

Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. **(500 words or less)**

The district has a comprehensive continuous improvement process that reviews multiple data sources, including input from students, families, and staff annually in June and at least quarterly to monitor the effectiveness of the district and building goals. The data analyzed included attendance, behavior, 9th grade on track, graduation data, and academic performance in reading and math. With the help of the WESD, the disaggregated data allows us to compare our students' growth, especially for the focal groups of students navigating poverty, students with disabilities, and are Hispanic. The 2021 YouthTruth survey analysis also provides information on how our families, students, and staff experience school. The 2021 Systemic Equity Assessment Reports include qualitative/anecdotal data from the in-person interview of staff and specific focal groups of families/students of color. Reviewing these key data sources supported the needs assessment process, identifying the investment opportunities in the strategic plan.

The results of the needs assessment identified strengths and opportunities for growth:

Strengths:

- District graduation rate is improving and above the state average (SHS 21-22 88% increased by 4%)
- Implementing RULER and DESSA supports improved Social and Emotional Learning for K-8 Students.
- Implementing CTE programs and College Readiness Systems (AVID) effectively supports student achievement and aligns with student interests. (SHS Counselor Survey)
- Implementing behavior specialists, specialist instructional support for emerging bilingual students, and high school counselors are providing more support for our student focal groups.

Growth Opportunities:

- Create opportunities to engage students and families/communities.
- Increase mental health and behavioral support for every student. (Attempt to contract with or hire mental health professionals to be available on-site for students has been a persistent challenge)
- Respond to academic challenges and students' sense of belonging (YouthTruth Data).
- Include professional development for staff on meeting the needs of focal groups of students, implementing curriculum, developing intervention systems, and increasing student sense of belonging.
- Increase attendance rates of all students. (**Attendance rates:** 9-10 68.7%, 6-8 58.7%, K-5 65.5%. All grade levels significantly decreased attendance during the 21-22 school year and are below the state average.)

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- Create a district team that regularly reviews data (academic, attendance, and behavior) to determine if current procedures/policies support student learning outcomes.⁴
- Grow literacy and math skills for every student. (**8th Grade Math: 9% lower (18%) than the state average (27%), 3rd Grade ELA Performance:** Declined pre-pandemic, matching Oregon average at 40%)

Examining this data has informed the strategic plan, outcomes, strategies, and critical investments for the integrated guidance process included an expansion of reviewing data from our key focal groups.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

Through our community engagement efforts, the needs assessment process, and the examination of data, the following priorities emerged, and the intended outcomes for the next four years include:

- Create and implement a comprehensive school behavioral and mental health system to support students' social-emotional and behavioral learning needs.
- Create opportunities to engage the community throughout the year to assess what we are doing well and where we can improve.
- Create, sustain, and grow culturally supportive, high-quality instructional practices in every classroom.
- Increase students' sense of belonging, safety, and well-being at school.

Key priorities from engagement efforts supported that NSSD needs to focus on:

- Decreasing the academic disparities (3rd-grade reading, 9th-grade on track) of students with disabilities, students navigating poverty, and our emerging bilingual students. Increase coordination of services to support multi-tiered level supports for focal group populations' mental health, attendance, and academic learning needs.
- Offering various pathways at the high school level, decreasing barriers for students to access courses based on student interests, and ensuring college and career readiness.
- Increasing the number of students on track to graduate by the end of ninth grade, ensuring that (students with disabilities and English language learners) are enrolled in the appropriate courses to ensure on-time graduation.
- Creating and implementing more opportunities to encourage, value, and amplify student and family voices, including students with disabilities, navigating poverty, and emerging bilingual students.
- Providing more resources for serving students from focal groups in secondary career and college readiness courses.
- Establishing effective data teams (all sites/district level) to review the impact of data collection on improving student outcomes.
- Increasing all students' academic achievement and growth by using culturally supportive and evidence-based classroom practices (STAR framework, WICOR strategies, and academic language

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supports) and building capacity for general education teachers to support learners in our focal groups.

- Providing professional learning, coaching, and planning time for teachers on research-based instructional practices supporting students in improving reading, writing, and mathematics skills.
- Providing quality standards-aligned instructional materials and intervention materials to effectively meet the needs of our community.
- Retaining high-quality staff.

By focusing on these priorities, the district can use grant monies in the following ways: Hire behavior specialists, counselors, support staff, 9th-grade transition support, and CTE staff; partner with community mental health providers; purchase assessment tools: YouthTruth, DESSA; invest in professional Learning Opportunities: CTE, AVID, Literacy, Mathematics, GLAD, SIOP, and equity; invest in career and college preparedness: course supplies/materials, dual credit tuition, and Willamette Promise; support extended and alternative learning opportunities (Options Academy, Locust Street Online Academy, and Willamette Career Academy); and improve instructional core materials and interventions focusing on literacy, mathematics, and social-emotional learning.

