curriculum that helps students build healthy relationships, prevent bullying and strengthen school connectedness.

We regularly conduct safety drills and walk-throughs in conjunction with local emergency personnel to ensure our staff and students are prepared in the case of an emergency. This year, our district also invested in security cameras in our school buildings to help further ensure safety on our campuses.

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

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types)

Each traditional school has 1 to 1.5 FTE Library Media assistant positions that help cultivate collections and aid in facilitating and supporting research for both students and staff in a variety of formats. This includes both written and digital materials. Our K- 8 teachers regularly take classes into the library to research, check out books, listen to book talks, and hear from Authors.

To support our alternative school that does not have a library media assistant position, we are looking to partner with a program called [BookBreak](#) to bring bestselling authors to K-12 schools each month via live stream. Their mission is to make transformative literacy events accessible to every classroom while aligning with curriculum standards. The innovative platform connects students with renowned authors virtually, allowing schools to participate who would not normally be able to afford the speaking fees of bestselling authors. With BookBreak, you can offer your students the excitement and inspiration of a live author event, empowering them to thrive as readers and writers.

Our district also works collaboratively with our county library to provide additional resources and opportunities for our students.

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

North Wasco County School District (NWCSO) employs a comprehensive approach to monitor and enhance interventions for students dealing with depression, anxiety, stress, and emotional dysregulation. This strategy integrates collaboration, data analysis, and direct support to ensure the effectiveness of the interventions provided.

Collaborative Partnerships and Specialized Roles

In November 2024, NWCSO partnered with The Next Door Inc., bringing three Youth Outreach Workers (YOWs) into schools. These professionals support students by connecting them with essential resources, such as housing, food, and mental health services. This holistic approach helps address both academic and personal challenges, fostering improved student well-being and success. Additionally, the district introduced a Director of Intervention and Prevention in July 2023, who plays a pivotal role in developing evidence-based programs, supporting teachers, and overseeing initiatives like the Intensive Program, which aims to improve district systems and equity over a four-year period.

School-Based Behavioral Health Services

NWCSO partners with local mental health providers like Mid Columbia Center for Living and One Community Health to deliver virtual counseling services during school hours. This accessibility allows middle and high school students to receive therapy without disrupting their academic routines. For younger students, the district works with Trillium Mental Health Services at the Columbia Gorge Day Treatment Program, offering specialized intervention for students in grades K-5. Additionally, the Safe Space program provides counseling to at-risk students and families, further enhancing mental health support.

Monitoring and Data Analysis

The district rigorously monitors the effectiveness of interventions through data collection and analysis. This includes tracking attendance, academic performance, and behavioral incidents to assess trends and identify areas requiring attention. One key method involves empathy interviews, where students, staff, and families provide direct feedback on the emotional and behavioral challenges faced. Additionally, the district tracks the frequency and timing of dysregulation events, helping to identify patterns and inform responsive actions. Data from these analyses guides adjustments to interventions, ensuring they meet

the needs of the student population.

A crucial component of this monitoring system is the use of Behavior Intervention Frameworks (BIFs), which are common across all elementary schools. These frameworks standardize the approach to behavior management and ensure consistency in the interventions applied. The district also ensures that responses to emotional dysregulation are documented, enabling staff to review and refine practices for better outcomes.

Community Engagement and Professional Development

NWCSD collaborates with the Columbia Gorge ESD and other community partners to provide ongoing training and technical support to educators. This includes workshops on suicide prevention, behavioral safety assessments, and mental health initiatives. These efforts strengthen the capacity of staff to address the diverse emotional needs of students effectively.

By combining collaborative partnerships, targeted interventions, data-driven assessments, and continuous professional development, NWCSD is committed to providing a supportive and responsive environment for students facing mental health challenges. The ongoing evaluation of these strategies ensures that interventions remain effective and adaptable to the evolving needs of the student body.

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?

