

Riverdale's 2025-27 Integrated Application

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.**

The District has utilized caregiver, student, and staff Google Form Surveys to collect data for climate, culture, and strategic initiatives. In total, the District has collected significant qualitative and quantitative data across the five pillars we have identified within our strategic plan. These five areas include Campus Safety and Design, District Identity and Sustainability, Learning and Instruction, Community and Belonging, and Communication and Connection. The trends we have noted through state and local data review include developing a more cohesive District identity and broader equity focus, as well as continued development of rich college preparatory coursework.

The District reports progress against its strategic initiatives quarterly while adjusting to address formative and summative indicators. For CTE data, we utilize the pooled resources for community input developed by ODE's CTE program. This data is used to inform CTE efforts within the District, manifesting in programs including CTE Computer Science Pathways. Courses include: Computer Programming 1: Python; Digital & Studio Arts; Cybersecurity; Web Design 1: HTML and CSS; Web Design 2: Javascript; and, Web Design 3: Server Side Programming.

The process for needs assessment is iterative in nature and calibrated to yield results. Our annual needs assessment is done relative to the initiatives identified in our strategic plan, with results reported quarterly to the school board.

EQUITY ADVANCED

- 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.

The District's approach to prioritizing varied supports for focal student groups—as well as within our practices to continually refine and incorporate more robust approaches to equity in our decision-making processes—has involved the District's establishment of an internal Equity Advisory Site Team, composed of staff members across the district to convene every two weeks. This site team reviews data regarding practices, policies, and procedures within the District with an equity lens to determine areas of need and solutions to systemic challenges we encounter. In addition, the District works to support a culture of safety and respect for all students (and adults) that supports social, emotional, and physical well-being by fostering leadership, affinity groups, No Place for Hate, Equity Student Council, and other ongoing programming to bolster these areas. To meet the academic needs of students and provide the necessary interventions and support indicative of individual needs, the District has also sustained consistent MTSS support meetings to review data and drive instruction. These ongoing meetings enable decision-making

about the distribution of support we provide to students in ways that are responsive and equitable to the needs of focal groups.

For example, in our efforts to ensure that all students (specifically in grades K-3) develop foundational literacy skills to support reading acquisition, student data is analyzed regularly through MTSS meetings to prioritize support measures for focal student groups. High-dosage tutoring to target the highest areas of literacy skill development needs is provided to focal students, and progress is monitored to adjust in responsive ways at regular intervals. These combined strategies bolster our practices to ensure all students gain equitable supports reflective of ongoing progress monitoring of data and concentrated areas of focus across grade levels.

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?

Riverdale School District has a 3-year professional development plan that is iterative and updated on a yearly basis. Current academic PD planned for Riverdale High School in the coming biennium is primarily focused on our effort to become an International Baccalaureate Diploma Programme school. This program will be offered to all students at RHS, and all students in their 11th and 12th grade years will engage in at least some content from the IB program.

Riverdale Grade School has and will continue to focus on MTSS development for the academic needs of our school. MTSS practices are strong and will continue to be developed to meet the needs of students across grade levels through the provision of professional development to support those practices. Both RGS and RHS provide up to 4 hours of outside professional development for any new curriculum resource adoptions to make sure that the curriculum can be delivered effectively and with fidelity. This ensures we are meeting the needs of students and appropriately delivering instruction aligned to Oregon State Standards.

Across the District, a significant focus will be placed on further supporting our teachers to implement regularly occurring social-emotional learning engagements in culturally responsive ways. As part of our approach to professional development throughout this biennium, staff will participate in the selection and adoption process of SEL curriculum. With this, teachers will engage in ongoing professional development to implement this curriculum with fidelity across all grade levels.

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

The District has continued to build upon the work that took place during the 2022-2023 SY in reviewing and revising its policies to be legally and pedagogically current, to adjust policies to further facilitate equal access to education. The District has an identified Civil Rights and Title IX coordinator and, through required process and procedure, evaluates each homeless child family situation, noting barriers and ways to navigate. To further facilitate this process, the District leverages the position of the District Equity Director, allowing for direct access and frequent check-ins with those homeless members of our community. Due to our intimate size, check-ins

and needs are more easily identified and addressed. Some of the most applicable policies the District has established to support children and youth navigating homelessness include:

- Free and reduced lunch
- JECBD–homeless student policy
- JECF-Intradistrict transfer of students
- JEC-Admissions as relates to McKinney-Vento
- EEA-Student transportation services

However, the district updates its policies annually and keeps current on all statutory requirements.