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Equity Advanced

(250 words or less per question)

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

The district has partnered with the Equity Collaborative to create and monitor equity-based decision-making and professional learning and is providing support to build sustainable systems. This work has improved the ability of the district to collect more anecdotal data from specific focal groups and to create strategies to increase student and family voices. The district's commitment is to remove financial burdens for families, and there are currently no participation fees for students for all sports and extracurricular activities. Starting in the 8th grade, most courses have decreased prerequisites, preventing them from taking extracurricular and academic activities. The high school has eliminated grade-based provisions for advanced classes. All schools are implementing the college and career readiness system AVID to meet the unique needs of the population of students. There is an intentional and purposeful focus on freshman support by implementing 9th-grade summer transition programs and first-year success classes. All students can access career-technical courses and advanced college preparedness courses. Partnerships with the WESD allow students to attend career tracks in the Willamette Career Academy and Willamette Promise to earn dual credit. Lastly, students can access alternative education options: Locus Street Academy (K-12 online learning platform) and Options Academy (9-12 High School option for students). There is a designated School Community Liaison to help connect parents of Hispanic students to the high school.

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- **What needs were identified in your district or school in terms of equity and access?**

The needs identified in the district in terms of equity and access are gathering input from families, accessibility to disaggregated data, and ensuring regular use of the equity lens throughout the continuous improvement plan. Parent participation in surveys and responding to the focal group forums have been low, with even more limited participation for our Hispanic families. The Systemic Equity Assessment Report recommended that there should be more opportunities to listen to the experience and further suggested that district and school leaders can explore more effective communication platforms while advocating for listening sessions throughout the year to hear parent ideas and prioritize the voices of students and parents of color. The YouthTruth survey also supported that families want more communication from the high school level.

Also, it has been challenging to find partnerships and hire high-quality resources to support all students' high behavior and mental health needs. The staff has indicated they need access to high-quality curriculum and intervention. There is a noticeable achievement gap for our students with disabilities in all monitored data and the Hispanic population past the fifth grade in all categories. The current Student Information Systems makes pulling all the data needed for monitoring challenging and cannot disaggregate data effectively.

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

The district has developed and sustained an ongoing continuous improvement process and reviews multiple data sources in June of each school year. Data sources reviewed include

- 2021 YouthTruth Survey and Analysis results from families, staff, and students.
- 2022 Systemic Equity Assessment Report Recommendations conducted by the Equity Collaborative
- District Needs Survey Information
- All SBAC results (Disaggregated)
- DESSA (Social Emotional Learning)
- Behavior (Disaggregated)
- Local Assessments
- Attendance (disaggregated)
- Graduation and On-track rates (disaggregated)
- Instructional Effectiveness Audit - North Santiam STAR Report conducted by BERC

The district used the equity tools provided by the WESD in the planning process with district teams in the final development of Goals, Outcomes, Budget, and Activities. We also referenced the Adopted NSSD district equity policy.

The district combined the Collaborative Steering Committee and the High School success team to

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participate in the integrated guidance planning. These teams are composed of classified, licensed, and administrative representatives and community liaisons. The equity lens tools were used to examine current strategies and data sources to identify gaps.

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

The potential impacts will be growth for every student and reducing gaps between student groups. funding

Since we have used SIA funding to hire behavior specialists, counselors, support staff, 9th-grade transition supports, and CTE staff, we have provided more student direct support in identified needs. Freshman summer academy, LINK Crew, and the 9th-grade on-track Coordinator will target at-risk incoming 9th graders to support them socially and academically. Credit recovery opportunities will be offered to students throughout the year in a learning lab environment with a licensed teacher and throughout the summer school program. We plan to maintain two part-time social workers/therapists on our high school campuses to increase mental health support. The AVID Coordinators and counselors help develop college and career awareness advisory lessons. Also, there is one designated counselor in 12th grade to facilitate options in college and career choices, offering support for families/students to fill out their FAFSA and other financial aid opportunities.

There will be sustained efforts to implement and analyze data from established assessment tools: Analysis of DESSA to assess the mental health needs and growth in our students, SBAC scores at all grade levels, local assessments in literacy and mathematics, attendance data, YouthTruth survey responses to measure sense of belonging, BERC (instructional effectiveness) and the annual district health assessments to analyze the health of the systems that are in place.

Increasing professional learning opportunities for all staff, including CTE, AVID, Literacy, and Mathematics, and improving students' sense of belonging will remain a priority.

- **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?**

While the key performance indicator data shows an upward trend for our Hispanic, economically disadvantaged, and students with disabilities, a persistent gap remains. Barriers include needing to be able to hire high-quality candidates to fill FTE positions and finding partnerships for the targeted mental health needs. Additionally, the current student information system does not provide accessible disaggregated data. There is a continued need to identify and provide interventions for students who have experienced learning loss during the pandemic or are not attending school. Teachers/staff consider this a high priority to bring in more intervention programs or assistants to make growth in reading, mathematics, and social-emotional learning.

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- **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?**

The district follows Policy JECBD: Homeless Students. As outlined in the policy, we have a designated School Community Liaison/Homeless Coordinator for students in homeless situations. They carry out duties outlined in the law and lead the Homeless and Needy Dedicated Services Team (HANDS). This team includes site administrators and counselors. The School Community Liaison/Homeless Coordinator makes personal contact with each family and provides details assessing needs for access to their student's education. They also coordinate transportation and connect families to community services, medical appointments, and other supports that arise. The School Community Liaison/Homeless Coordinator stays current on the McKinney-Vento act, applies for grants, and works with the business manager to use funds appropriately.