Information about students who have not met or exceeded the standards is analyzed to determine if their assessment performance is representative of their overall academic performance. To do this, we review district level assessments such as iReady, formative assessments, and Easy CBM along with classroom work samples to compare their performance across these various sources. If a student is showing consistent deficits across multiple assessment tools, an intervention plan will be developed for the student. This plan could include small group instruction, individual lessons through iReady, alternate instructional strategies, and more. These interventions focus on specific learning targets with frequent progress monitoring. For students who do not show the expected growth from these interventions, a referral may be made to the Intervention Progress Team (IPT), where a multidisciplinary team will provide feedback regarding the student's progress and help determine more intensive intervention strategies to build the deficit skills.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? (All application types)

While not typical in NWCSD, there are some students, including focal student groups, who have exceeded state and national standards. Students who are identified as Talented and Gifted (TAG) have Personalized Education Plans that identify their strengths and strategies to access the general education curriculum along with specific opportunities to extend learning. Regardless of if they are identified as TAG, students who have exceeded state and national standards are provided with a classroom-based enrichment system that provides students with opportunities to go beyond the standard curriculum and engage in activities that deepen their

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understanding, foster their interests, and develop their skills. This system can take many forms, including scheduled enrichment clusters, specific enrichment activities, and even incorporating enrichment into daily instruction.

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.

NA

What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

The school to work coordinator seeks out work programs and opportunities to match with the interests of students. The Coordinator considers students needs, such as access to the site such as transportation, uniform, certification, etc. The coordinator seeks ways to remove these barriers by providing bus passes, pays for uniforms, and works with CTE teachers and community organizations to provide the needed certification.

Guidance counselors inform students through advertising within the school, grade level meetings, and individual meetings. 84% of females and 94% of males participated in one or more CTE courses during their high school career. -All CTE Programs of Study have an Advisory Committee that provides guidance and oversight and ensure that each program is aligned with industry standards and demand. This Advisory Committee is made up of individuals from the community who come from different CTE industries.

School to Work Coordinator partners with employers in the region with the goal of increasing career awareness, exploration, preparation and training for TDHS students. We regularly bring in community partners to middle and high school classrooms to present on their career pathways.

Innovations Academy is beginning to offer CTE defined work -based experience learning through our woodshop on campus. We are working with our local community college-Columbia Gorge Community College to provide expanded options for carpentry certifications, welding and manufacturing.

Innovations Academy has a contract with the NORCOR JDEP site and has a PERKINS grant for start-up costs to expand the CTE options for these students. There is a greenhouse on site that has been revitalized, a kitchen in process of remodeling for culinary arts classes and opportunities for woodworking. CTE courses are being offered through our virtual program at all school sites. Innovations Academy has a plan for expansion of their CTE curriculum through a new virtual platform. Eligible students join classes at Innovations Academy for basic woodworking and construction skills.

Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

Currently, and into the next biennium the NORCOR JDEP program contract for educational

services is through Innovations Academy. The students are not at the program long enough to take college classes through CGCC.

All students in NWCS D have the opportunity to earn college credit in CTE courses through the Expanded Options program. Some of the courses offered at The Dalles High School are articulated with Columbia Gorge Community College and credit can be earned through the College Now Program.

Engaged Community

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

Over the past two years, our district has prioritized deepening community engagement by fostering stronger partnerships with students, families, and staff. Guided by a comprehensive Community Engagement Audit conducted this last year, we focused on four key areas: welcoming practices, communication systems, information systems, and parent empowerment. This work laid the foundation for several impactful initiatives, including the formation of the Youth Wellness Collaborative, a coalition of over 25 community partners dedicated to supporting student mental and emotional well-being. We also launched the Parent Engagement Planning (PEP) Team in partnership with CGESD to align district goals, identify barriers to engagement, and create a clear pathway for collaboration with families.

Despite meaningful progress, several barriers continue to impact this work. We have faced challenges in obtaining consistent parental engagement, particularly among historically underserved and minority subgroups. Additionally, perceived information and survey fatigue has limited the effectiveness of some outreach efforts. A lack of funding has also constrained our ability to incentivize engagement—activities such as providing food at events, which in the past significantly boosted participation, have become more difficult to provide.

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.)

To begin, our Community Engagement Assessment Process included focus group sessions, stakeholder surveys, and a comprehensive engagement survey distributed to families and staff. These tools were instrumental in identifying shared priorities, concerns, and opportunities for improvement, which directly informed the goals and strategies outlined in both our current and future integrated plans.

In partnership with our Educational Service District (ESD), we also conducted empathy interviews with selected students and parents. These interviews provided qualitative insights

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into the lived experiences of our focal groups. Common themes included the importance of engaging, interactive classroom experiences; the impact of external stressors like home life, peer pressure, and trauma; and a widespread perception of disconnection and lack of belonging—often linked to the condition of school facilities. These findings helped to center student well-being, engagement, and belonging as core priorities within the plan.

