

Needs Assessment Summary

The district engaged the community (students, families, staff and other community members) in multiple formats and reviewed disaggregated student data to complete the needs assessment.

The district team reviewed a variety of student data sources including the following:

- Smarter Balanced Assessment (SBAC)
- MAP Reading and Math, K-10
- English Language Proficiency Assessment (ELPA) 21
- Chronic Absenteeism/Attendance
- Oregon Student Health survey
- Youth Truth
- District SWIS
- DESSA

The district team also reviewed:

- County Mental and Physical Health data
- Parent focus group data
- Strategic Plan community engagement data
- Dual Language survey data
- Youth Truth Parent data

While reviewing these data points, the following needs emerged: support for student mental health and safety and ensuring that students feel a sense of belonging in schools; supports and systems to ensure students' mastery of state standards, especially in English Language Arts, Math and English Language Proficiency Assessment (ELPA); and increasing student's regular attendance. These data points, coupled with the ideas generated and feedback shared through engagement activities, solidified these areas as key areas of focus, as well as continued and bolstered parent/caregiver engagement. These areas are echoed in our district's Strategic Plan, which was collaboratively developed with key partners throughout the district, including staff from all classifications, community leaders, parents, and students.

Plan Summary

Woodburn School District Integrated Plan invests in the following strategies, focused on meeting the needs of all students within the district. The following were identified as high priority needs:

- Mental Health and Safety
- Tiered Systems of Support
- Climate, Culture and Attendance
- Parent/Caregiver Engagement
- Access to academic opportunities

We identified the following outcomes:

- For ALL students, K-12:

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- Mental Health and Safety
 - Enhance access and supports for student mental health, behavioral health and safety
- Tiered Systems of Support
 - Develop strategies and outcomes for students to grow academically with supports designed specifically for them using available data and resources
- Climate, Culture and Attendance
 - All Woodburn students and staff will experience safety and belonging in their academic, social, and emotional learning environments. All Woodburn students feel a sense of belonging, relevance, and belief in themselves in their academic community as shown by increased attendance.
- Parent/Caregiver Engagement
 - Create and sustain a culture of engagement, centered in equity by communicating effectively and providing meaningful opportunities for partner participation.
- For ELEMENTARY SCHOOL students:
 - K-1 Reading
 - Continue to develop culturally responsive early literacy programs and practices, building expertise in practice within our dual language programs, with a focus on K-1.
 - Biliteracy & numeracy
 - Continue to develop culturally responsive early literacy and numeracy programs and practices, building expertise in practice within our dual language programs.
 - STEAM (Science, Technology, Engineering, Art, and Math)
 - Increase access to science, technology, engineering, art, and mathematics across the district
- For MIDDLE SCHOOL students:
 - Expand dual language options
 - Enhance access to dual language courses
 - STEAM & other electives
 - Increase access to science, technology, engineering, art, mathematics and other electives across the district
 - Career & College Readiness (CCR) and Plans and Profiles
 - Increase access to learning and counseling for students in grades 6-8, connected to college and careers
- For HIGH SCHOOL students
 - Increase CTE participation
 - Increase CTE participation, using both local and regional resources
 - Expand dual language options
 - Enhance access to dual language courses
 - CCR and 9th Grade on Track

Processes that will be used to monitor the plan:

Yearly review of:

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- District graduation data
- 9th Grade On-track
- YouthTruth surveys
- Oregon Healthy Teens Survey
- Achievement data (OSAS, grades, STAMP, ELPA)
- Student program participation rates
- Parent participation rates (Site council, surveys, conferences, school events)

Tri-annual review of:

- Benchmark assessment data (MAP, Fastbridge)
- Attendance data
- Behavior data
- Grade data
- DESSA data
- SWIS data

Activities to support outcomes and address needs:

- Hire staff to support mental and Behavioral Health
- Hire staff to support fine arts
- Hire staff to reduce class sizes and workloads
- Staff to support school transitions
- Staff to support CTE
- Staff to support grow your own program
- Provide contract services, time and supplies for the following:
 - Implementation of K-12 MTSS
 - Increased access to STEAM opportunities
 - Culturally responsive dual language programs
 - Increased access to learning and counseling connected to college and careers
 - Improved climate, culture and attendance
 - Improved family engagement
 - Increased student success in bi-literacy and numeracy

Equity Advanced

1. What strengths do you see in your district or school in terms of equity and access?

The district has strong core values outlined in its strategic plan. The commitments outlined in the strategic plan actualize those values and are rooted in equitable outcomes for all students, including all students having access to what they need to be prepared for graduation, and to pursue college and success for life.