CTE Focus

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

Stayton High School offers career and technical classes in Manufacturing/Construction, Agriculture Science, STEM, Human Resources, Business, Arts, Information and Communications, and Biomedical Science. Students can also attend the WESD Willamette Career Academy, which has five programs Cosmetology, Diesel Technology, Health services, Manufacture Technology, and Computer/Science Information. The district covers the cost of enrollment and transportation. All classes are open to all interested students. Students can explore careers to see options other than college. There is a dedicated FTE position to work with teachers and programs to identify financial support and have regular data discussions. There are students with disabilities taking many of the classes within the paths. Over the past few years, there has been an increase of females in the CTE programs, with 40% of our programs including female students. The high school master calendar allows students to take CTE classes and still be able to take core or advanced courses. Also, 8th-grade students can access earlier opportunities to navigate potential career exploration through project lead the way and STEM courses.

- **What needs were identified in your CTE Programs of Study in terms of equity and access?**

When reviewing each program's attendance, enrollment, and participation disaggregated data for special programs and student gender and race, the high school success noted particular focus opportunities in the next four years. They noticed a priority to increase students of color in all programs, increase male participation in biomedical science, and increase females in manufacturing/construction. Additionally, the team analyzed that the program enrollment doesn't match the student survey, indicating that many of our students would like to be in the biomedical or engineering field. Lastly, some programs' current CTE classes are relatively large; smaller classes allow for more differentiated instruction to ensure students have adequate hands-on training. There is an opportunity for more longitudinal data to show

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9th-grade representation in all of the programs offered. Overall, the team has not reviewed this type of data in the past since the data analysis used by the program does not allow for pulling appropriate data, and human error is evident in the data collection.

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

The district has identified that current communication and recruitment efforts include one-way communication from the CTE/Career Pathway Coordinator through newsletters and social media posts, family engagement nights, and 9th-grade information nights. Counselors can work with individuals interested in program opportunities. However, there needs to be a particular effort to recruit specific demographics of students.

- **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?**

While all students are welcome to take all classes, and the school identifies a clear inclusion policy, there are increased opportunities to target students who have determined that career technical fields interest them. Currently, 8th-graders who attend a transition night with CTE programs can ask questions about individual programs. Additionally, there are bilingual supports (translation of materials on-site). To decrease financial barriers, course fees, enrollment costs, and transportation are covered for all participating students. We need to increase better access to families and more exposure to the medical program.

Well-Rounded Education

(250 words or less per question)

- **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).**

The district commits to providing opportunities that align with every student's interests and needs to be future-ready. Courses that include technical, visual and performing arts are offered throughout a student's K-12 experience. Schedules reflect in early elementary that students can take introductory courses in music and art. Through the hands-on exploratory curriculum, STEM is embedded in earlier years, and some schools offer extended STEM opportunities. Both secondary schedules at all buildings are created to include students having access to electives of interest, academic support, and advanced courses of study.

NSSD believes that focusing on evidence-based practices in the classroom will yield the most significant result in student learning. Investments in the Baker Evaluation Research (BERC) Institute, Advancement via Individual Determination (AVID) for College and Career Readiness System, and RULER help provide frameworks for instruction, high leverage strategies, and emphasizes whole child development and learning practices. Teachers are allowed to engage in professional learning that fosters culturally

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supported reading, writing, inquiry, organizational skills, and collaboration strategies. The instructional framework enables teacher alignment for students to be ready to learn (environment and differentiated), what to learn (purpose and expectations), talk to learn (questions and discussion), and model to learn (concepts and processes).

The K-8 schools also use an SEL curriculum RULER for social-emotional learning and activities and use DESSA to monitor student needs and growth in the CASEL Indicators. The RULER program is a school-wide approach that involves systematic professional development for adults and teaches emotional intelligence to students.

- **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?**

Elementary: All elementary schools have a music teacher who meets with classes 1-2 times a week to give them access to music, play, and sing. Additionally, art is incorporated weekly and throughout the core lessons to highlight art concepts. PE is embedded into every student's schedule and led by a designated PE teacher.

Middle School: All middle schools have music teachers and offer band and choir options for students. Certified teachers offer art and STEM electives during "wheel" opportunities to expose students to many interdisciplinary concepts before reaching high school.

High School offers the following course opportunities:

- Drama: Theater 1, Advanced Theater, Honors Acting, Technical Theater, and Theatrical Directing
- Music: Jazz Ensemble, Percussion, Ensemble, Symphonic Band, Young Voices, Concert Choir
- Arts: Yearbook, Drawing 1/2, Painting 1/2, Intro to Art, Ceramics 1/2, Digital Graphics, Family and Consumer Science

- **How do you ensure students have access to strong library programs?**

All schools have a library with a full-time library assistant. These positions help implement digital literacy skills, digital citizenship, and tools needed for students to access resources. Libraries have processes to order and keep the library updated with relevant and current resources. Elementary and Middle Schools use the library weekly, and the high school keeps its library open before/after school and during lunch for students.

