



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

Please make a copy of your application template.

Needs Assessment Summary

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

The Days Creek administrative team formed a team to walk through the integrated Planning process. The team was composed of staff and community members who serve on our district's Charter Board. This IP Review team went carefully through our 2023-25 Integrated Plan and made revisions and suggestions based on their understanding of the school and community. To provide them greater understanding of the school and community, this team was provided details from the student empathy interviews, the community survey provided at the State of Your School meeting, the most recent student, parent and staff IRRE data. While there was a wide array of input from these participants, only two themes surfaced:

1. There is a broad level of satisfaction with the direction of the school academic and extracurricular programs and progress toward the academic goals of the previous plan.
2. Students would like to see additional elective opportunities beyond our current offerings. Most specifically, they would like to see some sort of music elective offered.

From December 2024 through March 2025 the IP Review Team reported to the Charter Board each month about the progress of this work, taking direction and input from that board. The charter board has three students who sit on that board, so they were able to participate as well. An initial

draft of the Integrated Plan was attached to the March 3 Charter Board agenda. It was also shared at the March 10 School Board Meeting. After that initial draft had been shared, it was published on our school website so we could gather any other public input. Suggestions, revisions and edits were made and a final draft was presented to the Charter Board at their April 7 Meeting. The School Board gave the Integrated Plan their formal approval at their April 14 meeting .

Equity Advanced (250 words or less per question)

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

We used our equity lens to identify underserved and marginalized groups. We ensured students from those groups were included in our empathy interview process. We sought input from stakeholders within the community, external families who transfer into our school and those in our school. We used three different methods of outreach to create more opportunity and build assurance in our feedback. We reengaged our tribal members, persons of color, students with disabilities, those identifying as LGBTQ+, students deeply engaged in our CTE pathways, student leaders and those identifying as economically disadvantaged. We weighed this contribution with our math, reading and attendance results from 22-23 and 23-24. This input and data confirmed that much of our 22-24 Integrated Plan was effective. We had some of the strongest growth rates in the county in reading and math. Our attendance rates took a very sharp upturn.

For these reasons, we elected to keep the 25-27 focus on the academic and attendance methods that were producing progress on those specific goals. Setting aside two of the original five goals to provide greater focus on those goals, rather than spreading our energies and focus too thin. Refining our data gathering to standardize our practices and bring efficacy, consistency and fidelity to our curriculum and assessment methods. Ensuring that we have a deeper and clearer understanding of individual student performance and needs.

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

During the 2023-24 school year we fully revamped, reviewed and realigned our k-12 curriculum maps. This required detailed conversations about the vertical articulation that assures student

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readiness from one grade to the next. In 2024-25 we implemented these maps and spent the school year reviewing their implementation and accuracy. That work was partnered with efforts to ensure we had curriculum implementation that was done with consistency, fidelity and integrity. Additionally, we are now feeling able to refine our data review process to properly inform our service model to truly meet the needs of all our students. This is a shift in our instructional culture that will be constantly refined to ensure we meet the needs of every student.

Our instructional calendar has twelve days of staff development specifically earmarked for this work. At the outset, there will continue to be establishing the baseline data for the school year and detailed vertical articulation as we continue to refine our instruction.

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

We broadened our Tier 1 interventions by adding a behavioral specialist in the 2023-24 school year. Then this year we added a music therapist to expand our early intervention even more. Having these additional staff provide students and staff a greater opportunity to surface student needs and find support from our school.

We used a professional development day to bring in our ESD McKinney-Vento Facilitator to work with staff on identification and support of students experiencing homelessness.

Our district continues to offer busing, and increased busing availability, to ensure school attendance for all students in the surrounding area where available and regardless of housing status. We continue to engage community partners for services to be provided on-site, including immunization clinics, vision, hearing and dental screenings, and a school nurse available. These services are provided to all students regardless of housing status as a means to eliminate stigmatization of specific groups of accessing these services.