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

The first step to ensure opportunities for participation is that we include all students in our Tech Survey program. This provides foundational technical skills and familiarity with the program and teacher, and boosts awareness of the CTE offerings. The next step is to ensure personalized education throughout the program, providing significant opportunities for students to guide their projects based on their interests.

We also include an art-focused course in the program (digital & studio arts), which draws a more diverse set of students than technical-only courses. It serves to both enhance critical skills for the workplace and provide hands-on technical experience to students who might otherwise not seek it out.

WELL ROUNDED EDUCATION

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

Generally, our program review and assessment of our implementation of the practices described in Oregon's Early Literacy Framework remain the same, with a few areas of progress and opportunities for growth. Teachers take multi-faceted approaches to literacy instruction to ensure students experience the full range of literacy skills, including phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension, and fluency across grades K-8. These educators endeavor to create textually- and culturally-rich environments to enhance connections across texts, content, and culture to purposefully support comprehension development. Additionally, they intentionally supplement lessons with materials that offer a well-rounded and diverse view of the world, reflective of students' own lives, to prioritize student belonging and safety as the foundation for learning and to build awareness for various perspectives and experiences to bridge understanding across differences. In connection to this aspect of culturally responsive literacy, we continue to build time and support to examine biases within materials, texts, and curriculum to further ensure our literacy engagements, growth, and achievement outcomes are responsive to all students' needs.

We have also grown in our family and community partnerships using an equity lens to inform approaches to conferences and family collaboration in asset-focused and student-centered ways.

With the infrastructure and regular meetings of MTSS across all grade levels every 6 weeks, staff are able to plan individualized instruction and support services regularly by using data-driven input and teacher observations.

At RGS, systematic instruction, progress monitoring (Acadience), and diagnostic assessments for phonological awareness and oral language (Passi and PSI) are used to determine individual needs and interventions to support targeted areas for growth.

With our district's increase in linguistically diverse communities, we are intentional in growing within our practices to best support multi-dialectical students. A specific area for growth includes deepening our approaches to support and develop oral language in students' home languages as well as English.

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?**

The district has implemented processes and procedures to align and sequence all adopted curriculum, with a recent focus on math and reading. We are also evolving and growing, implementing practices when adopting curriculum to engage teachers from RHS and RGS together to ensure that scope and sequence expectations are shared between schools, to ensure vertical alignment. RHS teachers also work with RGS teachers, specifically in math, to ensure that they are aware of the strengths and weaknesses of upcoming students in order to best serve them during their transition

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

Through observations, conversations, and ongoing progress monitoring, administration is able to witness the differentiation and engagement in classrooms. The administration, at the request of the Board, will be revisiting the district/Association's approved evaluation schema to ensure feedback and support are optimized. The district has all teachers, including probationary, on a formal and informal observation cycle. The consistent and ongoing MTSS meetings across all grade levels and throughout the year provide another touchpoint for collaborating, troubleshooting, and reflecting on approaches to classroom instruction to ensure that engagements in the classroom reflect well-rounded, intentional, engaging, and differentially challenging approaches to teaching and learning.

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 work to ensure that all stakeholders are explicitly aware of our district policies and procedures in relation to the rights, safety, and protective measures within our schools that are

aimed at fostering a welcoming, safe, and inclusive environment. An annual training for all staff, students, school board members, and volunteers provides an overview of the federal and overlapping state laws, our requirements and responsibilities as a school district staff to uphold students' rights, and the ways our policies directly respond to these components.

RGS and RHS utilize PBIS programs and progressive discipline policies to promote and reinforce expected behavior and redirect students when school-wide expectations aren't met. Policies aim to be supportive of all students, and RSD relies heavily on restorative practices throughout any disciplinary processes. RGS is in the process of launching a renewed PBIS program with universal values of Safety, Ownership, Acceptance, and Respect (SOAR) at its center. Long-term, the program will revitalize positive behavior responses and appropriate expectations for students in all areas. In addition, support is being provided for staff to expand understanding and application of positive behavior management strategies in all spaces.