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

The Superintendent approves all building schedules to ensure an appropriate lunch, recess/recreation, and PE minutes built into the school day. The high school lunches are 35 minutes long and allow students to meet and socialize with their peers during designated areas. The high school offers an off-campus lunch incentive for students two days a week.

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

Elementary teachers use Mystery Science as their core science curriculum, which includes hands-on kits and learning activities. Teachers developed a year-long sequence at every grade level. These kits and instructional materials ensure students have opportunities to engage with science and engineering practices within each unit of study. Additionally, many Elementary Schools have maker spaces open to students periodically throughout the year and during summer enrichment exploration.

In addition to the core NGSS-aligned Discovery Education program, Middle School incorporates STEAM opportunities at every grade level within its elective courses. Teachers offer six-week robotics, Paxton/Paterson labs, and pre-engineering courses.

The high school provides seven career-technical education course pathways, NGSS-aligned science standards courses, and other electives that connect to STEM interests.

- **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 committed to sustaining standards-based instructional materials, updated scope and sequence and learning skills, and intervention programs that are accessible to monitor student achievement and provide intervention. Teachers work in PLC groups to design instruction, review data, and work with supervisors to monitor student outcomes. The Fountas and Pinnell Benchmark Assessment System (BAS) and Leveled Literacy Intervention are the current assessment and intervention programs used at the K-3 levels for reading.

NSSD follows a systemic process for curriculum adoptions that follow as closely as possible to the Oregon Department of Education's instructional materials schedule. The core curriculum for Health, Social Studies, Science, and Math has been selected and purchased. The Language Arts curriculum is set to be adopted in Spring 2023. Part of this process ensures that teacher lead committees are trained on content standards, division 22 assurances, district policy on inclusion, and culture-rich materials. District teams include core content teachers, specialists (SpEd, EL, Reading Specialist), and administrators from every building at every grade level. The process reviews state-approved resources ranking them based on district-identified priorities and seeking input from community and staff stakeholders. Each committee reviews the district's previous scope and sequence work with that of the new materials and re-aligns objectives during implementation. Additionally, materials adopted as independent resources are evaluated according to the instruction material evaluation tool adopted at ODE and the NIMAS requirements.

A site administrator and team can request supplemental materials per policy to support aligned intervention and enrichment materials.

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

All teachers follow an evaluative rubric that provides the district instructional framework. Teachers are expected to engage students to learn at a high level by asking higher-order questions, having students share learning, clarifying purpose, identifying student culture/interests, and setting strong classroom culture/expectations. Programs that target professional learning for our teachers are being refined to meet the ever-changing demographics' needs and align with the (Baker Evaluation Research Consulting) BERG group evaluation tool adopted eight years ago. The Four Habits of Powerful Teaching and Learning are coached regularly, with principals in all classrooms, at least once a month, if not more often. Professional development is offered throughout the year for teachers in high-leverage teaching practices, differentiation, behavior supports, attendance, and content knowledge. Teachers and administrators are encouraged to deepen their understanding and increase their skills to improve instructional practices and leadership. This work directly impacts student achievement. The 2023 instructional audit indicates that 81% of classrooms observed were aligned with Powerful Teaching and Learning and has increased by 26% since 2015. The district has a new staff academy that targets intentional exposure to the instructional framework and is supported throughout the year with new staff forums highlighting the four habits and the alignments between AVID strategies. The BERG group does an annual instructional audit and provides district and site-based reports. AVID is calibrated using the CCI and quarterly AVID walkthroughs to collect evidence around the implementation and measurement of WICOR and future-ready culture.

- **How will you support, coordinate, and integrate early childhood education programs?**

Stayton Elementary school has partnered with Preschool Promise and we have two full time preschool classrooms.

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

8th-grade students are invited to visit SHS in the Spring before their First year at a Future Eagle Night. They are given a campus tour and visit booths set up by clubs, co-curricular activities, and athletics. Counselors, AVID Coordinators, and high school students visit the schools to share CTE Pathways and AVID Support programs and present other available classes. Advisory/Homeroom lessons offer students with SEL curriculum and career/college exploration and help students develop individual learning plans to help navigate high school courses.

Summer opportunities, including CAMP 9, bring targeted students in to give them academic, behavioral, and leadership training on-site at SHS before the school year begins. The summer algebra readiness program invites incoming 9th graders who need skill development in algebra to be prepared for Algebra 1 to support their success to be on track to graduate. 9th grade students take either AVID, high school success or Freshman Focus 9th grade students take either AVID high school success or Freshman Focus to help them with time management and organizational skills and develop relationships with their teachers and peers to support them throughout their first year.

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The high school offers family nights and support sessions to communicate high school expectations and facilitate post-secondary transitions with FAFSA, scholarships, and financial aid. The CTE/Career Pathway Coordinator sends weekly SMORE newsletters and posts them on social media. College visits and career days are hosted at all schools at all levels.