Additionally, we are currently conducting the Youth Truth Survey, which gathers perception data from students, families, and staff. Research shows that student perceptions are closely tied to academic success and emotional well-being. By analyzing this data, we are able to identify specific improvement areas, surface inequities in the student experience, and promote a culture of trust and mutual respect between students and adults. The data will be used to validate and refine our integrated strategies, particularly those related to school climate, instructional relevance, and relationship-building.

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.)

For this application cycle, we intentionally assembled a multi-divisional, cross-district planning team composed of staff from a variety of roles, including both licensed and classified personnel. This group oversaw the development of the current plan as well as reviewed progress and priorities from the current cycle. This approach ensured that we had a strong cross-section of perspectives, experiences, and ideas at the table throughout the planning process.

In addition, staff contributed their voices through the Community Engagement Assessment Process, where they provided input on school culture, communication systems, and family engagement practices. Currently, staff are also participating in the Youth Truth Survey, which gathers their perceptions on school climate, leadership, collaboration, and support. This feedback is critical in identifying strengths and areas for growth, and it directly informs the priorities and strategies outlined in the integrated plan.

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

The insights gathered through our Community Engagement process have directly shaped our planning efforts. We are now focused on several key areas to address the needs of our community:

- Translation services: We are working to bridge the service gap, ensuring that all families, regardless of language, have equal access to important communications, fostering more inclusive participation. We are currently working on acquiring translation headsets to utilize for all public meetings/family nights. We have also begun hosting at least 1 family

night per academic year led in Spanish.

- Equity across elementary schools: To ensure consistency, we are standardizing practices and resources across schools, so all students have access to similar opportunities, experiences, and support, addressing the “haves vs. have nots” perception. This year we opened up our After School Programming to all district elementaries, regardless of their home school site. We continue to grow our DLI program and plan on further opening registration this coming year to any interested kinder students.
- Academic expectations: Recognizing the need for higher expectations, we are increasing academic rigor to ensure we are achieving Oregon K-12 State Standards and to align with the aspirations families have for their children’s success, ensuring a more challenging and fulfilling learning experience. We have also obtained an official Alternative School status for Innovations Academy and continue to expand alternative opportunities and pathways for our students who may struggle on the traditional schooling track. Furthermore, we have partnered with Dr. Scott McLeod to support our work of transforming our schools from traditional experience to innovative teaching and learning experiences that promote deeper learning and thinking, authentic work, student agency, and meaningful technology integration.
- Communication improvements: Based on feedback, we are simplifying newsletters, making them more concise, and improving overall communication systems to be more responsive and encourage two-way dialogue between schools and families.
- Inclusive engagement opportunities: We are addressing barriers such as event timing, transportation issues, and financial constraints, which limits our ability to incentive attendance by offering meals.
- Additionally, utilizing Comprehensive School Improvement funds, we have hired Youth Outreach Workers (YOWs) at each school to support the following outcomes: improving student mental health and well-being, increasing student academic performance, addressing academic disparities of historically marginalized students/communities. While the strategies may differ from school to school based on Accountability Details Reports, we are universally committed to these outcomes.

Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with

CTE)

NWCSD cultivates a pipeline of talented educators and leaders through a multi-faceted approach, with a strong emphasis on representation of our student focal groups and the specific needs of our expanding Dual Language Immersion (DLI) program. Our commitment begins with a robust "Grow Your Own" initiative; this program provides mentorship and early career exposure for individuals concurrently pursuing their education degrees, offering a valuable head start in their professional journey, especially for those who can bring linguistic diversity to our classrooms. In time, we plan to expand our current CTE offerings to include an early childhood education offering.

In close partnership with CGCC, we actively recruit and nurture the professional growth of our dedicated educational assistants. By providing pathways and support for these individuals to advance their careers in education, we leverage their local knowledge, established relationships, and commitment to our students.

To ensure a smooth transition and provide comprehensive support for new educators, particularly those joining our DLI program, we have established a robust mentoring system through a collaborative effort with our local Educational Service District (ESD). Each new teacher benefits from the guidance of both an in-building mentor, offering immediate school-based support, and an ESD mentor, providing broader expertise and perspective during their initial years of teaching. For DLI teachers, we ensure mentorship that understands the unique pedagogical approaches and linguistic demands of dual language instruction.