Riverdale has updated policies and procedures for addressing gangs, drug use, and violence. If present in the school, policies would allow any concerns in these areas to be properly addressed.

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

Within our district, we have two staff members leading our library programs. We have a half-time librarian at RGS and a full-time librarian at RHS, which enables library programming that is accessible to all K-12 students. With the help of a library specialist, we curate programs and materials that are culturally diverse as well as equitable across grade levels. At RGS and RHS, our teachers regularly utilize our library to support classroom instruction and student knowledge acquisition.

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

The District invests heavily in nurturing its student body's mental health and well-being through internal and external support services. More specifically, Jory Mental Health provides two full days of mental health support on site weekly; staff have cultivated and continue to support student groups such as *No place for Hate* and other social justice oriented affinity clubs (e.g., Gender & Sexuality Alliance, Multicultural Student Union, and Equity Student Council); holding affinity groups such as for the neurodivergent caregiver community; and supporting mental health through intentional budgeting counseling support at both RGS and RHS. RGS and RHS engage in regular Care teaming or student support teaming to identify students in need and develop programs to assist any students experiencing these challenges. Counselors in both buildings monitor progress through academic grades, student check-ins, and behavior monitoring to ensure that developed plans are effective and meet the needs of individual students.

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?

We continue to meet every 6 weeks at RGS and weekly at RHS in a multi-level system of support meetings (MTSS) to ensure that our intervention resources are allocated to those who need support. Once identified, the intervention is given and monitored. If adequate growth does not happen, students will go through the process and be evaluated for SpEd. In addition to whole school support, teachers teach small group intervention in the classrooms to give additional support for the focal groups of students. One of our focuses this year and last year has been the development of our TAG program. Teachers have been trained on characteristics of gifted students given the District's reboot of its TAG support structures, inclusive of how to meet TAG students' needs, and how to differentiate above (and below) standards. Each TAG student has a TAG plan, which teachers report on monthly. Teachers make thoughtful and intentional assignment and project opportunities for students to extend academic learning in response to students' differentiated needs. In addition to classroom extensions, our TAG students engage in project-based learning at least three times/year that culminate with detailed feedback to the parents and the teacher.

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.

Not applicable.

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

All students participate in a number of programs throughout the year to offer work-based learning experiences. We have programs that include work experience as parts of classes, require all students to complete at least 80 hours of service-based experiences prior to graduation, involve students with working experts in their capstone graduation project senior exhibition, and we have brought back week-long field experiences with access to work-based learning experiences in fields including STEM, art, Health and Physical Activity, as well as various fields tangential to our experiences. We support all students to access these experiences, and give special attention to helping students access them who may otherwise not be able to, such as developing specific experiences for neuro-diverse students and offering financial aid to cover extra costs for those in need of this support. Efforts include staff reaching out to local employers to create meaningful field experiences for our students and to bring employers or members of different industries into our building to speak with students. Specific examples include having investment bankers, accountants, and other relevant careers come in to speak to our students in our Economics class. Our CTE staff is utilizing the new community-based approach offered by ODE to engage with employers regarding in-demand skills and student opportunities. Due to the nature of our district, we have a broad base of high-earning careers represented within our community and parent group, leading to diverse opportunities for students to get real-world career experiences, guidance, and mentorship.

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.

No. Riverdale High School offers a full CTE program in computer technology, but no courses currently offer college credit. RHS is developing an IB Diploma Programme with a computer

science course that could potentially offer college credit. RHS has college credit-bearing courses in Humanities, Science, and ELA. Future coursework is planned to include a full International Baccalaureate Diploma Programme that will extend college credit opportunities throughout ELA, Sciences, Math, Foreign Language, Art, and History.

ENGAGED COMMUNITY

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

In the last two years, we've continued to garner input from the broader community to inform decision-making. In response to community input, the Board has convened subcommittees, including the political advocacy committee, the parent advisory committee for food service, and the budget subcommittee, to address specific and topical needs and barriers.

