



Douglas County SD 15 25-27 Integrated Programs Application

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)

The Days Creek administrative team formed a team to walk through the integrated Planning process. The team was comprised 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 making 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. 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 listen and offer their input as well. The final document was presented to the Charter Board at their March 3 meeting. From there it was moved to be presented and approved at the March 10 School Board Meeting. Once approved by the school board, it was added to our school district website.

***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 (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 reengaged our tribal members, persons of color, students with disabilities, those identifying as LGBTQ+, students deeply engaged in our CTE pathways and those identifying as economically disadvantaged. This input was critical for the construction of our plan.

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 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.

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

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 students of a specific grade 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. This provides them with

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an experience that helps them to make informed choices about CTE offering they can pursue as high school students.

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

With the acquisition of Early Literacy funding we were able to add two extended learning programs for struggling readers with a licensed reading specialist. Additionally, we are planning a summer of 2025 reading camp for designated students who need these additional supports in grade K-3.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. 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? ☑

The curriculum team is composed of faculty, staff and charter school board members. When there is a major adoption taking place, Douglas County ESD normally hosts available curriculum options that are aligned with state and national standards for review. Curriculum team members arrange time to review the various options at the district or at the ESD location. Once curriculum selections are narrowed, time is given for public input and persons of interest continue reviewing the curriculum in question. Everyone who reviews the curriculum has the opportunity to provide feedback. When a final selection is made by the curriculum review team, the proposal is brought to the Charter Board for approval. Once approved, the business office is notified of cost and timeline and teachers are given advanced copies in order to complete curriculum mapping and unit planning.

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

All instructional staff are introduced to and trained on the What We Do template. What We Do is

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foundational to creating the optimal learning atmosphere for every learner at every grade level. What We Do was constructed in a collaborative manner with instructional staff using research gleaned from Marzano, Danielson and Doug Lemov's book entitled Teach Like a Champion. Every teacher produces a curriculum map that is aligned to instructional best practices consistent with What We Do. Instructional staff complete self assessments that prompt them to reflect on their What We Do practices and then ask them to create focus goals that serve as a roadmap towards professional growth. Finally, peer and supervisor observations and feedback are conducted at least 3 times during the year to provide targeted feedback with the idea of directing future instruction.

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, child care, and access to school events.

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

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.

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 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.

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

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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 opportunities, but only one current authentic CTE strand. We have no current plans for expansion of a formal 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.

We are considering a program that would provide our students with enrichment activities that would expose them to nine other CTE fields and careers.

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. ☒

Students' academic and technical skills will be improved through well-rounded education strategies by creating opportunities for students to engage in collaborative learning experiences and with exposure to rigorous and challenging learning. Students in our district have the opportunity to enroll in dual credit courses through a local community college and university in math, reading/writing, and science. We work closely with community college programs to provide students with opportunities to earn college credit, enhancing the student learning experience through high-level inquiry and lab exploration in the sciences, and collaborative learning projects in reading/writing and mathematics. Student technical skills are improved

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with frequent use of digital technology platforms that are integrated for student learning and classroom instruction and interface with both the community college and university that delivers dual credit.

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.

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.

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.

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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.

Outcome of Engagement

11. 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.

We found that much of our 23-25 IP had been effective and resulted in growth in reading, math and school attendance.

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, 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.

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

Our district is committed to ensuring that support efforts are evidenced-based and trauma-informed. To this end, staff have received training in Conscious Discipline, ACE's, the dysregulated brain, and de-escalation training. Additionally, staff continue to participate in PLC learning with SEL-focused topics that identify student behaviors and employ strategies that center a student remaining in class. Our staff utilizes cool down/calm down spaces to encourage students to self-regulate before further intervention may be needed. We continue to develop SEL programming, for classroom use and school wide use, to better equip students with skills to cope with conflict and work through problems or issues without needing further discipline intervention outside of the classroom environment.

6. ☒ 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.

7. 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.

We are not required to consult our local tribal councils, but we have spoken with them directly about our plans.

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

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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

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)

Extended Learning Programs

5. If you answered “Other” on #4, 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:

Not applicable if you only have 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)

How can ODE support your continuous improvement process?

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Plan Summary

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)

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.

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)

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.

Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).

Guarantee of assurance 2: True

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).

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Guarantee of assurance 3: True

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.

Guarantee of assurance 4: True

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.

Guarantee of assurance 6: True

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.

Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

Guarantee of assurance 8: True

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.

Guarantee of assurance 9: True

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.

Guarantee of assurance 10: True

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.

Guarantee of assurance 11: True

12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of

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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

Guarantee of assurance 12: True

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

Guarantee of assurance 13: True

14. 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.

Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

Guarantee of assurance 16: True

Website: <https://www.dayscreek.k12.or.us/sia-cip-integrated-guidance/>