



Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget.

Each year, Grants Pass School District actively gathers input through a comprehensive needs assessment involving parents, students, staff (via surveys and meetings), student focus groups, the Equity and TIDE committees, the Parent Advisory Council, and the School Board. This feedback, along with community input from the School Board's strategic planning session in April and May 2024, informed the development of district-wide goals and objectives aligned with our integrated plan.

A consistent message from all stakeholders, reinforced during strategic planning where a specific goal for behavior supports was created, emphasizes the need to prioritize students' mental and physical well-being. Consequently, we are focusing significant resources on Behavior Intervention Specialists and their elementary classrooms, increased counseling at the middle and high school levels, and additional nursing support. We've also expanded our partnership with our local mental health provider and added elementary behavior support staff in learning centers and classrooms.

Our data underscores the critical need to support students experiencing houselessness and those with IEPs. Notably, Grants Pass High School students with a history of houselessness or foster care face significantly lower rates of academic success compared to their stably housed peers. Furthermore, CTE data reveals a strong correlation between completing a program of study and high school graduation. Recognizing this, we are actively working to promote career and technical education opportunities across all grade levels (K-12), a key goal established in the board's strategic plan, and providing resources to support staff in this effort.

Recognizing the critical importance of academic success and post-secondary readiness, our strategic plan establishes specific objectives within this goal area. A substantial portion of the financial resources allocated through the strategic plan is therefore dedicated to initiatives designed to positively impact student academic outcomes and ensure all graduates have a viable post-secondary plan.

Equity Advanced (250 words or less per question)

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

Using our equity Lens – We want each and every student to receive everything they need to be successful in our schools. The district office team was committed to hearing from students, parents, and staff on how to best meet the needs of our students.

Throughout the winter months the district office leadership team went to each school and met with all staff to hear what we could do to better meet the needs of our students. We continually heard that staff needed more help for our students who are struggling with behaviors and students on IEPs transitioning into kindergarten, 6th grade, and 9th grade.

The district invested a little over \$600,000 to meet these needs. We either created or expanded the following programs

Our Equity Advisory Team made up of parents, students, and community members worked on making sure the district created a webpage of resources for families with students on IEPs could turn to when they needed additional support.

Students at GPHS held town hall conversations where administration could listen in but not interject themselves into the conversation. We heard from students of color and gender identity on what support they needed and provided the high school with funds to support our students.

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?

Behavior management and instructional best practices are central to our district's professional development efforts. Reflecting staff demand, ongoing training emphasizes verbal de-escalation and classroom behavior support. We are also committed to equipping educators with effective teaching strategies, supported by our investments in AVID and RTIi, which are demonstrably increasing teacher efficacy. The strategic addition of instructional coaches provides crucial job-embedded learning opportunities across all levels. Our commitment to growth extends to our administrative team, who receive coaching and feedback based on comprehensive teaching standards. A dedicated instructional coach supports administrators in enhancing their skills in observing and providing feedback to teachers. Our professional development is needs-based, informed by the analysis of student outcome and survey data, allowing us to target specific areas for improvement through whole-staff, grade-level, or content-specific training, often led by our talented teacher leaders.

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

The district hired a full-time Student and Family Liaison to support students in grades 9-12 who are navigating houselessness. The staff member meets with students and staff to identify barriers and address them. In addition, the district partners with a community partner, Maslow Project, to help identify, serve and support students navigating homelessness in grades K-8. Families can indicate on their enrollment forms if they are lacking a fixed nighttime residence. Designated school staff contacts families to determine eligibility and then refers families to Maslow Project liaisons to contact families to identify possible needs for students. Students are then identified in the student information system in order to ensure that all school fees are waived and school supplies are provided to those identified students. In addition, transportation needs are prioritized for identified students to attend their neighborhood school. As activities are planned, an equity lens is reviewed to ensure identified students are given the same access and opportunities afforded all students.

