OREGON DEPARTMENT OF EDUCATION

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# Small/Rural Schools & Districts *with* CTE 25-27 Integrated Application Template

**ROGUE RIVER SD**

## Needs Assessment Summary

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

   RRSD participated in a review of their comprehensive needs assessment, focusing on areas of growth and next steps for further implementation. This helped to inform equity-based decision making, strategic planning and resource allocation. Leadership teams across buildings participated in reviewing building level data for input at the district level. Teams consisted of certified staff, classified staff, and parents. The district level team consisted of all administrators in the district, Director of Technology, and the business manager. Team meetings were held to review a wide variety of data including progress on Longitudinal Performance Growth Targets, student, family, and staff surveys, diagnostic and snapshot academic data, longitudinal OSAS data, At a Glance data, and building and district level needs assessments. Throughout the needs assessment process and the comprehensive qualitative and quantitative review of the data, the building and district level teams utilized the equity lens questions to review and discuss all decisions and resource allocations to focus on removing barriers and ensuring the identified priorities were based on equity and access to service for all students, including all focal groups.

   REACH- The Needs Assessment process involved staff, families, students, administrators, and teachers. We have gathered multiple points of data and in looking at the trends and themes, we have identified several priorities. Family engagement is an essential part of our home school charter school model.

Teachers talk often with families about student learning. We value their opinions and ideas that will help guide our plan development. Student listening opportunities gave us more information, and we will continue to invite students to find their voice. Staff surveys let us know what is going well and what things to continue or change. We listened to their suggestions and utilized all data to identify priorities.

The HSS team and elementary teaching staff hold weekly meetings in an MTSS model to look at students and their personalized learning plans. These teams look at student data on attendance, academic math and ELA progress, behavior and mental health, and other local data. We are also tracking data on high school graduation rates, 9th grade on track, and 3rd grade reading levels. By looking at all of our data, our priorities are supporting 9th graders to be prepared for the rigors of high school by creating a year-long course for 8th graders, development of HS individual project-based learning, and expanding career investigations. An area of priority for elementary is reading levels and how best to close that achievement gap by offering rigorous research-based literacy instructional practices.

## **Equity Advanced** (250 words or less per question)

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

   Our equity lens is used to ensure we are not negligent in our decision-making progress. This tool is used continuously when making decisions. Building level teams consisted of certified staff, classified staff, and parents. The district level team consisted of all the administrators in the district, one secretary, Director of Technology, and the business manager. Both teams utilize the equity tool in their decision-making process. The equity lens was used when reviewing the data in our needs assessment. The questions from the Equity Lens were reviewed individually, discussed in small groups and then whole group discussions to bring questions, possible barriers, and positive impacts to the entire group to discuss and determine next steps. This helped us make inclusive decisions in determining what our outcomes should be as well as what strategies we would use to achieve those outcomes. This in turn helped inform how we would budget to support those strategies and outcomes. The equity lens was crucial

throughout the entire integrated planning process to ensure we are making equitable decisions.

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

   RRSD ensures classroom instruction is intentional, engaging and challenging for all students. Teachers are mindful of where their students are performing and what changes need to be made. Staff meet in departmental groups and in grade level groups to evaluate instructional strategies in Professional Learning Communities. Teachers have received training on formative and summative assessments so they can properly determine instructional next steps.

   We use our district needs assessment, student achievement data, data on classroom instruction and staff input to create our professional development plans. This data is used to determine the specific professional development needs that the school and district supports. Similarly, we look for trends in the student achievement data and when we notice a specific area of concern, professional development supports are put in place to address those concerns.

   Based on our data, our district focus will be navigating toward a professional development roadmap that prioritizes high leverage instructional practices and a continued emphasis on student social and emotional well being.