2. What needs were identified in your district or school in terms of equity and access?

The District has been using the strategic plan as the equity lens to make decisions regarding equity and

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access. However, there is not a clear protocol or decision-making tool that we use consistently across the district.

3. Describe how you used your equity lens or tool in your planning.

As District plans and budgets are created, teams at all levels refer to the goals and outcomes defined in the [strategic plan](#) for alignment. There is clear alignment from the strategic plan goals and outcomes to district and building improvement plan goals and outcomes. All data reviews throughout the district are focused on the progress buildings and the district are making towards meeting the goals of the strategic plan.

4. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

The district believes that by strategically using funds to support a well-rounded bi-lingual education, social emotional learning, and CTE programs, there will be an increase in student outcomes. Improved systems and increased opportunities for all students will have a positive impact on student achievement in focal student groups.

5. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The district is making an overhaul to the school calendar to include professional development days for staff in order to support the goals and objectives in the plan. While the district has overwhelming support from both unions at this time, there is the risk that staff are not receptive to the PD provided.

6. What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Each year, the District allocates dollars for a homeless liaison in the overall budget.

The district coordinates yearly training for all staff on what students may experience when they are homeless, their possible barriers and available support. A caravan of staff visit each school to make staff aware of migrant, homeless and foster students. Schools also have access to a training video so that any staff who miss the in-person training can still receive the information. The district liaison and building-level Home School Contacts are trained in rights for McKinney-Vento youth and collaborate closely with staff and families. In addition, the district homeless liaison and rotating staff attend the national NHCHC conference.

Informational posters are posted throughout the district. Materials are also posted at the district office and are visible and accessible to enrolling families. Information is available at school-district-sponsored events like the Fiesta Mexicana, Dia del Niño, KidFest etc.

CTE Focus

7. What strengths do you see in your CTE Programs of Study in terms of equity and access?

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Our high school has recently moved from a model with four small schools to one comprehensive high school. That has resulted in increased access to Programs of Study for students. The district currently has 10 different programs available for students to access. In addition, the district has staff who are dedicated to creating and supporting further CTE opportunities for students.

8. What needs were identified in your CTE Programs of Study in terms of equity and access?

The district has identified the following barriers for student access to CTE programs:

- Individual Student Schedule conflicts
- Teacher training and preparation needs
- Language barriers (ex. Newcomers struggle to access CTE courses)
- Students attending Success High School find it more difficult to access CTE courses
- Willamette Career Academy poses many barriers for our focal group students such as:
 - Only students on-track to graduate are allowed access to Willamette Career Academy (WCA)
 - Students who are designated as Limited English Proficiency (LEP) are not able to access WCA
 - The core contents students need are not being offered
 - The WCA schedule conflicts with the WSD schedule

9. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

All students, 8-12th grade and their families have access to the following

- Course catalogs which include programs of study
- Forecasting activities
- Parent information nights
- Career and College Readiness lessons and activities
- 1:1 meetings with counselors

10. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

- The District is focusing on building district programs rather than relying on the Willamette Career Academy (WCA). The District is also working with the WCA to overcome the language barriers posed for students in the program.
- The district has hired a 9th grade success coach who is tasked with ensuring all 9th grade students are on track so they have the credits they need to access all available CTE programs.
- The district provides an ESOL endorsement opportunity for all teachers so they are able to support English Language Learners. There will also be strategic PD for CTE staff which includes differentiation and strategies for student access.
- Promotion of CTE programs to all students and families is provided in multiple languages.

Well-Rounded Education

11. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Dual language is foundational to Woodburn’s instructional core at each grade band and provides students with an enriching, global and cultural driven education. At the elementary level students are provided with access to full time art, PE, music, and library/media teachers. Additionally, the elementary level provides reading and math interventions during school.