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

Grants Pass School District actively works to ensure equitable access to all CTE programs. We have refined our program offerings based on community input to better align with student interests, including those traditionally underrepresented. Most notably, we have added an automotive and an engineering program. Within each program, teachers are developing strategies to support a wider range of students, including those with disabilities. Our course catalog and promotional materials have been updated to recruit students to all of our programs of study.

We introduce career exploration starting in Kindergarten and formally engage students in research career opportunities through Naviance (grades 6-12), helping students identify strengths and match interests to diverse career paths. Field trips expose students to professionals in various fields, and all CTE programs are offered without fees for the introductory courses. Students are encouraged to enroll in any CTE class, regardless of traditional gender roles, as evidenced by student success stories in fields like health science.

We actively partner with industry, showcasing diverse career opportunities. Our CTE coursework emphasizes real-world applications and project-based learning, preparing students for the workforce, especially those not pursuing college. Articulation agreements with community colleges ensure consistent standards. We collaborate with Rogue Workforce and industry advisory boards to align programs with regional career opportunities.

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

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

Most of the indicators in our Program Review Tool remain in place and are key components of our early literacy plan.

PRT1: We adopted a new state approved core reading curriculum for K-5. The K-2 program is IntoReading and the 3-5 program is MyView. Professional development and coaching continues to be focused on the science of reading and implementation of our new core curriculum.

PRT2: Our Early Learning TOSA has facilitated the addition of our first preschool program in partnership with Early Childhood Special Education. It is fully integrated, supporting students on IFSPs as well as typically developing students.

PRT3: Our new core curriculum has embedded oral language development lessons and we continue to use Heggerty and Heggerty Extension.

PRT4: We have hired an additional district Literacy Coach.

PRT5: For our new adopted core curriculum we chose a companion foundational skills program called Structured Literacy Lessons that is modeled on LETRS and our students are thriving in it.

PRT6: Our new core curriculum addresses many of the same key points outlined in our Review Tool. We did work this year to align our core writing program, Step Up to Writing, to our new core reading programs so there is consistent language and skill development vertically and horizontally.

PRT7: We are switching our universal screening tool to DIBELS 8 (from Acadience). We created our own supplemental program for small group skill reinforcement that is modeled on ECRI but aligned to our new core programs.

PRT8: No changes

Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning.

[Linked Smartsheet link](#)

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?

At the minimum, Grants Pass School District follows the state cycle for review of standards and instructional materials. Generally, this occurs every seven years by content area. In the cycle,

teacher teams review state standards and ensure scope and sequence documents (or curriculum maps) are aligned to the standards. From this, teachers develop specific units of study with key learning objectives. Typically, it's at this time that new basal and supplemental materials are considered for review and adoption. Parent and community input are gathered in the process ensuring key stakeholder feedback. Depending on the need in each specific content standard area, the district budgets for and purchases materials. Professional development is then planned to ensure teachers have the information needed for implementation of the adopted curriculum.

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

We attend to all state standards through careful curriculum design and development. Our teacher teams at each grade level and/or content area, work collaboratively to identify the priority standards and develop curriculum maps that identify student skill development. In K- 8th grade, students participate three times per year in universal screening assessments in reading and math which provides grade level teams with quality data and information for each student. These teacher teams come together by grade band and content area to identify strengths of core instruction and identify areas for improvement all centered around student data and information. Through this intentional work and planning, we are better able to provide support for all students including those that need support or challenge. Classroom instruction is the major focus of GPSD7 professional development. Administrator training focuses on quality feedback and instructional coaching to support the growth of teachers in providing intentional, engaging and challenging instruction.

We have invested in an Instructional Coach for our administrative team who works with them individually and as a group to increase their skills in working with teachers. Professional development and support is focused primarily on classroom observation skills and feedback loops. GPSD7 has also invested in 3.5 Instructional Coaches for classroom teachers. All 3.5 coaches work with staff in their classrooms and by providing targeted professional development. Additionally, all GPSD7 schools are committed to increasing engagement and challenging instruction through the use of AVID (Advancement Via Individual Determination) strategies.