The District has also convened town hall meetings for strategic planning, expanded the number of open houses and associated outreach activities (i.e., shadow days), and consistently surveyed our community of stakeholders on outreach and engagement surveys, adjusting accordingly to input received.

We have continued to increase our training capacity for volunteers across the District and opportunities for participation. One of the barriers we've encountered has necessitated finding flexible, alternative formats to make required training available and accessible to all. Within these efforts, we have held in-person, virtual, asynchronous, and language-specific (e.g., Spanish community members with an interpreter) training sessions throughout the year in response to these needs.

- 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.)**

The District consistently solicits input on its strategic trajectory, of which many elements the integrated plan is designed to support. Surveys are given throughout the year to staff, parents, and students, as well as community virtual Q&A sessions.

- 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.)**

We use existing practices such as surveys with qualitative and quantitative data to inform progress against the integrated plan and to inform future changes deemed necessary. Surveys are tailored to "buckets" of work that we have identified, encompassing the work of this integrated plan as well as our strategic plan.

We also hold a variety of different focus groups with our constituents to inform and open discussion on different initiatives throughout our planning and decision-making processes.

- 4. 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.**

Some of the themes that emerged from community and staff through these engagements include the need for a more cohesive District academic identity, broader equity focus to address gaps of identified vulnerable populations, and community-building components between the varied constituent populations that make up the District to strengthen the well-rounded education provided. Refining our District identity has included an expansion of our program that facilitates high-quality instruction to support college and career readiness, such as CTE, and seeking certification for IB.

Equity elements of focus include intentionally addressing gender gaps indicated in our data; specific needs for the LGBTQ2S+ community, inclusivity, and meeting the educational interests of a diverse range of students.

Community building elements include fostering continuity and collective vision for our resident/non-resident community, high school and grade school communities, and tuition-paying and non-paying communities together to support belonging and inclusivity.

Hosting community events across the year as well as communicating the engagements afforded to students, staff, and caregivers to foster belonging and inclusivity (e.g., affinity groups for caregivers and staff, school-wide identity-based lessons to increase awareness and appreciation of differences in our community's diversity, book studies & focus group dialogue) is an ongoing practice through newsletters, e-blasts, and sharing "mission moments" in board meetings.

STRENGTHENED SYSTEMS & CAPACITY

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

In order to continue recruiting, onboarding, and developing teachers and leaders, we found the need to become more intentional about our hiring process. We identify and post vacancies early so we can garner the most qualified pool of applicants to choose from. Vacancies are posted locally on the Partners in Diversity, TalentEd job boards, and nationally on School Spring. We have an Equity Statement on our job postings that explicitly encourages applicants who are from historically marginalized populations to apply.

After the initial screening process, candidates are interviewed by a committee of staff, students, parents, and community members from throughout the district in a collaborative process with questions asked from the perspective of a broad range of District stakeholders. Since education and experience aren't always the best predictors of a teacher's performance in the classroom, candidates are asked to complete a performance-based task like teaching a mini-lesson to help in identifying the best candidate for the position.

As a District, we have centered equity work in our mission and vision. We have continually worked to develop depth in our instructional approaches and pedagogical frameworks by providing ongoing professional development that is intersectional in relation to equity work to bolster cultural responsiveness of staff. Together, these components continually strengthen the culture and climate of our school district to create the conditions that support the recruitment and retention of diverse and highly qualified educators and leaders.

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

Our guiding principles are to provide clear guidelines and structures for students to follow, collaborative problem-solving and restorative practices for resolution, and transparency and clear communication with families and students moving forward. To ensure we meet our guiding principles, we consistently review the data, calling out trends/patterns, and frequently consult with one another across divisions, to not only ensure congruence but objective application of our discipline policy.

Due to our small district size, expulsions have not been used in recent years. Suspension is occasionally used as a method for correcting behavior, and disciplinary referrals are used as well. We now require that all disciplinary referrals be recorded in our student information system to allow for easier analysis, and we create a yearly bias report for board discussion, highlighting any and all bias incidents that occurred across the District. Whenever possible, the District prioritizes non-punitive measures and restorative justice practices to reteach expectations and hold students accountable for their words and actions. Disaggregating by group has not been possible due to the small size of the referrals available to analyze. During the 2024-25 school year, District schools have implemented methods for easier behavior data tracking to support improved PBIS programs. The District will have expanded data sets allowing for more data-driven responses to student behavior management needs, and this may allow for greater disaggregation of data to focal groups.