- **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?**

Each school has a student intervention/success team in place and meets routinely to monitor student attendance, behavior, and academic success. There is also a process in which teachers can submit concerns about students to the team. Data is collected and discussed using protocols, and the determination of support needed is drafted and shared with students/families when appropriate. The high school has an additional 9th grade on the track team that meets with 9th-grade teachers to look at data disaggregated by focal groups. This team is developing processes to analyze students' success and determine appropriate intervention supports. Through these meetings, students may be selected to be eligible for special education services or need to connect with a community liaison.

We participate in our Regional CTE consortia, and our CTE/Career Pathway Coordinator meets with this team regularly to monitor progress on Perkins Performance targets. Students struggling in this program are referred to the high school success team if one-on-one interventions are unsuccessful.

There is a need for district alignment and systems for evidence-based math interventions at all levels.

- **What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

North Santiam School District strives to meet the needs of all learners by fostering all to reach their full potential. TAG students' needs require a flexible range of support options, and each building forms a wrap-around team to identify and select the best service options to meet the student's identified needs. We have district policies and procedures (Code: IGBB, IGBB-AR, IGBBA, IGBBC, IGBBB, IGBBBD) for identifying students who qualify for TAG. At K-8 sites, local performance assessments, SBAC results, and teacher teams often recommend a student for enrichment opportunities. At the high school level, Dual Credit Courses in math, science, English, Spanish, Education, and Social Studies are available, and students can also participate in Early College High School.

- **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?**

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The College/Career Coordinator does the following to support guidance for students and families:

- A bi-weekly newsletter that includes job opportunities and career-related opportunities.
 - Experiences including college visits, Engineering Day, Construction Day, Career Night and Career Expo, Interview fair, Job and Career fair in conjunction with the Stayton-Sublimity Chamber of Commerce
 - Field trips to career fairs and companies
 - Bring in people for career presentations.
 - Health occupations course includes career modules, presentations, guide speakers, hospital internships, and project lead the way career explorations.
 - Advisory/Homeroom lesson in career exploration and resume building.
- **How are you providing equitable work-based learning experiences for students?**

The district ensures that all students do not have financial or transportation barriers to participation in all work-based learning experiences. Internship opportunities for all students are offered and communicated through announcements, social media posts, and newsletters. Technical preparations for students are available in biomedical classes using specialized hands-on modules. Students manage the student store as part of the business classes. The master schedule includes double-blocked periods so students can participate in work-based learning experiences, including internships at the local hospital, building a house in the construction program, and attending programs offered by the Willamette Career Academy.

- **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.**

Counselors, the CTE/Career Pathway Coordinator, and CTE teachers work with students to build schedules that can optimize a student's learning path, including core subjects, CTE classes, and courses that interest the student. Additionally, NSSD has partnered with Willamette Promise and offers dual credit courses in Math, Spanish, English, Social Studies, and Chemeketa Community College.

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

All career pathway courses have a certified teacher and typically someone who served in the industry as a career, which allows students to be in apprenticeship opportunities. Our Manufacturing/Construction courses have hands-on training related to home building, wood milling, and welding skills, which could lead to certifications before exiting high school. The Education courses connect students with teachers and develop skills beyond an assistant teaching role. Our biomedical science classes include coursework where students rotate through modules demonstrating mastery in the medical fields skills like phlebotomy and suturing. This year, students in Biomedical Science have a semester internship at the hospital. In the Business courses, students learn about selling, marketing, and entrepreneurship and operate the student store.

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The additional programs offered at the Willamette Career Academy allow our students to complete certifications in pathways that we could not support. The most popular choices are cosmetology and diesel mechanics.

Beyond the classroom, there are extracurricular clubs where students can demonstrate their skills during FBLA Leadership conferences, FFA activities, and SKILLS USA competitions.

CTE Focus

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

While all students are welcome to take all classes, and the school identifies a clear inclusion policy, there are increased opportunities to target students who have determined that career technical fields interest them. Currently, 8th-graders who attend a transition night with CTE programs can ask questions about individual programs. Additionally, there are bilingual supports (translation of materials on-site). To decrease financial barriers, course fees, enrollment costs, and transportation are covered for all participating students. We need to increase better access to families and more exposure to the medical program.

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

The school has elevated expectations for students' understanding and demonstrating basic work skills that our industry partners highlighted as challenging in hiring employees: attendance, appropriate phone use, following directions, and appropriate language in the field. Our programs are committed to hands-on training, but our teachers also understand the connection between building relationships with our students and modeling why these skills are essential to developing. The SHS Counselor survey indicates that students are interested in pursuing careers in entertainment, the arts, starting businesses, and public safety. We offer electives that allow time in students' schedules to take these electives alongside their core and CTE focus.