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?

Communication is provided in multiple formats and languages and interpreters are available for in person forums, meetings and events. Our Hispanic community has shared that they prefer hard copy and phone call communication so we provide that whenever possible. Signage is displayed in multiple languages and events are after work hours to allow working community and family members to attend. Food is provided and when possible child care as well.

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

Our school board is currently revising its policy for selecting library materials, with a focus on increasing parental awareness and input regarding student reading choices. Upon adoption, our certified Library Media Specialist will implement the new policy, ensuring purchased books meet established standards. Library staff actively support student learning in library media standards through class lessons and by assisting teachers with lesson planning and relevant content, including digital citizenship and reading engagement. Students have both scheduled and open access to library resources. Our Media Specialist and library staff diligently manage the budget to maintain a current collection of books and resources that support student interests and academic needs.

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

The district uses a number of systems to monitor the effectiveness of interventions students who experience depression, anxiety, stress, and challenges with dysregulation? If the intervention comes through the counseling lens (which would include behavior intervention specialists at the elementary level), all of them use one of two electronic systems “log entries” or “Interventions,” to track information about the student or what actual interventions took place. Then there are follow up data review meetings at all levels to review individual student progress and thus monitor the effectiveness of the interventions. Elementary this is part of the core four review process and at secondary it is either part of the data review process or the circle of care process depending on the particular school.

The process for monitoring progress issues that comes through the behavior lens is essentially the same but the people doing the data entry are the assistant principals or deans of students.

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?

Annually, district and school based teams which include administration, staff, and parents, review student data and information. Strengths and needs are identified as part of the comprehensive improvement plan process. The district improvement plan is reviewed annually and actionable steps identified to support student learning K - 12th grade. Each individual school develops a school improvement plan that identifies particular focal groups and strategies to support their learning. Perkins performance targets are used primarily by our high school CTE teachers and counseling department. Using this data, specific focal student groups are identified and may be varied depending on the specific programs.

All students are a part of our Multi Tiered Systems of Support (MTSS) model and systems allow for all student data to be sorted and screened so that no one student is missed. Leveled supports are provided at all grade levels through differentiated instruction and at the secondary level specifically, with advanced courses. Additionally, students whose data exceeds standards are screened for Talented and Gifted (TAG) identification. Our TAG data shows that identified students represent many sub populations. 14.5% of identified students have an ethnicity other than white and 5.5% are dual identified along with SPED.

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.

Having just added two new programs of study in the last two years (automotive and engineering), we have no plans to further develop new programs at this time.

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

Our high school provides students with diverse work-based learning experiences. Through the required Career Academy class, students complete job shadows, a work ethic panel, and mock interviews, all supported by our business community partners to ensure workforce readiness. Each high school Program of Study incorporates work-based learning, such as internships or simulated workplaces. The College and Career Center actively connects students with further opportunities, exemplified by recent partnership with a local aviation company. These opportunities are available to all students, and the College and Career Center staff diligently network with local businesses through various community organizations. We work diligently to engage with community leaders to expand these student opportunities.

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

Our students benefit from strong partnerships with Rogue Community College and Southern Oregon University, resulting in a higher number of college credit-bearing courses available at our high school compared to most in Southern Oregon. This includes the opportunity to earn CTE college credit while in high school.

Engaged Community (250 words or less per question)

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?