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

   Rogue River School district has three board policies to ensure students navigating homelessness are not marginalized. In addition, we have adopted an equity lens to guide our decision-making process:
   - JECBD-AR: Homeless Students. This policy defines “homeless” and clarifies school assignment and enrollment practices.
   - JECBD: Homeless Students. This policy states “homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.”
   - JEC: Admissions. This policy directly protects students’ ability to enroll despite their housing situation, “students located in the district shall not be excluded from admission solely because the student does not have a

fixed, regular and adequate nighttime residence or solely because the student is not under supervision of a parent."

Rogue River has also initiated the process of forming a District Advisory Committee whose purpose is to inform and advise the board and superintendent on educational equity impact of policy decisions, experiences on underserved groups, situations that impact underrepresented students, and any other additional topics to educational equity impacts on student achievement, sense of belonging, and the overall student experience in the district. This includes ensuring inclusion of children and youth navigating houselessness in all programs and activities.

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

   Students have multiple opportunities to participate in job-embedded learning in non-traditional fields. The YouScience Career Guidance program provides a wide variety of experiences, allowing students to investigate nontraditional careers. In addition, students engage in career exploration through our "Success" courses and in our 'Life Beyond Rogue River" course for Juniors. A wide variety of outside presenters from a wide swath of careers present career ideas and options in classes. We also administer the ASVAB career interest and inventory to all juniors. These offerings provide a variety of immersive opportunities for students to fully participate and prepare for non-traditional fields. Additionally, we utilize a Project Youth + liaison on campus 5 days a week. Part of that work includes providing resources and opportunities to experience CTE as well as help to remove barriers to access such as funding and transportation.

   RRSD ensures equal access and participation by focal student groups in our CTE Programs of Study by removing financial and transportation barriers. At the school level, focal groups are identified to receive additional information and conferencing to promote CTE opportunities. We pride ourselves in having nearly equal male to female CTE participation over the last several years.

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

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

The updates to our program review consistent mostly of additions or revisions to curriculum including:
Wayfinder instead of Second Step
Compass Curriculum
IXL instead of iReady for student growth assessment and the screener is used K-6
Amplify Phonics Screener as additional student growth assessment

We are also adding in professional development in Science of Reading, ECRI, and UFLI.

We will continue to focus on professional development and coach to also include implementation of ECRI K-3. Funding dependent, we would also implement extended learning through a summer reading program via an approved vendor, and high dosage tutoring in reading and writing through trained instructional assistants. This would take place 3-4 times a week, for a 10 week period, after school.

Lastly, our communication plan is updated to add communication to families through multiple family nights, monthly newsletters, texts, Family Committee, and conversation opportunities with the principal.

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

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

   All RRSD curriculum adoptions align with the state list of adoption materials to ensure we choose a curriculum aligned to state and national standards. From the approved list, vendors are vetted using the RRSD adoption timeline. The adoption timeline process begins with looking at the materials on the Oregon approved materials list. A committee consisting of teachers, parents, administrators, and often educational staff meets to develop alignment on what items we must see in a new set of materials and what we would like to see in a new set of materials. From that we develop a rubric to evaluate the materials

against. This includes ensuring materials have a clearly stated scope and sequence of learning objectives. The committee tries the materials out with their class, gets feedback from students, presents their results and impressions to the committee, and narrows the choices to a set of finalists. The committee then selects the materials to be used based on all the information gathered throughout the process. This process ensures all adopted materials have a clearly articulated scope and sequence aligned to state and national standards. This process is followed at all grade levels and for all content areas K-12. The process begins in August and is concluded the following August with professional development for staff. To take this further, our building administrators work alongside grade level teams to develop priority standards and alignment of strategies.

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

   RRSD ensures classroom instruction is intentional, engaging and challenging for all students. Teachers are knowledgeable about where their students are performing and what changes need to be made. Staff meet in departmental groups and in grade level groups to evaluate instructional strategies in Professional Learning Communities. Teachers have received training on formative and summative assessments so they can properly determine instructional next steps. All students have access to grade level curriculum and staff are intentional in supporting students who need extra support to better access the grade level curriculum. We also create opportunities for students who are excelling to be challenged.