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

Our master schedule is designed to funnel all our middle school students through the various Career Technical classes we offer. By the time our students enter high school they will have already had computer literacy, woods, vocational agriculture and art. Then as freshmen they will begin career awareness studies. This approach provides them with an experience that helps them to make informed choices about CTE offering they can pursue as high school students.

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To ensure there is no discrimination for focal student groups, all students are offered the same access to vocational elective CTE programming at the same, or similar, time. Additionally, these courses do not have any fees, prerequisite for entry, nor do they have an associated reading or math assessment for placement, ensuring that all students have access.

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

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.
2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*
3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

During the 2023-24 school year, we utilized twelve in-service days to do this exact work. We reviewed and mapped all the k-12 curriculum. We examined the intellectual expectations prescribed in the standards to the teaching at each grade level. We placed this volume of work on a staff Google Doc, so that everyone had access, but not necessarily editorial ability.

Then at the end of the first semester of 2024-25, staff paused to examine their pace and accuracy of their work to their maps. This provided instructors with a good opportunity to check their work and to reflect on their quality of instruction. They will do a similar activity in the spring and again in August. At that time, they will be applying their 24-25 notes to their 25-26 lesson plans. The effectiveness of this revisions will be reviewed as we go through the year. Our aim is to ensure we are teaching our standards at the intellectual levels demanded in the assessments while closing the gaps in our curriculum maps that can leave gaps in student knowledge.

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

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In 2023-24, we got a new instructional leader. He required that every classroom teacher have at least two formal and one informal observation of their instruction. All staff were expected to establish goals for the school year and the instructional staff were expected to focus their goals on instruction. The administrative team calibrated their expectations and processes before starting the observations. The administrative team plotted their findings from these observations onto a spreadsheet: providing a grade of 0-3 for each of the eleven Danielson findings per observation. At the end of the observation window, the eleven standards were given averages across the year of observations, so the staff could collectively select the focus for their 2024-25 professional development. They selected three areas and then spent eight of their twelve 2024-25 in-service days focused on improving their instructional skills in those areas. Administration has a handheld walkthrough tool that highlights those same key skills, so the administration can provide a higher degree and frequency of focused feedback on the teacher's professional growth in those areas. Having the staff select professional development resulted in very high staff engagement and attendance at these training sessions. Each teacher kept a PD journal of the work they personally planned to do in their classroom and their direct supervisor tracked that with them as they tried new approaches to meet the needs of every student. It is our intent to continue this work into the 25-26 school year.

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

One of the side effects of having a small school is that our charter board well represents the people within our community. Our charter board is the conduit to meaningful communication with parents and community. They advise the district on ways to make the school a welcoming environment, including things like gas vouchers, childcare, and access to school events. In 2023-24 we added three students to the Charter Board to ensure we have student voice guiding our work.

Additionally, we annually survey our students and families on these very issues. In 2024-25, we added two different community surveys to gather some of the external perceptions beyond just our families. All this data helps to validate and guide our policies and practices.

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

All students in grades K-5 receive once a week instruction in our library program. Grant funding secured in 2019-2020 allowed for the renovation of a library area for student use. We also received library expansion grants in 2023-24 and 2024-25. The majority of our 6-12 reading instruction is set around short novels and short stories. These students access the library at less regular intervals. The library is open after lunch for their daily access.

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

In 2023-24 we added a behavioral specialist to work with students who struggle with these issues. We saw the value of this work and added another .25 music therapist to support students who had less severe issues. This is one of the reasons we feel we have seen such a significant reduction in student disciplinary issues (-19%) and social emotional emergencies are down 83%. In 2023-24 we averaged 12 social emotional episodes a month. This year we are averaging two per month.