Woodburn middle schools provide career and technical education, career exploration, AVID, art, and music programs.

High school opportunities include career and technical education pathways both on campus and through external partnerships, AVID, Advanced Placement, dual credit classes, music and art programs, newcomer programs and alternative education programs.

The District provides credit acceleration, dual credit options, advanced coursework opportunities, and the TAG program supports the academic needs of students, including for focal student groups, who have exceeded state and national standards.

12. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

At the Elementary level, the District provides art, library/media, and music. At the Middle level the District provides art, choir, band, publications, technology, and library/media. The high school level offers Visual Arts, Cultural Crafts, Digital Media, Ceramics, Visual Arts and Communication, Mariachi Band, Choir, Concert Band, Actor’s Workshop, Stagecraft scenic, Theater Makers, and Digital Photography.

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

There is a licensed library media specialist in every school. These staff collaborate with administrators, teachers and students to determine needs. In the past, librarians have met regularly to engage in curricular mapping and vertical articulation of programming. This year we had an initial meeting to revive some of these conversations and continue that work.

14. How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Breakfast, lunch and recess are included in each school’s master schedule. At the elementary level, students have 20 minutes for lunch and then 20 minutes of lunch recess. Students also get 150 minutes of PE each week. At middle school students have 35 minutes for lunch. When students finish eating, they have the remaining time for recess. At the high school students have 30 minutes for lunch. At all levels students have at least 25 minutes for breakfast. Every school has a second chance breakfast for

students who miss breakfast.

16. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

The Elementary level provides STEAM instruction through a science block, art, and math block.

At the middle school STEAM instruction is provided through technology, career explorations, art, band, and choir.

At the high school level STEAM instruction is provided through CTE programs of study (Engineering, Human Services, Health Sciences, Agricultural Science and Technology, Visual Communications, Business, and external partnerships), Visual Arts, Cultural Crafts, Digital Media, Ceramics, Visual Arts and Communication, Mariachi Band, Choir, Concert Band, Actor's Workshop, Stagecraft scenic, Theater Makers, and Digital Photography.

Inquiry, collaboration, rigor, and critical thinking, are a part of the District's instructional framework in all content areas.

The After School Club also provides STEAM opportunities for participating students in grades K-8.

17. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

The District has projection maps that identify the standards taught throughout the year. All of the state standards for each content area are included in the projection map. They are organized by unit and include the number of weeks per unit. Teams then use the projection maps to create unit maps that identify the learning targets, strategies, assessments, and language taught in each unit. The maps are revised annually by teams of teachers.

18. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Woodburn School District utilizes the Marzano framework as its instructional framework. By engaging in instructional data cycles driven by data gathered through classroom visits, professional development, and coaching cycles, classroom instruction is monitored and supported to be intentional, engaging, and challenging for all students. Data collected through monthly classroom visits is analyzed to provide targeted professional development that aligns with instructional outcomes identified through student data analysis. Personalized individual feedback relative to the instructional framework is provided through the District's educator growth and evaluation framework. This includes feedback on teacher practice and student outcomes.

19. How will you support, coordinate, and integrate early childhood education programs?

The District has four Preschool Promise classrooms, one Migrant Preschool, and two Title 1A preschools

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of a total of 7 preschool classrooms. With this program there is an instructional coach that coordinates transitions between WSD preschool classrooms, community preschools with the WSD elementary schools.

The District also collaborates with the Early Learning Hub with our Kinder Preschool Initiative (KPI) Coordinator that reaches out to WSD community early learning programs.

Woodburn also just received a grant for a "Kinder Jump Start" which provides an opportunity for a structured kinder transition. All Early Learning staff will be planning for additional transition programs for incoming kindergarten students and parents

The district is also engaging in transition planning with WESD partners for incoming kindergarten students with IFSPs

20. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

High School principals conduct 8th grade informational assemblies and family nights. High school counselors collaborate with middle school counselors for forecasting in the spring. The district has a 9th grade success coach who facilitates transition activities between middle and high school. In addition, the high school hosts a summer school transition program for incoming 9th graders. The high school has a successful Link Crew program that supports incoming 9th graders with the transition. This allows for a soft start with just ninth graders where these incoming students are given an orientation to the school as well as important bonding experiences with peers. For students with disabilities, there are 1:1 transition meetings between middle and high school staff.