Curriculum development can be a significant source of overwhelm to novice teachers, so the district has proactively invested in the development of comprehensive instructional supports, including clearly articulated curriculum maps, pacing guides, and readily accessible instructional resources, including Spanish-language materials and resources tailored for dual language instruction. By reducing the initial workload associated with curriculum planning, we empower our new staff to dedicate more of their energy and focus to their students and their individual needs within the DLI context.

Our commitment to ongoing professional growth is evident in our comprehensive onboarding process for new staff, addressing a variety of essential areas. Furthermore, we offer consistent weekly professional development opportunities centered around critical areas such as equity and inclusion, positive climate building, effective instructional practices, proactive behavior management, the application of neuroscience in the classroom, AVID strategies, and collaborative work through Professional Learning Communities (PLCs).

Our efforts to recruit and retain educators and leaders who reflect the rich diversity of our student population and focal groups are intentional and proactive. We are strategically shifting existing staff with strong Spanish language proficiency to provide targeted interventions in Spanish for students within our DLI program who require additional support. This internal reallocation demonstrates our commitment to meeting the specific linguistic needs of our DLI

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students and leveraging the skills of our current staff.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

Our efforts to recruit and retain educators and leaders who reflect the rich diversity of our student population and focal groups are intentional and proactive. We are strategically shifting existing staff with strong Spanish language proficiency to provide targeted interventions in Spanish for students within our DLI program who require additional support. This internal reallocation demonstrates our commitment to meeting the specific linguistic needs of our DLI students and leveraging the skills of our current staff.

Our District Team leadership team works with an equity lens to ensure student needs are being met and that students who may need additional support are readily identified. When gaps are identified, we work with both our internal resources and community partnerships to ensure we are supporting and meeting the diverse needs of students, including students of color and those experiencing poverty, learning English or who experience disabilities. Staff within our Student Services and Special Education teams may be assigned to alternate placement based on identified student needs. New teachers and those assigned to a new subject area or level may be assigned a teacher mentor to ensure they are supported and are able to provide high quality instruction to our students.

Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or independent charter without CTE, District or independent charter with CTE)

All staff in the district have been trained on how to use Restorative Practices and have begun implementing the strategies across the district. We will continue to prioritize Restorative Practices training on a yearly basis as well as implementation support for both new and returning staff as we strive to bolster the sense of community and belonging in our schools. Our district also has a behavior specialist to assist staff with behavior plans for students that are individualized to the students needs. Our Behavior Specialist regularly attends training, including train-the-trainer sessions, to incorporate new strategies and ideas within our district as we seek to de-escalate students prior to disciplinary practices that exclude them from the classroom. Our district continues to utilize and prioritize the hiring of Social Emotional Learning Assistants in each of our elementary schools who are trained to help de-escalate using trauma-informed practices.

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

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For our LTCT program we work with our community partner, Trillium, who provides a transition specialist who works closely with the district as students enter and exit programming.

Trillium Family Services is the community partner providing day treatment services for our LTCT students. While students are placed in the LTCT program a district behavior specialist is working with the Trillium team from the date of initial placement to help guide the transition process. Each school is provided a weekly update on how their student is doing in the LTCT program and what the anticipated date of discharge is. When a student is approximately 30 days from anticipated discharge the Trillium Transition Specialist begins the process to return the student to public school. This process begins with connecting with the administrators of the school and informing them of the impending transition. The administrator, district assigned behavior specialist and transition specialist then work together to schedule a transition meeting with all of the school employees, parent/guardian and community partners who will be supporting the student through the transition process. At the meeting, information regarding the student's skills and needs are shared with the team, allowing them to get to know the student and ensure all necessary preparations are happening before the student starts.

The week when the student is ready to transition, the transition specialist attends school with the student each day (up to 3 days), increasing the time incrementally to allow the student to experience a full day of school with a familiar support before they are expected to navigate their new environment independently.

For our JDEP and YCEP site, the Re-Entry Transition Specialist meets with and forms a relationship with each individual student. They discuss both short and long term plans and goals. The Transition Specialist also works closely with probation officers, schools, counselors and other community partners to come up with a cohesive plan that will best serve each student and allow them to achieve their goals. The Transition Specialist ensures that when a student exits these sites they and their families are supported for at least 90 days. While this support can vary, it often includes connecting them up with local organizations, support groups, housing, utility and food assistance, along with school re-enrollment and clear communication with their school counselor about their individual strengths and things they can work on as well. For some students, the Transition Specialist provides weekly check-ins with the student and their family to make sure that their transition is as smooth and stress free as possible. This allows the student to have a trusted person to be accountable to and lean on for support. For other students, transition support means helping the student do things like apply for a job or college, apply for health insurance or even earn a diploma.