   Throughout the K-12 level, administrators use an intentional system of teacher observations. Observations entail collecting data on student engagement as well as the use of evidence-based strategies and specific feedback is given to teachers based on the data collected. The District Administrator Team regularly discusses the educator evaluation process, calibrates with each other to ensure all administrators are aligned in how they collect data, give feedback to teaching staff, monitor for improvement, and evaluate teaching staff.

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

We strive to provide a welcoming environment in all district buildings by greeting community members with a smile and an acknowledgement. Pride and image is a board goal, and an area the district has been slowly improving over the past ten years. For safety, cameras have been installed around campus as well as security doors. Our regional Family and Community Engagement (FACE) Coach facilitated a review of each school's and district level report on how welcoming the district and schools were as a source of data for community engagement.

To increase safety and security, we have added additional cameras throughout the district and have done extensive improvements to security doors at the elementary and the JSHS. We are currently in the process of creating single point of entry vestibules at the elementary and the JSHS. The district is in the midst of implementing CrisisGo notification systems to create timely alerts to staff and emergency support services in the circumstance of a medical/safety emergency or environmental threat.

Actionable steps have been taken to include new signage at two of our campuses and significant interior and exterior improvements within our South Valley Academy. We also have two new buildings currently in process to allow for more space at our JSHS by having a 7th/8th grade building and we also have an Early Learning and Health Center next to our elementary east campus.

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

   RRSD promotes strong library programs across the district. Weekly walking trips to the public library take place. The RRJSHS library and the RRES library are each staffed by a 1.0 FTE. Students also have access to EPIC digital library access and a strong program within our Oregon Battle of the Books. Additionally, we partner with the Jackson County library to sponsor author talks and have them visit to promote their summer reading programs.

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

   The Rogue River School District prioritizes students' sense of safety and belonging at school and promotes cultivating a strong sense of community in the

building, focusing on student relationships. We strive to have every student identify at least one trusted adult in the building that they can connect with.

Individual buildings utilize teams to regularly meet and review data to monitor the effectiveness of all interventions for students, including students who experience depression, anxiety, stress, and challenges with dysregulation. Data may include, but is not limited to, attendance reviews, progress in SEL curriculum, academic progress via diagnostic assessments and credit attainment, behavior incidences and discipline records, anecdotal student support and counselor notes, progress reports, and individualized data tracking methods for intensive student needs.

At the elementary level this includes student review meetings two times per quarter along with grade level PLCs monitor effectiveness, and administrator review every two weeks. At the JSHS, data is reviewed, at minimum, monthly within the culture and climate committee and the leadership committee. South Valley Academy, by design, has a highly personalized model of learning that is routinely reviewed and shifted to modify and support student needs.

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

   Grades are reviewed at each quarter to monitor academic progress. Students not making adequate progress are referred to the Student Study Team (SST). We have a team of individuals who produce intervention plans and strategies to help improve the outcomes of individual students. The addition of instructional assistants has improved our small group intervention system, providing targeted instruction time at the elementary campus in both reading and in math, and incorporating small group interventions at our South Valley Academy. It has allowed us to provide more targeted support to all students and implements the intervention plans and strategies recommended by the SST. Progress in interventions is monitored regularly. Students not making progress are reviewed and interventions are revised. Similarly at the secondary level, we have teacher teams who monitor student progress through advisory and provide individualized support for students as needed. If students become credit deficient, the counselor works with the students and their families to provide credit-recovery options both during the school year as well as during summer breaks. Our students

receiving special education services at the JSHS are provided wrap-around academic support with team level meetings and regular reviews.

Currently, the TAG team is focusing on the identification process through professional development on the referral process, as well as identifying tests and data used for universal screening along with a fully updated district TAG plan. Our program supports TAG students by seeking out enrichment opportunities; additionally, by supporting teachers through scaffolding classroom instruction to ensure adequate challenges.