The district has a college and career counselor who supports students in exploring postsecondary education opportunities. Students have the opportunity in 11th and 12th grade to visit colleges. The AVID program prepares students for effective transitions into a college pathway. There are weekly College and Career Readiness (CCR) lessons created to expose students to postsecondary options. The district also hosts FAFSA nights for families. To support our migrant families and students, there are allocated funds for a migrant graduation specialist. For students with disabilities, the district has a YTP grant which funds staff to support students with the application process and supports them into college.

21. How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

The District utilizes an at minimum three times a year Multi-Tiered Systems of Support (MTSS) data review process. This process includes review of student data from:

- MAP Reading and Math (K-10)
- DESSA
- Behavior Data (SWIS, Referrals)
- Grades

- Attendance

Through the reviews, plans are made to improve core instruction and provide students with interventions.

Elementary Interventions include extended day Intervention in reading at elementary for the lowest 10% of students, Leveled Literacy Intervention during the school day and attendance teams monitoring student attendance plans.

At the middle schools, Interventions include after school tutoring and attendance teams monitoring student attendance plans.

At the high school, interventions include credit recovery labs (in-person and through online school programs), after school and Saturday interventions for students at high school not on-track. Attendance teams regularly monitor student attendance plans.

22. 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 provides credit acceleration, dual credit options, advanced coursework opportunities, and the TAG program supports the academic needs of students, including for focal student groups, who have exceeded state and national standards.

23. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

At Woodburn middle schools, students can take a Career Explorations course as an elective course offering. At the high school level, students can access CTE programs of study at the high school or at the WCA. There is a programs coordinator at the high school that coordinates the CTE opportunities.

Career guidance and academic counseling is provided by coordinators, success coaches, counseling and teachers through CCR and advisory lessons.

24. How are you providing equitable work-based learning experiences for students?

The District provides students with work-based learning opportunities, job shadow experience, career fairs and access to a variety of career and technical education programs and pathways.

25. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Through strategic investments, MTSS monitoring of progress markers, student outcomes, and instructional experiences, the District will ensure that student academic and technical skills improve. The District will maintain and expand well rounded education opportunities, CTE programs of study, and access to postsecondary credit in high school.

The district will continue to monitor student outcomes in these areas and work with constituent groups to improve and expand programs.

26. What activities will you offer to students that will lead to self-sufficiency in identified careers?

Beginning in middle school, students work on their plan and profile through Naviance and begin learning about the skills and qualifications for their identified career interests. Students have experiences through field trips, career counseling, and job shadowing opportunities. Through a well rounded education, students gain career and 21st century work and life skills.

CTE Focus

27. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

All students and families, including those from focal groups, learn about CTE course offerings through a course catalog, informational events during and after school, CCR lessons, forecasting, family nights, meeting with counselings, case managers, and home school contacts.

28. How will you prepare CTE participants for non-traditional fields?

The District provides a well rounded education for all students that prepares them for college, career, and life. Through individualized student plans and profiles and learning tutorials tailored toward student interests. Also, through work related learning opportunities students develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work.

29. Describe any new CTE Programs of Study to be developed.

The District is exploring new CTE Programs for students through the student forecasting process to determine student interest.

Engaged Community

30. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

The District has made efforts to continually find more effective ways to engage with families, students, staff and the larger Woodburn community. Based on the feedback the District received throughout this process, it is still evident this is an area of needed growth, especially with regards to two-way communication and community engagement. The district struggles with a gap between communications out to groups and the end-users perspective of what they have received from the District.

The district needs to improve community engagement with families that speak languages that are low incidence in our district such as Mixteco, Mam, Qanjobal, etc. The District will continue to find community partners that can support with translations and interpretations, especially for the Mesoamerican languages.

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The district has not been thoughtful about coordinating focus groups and surveys that are going out to families from different departments and schools. Families are not responding to surveys at rates that are as high as we would like, and this may be due to sending out too many surveys or because this is not the community's preferred method to provide feedback. Going forward, all surveys and focus groups will be coordinated through the District leadership team.