It is often an interdisciplinary team working together to support the transitioning youth that brings the most success and least risk of recidivism. Letting these students know that they matter and that they have a whole team of people supporting them makes such a difference in their lives. We have seen a significant increase in continued enrollment and graduation rates since implementing this process. The relationships that are built are meaningful and long lasting and have observable success.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE) From middle grade to high school? From high school to postsecondary education and/or workforce?

We recognize that the move from early childhood settings to elementary school is a significant step for both children and families. To ensure a smooth and positive transition, we implement several key

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strategies informed by the Jumpstart Kindergarten Toolkit:

- **Collaborative Partnerships:** We actively foster strong partnerships with local ECE providers (e.g., Head Start, preschools, childcare centers). This includes regular communication, shared professional development opportunities, and the development of articulation agreements to align curriculum and expectations. This helps create a more seamless educational trajectory for students.
- **Pre-Kindergarten Experiences:** We offer opportunities for incoming kindergarten students and their families to become familiar with the elementary school environment. This may include school visits, open houses specifically designed for rising kindergarteners, and "kindergarten readiness" events where children can engage in activities similar to those they will experience in the fall. These experiences help reduce anxiety and build excitement.
- **Family Engagement and Information Sharing:** We prioritize clear and consistent communication with families. This includes providing information about the kindergarten curriculum, school routines, expectations, and available support services. We may host informational meetings, send home welcome packets, and offer individual meetings to address specific family concerns. The Jumpstart Toolkit emphasizes the importance of culturally responsive communication.
- **Developmental Screening and Assessment:** Where appropriate and with family consent, we may participate in or share information from developmental screenings conducted in ECE settings. This helps our kindergarten teachers gain a better understanding of each child's strengths and areas for growth, allowing for more individualized support from the beginning.
- **Transition Activities:** We incorporate transition-focused activities in the spring for ECE programs and during the initial weeks of kindergarten. These activities help children build connections, learn school routines, and develop a sense of belonging. This might include visits from elementary school staff to preschools or buddy programs pairing older elementary students with incoming kindergarteners.

Transitioning from Elementary to Middle Grades:

The move to middle school involves academic, social, and emotional adjustments. We support students and families through:

- **Middle School Visits and Orientations:** We organize visits for rising middle school students to tour the school, meet teachers, and learn about the academic programs, extracurricular activities, and school expectations. Parent information nights provide families with an overview of the middle school experience and address their questions.
- **Information Sharing and Curriculum Alignment:** Elementary and middle school staff collaborate to share information about students' academic progress, learning styles, and social-emotional needs. Efforts are made to align curriculum and instructional practices to ensure a smoother academic progression.
- **Support for Social-Emotional Adjustment:** We provide resources and support to help students navigate the social and emotional changes of middle school. This may include advisory programs, peer mentoring initiatives, and counseling services focused on topics like organization, study skills, and social skills.
- **Family Communication and Involvement:** We maintain open communication with families through newsletters, websites, and parent-teacher conferences. We encourage parent involvement through volunteer opportunities and participation in school events.

Transitioning from Middle to High School:

The transition to high school involves increased academic rigor and expanded opportunities. We support students and families through:

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- **High School Visits and Program Overviews:** Rising ninth graders visit the high school, learn about course offerings, graduation requirements, extracurricular activities, and career pathways. High school counselors and teachers present information to both students and families.
- **Academic Planning and Guidance:** High school counselors work with eighth-grade students to develop their initial high school course plans, taking into account their interests, academic goals, and future aspirations. Information about college and career readiness is introduced.
- **Support Services and Resources:** We provide information about the various support services available at the high school, including counseling, tutoring, and college and career advising.
- **Family Engagement and Communication:** We keep families informed through meetings, newsletters, and individual counseling sessions. We encourage parental involvement in their student's academic planning and extracurricular pursuits.