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

   N/A

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

    The district works with Southern Oregon Education Service District to identify local businesses interested in providing mentorship opportunities. We have over 100 students participating on one or more of our CTE/Agriculture course offerings. Students gain work experience in a variety of related fields including horticulture, business, managing livestock, and communications. We support them participating in regional, state, and national competitions. All Juniors and Seniors participate in the Careers in Gear regional event hosted at the Jackson County Expo. Additionally, our Project Youth Plus coordinator assists in helping our students attend activities related to work experience including industry tours.

    The RRSD also has a district representative on the steering committee for the Southern Oregon Career Center to support creating a regional CTE school that will provide additional opportunities for students.

    We continue to work to develop partnerships with employers to expand work-based learning. In partnership with Rogue WorkForce, SOCTEC provided the opportunity for all consortia, and non consortia, districts' IG Planning Teams to meet with each career area. This resulted in both a method for all districts to receive additional community feedback on their Integrated Guidance planning, and created new, and strengthened existing, relationships between K-12 and Workforce. Other benefits include expanded opportunities for students such as tours, guest speakers, mock interview

boards. For teachers, benefits include expanded Teacher Externships, Industry led Teacher technical training/PD, and a better understanding, and adoption of, Real-Time/Real-World standards for each career area.

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

    The Rogue River School District consists of two different high school experiences. Our choice school, SVA, utilizes a highly personalized instructional model that allows students to engage in coursework at SVA, participating in CTE work at our traditional highschool campus, while also earning credits through RCC and/or SOU, integrating all the experiences into one path. RRJSHS, supports students taking courses in our CTE programs that provide them the opportunity to earn dual credit through RCC. Students that take advanced courses can earn university credit through SOU. CTE courses in welding can culminate in welding certificates that are industry ready and connect our students to industry directly as they enter the workforce.

## **Engaged Community** (250 words or less per question)

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

   RRSD is committed to meaningful community engagement. Our monthly newsletter updates families on events, activities and meetings. Our website and social media provide additional information and collect responses from our community. RRSD continues to work with ESD and Scholastic. We completed a Family Engagement Assessment (FEA) to set district and school family engagement goals which are reviewed quarterly. One FEA recommendation was to create district and school Family Engagement Committees. The District Family Engagement Committee (DFEC) worked on improving the website and creating family handbooks with DFEC prioritized information. Using the data to make improvements will support more responses from the community in the future.

   We send out monthly superintendent communications to families. Surveys are distributed throughout the year for students, families, and staff to provide input on improvements to the Rogue River learning environment. Listening sessions are held by district and school staff. The Building and District level teams reviewed

the engagement data, followed the equity tool process, and utilized the information when crafting our plan.

Even with all the community engagement sessions and various strategies employed there is still room for improvement in two-way communication. We struggle to find a communication system that meets all families' needs. Recent focus has been on transparency of feedback- communicating out survey results, and improvements in reaching all focal groups- increasing our translation of communications, focusing on multiple methods of input, and incorporating feedback opportunities into evening events held within school events.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

   Several strategies were used to engage our community, with an emphasis on providing engagement opportunities for focal students and families.

   One strategy we used to engage the community was to host facilitated conversations. Invitations were sent out and dates and times were posted on social media outlets. These meetings allowed for two-way communication between the district and the community, with district staff presenting valuable information and community members having the chance to ask questions. This strategy lands on the “Involve” part of the community engagement spectrum because it engages families in meaningful dialogue about how the district can provide better support for their students. The opportunities include conversations with the superintendent, “Tea and Talk” and “Coffee and Conversations” at the elementary school, and Family Committee Meetings.

   A second strategy we used was to conduct empathy interviews of students. This ranged from informal interviews with students in classrooms to “Lunch with the Principal”. This strategy was used to gain direct feedback from students and to get a better understanding of their needs. These strategies are at the “consult” and “involve” levels of community engagement, and at the “collaboration” level as well.

   Another strategy we employed were a variety of parent surveys. This is a strategy that falls further to the left on the community engagement spectrum. This strategy fell firmly in the “Consult” part of the engagement spectrum.