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

The district uses a variety of assessment tools to identify students not meeting or exceeding state and national standards. In elementary grades, K-6, the evidence-based DIBELS program is used to assess student reading fluency and provide more specific reading fluency assessment to better understand target interventions for supporting students who do not meet or exceed standards in reading. The Reading Plus program is used in middle and high school grades to assess reading comprehension and fluency to better identify students in need of targeted reading support. Students who do not meet or exceed Perkins Performance targets are identified through progress reports and frequent data collection; these students who are at risk of not graduating due to credit deficiency, receive counseling concerning credit retrieval and additional resource services through a partnership with the local ESD youth development program and peer mentoring program. Our district maintains a one to one ratio of technology, all students in all grade levels, for student access to technology platforms for educational use and as classroom curricular support. We have recently applied for grant funding through the Oregon Community Foundation to further support program initiatives for students exceeding state and national standards.

This past year we isolated funding for designed grade level enrichment field trips for students to have experiences beyond our rural setting. These original plans were aimed at grades K-8. Through our empathy interviews we found that our 9-12 shared a desire to have similar opportunities. We will make plans for k-12 in the years to come.

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

It is very hard for a small school to design and sustain an authentic CTE strand. Students may find interest at an entry level, but not enrichment classes. We have several CTE enrichment

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opportunities, but only one current authentic CTE strand in Agribusiness. We have a welding program that is working with our community college. It currently has two sections of instruction and is not yet a full CTE strand.

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

We offer CTE experiences in a BOLI industry safety certification class, wood shop, welding, and auto mechanics. Our sole authentic CTE strand is in Agribusiness. This strand has seen substantial growth in the last year as the students engaged are from our FFA program. That program grew from 6 to 22 active students.

In 2025-26 we are reinstating a Freshman Focus class for career exploration. This instruction will provide our students with enrichment activities that would expose them to nine other CTE fields and careers through this required career exploration course.

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

We have expanded our welding program to align with our local community college. We have built a relationship with our local community college program. These conversations are ongoing, since we have not yet determined how our students can earn college credit with the skills they are building here.

Engaged Community (250 words or less per question)

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

In the past two years we have taken some very intentional strides to bring the community onto campus. We began by instituting a "Back To School Bash" where we invite the entire community to campus to have hot dogs and music while we do early registration activities. We have local school support programs attend along with our buses, so the little ones can see what it is going to be like to ride a bus.

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We instituted and formalized a Student of the Month process which selects a student from K-5, 6-8 and high school each month. The students are honored at the school board meeting. At that time their nomination letters are read into the public record, and the students are awarded a plaque. These nominees are then the only students considered for a Student of the Year award done at another large community celebration in the spring. Every student nominated gets a letter home letting the parents know that the student was nominated. That letter includes the very words used by their nominating staff members, so the parents can hear the sentiments that got their child nominated.

For the last two January's we have engaged the broader community with a "State of Your School" address. At which time we highlight our programs and solicit questions and comments from the community.

Each spring we have a large formal Celebration of Excellence" at which we recognize our Students of the Year, scholarship winners, community recognitions and honor our new retirees.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check 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
- 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
- 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
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators

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- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____

3. 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.)

1. Our Charter Board drove the Integrated Plan development. It has parents, staff, students and community members who sit on that board.
2. The superintendent did empathy interviews with over twenty students who represented the various designated subgroup populations.
3. Solicited input from the community at the State of Your School meeting in January.
4. Used staff, students, parents and community IRRE surveys.

4. 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.)

1. Our Charter Board drove the Integrated Plan development. It has parents, staff, students and community members who sit on that board.
2. Used staff, students, parents and community IRRE surveys.

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.

5. Explain the artifacts submitted and include who was engaged and the learning from these artifacts.

6. **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

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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.)

Outcome of Engagement

7. 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.

When we held our initial “State of Your School” event on January 22, 2024, we had a pretty good crowd. Estimates were approximately 150 folks showed up for that event. This year, the attendance was significantly lower (approximately 50). When I discussed this with community members who were in attendance many of them commented that there wasn’t “a reason” to come. Suggesting that if there were a problem, then people would have showed up in greater numbers. They went so far as to suggest that it was a positive sign that there was a crowd of “concerned community members.”