Transitioning from High School to Postsecondary Education and/or Workforce:

Preparing students for life after high school is a critical focus. We provide support through:

- **College and Career Counseling:** High school counselors offer individualized guidance on college applications, financial aid, career exploration, resume building, and interview skills. We host college fairs and career days to connect students with postsecondary institutions and local employers.
- **Academic and Career Pathways:** We offer a variety of academic and career-technical education pathways to help students develop specific skills and knowledge aligned with their post-high school goals.
- **Dual Credit and Advanced Placement Opportunities:** These programs provide students with opportunities to earn college credit while still in high school, easing the transition to higher education.
- **Resources and Partnerships:** We connect students and families with resources such as financial aid workshops, scholarship information, and workforce development programs. We also partner with local businesses and postsecondary institutions to provide internships, apprenticeships, and informational sessions.

By implementing these comprehensive strategies, informed by resources like the Oregon Department of Education's Jumpstart Kindergarten Toolkit, we aim to create supportive and seamless transitions for our students and families at every stage of their educational journey.

5. How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce? (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

For our JDEP and YCEP site, the Re-Entry Transition Specialist meets with and forms a relationship with each individual student. They discuss both short and long term plans and goals. The Transition Specialist also works closely with probation officers, schools, counselors and other community partners to come up with a cohesive plan that will best serve each student and allow them to achieve their goals. The Transition Specialist ensures that when a student exits these sites they and their families are supported for at least 90 days. While this support can vary, it often includes connecting them up with local organizations, support groups, housing, utility and food assistance, along with school re-enrollment and clear communication with their school counselor about their individual strengths and things they can work on as well. For some students, the Transition Specialist provides weekly check-ins with the student and their family to make sure that their transition is as smooth and stress free as possible. This allows the

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student to have a trusted person to be accountable to and lean on for support. For other students, transition support means helping the student do things like apply for a job or college, apply for health insurance or even earn a diploma.

It is often an interdisciplinary team working together to support the transitioning youth that brings the most success and least risk of recidivism. Letting these students know that they matter and that they have a whole team of people supporting them makes such a difference in their lives. We have seen a significant increase in continued enrollment and graduation rates since implementing this process. The relationships that are built are meaningful and long lasting and have observable success.

Additionally, when students are transitioning from NORCOR (JDEP), they are encouraged to establish and/or maintain their enrollment at Innovations Virtual Academy (IVA). Since our IVA teachers work with students at NORCOR on a regular basis to provide regular instruction, they have already established positive relationships with students, which results in the students more likely staying enrolled in IVA, let alone any school. The encouragement that students receive from teachers and administrators to maintain their enrollment is another source of support as they transition to their next living situation, whether that's a return to their original community, a less restrictive transition program, or a new community altogether. We believe that by maintaining a positive relationship and connection with these students will support them in their transition to either another educational placement or workforce preparation program and will reduce recidivism rates.

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. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or independent charter with CTE)

North Wasco is a member of the High Desert ESD CTE Consortium.

Middle students and their parents are engaged through parent meetings about CTE offerings, and 8th grade students participate in an annual Fly Up Day where students visit different CTE classrooms, hear about the program from the teachers, meet with students, and, in some cases, engage in an activity directly related to that career path.

At the high school, guidance counselors receive annual training in CTE guidance through the Central Oregon Perkins Alliance. Students meet with counselors annually to discuss course selection and are advised about CTE options. Throughout their high school career, students are encouraged to identify areas of interest in CTE by content classroom teachers.

For districts required to engage in Tribal Consultation only:

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

As directed by SB 13, North Wasco County School District utilizes K-12 Native American Curriculum for inclusion in our schools and provides professional development to our educators. Much like across the state, NWCS D has been missing a critical opportunity to

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fully leverage the strengths, assets, and contributions that our Native American students bring to their communities. The lack of accurate and complete curricula may contribute to the persistent achievement and opportunity gaps between Native American and other students. We have partnered with the Columbia REN and ODE to provide Tribal History / Shared History professional development to ensure teachers and other school professionals are prepared to work with Indian children. Over this biennium, we intend to continue to partner with the Columbia REN and ODE to continue to provide TH / SH so that more teachers are trained and have adequate guidance to implement curricular materials.

Early Literacy

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.

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

Title I

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

If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each.

Chenoweth Elementary School - 33.3%

Colonel Wright Elementary School - 33.3%

Dry Hollow Elementary School - 33.3%

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

Will be written with the Executive Cabinet on 4/22

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



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work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Additional requirement if applying with a sponsored charter:

Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

How can ODE support your continuous improvement process?

DRAFT