31. What relationships and/or partnerships will you cultivate to improve future engagement?

The District plans to increase partnerships to enhance the CTE programs at the high school. These partnerships will provide students opportunities to engage in work related experiences that will better prepare them for post secondary career opportunities.

The District will continue to enhance the Site Councils so that they can serve as partners as stewards of the implementation of the District Strategic Plan in each school. The District has an established District Parent Advisory Council, and the goal is to have a Parent Advisory Council at each school.

This year each school implemented Student Voice committees, and this is a practice that will continue in an effort to identify the needs of the students, which may lead to new or increased community partnerships.

The District and staff will continue to engage in order to provide students with an enriched, diverse, and comprehensive whole-child education, which:

- improves physical and emotional health;
- promotes safety and belonging through restorative practices;
- engages learners in critical and creative thinking;
- supports learners to achieve academic proficiency, including the effective use of technology;
- fosters leadership in our communities and beyond;
- includes educators, students, and families in making decisions about their work, their instruction, and their school community.

32. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

The District Strategic Plan is a roadmap that outlines the goals and objectives for the District. One of the goals in the plan is to foster a culture of engagement and partnerships. In order to do this, the plan identifies the following objectives:

- Each student will be empowered to cultivate community relationships leading to service learning and civic opportunities that support their academic and life goals.
- Family and community members will be empowered to participate in school and district activities and have an active voice in decision-making

The Community Engagement Toolkit will be a useful tool to find ways to better engage with school and community partners in order to meet the above objectives.

33. How do you ensure community members and partners experience a safe and welcoming educational environment?

The District implements procedures that create a safe and welcoming environment. To create a welcoming environment, the District has established a Welcome Center. All families go to the Welcome Center to enroll in the district, which provides them with the opportunity to connect with district programs such as the Migrant Program, English Learner services, the Students in Transition Program, the Teen Parenting program, and the After School Club. At the Welcome Center, families meet staff and receive information about the district and the schools. The Welcome Center and each school has Home School Contacts (HSC), which serve as liaisons between the schools, families and the communities. The HSCs foster relationships with families and ensure they have the resources they need in order to allow students to focus on learning. The District also employs bilingual family engagement specialists that partner with the schools to engage with families.

34. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Arthur Academy has done work separately to create their integrated plan. The District will continue to support Arthur Academy student's.

35. Who was engaged in any aspect of your planning processes under this guidance?

- X Students of color
- X Students with disabilities
- X Students who are emerging bilinguals
- X Students who identify as LGBTQ2SIA+
- X Students navigating poverty, homelessness, and foster care
- X Families of students of color
- X Families of students with disabilities
- X Families of students who are emerging bilinguals
- X Families of students who identify as LGBTQ2SIA+
- X Families of students navigating poverty, homelessness, and foster care
- X Licensed staff (administrators, teachers, counselors, etc.)
- X Classified staff (paraprofessionals, bus drivers, office support, etc.)
- X Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- X School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- X Business community
- X Migrant Education and McKinney-Vento Coordinators
- X Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- X Regional STEM / Early learning Hubs
- X Community leaders

36. How were they engaged?

(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
 - Focus group(s)
 - Roundtable discussion
- Community group meeting
 - Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
 - CTE Consortia meeting
 - Email messages
- Newsletters
- Social media
- School board meeting
 - Partnering with unions
 - Partnering with community-based partners
 - Partnering with faith-based organizations
 - Partnering with business
 - Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

37. Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Youth Truth Survey results - This survey collected information about student engagement, relationships, school culture, college and career readiness, social emotional learning, academic challenge, belonging and peer collaboration. obstacles to learning, and instructional methods.

SHBC Needs Assessments - This needs assessment is guiding the District in determining how to best provide mental and physical health services for students and families. This needs assessment process will provide the partner input needed to plan and move forward in a way that will best meet the community's needs.