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

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

The district leverages its own resources and collaborates with the Douglas County ESD HR department to provide district support when constructing and posting job openings, attending job fairs locally, state-wide and nationally to attract the most qualified candidates. For more technical and challenging positions, district administration does outreach to university education programs and attends college job fairs. The district utilizes the “grow your own” grant incentives that are available to encourage current staff who are not certified to pursue certification pathways. The district has found recruiting success using word of mouth techniques through parents, board and community members because these constituents are personally familiar with people within their circle of influence considered to be good candidates. Social media and community message boards are also utilized. Because the teacher is the most influential component when it comes to achieving learning success, the district provides targeted and meaningful professional development and training opportunities for existing faculty and staff. The goal is to provide multiple opportunities using a variety of resources and platforms to instill the practices and approaches towards creating the very best learning atmosphere. The district equity lens is one part of the discovery and filtering process. In addition, data gathered from ODE, attendance, academic,

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testing, discipline and mid-quarter reports provide useful data points. The Directors of Special Education, Student Success, and Athletics, Building Administrators and Teachers are part of the steering committee meant to analyze various data points, identify concerns and inconsistencies and direct instruction.

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

The district equity lens is one part of the discovery and filtering process. In addition, data gathered from ODE, attendance, academic, testing, discipline and mid-quarter reports provide useful data points. The Directors of Special Education, Student Success, and Athletics, Building Administrators and Teachers are part of the steering committee meant to analyze various data points, identify concerns and inconsistencies and direct instruction. District administration meets each week to examine any trends that fall outside our norms.

3. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

Students have opportunities to engage with the Southern Oregon Work Investment Board, the Forestry Expo, Umpqua Community College Career Academy, and other regional industry professionals to develop partnerships for work-based learning experiences, certificate training, and job shadowing. Students experience a variety of career explorations through our DiscoverU programming, with opportunities to learn a job-related skill or explore a career with a professional in an area of interest. We continue to work with regional employers to develop partnerships for opportunities with students, including Tribal work-force programs. We also utilize local ESD initiatives to ensure equitable access for student work-based learning opportunities, including supporting transition opportunities for students through vocational rehabilitation programs, and youth development mentor programs. The district will remain engaged with the local Chamber of Commerce, Agriculture Advisory Committee, the various TRIO, Umpqua Community College and South County Business Education Counsel to leverage the opportunities that each different group offers.

Every grade 6-12 has a class advisor who works with that grade on establishing job shadowing, community service and class projects. Every grade from 9-12 are required to have at least 20 hours of community service each school year to sustain themselves as “students in good standing.” They are required to have a minimum of 80 hours at graduation. This requires considerable community outreach and coordination.

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We staff a teacher designated to explore and discover employment and career opportunities for students. That teacher arranges presentations and off campus visits to various sites for the students to see these opportunities first hand.

Senior Projects: employers are invited to participate in our senior project presentations, including mock job interviews, resume development, and guest speakers.

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

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Early Literacy Inventory and Prioritization

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

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

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- Other purposes

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

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

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

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Plan Summary

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

Much of the design from our 2023-25 plan is only being enriched in this plan. The work done under the 23-25 plan resulted in consecutive years of growth in both math and reading achievement, while sustaining many of the high school performance indicators. For that reason, we felt it was best to stay the course and refine our focus. That was the basis for our decision around reducing from five to three goals. We used our community, staff and student input to determine these priorities and a couple of ways to enrich the work we were doing. We wanted to focus more on student achievement and ways to enrich the student experience.

Links

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

Attachments

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)

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4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable
9. Memorandum of Understanding (MOU), if applicable

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

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10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

We adopted a new school year start up procedure with our students. We spent the first day carefully engaging every student and staff member in a walkthrough of our student handbook and school expectations. We feel this has helped students better understand the expectations we have for them, and they can have for us. We feel this has been the single greatest factor in a significant decreased in student behavior this year.

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