We undertook a variety of community engagement initiatives, starting with a listening session for the school board that encouraged all stakeholders to voice their opinions. Our ELL night drew over 140 participants at a local restaurant, providing a fantastic opportunity for connection. Throughout the year, our Equity Advisory Committee and TIDE committees held several well-attended meetings with students, parents, and community members. We ensured accessibility by providing interpreters for both the ELL night and TIDE meetings. We also connected with diverse student groups, including BIPOC students, those on IEPs, those in our EL program, and Talented and Gifted students, while also surveying families with students on IEPs. To facilitate meaningful engagement, we offered childcare at all meetings, allowing families to participate fully. This year, we made a shift by hosting these events at neighborhood schools instead of always at the high school, which significantly boosted attendance.

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.)

We utilized two key strategies to engage our student and family focus groups: surveys and in-person focus groups. We created a family survey available in both English and Spanish, which we shared through our community communication tool, Parent Square, along with a quick-access QR code. This approach falls under level 2 on the Community Engagement Spectrum.

In our focus groups, students engaged in small discussions led by trusted staff members. We guided these conversations using selected questions from the family and community survey, but ultimately, it was the students' voices that shaped the discussions, while staff members took notes. This method is categorized as a level 3 strategy on the Community Engagement Spectrum.

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.)

A survey was sent out to both certified and classified staff to gather their insights. This represented a level 2 strategy on the Community Engagement Spectrum. We encouraged staff to join our community forum night, where we shared updates on previous initiatives. The majority of the event focused on a data walk and small group discussions to explore data findings and foster collaboration, aligning with a level 3 strategy on the Community Engagement Spectrum. The district office team went to each school and held listening sessions on the areas of staff concern and then created a plan to address those concerns. We reported back to staff on our implementation strategies.

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. This response is more focused on your learnings on how to improve for next time. May want to add on specific learnings from the data you gathered including specific staff information.

We consistently receive feedback from our constituents emphasizing the importance of supporting the mental and physical well-being of our students. Consequently, we will maintain our investment in Behavior Intervention Specialists and their classrooms at the elementary level, enhance counseling services at the middle and high school levels, and strive to increase nursing support. To

better address the needs of our middle school students, we will transition GPFLEX from being primarily an online school to an on-campus alternative education program. Our goal is to establish a smaller educational environment that allows for more personalized attention, enabling students to enhance their skills in reading, writing, and mathematics. The campus will now accommodate students in grades 7-9, which we believe will also positively impact our ninth-grade-on-track rates. Additionally, the district has employed a full-time Student and Family Liaison to assist students in grades 9-12 who are experiencing homelessness. This staff member collaborates with students and faculty to identify and address any barriers they may face. Furthermore, the district has partnered with the Maslow Project, a community organization, to support students in grades K-8 who are navigating homelessness. Families can indicate their housing situation on enrollment forms, allowing designated school staff to reach out and assess eligibility. Subsequently, families are referred to Maslow Project liaisons, who will connect with them to identify and address the specific needs of the students.

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

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

We attempt to cast as wide a search as possible to find the highest quality educators and leaders. We use all of the regular school district posting mechanisms that reach out to COSA, Indeed, Talent Ed etc. Plus, we send out our brochures to all of the top-rated education institutions in the United States. Now that COVIS is over we plan to host our own and highly successful job fair and we will resume our personal tours to the education programs in universities across Oregon. To recruit BIPOC candidates we reach out to schools in Arizona and California plus we work with the Southern Oregon ESD through the Meyers Trust Grant to create the posting designed to attract BIPOC candidates. We work to create a climate that supports candidates so that we can retain BIPOC educators.

We have also initiated exit surveys with employees that include asking them what we could have done differently or better support them. Additionally, all classified new hires go through an onboarding process led by the Human Resources Director in conjunction with the local classified union leadership. Certain job titles are also provided with a mentor. All new certified staff members are trained in classroom management, trauma informed practices and Social Emotional Learning practices the district has in place and all first and second year teachers are provided a mentor.

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

Ensuring balance between teachers and classes is an ongoing process by administration and counseling staff at each school. Support is put in place for all new teachers to the profession through our mentorship program. Administration conducts routine observations and evaluations and provides direct feedback to all staff. Grading data is reviewed each quarter/trimester, to ensure our most vulnerable populations do not have disparities.