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

   Strategies used to engage staff were surveys and input sessions. Both strategies addressed upcoming and current initiatives as well as overall climate and culture. An opportunity was provided for staff to rank current initiatives and add any unidentified needs.

***Outcome of Engagement***

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

   As we did a thorough review of our Community Engagement and districtwide data, we began to see similar themes highlighted from previous years, with positive movement in directions of high need areas and a continued need to emphasize similar priorities.

   Family, staff, and student surveys were remarkably similar across all three district campuses, recognizing the need for continued and expanded access to a well rounded education and opportunities for students, professional development and tools to support high leverage instructional practices for a quality education, as well as continued need to emphasize safety, security, and staff and student well-being.

   With this input, we reviewed existing funded items to ensure any budgeted for the new application fit within the priorities highlighted from community engagement, while also looking at items that can further elevate support for staff and students for our tiered planning. We recognize that with rising costs in staffing, not all priorities can be funded. With this in mind, we prioritized the highest need items to support a well rounded education, increasing academic outcomes and achievement for all students, a focus on sense of safety and belonging at school, as well as ELA for our earliest learners.

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

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What

systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Recruitment of teachers is a substantial challenge in this hiring environment. When positions are open, we recruit through regional educational job posting services facilitated by COSA. Being a relatively rural community makes it difficult to attract talent to the area, despite our best efforts. Once applicants are hired, we provide a broad spectrum of mentorship opportunities, within the building and the region, for any teachers new to the profession. The mentor supports the new teacher or new instructional assistant in learning the district and school systems as well as learning the curriculum and evidence-based instructional practices. Staffing positions with applicants that meet TSPC's highly qualified definition is challenging. Efforts to recruit educators and leaders of focal groups is also particularly difficult because of the rural and isolated nature of our location and because of the hiring environment we are in. From within the limited application pools we get, we try to keep student representation at the forefront of our consideration. This is an area we continue to grow and improve.

Due to the small size of our district, the secondary level often requires that all students take specific courses through one teacher. Additionally, we have the opportunity to know all students by strength and need. This allows us to design homeroom classrooms as the primary and secondary levels that are tailored to the unique characteristics of both students and teachers. Our approach is strategic to align student and teacher strengths, needs, and overall structure to foster an optimal learning environment.

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

   Our goal is to keep students at school and in the classroom. We use building level behavior matrices to be consistent in our approach when handling discipline. Data Teams meet regularly to review student behavioral and academic performance and formulate a plan of support or create interventions. As our teams review behavior data, disaggregated information by focal groups is reviewed to ensure equitable discipline and access to education.

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

including any guidance, counseling, and connections to education plans and profiles.

At our elementary level, grades K-6 are exposed to literary sources of career exploration, targeted field trips, and visits to the JSHS agricultural program.

Students in Grades 7,8,9 and 11 participate in college and career readiness activities as part of our Student Success classes. The instructors coordinate with community partners and our Project Youth Plus coordinator to host a variety of CTE speakers and opportunities for students. Students in grades 11 and 12 attend the regional Careers and Gears event at the Jackson County Expo. Our academic counselor supports CTE planning as part of spring scheduling with all students where personalized course planning occurs. In addition, they meet with all students annually to review their educational plans and profiles. At SVA this takes place 2-3 times per year in collaboration with teachers.

Students in grades 7 and 8 have the opportunity to access CTE Agriculture electives in both welding and introduction to Agriculture courses. Early access to the CTE program has increased student participation in high school. The 11th grade student success class, Life Beyond Rogue River, focuses heavily on college and career readiness. Students participate in post high school planning opportunities.

Opportunities and information for CTE programs are shared via social media platforms and parent portals, as well as discussed with families during events such as conferences and IEP or 504 meetings. Current information is also displayed in the school in numerous locations as well as shared with students in their Success classes.