[Response to ODE Finding: SHS targets CTE participants in non-traditional fields by spotlighting female students in the manufacturing/Construction pathways to illustrate female achievement. Additionally, there is a partnership with WCA to ensure enrollment of female students in the diesel mechanics program; the Skills USA club takes field trips to the Women in Trades Conference, the FFA leadership team is primarily female, and the female Public Safety teacher intentionally recruits female students to the program.](#)

- **Describe any new CTE Programs of Study to be developed.**

The SHS counselor survey showed a significant student interest in becoming electricians, which we do not offer. Our manufacturing teacher was an electrician before becoming a teacher and is excited to take on how to build these skills in his current classes and develop more courses to support this interest.

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Other new courses that can support career interests identified by students in the SHS Counselor survey: Fire science program: Multiple classes have students get certified and trained in firefighting internship with fire departments, an internship with forestry for wildland, grow the program. Further, develop the business program to include finance and or accounting principles.

The high school success team also discussed offering more options in 8th grade, holding CTE summer camps, and offering an elective wheel for 9th graders to sample all the career pathways offered at the high school.

Engaged Community

(250 words or less per question)

- **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 varied in the approach to community engagement by using district surveys, forums, community engagement subcommittee of the school board, empathy interviews, and school community nights. In the past two years, NSSD has partnered with the Equity Collaborative to expand engagement activities to include more focal group activities for our students in particular populations. One barrier to our engagement efforts is participation. Additionally, the district can better analyze data with the community to help inform practices and policies. It would be good to reinstate the community engagement team and recruit parents and students to join the group.

- **What relationships and/or partnerships will you cultivate to improve future engagement?**

Reviewers have recognized that we can find more ways to include our families and the community more often and plans to increase this engagement further. We plan to use our partnership with the Equity Collaborative to build sustainable systems to lead focal group listening sessions as a practice and to help build community partnerships. The district's School Community Liaisons are critical in communicating with our Hispanic community, students navigating poverty, and students experiencing homelessness.

We have also leveraged the WESD to utilize many of their local service options, including:

- Student Services Support: MWEC, WCA, Willamette Promise, Attendance, Behavior Response, Suicide Prevention, School Safety and Preventing Crisis Response Team
- Leadership/Systems Support: School Improvement Leadership Consortium, Student Success Act Support, Data Analysis/Coaching
- Professional Development: Regional Educators Networks

- **What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?**

Integrated Application Template (Optional)

We want more tools to support best practices for ongoing engagement, how to best data with the community to elicit safe and welcoming feedback, and what is available regionally to connect with and collaborate with our focal groups.

- **How do you ensure community members and partners experience a safe and welcoming educational environment?**

Our instructional framework and AVID implementation expect all our adults to create safe, welcoming environments based on forming meaningful relationships. Practices visually seen at every site include building administrators welcoming students to school and teachers welcoming students into the classroom. Families have access to leaders/teachers every morning, which may allow families to connect or share concerns informally. The district has made a concerted effort to highlight relational capacity as an integral part of our education system. We continue to strive to bring relational capacity to our community engagement sessions. It is embedded into school routines and modeled in community activities.

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

NA

- **Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)**

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

Integrated Application Template (Optional)

- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

- 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.

- **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?**

These specific artifacts demonstrate the district's commitment to a broad and deep analysis of all stakeholders in the community.

Artifact #1_Equity Collaborative Listening Sessions and Executive Summary - families, students, and staff responses to focal group questions during in-person interviews. Themes and recommendations are presented from quantitative and qualitative data.

Artifact#2_NorthSantiamSD_STAR_Report_Spring2022 - Annual instructional strategies audit for every district-certified teacher aligned with the 4 Habits of Teaching and Learning. This data is longitudinally compared over the past eight years and informs professional development and coaching opportunities.

Integrated Application Template (Optional)

Artifact#3_YouthTruthData and Communications - district survey of families, students, and staff that uses validated survey instruments and produces synthesized data to equip leaders to integrate insights into planning, professional development, and improvement processes.

Artifact#4_HighSchoolSuccessTeam Data Meeting for Integrated Guidance - High School Success team reviewed and analyzed attendance, participation, and demographic data for students related to social-emotional learning needs, career and college interests, and student sense of belonging.

Artifact#5_NSSDDistrictGoalsWorkshop and Evidence - Demonstrates how the district pulls together site teams to inform the continuous improvement process.

- 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.

Student groups: Students took the YouthTruth Survey during the guide group. Students joined in-person focal group listening sessions facilitated by the Equity Collaborative during their school day. The YouthTruth Feedback Synthesis report was delivered in May, and we disaggregated by a student experiencing poverty, students of color, and students with disabilities. We only asked students to provide input but were not involved with reviewing the data and interpreting the impact on school/district decision-making. These engagement activities concluded that the district must continue finding opportunities to elevate student voices. Themes emerged from each building about what was working well for students and what could be areas for improvement. Each site reviewed the data as a district data team and then with their staff to develop a shared understanding of student experiences.

Families: Our local families received the YouthTruth Survey and were asked to provide input on how they and their children experience school. The Equity Collaborative facilitated in-person focal group listening sessions, including one activity that translated into Spanish. Participation in these efforts could have been higher, but it was clear that families needed more communication from the secondary schools. The Youth Truth Data was shared with the families using our SMORE messaging system and reviewed during a School Board meeting.

- 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.