We also have been extremely successful at recruiting and retaining highly qualified teachers. We are in a position where we have enough applicants for all positions that we simply do not hire teachers that cannot be highly qualified for teaching positions.

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

We have both building-level and district level leadership teams that look at disaggregated student behavior and discipline data. These teams work in conjunction with each other to determine how best we can support our teachers and our students to ensure our schools are safe and our students are engaged in learning. Elementary schools have a core four team and meetings where they review individual student behavior data and disaggregated school wide behavior data to make recommendations for system changes. Middle and high schools use “on-track,” data which looks at attendance, behavior and academic data to make recommendations to help individual students and to improve systems.

One outcome of reviewing data and supporting focal group students to ensure discipline practices are equitable was identifying the need to hire a Special Education Coordinator to work with special education teachers to support and train teachers and educational assistants.

Currently, our disaggregated data indicates that we need to continue to work on our systems specifically with white, male students identified with special education needs. Bolstering our agreements with Options to provide more mental health supports from the community; bolstering our social and emotional support services at the middle and high school levels by having SEL counseling available to students; maintaining Behavior Intervention Specialists at the elementary level to help address underlying issues at an earlier age and by adding SOO (School Outreach Officer) support at the secondary level will strengthen our systems and ultimately reduce exclusionary discipline practices for students including focal group students.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

We are fortunate to provide the educational component for both a YCEP and a JDEP program. At New Bridge, our YCEP program, our first system is to provide the highest quality education opportunity for our students. We have a true school and school system where classes are taught by only highly qualified teachers and the schedule very much resembles a typical high school setting. All of the transition meetings and plans for students are in place and the state system helps us with the transitions from one placement to the next.

For JDEP, this is an area of struggle. Our probation team from the county helps with this process but it is not always highly successful. To that end we received funds for a School Resource Officer for the 24-25 school year who has been charged with the task of leading the transition for students and assisting the probation team. This is not sustainable without the additional funding. Therefore, for the first time Josephine County JDEP will be applying for the SIA grant dollars which will be used primarily to support student transitions and prevention.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school?

Grants Pass School District 7 (GPSD7) collaborates extensively to ensure smooth student transitions. Early Childhood Special Education (ECSE) partners with GPSD7 to coordinate kindergarten transitions for students with disabilities. Teams meet in early spring to plan the May transition process, and the Southern Oregon Education Service District (SOESD) assists by sharing "READY! for K" and registration information with families.

GPSD7 maintains a strong relationship with Southern Oregon Head Start, participating in their advisory board and joint committees. Another key partner is the Southern Oregon Early Learning Hub (SOELS), which provides professional development for early childhood providers, including GPSD7 kindergarten teachers. Transition meetings are held annually in May for every Head Start student entering GPSD7 kindergarten. This year, two integrated preschool sessions were added, allowing those students to visit their future schools and kindergarten classrooms in the spring.

Transition support extends to older students. Middle school staff visit 5th-grade classrooms, followed by 5th-grade visits to the middle school, including student and teacher meetings and Q&A sessions. The first day of middle school is exclusively for 6th graders. A similar process exists for the 8th to 9th-grade transition. Case managers meet with families of 8th-grade students with disabilities to discuss high school services. Finally, GPSD7 offers a Transition Program for eligible special education students up to age 21, focusing on post-secondary education, employment, and independent living skills.

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.