[Strategic Plan](#) - The Strategic Plan Committee met 4 times throughout the year to revise the District's 3 year Strategic Plan. The committee engaged in a comprehensive process that engaged school and community partners through 2 days of in-person focus groups. The focus groups were led by a consultant that provided opportunities for partners to give input on the proposed revisions. The committee then took this feedback to make additional revisions. The District now has a 2023-26 plan.

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Dual Language Family Survey - Woodburn is a PK-12 dual language district. This survey was used to gather data about the district's language programs, why families are choosing to access a specific program and how we can improve the language programs.

Oregon Healthy Teens (OHT) Survey - OHT is fundamental to ensuring that young people arrive at adulthood with the skills, interests, assets, and health habits needed to live healthy, happy, and productive lives in caring relationships with other people. The information gathered in this survey will enable the district to know what proportion of their young people are developing successfully and what proportion is having problems. It also allows the District to assess whether the things we are doing are improving outcomes for students.

37. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

- District communications include Superintendent Newsletter, district website, school communication tools, flyers, social media, and family nights. Communications are provided in English, Spanish and Russian and other languages as needed.
- Surveys (consult): 6th, 8th and 11th grade students completed the Healthy Teens Survey. Students in grades 9-12 also completed a survey for the Student Based Health Center (SBHC) needs assessment during students' advisory class, which every student attends. An additional 72 survey responses were received from the community as well. Staff, students in grades 3-12 and families completed the Youth Truth Survey.
- Student focus Groups (consult): Newcomer students grades 9-12 participated in a focus group related to health needs. A mix of students, 9-12 were invited to participate in another focus group at the high school regarding health needs. High School student focus groups were also invited to provide feedback on the revised District Strategic Plan.
- SBHC Groups (consult): Migrant parents were invited by phone and email to participate in a focus group regarding health and mental/behavioral health needs of their student(s).
- Dual Language Advisory Board (involve)- This board makes recommendations regarding language programming. The board created a survey that was sent to all families to gather data about the district's language programs, why families are choosing to access a specific program and how we can improve the language programs. The survey was also completed at the Title III Family Nights for students in grades 4 and 7.

38. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

- All staff were invited to participate in a survey regarding student and family health needs for the SBHC. These were sent out to staff through the Office of the Superintendent via email and newsletter. (consult)
- At all district professional development sessions exit tickets are completed by staff. This data is

collected through a Google Form and is used to determine future professional development needs and to identify ways to improve the delivery of professional learning opportunities. (consult)

- Strategic Planning (collaborate)- The planning committee met for 4 days to revise the District's Strategic Plan. Additionally, focus groups of staff, HS students, business leaders, and community organizations had opportunities for input via in person meetings.
- Strategic planning listening sessions - All administrators, licensed staff, classified staff, and confidential staff were invited to an in-person session with the consultant leading the Strategic Plan revisions to provide feedback on the revisions. The Strategic Planning Committee used this feedback to make adjustments prior to finalizing the 2023-26 plan. (involve)
- Building leadership teams engage in a comprehensive data analysis of multiple student data and plan for school improvement at the beginning of the year, middle of the year and end of the year. (collaborate)

39. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The Strategic Plan process indicated the path the district is on continues to best reflect the needs of our students and school community. The goals and objectives changed slightly, but the overall direction of the district remains constant.

1. School-Based Health Center Grant Planning:
2. In the area of Behavioral and Physical Health, the overall feedback data identified the following priorities:
 - a. Increase support for student mental and behavioral health
 - b. Increase in physical health services is needed
 - c. Increase systems for access to school health professionals and behavioral health

Dual Language Survey Identified Needs:

1. Increase communication to families, staff and students about program activities and understanding the purpose of the dual language program
2. Increase access to courses in Spanish and Russian, especially at the secondary level
3. Review the instructional practices at each grade level to ensure there is consistency from one class to the next.