Staff: All Staff completed the YouthTruth Survey during a late start Monday morning, which is our reserved weekly PLC time. We had almost 100% participation. All teachers were allowed to sign up for an in-person zoom interview with the Equity Collaborative. The results from the YouthTruth synthesis report (disaggregated by building and focal groups) and the Systemic Equity Assessment Report have been presented to staff by their leadership teams. Principals have included data analysis protocols during their

Integrated Application Template (Optional)

beginning-of-the-year in-service days and staff meetings. Many Principals asked staff to compare differences between staff perceptions and those of students/families, determine actions needed to improve current policies and procedures, and brainstorm what else we can do to support student learning.

District Leadership Teams: The High School Success Team and the Collaborative Steering committee met three times this year to look at the expectations set forth by the integrated guidance plan, review data, and collect feedback from each site on what the district should continue to do, stop doing, and suggestions on what we could start doing. These teams had representation from all classifications and district leadership. This team also helped identify priorities from the collected data and reviewed and revised the outcomes, strategies, and budget before it was presented to the school board. Each building generated and prioritized its activities identified by barriers in the focal group data.

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

The community has prioritized that the district improves their communication and family engagement in the secondary schools, students at all levels would like to develop meaningful and positive relationships with their teachers, and there is a need to elevate every student belonging within our district to honor families' varying backgrounds and experiences.

The staff prioritized successfully meeting student educational needs at current grade levels and want to find ways to fill the gaps, increase attendance campaigns and accountability, and continue to increase graduation rates for students with a particular focus on closing disparities seen in our focal groups.

All stakeholders believe the district must continue increasing mental health access for students on campus or through community partnerships and respond to students' behavioral needs. All stakeholders prioritized increasing academic achievement and reducing disparities.

The Integrated Guidance Steering Committee hopes that the district will

- Focus on retaining high-quality staff.
- Hire qualified staff who are trained in diversity education (academic and social)
- Explore and implement a research-based approach to improve attendance
- Focus on enhancing teaching practices that are based on research-supported best practices.
- Make progress towards equity goals and increase the transparency of the long-term plans.
- Provide PD opportunities that address specific mental health needs of students.
- Creates places that feel warm, welcoming, and stable.
- Grows to embrace student voice, career interests, and values.

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

There are many partnerships that we currently have to expand work-based learning opportunities for students:

- Santiam Hospital Partnership: Students in biomedical science classes can go on rounds/spend multiple hours per week shadowing professionals in a hospital setting. Professionals also come to speak with students.
- The North Santiam School District allows Stayton high school students to work multiple hours per week in K-8 classrooms to gain experience in educational settings.

Integrated Application Template (Optional)

- Construction students partner with local vendors in electrical, plumbing, concrete, HVAC, and more while working to build residential homes.
- The NSSD CTE/Pathways Coordinator is a part of the Stayton-Sublimity Chamber board, allowing him to connect with local businesses and industry.
- Partnership with the WESD around the Willamette Career Academy, which has relationships with Salem Health, Pape, and Freres Wood Products
- Regional partnership with the WESD is working to break down barriers towards student work-based experiences, including last summer with North Santiam Paving.
- Local businesses participated in a career fair in the fall to explain the requirements for employment and to talk about opportunities.
- Local businesses will participate in the Spring of 2023 in a career and hiring fair, where students can have a chance to be hired for summer or career jobs.

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.

NA

Strengthened Systems and Capacity

(250 words or less per question)

- **How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal group?**

We have great partnerships with Corban, Western Oregon, Chemeketa, and Oregon State. These partnerships allow us to place student teachers, observe and coach their practices in our classrooms, and hire them into needed positions. We coordinate job fairs, coffee talks, and lunches with students currently enrolled in our partner institutions' education programs.

Most classified staff employed in our district live in or around our community, highlighting the importance of implementing "Grow Your Own" programming. We pay for two years to get a master's degree for those interested in teaching Special Education. We offer flexible teacher pathways allowing our classified to continue working while earning a teaching degree. Currently, our most difficult positions to fill in Special Education, so we also offer incentives, including additional preparatory periods and additional stipends.

New Staff are offered a comprehensive support plan. The program is designed to increase teachers' efficacy in their first year serving in NSSD. Teachers will develop and refine their teaching practice through systematic and explicit support aligned with the Four Habits of Teaching and Learning. Professional learning during our new staff academy and targeted forums throughout the year model the district's instructional framework and common AVID strategies. New staff are assigned an instructional

Integrated Application Template (Optional)

coach who completes one formal cycle of learning driven by the staff's interests. Frequent interactions with the evaluation tool and time to reflect on instructional habits will develop common practices for instruction. New staff can receive three college credits and a stipend for completing this course.

- **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?**

72% of our educators have three or more years of experience in education. When new teachers are hired into specialty positions, English Learners and Special Education, we partner them with a job-alike mentor either in the district or from our local ESD. Our recently retired Life Skills teacher agreed to work back this year as a mentor for our new teacher working on their endorsement.