Our strategic plan process identified career-related learning as a community priority, resulting in a goal to expand student opportunities. We have developed a systemic, K-12 approach to career exploration. Beginning in elementary school, teachers introduce career concepts integrated with grade-level content. This foundation is built upon in middle school through dedicated career planning lessons during advisory and the integration of the Naviance curriculum across subjects. At the high school level, all 10th graders participate in our required Career Academy. Underpinning this structure is a 6th-12th grade scope and sequence for Naviance, ensuring consistent exposure to interest and strength exploration. Complementary counseling services, starting in middle school, provide academic guidance tailored to individual student interests and strengths. To ensure community awareness, we offer parent information sessions at all levels, maintain a comprehensive website with resources like our Academic Planning Guide, and regularly highlight our programs of study through social media and presentations to the School Board and Parent Advisory Council. The College and Career Center at Grants Pass High School plays a vital role in connecting all students, including our focal groups, with post-secondary opportunities.

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.

Professional development (PD) opportunities are available through SOESD, ODE, and other resources. Recognizing this as an area for growth, we plan to create systems for mapping out PD plans and following up with teachers and school professionals to ensure participation. Planned PD will include classroom activities aligned with ODE's Tribal History/Shared History (TH/SH) lessons. ODE's lesson plans and guidance are shared weekly via the Director of Teaching and Learning's newsletter.

Theresa Ciscernos, Southern Oregon ESD's TH/SH consultant, will support PD efforts and be scheduled during our August 2025 inservice days.

We are committed to meaningful collaboration with local tribal representatives to ensure culturally responsive practices and curriculum alignment. Our federal grants manager will participate in regional Indian Education 101 and TH/SH training to deepen understanding of Native American student experiences. They also attend ODE's Indian Education Community of Practice and regional

Indian Education meetings to stay informed on best practices, policies, funding opportunities, and partnerships.

Learning from these engagements is shared with district leaders, supporting district-wide implementation of strategies for Native students. Additionally, the district promotes trauma-informed practices, culturally responsive teaching, and student engagement techniques to create an inclusive learning environment. Strong partnerships with local tribes and a focus on ongoing professional learning underscore our commitment to supporting Native learners effectively.

Early Literacy Inventory and Prioritization

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

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).

[Linked Smartsheet](#)

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

- [Title I](#)

Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- [Purchasing Curricula & Materials](#)
- [High-Dosage Tutoring](#)
- [Extended Learning Programs](#)

Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

- [Have literacy proficiency rates that have not recovered to pre-pandemic levels;](#)

List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format

- Allen Dale = 16%
- Highland = 16%
- Lincoln = 17%
- Parkside = 17%
- Redwood = 17%
- Riverside = 17%

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics.

[Our integrated plan directly supports the district Strategic Plan, prioritizing local needs in academic outcomes, behavioral supports, and career-related learning for K-12 students. Recognizing that the state's Lower Proficiency Growth Targets \(LPGT\), set with ODE consultation, are below our school board's expectations, our strategic academic targets are significantly higher. To achieve our goals, this plan includes: maintaining a Special Education coordinator for building-level support and inclusive practices; increasing counseling support in middle and high schools; continuing Behavior Intervention Specialists at the elementary level; enhancing student relationships and connectivity through expanded transportation and reduced/eliminated fees for extracurricular and CTE programs; and ongoing funding for an equity coordinator. We will monitor progress annually through administrative review of disaggregated data, with recommendations for adjustments shared with school site councils and stakeholders. The board will receive quarterly progress reports, and an annual review will inform future plan adjustments.](#)

How can ODE support your continuous improvement process?

To support our continuous improvement process, ODE can provide additional grant funds, particularly focused on CTE/HSS. This would help enhance our efforts in ensuring every student has a strong career connected learning experience to be ready to succeed after graduation.

Continued funding for ESD technical assistance is also vital to keep improving the support we receive and help us implement best practices. Reducing and streamlining application and reporting requirements would be extremely beneficial. By simplifying these processes, we can allocate more time and resources to direct student support and improvement rather than navigating complex paperwork.

Lastly, managing multiple grant due dates simultaneously presents a challenge. More coordination or adjustments to due dates could reduce stress and allow us to focus on the quality of our work rather than juggling deadlines. By addressing these areas, ODE can play a key role in supporting our growth and continuous improvement.