Youth Truth Survey:

- Continue to build and support Tiered behavior and SEL systems
 - Staff are asking for more Professional Development in this area
 - Staff and community feedback requested more social workers, behavior specialists, counselors, and mental health staff
- Staff want differentiated professional development in the areas of literacy, dual language instruction and math
- Students do not feel they have meaningful relationships with teachers at 9th and 10th grade
- Students do not feel ready for college and career opportunities

40. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

As the high school CTE pathways are further developed, a key component will be to identify community partners and employers that can provide students with work-based learning experiences. The After School Club partners with the high school to provide work-based learning experiences for students at the elementary schools. The District also hosts the Woodburn Area Chamber of Commerce Greeters monthly meetings. This is an organization that brings together community leaders and business owners. The District is cultivating partnerships and relationships with these leaders, which will provide opportunities for expanding work-based learning experiences for students.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

41. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Our strategic plan and our district practice is to seek out bilingual/bicultural educators for positions at all levels. We have all of our materials in English, Spanish, and Russian, and conduct interviews in the candidate's primary language. We recruit across the country, from the smallest to the largest hiring events. We also have partnerships with Chemeketa Community College and Pacific University to provide pathways to teaching careers for participants in our grow-your-own program.

For the first two years, educators are provided a mentor to help them navigate the challenges faced by early educators and then we have coaching available for the next three years after their mentorship years.

42. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Recursive reviews of student growth and achievement data are in place to assist us in placing more effective teachers with our most needy students. Since most of our students are students of color, learning English, and experiencing poverty, this is a system-wide issue of constant improvement and professional development.

43. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

We are in the process of exploring restorative practices to replace some of the more traditional approaches to discipline. Our discipline percentages generally match our students. With the recent sharp rise in gang activity, we will have some instances where removal from classroom and school grounds may still be necessary.

44. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

The needs assessment process relies upon student data, educator feedback, strategic plan initiatives and investments, and school board direction.

Each spring, school and district leaders review academic achievement and growth, SEL, attendance and behavior data to find areas of improvement for students. Then we gather feedback from educators about their perceived needs of professional improvement, and review school and district goals.

From that thorough review of the information, we develop a PD plan for the upcoming school year, utilize our coaches and building and district admin to deliver the PD, and monitor the progress our students make throughout the year as we prepare to employ the cycle again for the following year.

45. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

For the first two years in our district, educators are provided a mentor to help them navigate the challenges of early educators and then we have coaching available for the next three years after their mentorship years. We have seven instructional coaches who work with teachers to provide research-based approaches to learning and instruction. They also employ a co-teaching model in order to help educators understand the planning process and the feedback loop.

46. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

We have regular building level data team (PLCs) meetings who review student data and monitor for students who may be at risk for failure. We also have specific personnel (graduation specialist) in our high school campuses who focus on supporting students who help students find success on their pathway to graduation. Additionally, we have an alternative high school for those who need a smaller, more personal learning environment with additional opportunities for work experience and technical training.

For our younger students, educators regularly review data and along with principals, develop strategic goals at the school level which align with the district and board goals. We have staff who are dedicated to providing additional academic support at all elementary schools, whether it's small group instruction, support in a whole group, or 1-on-1.

47. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

The district has a preschool coordinator that works directly with the elementary schools to ensure a smooth transition for students entering kindergarten. The coordinator facilitates family nights at each school and students visit kindergarten classrooms during the school day. The District also offers a jumpstart kindergarten program in the summer.

Students transitioning from elementary to middle school visit the middle schools for a tour, to learn about courses, extracurricular activities and to experience a day as a middle school student. This year they will forecast for classes as well. The district also offers a middle school jump start summer school for students entering 6th grade.

To help students transition to high school, lessons are done during their advisory period that provides information about high school, graduation requirements and with forecasting for classes. The high school also hosts a family night where information is shared about graduation requirements, programs, pathways and course options. This year there will be a bridge summer school for students entering 9th grade.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- [Equity Lens Utilized](#)
- Community Engagement Artifacts
 - [Youth Truth Survey](#)
 - [Dual Language Survey](#)
 - [Strategic Planning Committee](#)
 - [School Based Health Center Needs Assessment](#)
- Board meeting minutes
- District Charter Program Agreements (if applicable)
- [URL where grant application is publicly posted](#)
(<https://www.woodburnsd.org/departments/business-office/integrated-plan>)

Assurances

The applicant provides assurance that they 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.

- ✓ By checking this box, you provide assurance that 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.
- ✓ By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)
- ✓ By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)
- ✓ Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process
- ✓ HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.