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

Our K-8 sites use RULER for Tier 1 classroom interventions, including mood meters, meta moments, and class charters. Classroom teachers complete the DESSA tools for all students.

All sites have a student intervention process and use Student Intervention/Success Teams (SIT/SST), where students can be referred based on academic or behavioral needs. Behavior Specialists, Counselors, and Deans of Students offer Tier 2 interventions, including restorative practices, student coaching, communicating with families, and providing targeted strategies to assist student behavior needs. With the addition of the HB344 monitoring of Ever Language Learners, there is a quarterly meeting in which site leaders, counselors, 9th grade on track, and the Community liaisons look at disaggregated data of student academic progress, attendance, behavior, and exclusionary discipline. While we intend to be mindful of our ELs, this team also identifies other focal group trends, and they are included as strategies are discussed to target improvement. There is a need to review how this data can be more inclusive of more focal groups.

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

The annual District Needs Assessment survey includes questions for teachers to provide feedback on previous and future professional learning opportunities. The data from our last teacher survey indicates 90.8% agree that their professional development enhanced their ability to improve student learning, and 94% agree that professional learning opportunities align with the school's improvement plan. The goal of

Integrated Application Template (Optional)

the district is to provide teachers with differentiated opportunities to meet their learning needs; this includes district facilitating in-service days where teachers teach sessions; professional learning communities; individualized out of district requests; after school in-district classes and courses; learning walks within the teachers' learning day; teacher lead book studies; and summer AVID and GLAD/SIOP workshops. The Professional Development Coordinator sends out monthly in-district and out-of-district opportunities, approves out-of-district requests, monitors attendance, and coordinates additional pay funded by Title II grants.

All teachers can request content or specialized specific opportunities through the district TeachPoint software program, where they must identify how the request aligns with either 1) Their professional goals, 2) Their building goals, or 3) The District goals before we approve them to attend outside of the district learning opportunity. The teacher must also commit to bringing back their learning to share with their peers in our district-facilitated activities.

This past year, the Equity Collaborative worked with district, building, and school board leadership teams in a "train-the-trainer" model for equity teams to return to sites and implement strategic professional learning around implicit bias, sense of belonging, and identity.

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

NSSD institutes routine observations, learning walks, and professional learning opportunities around the evaluation rubric and the instructional framework The Four Habits of Teaching and Learning. While instructional coaches within the district work primarily with new staff, they can work with any teacher to enhance their teaching practices throughout the year. The BERC groups calibrate district administrators, staff, and coaches through learning walks using the 4 Habits of Teaching and Learning rubric. All staff in the North Santiam School District (certified, classified, administration, and confidential) are evaluated every year. The district regards the instructional habits of teachers and building leadership as being the most effective and impactful on student learning and, therefore, is committed to the evaluation cycle as a teacher development tool. The collaborative steering committee and the union representation review the evaluation before making revisions.

Instructional performance data has been reported from 2015-2022 and is the most significant longitudinal data source to determine instructional practices. The BERC group performs classroom observations, disaggregates the data by each STAR indicator, and summarizes recommendations for improvement. Reviewing the STAR reports guides the next steps in professional development. For example: What to Learn is still identified as the district's area of growth and focus - 65% of the classroom is clearly observed.

- **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?**

Integrated Application Template (Optional)

There needs to establish district systems to review academic data throughout the year. District leadership looks at the ODE accountability data annually and during the Goals Workshop in June. However, each site has its site-based processes and leverages its SIT/SST teams when a student struggles. Grades are captured and communicated with families every six weeks. K-5 buildings send home student reading and math achievement data in student folders. Secondary sites have students review grades weekly and write goals.

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?

For the transition from early childhood to Kindergarten, the schools communicate with families about orientation nights, where students can visit buildings and classrooms and meet their teachers. Kindergarten students start school one week after other students and teachers meet with each student to perform benchmark assessments. There are two preschool programs housed at Stayton Elementary. The same Principal, Dean of Students, and Behavior Specialist work with the students to identify which students may need extra support transitioning to Kindergarten.

For elementary to middle school transitions, we have two K-8 sites and one 4-8 site. Incoming 6th graders are introduced to the differences between an elementary and middle school and highlight organization skills to succeed with multiple teachers and courses.

Middle school to high school transition features a spring orientation night hosted at the high school where clubs, sports, and specialized courses (AVID, CTE) have booths and information available. High school counselors visit to present forecasting options and help students create schedules that include interests and career aspirations. Summer transition programs for incoming 9th graders include CAMP9 and Algebra Readiness. LINK crew is on-site with just 9th graders on the first day of school. The high school hosts a specific 9th-grade night where parents learn about graduation requirements, intervention options, and communication systems.

Students can attend in-person or virtual field trips to colleges and technical schools to transition from high school to post-secondary. Our local community colleges provide tuition-free courses and early enrollment opportunities.

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

Integrated Application Template (Optional)

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
- Board meeting minutes
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Documentation of Tribal Consultation (if applicable)
- District Charter Program Agreements (if applicable)
- MOU detailing aligned program consortia agreements (if applicable)
- URL where grant application is publically posted

Integrated Application Template (Optional)

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.