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

   An initial professional development of Siletz tribal history was provided to staff in 2023. We continue to have an MOA with the Siletz tribe for ongoing/annual professional development and curriculum implementation. In addition to the collaboration with the Siletz tribe, we engage in tribal consultation with 4 tribes. Our entire administrative team utilizes our local ESD’s access to asynchronous

and synchronous tribal/shared history professional development and our building administrators review and check annually for fidelity of implementation of the Siletz and Tribal Shared History curriculum.

We have also identified one person from each building to be the point of contact for our AI/AN students and families to disseminate related communications, events and activities, and answer any questions, as needed.

## Early Literacy Inventory

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

1. Using the **Smartsheet link**, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

    X General Fund

    • Student Investment Account (SIA)

    • State School Fund SSF

    X Title I

    • Title II

    • Title III

    • Title IV

    • N/A (less than 50 ADMw, no match required)

    • Other

3. If you answered “Other” on #2, please describe below:

NA

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
    - • Hiring
    - • Purchasing Curricula & Materials
    - • High-Dosage Tutoring
    - • Extended Learning Programs
    - X Professional Development & Coaching
    - • Other purposes

## **Feedback** (250 words or less per question)

1. How can ODE support your continuous improvement process?

   There are a few specific items that stand out regarding support for the continuous improvement process.
   1. Regional in person information sessions- These are helpful for real time question and answers that are relevant to our regional needs
   2. Timely resources for application questions and spreadsheets in draft versions- This is imperative for districts to be able to have adequate time to prepare and thoughtfully complete the application process
   3. Continued funding of regional technical assistance- This has been an invaluable resource

## **Plan Summary**

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

Based on Community Engagement and our District Needs Assessment, Rogue River School Distric's Integrated Plan will fund opportunities to increase students' sense of safety and belonging at school, aid in increasing academic outcomes and achievement for all students, provide increased opportunities for a well rounded education, as well as strengthen Early Literacy K-3.

The majority of funding is allocated to staffing in order to support the strategies. These positions include mental health counselors, a school marshall, and student support liaisons to increase safety and belonging, instructional assistants districtwide for just-in-time support for increased learning opportunities and targeted interventions combined with a high school success teacher and 9th grade on track staff support along with a contract with Project Youth Plus. To support a well rounded education we are able to retain a PE teacher, music teacher, and CTE teachers. Lastly, supporting K-3 focused professional development and coaching in Early Literacy is funding for our Early Literacy Coach.

In addition to staffing, we are implementing SEL curriculum districtwide, providing quality professional development on high leverage instructional practices and social emotional learning supports and strategies, as well as paying for college tuition and supplies, expanding our makerspace equipment, and offering extended learning opportunities through after school tutoring programs.

We will regularly review our LPGT metrics to monitor progress in academic achievement, attendance, 9th grade on track, and cohort graduation rates. All of these measures help to determine impact on student achievement, sense of safety and belonging, and a well rounded education. Along with these measures, we will utilize additional district wide data as part of a regular review including behavior and discipline data, diagnostic measures, and building level implemented student review teams. If during the data review teams identify areas in need of further review or change, additional data and staff and student input will be sought and if needed activities will be adjusted and monitored to ensure progress is being made toward the outlined outcomes.

REACH- Based on our data review processes and feedback we will continue to hold weekly and bi-weekly meetings to review strategies to improve ways to make learning more relevant. Our HSS and elementary teams will review data trends and make recommendations for changes to plans based on

disaggregated data and community input.  We currently look at staff data, student data, academic data and community engagement.

We will continue to develop strategies to identify additional useful learning techniques in classrooms, what's working and not working, what classes students are passing, what teachers are doing, and who needs help. By focusing on project-based learning, preparing eighth graders to be prepared for the rigor of HS, and supporting evidence-based ELA strategies at the elementary level, students will demonstrate academic growth and achievement.  Because our model includes families as active members in their child's education, we will look for ways to provide professional development for families. There are currently no expectations for PD for parents, only an instructional time commitment is included in their agreement.

## Links

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

## Attachments

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable

9. Memorandum of Understanding (MOU), if applicable

## Assurances

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

"research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.

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