3. *What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?*

At the beginning of 9th grade, students are guided through the registration process for Naviance, which helps Riverdale provide individualized college planning and career exploration. During several advisory sessions throughout the year, students are assigned different self-assessments to be completed as they progress from 9th to 12th grade, including AchieveWorks' Do What You Are, Learning Style Inventory 2.0, MIAdvantage 2.0, Skills Assessment, and Myers-Briggs Personality Typology. Students then explore connected career paths as well as related degrees, skills, and trades. When students are juniors, they are led through a series of college and career workshops to begin planning for the future. During senior year, the college counselor works first-hand in the fall with students who are applying to 4-year colleges and universities. In the spring, students who intend to apply to community college or trade school are guided through the application and registration process. Job Opportunities are posted on bulletin boards. Career Research activities (at least one per trimester) are provided in the advisory class. Career interest surveys are done in advisory through Naviance.

CTE opportunities are highlighted through our academic advising program, and by requiring all students to take a "Tech Survey" course in their freshman year. The course is taught by our CTE teacher, and they use it to highlight the opportunities for CTE credits and the opportunity to complete the entire CTE program if desired.

EARLY LITERACY

1. **Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory.**

All Inventory is up to date

2. **What is the name of the funding source for the 25% match for early literacy?**

General Fund & SIA

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

High-Dosage Tutoring

PLAN SUMMARY

1. **Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.**

Riverdale School District's plan addresses a number of strategic priorities for our school district. The funding from our integrated application programs will be directly beneficial for our students. Broadly speaking, the programs fall into offering a strong, well-rounded education (early literacy, CTE support, and our emerging IB program) and meeting the social-emotional needs of our students (funding JORY mental health supports, a high school counselor, and our DEI Coordinator position).

Offering a well-rounded education is contingent on student literacy, and early literacy supports are vital to our students meeting our goal of all students attaining foundational literacy skills by the end of 3rd grade. We plan to continue supporting our early literacy program by continuing curriculum development in our reading intervention programs, funding our reading interventionist, and supporting increased instructional aide availability to support student learning. Through our robust MTSS program, administration, teaching staff, and intervention staff work together to identify students in need of support or intervention. Direct student support includes classroom support by instructional aides and/or work in our intervention program with the 95% Reading program delivered by our reading interventionist.

Support for a well-rounded, high-quality education in this plan at the high school level centers on continuing our CTE program and offerings and supporting the development of our International Baccalaureate Diploma Programme initiative. CTE courses in computer programming are offered by a certified instructor, and students are able to complete the full CTE program if desired. As we add an IB Computer Science program alongside these offerings, we will be able to meet the needs of students desiring career-ready skills and the background necessary to continue working in computer science and programming at the college/university level. As a college-prep high school with a strong college-going culture, Riverdale High School's IB initiative will support our students in attaining the highest level of preparation for college with a well-rounded education. Funds from integrated application programs will be used to support professional development for staff to meet IB teaching standards, pay for IB fees, and support our assistant principal who is also filling the role of IB coordinator for the school.

To address the social-emotional needs of our students, the District is supporting our DEI coordinator position, a high school counselor position, and the work of the JORY mental health

collective with funds from the integrated application. The DEI Coordinator is vital to support integrated processes for equity and inclusion across the District, benefiting all students. Our high school counselor is tasked with supporting the social and emotional needs of our students, and is a vital link in encouraging high student attendance and supporting/problem solving with students and their families when student attendance is less than expected. Finally, the JORY Mental Health Collective provides 16 hours of direct student mental health support per week to students across the District. This support is geared to helping students be successful in school, and has been vital in our efforts to improve attendance and overall student performance as well.

2. **How can ODE support your continuous improvement process?**

Our District leaders who are engaged in the integrated guidance process envision support from ODE consisting of additional streamlining within the required reporting as much as possible and building consistency across reporting requirements. In addition, if it is possible to decrease the frequency of reporting by further consolidating this process and reporting platforms, that would be an element of improvement we would appreciate.