Phoenix-Talent SD 4 25-27 Integrated Programs Application

Needs Assessment Summary

Describe 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. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

At the district level, feedback was gathered from our educational partners, including staff, students, families, and community members. The process for engagement included surveys (staff, families, and students), listening sessions, focus groups, and empathy interviews. The district completed an ORIS needs assessment.
The engagement data, as well as district and building educational data, was reviewed by a committee that consists of a diverse group of teachers, classified staff, administrators, higher education partners, families, and students. The priorities of our partners were clearly identified, and current and proposed activities to meet the needs of our school district were discussed. Qualitative data collected from our students and families in traditionally marginalized communities was elevated. All proposed plans and resource allocations were processed through our district's expanded equity lens.
Trends identified included: SBAC performance that lagged the state averages in 3rd ELA and 8th math; attendance drops across all areas and especially SpEd students; and belonging and engagement perception declines among elementary and secondary student groups. These are all addressed in the elements of this plan and formed the backbone of how we propose to serve students in the coming years.

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)**

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.

The expanded equity lens is used in school improvement planning processes including site councils, school-level data teams, strategic planning and SIA engagement sessions. It is also used in the work of our family engagement teams in considering all aspects of reaching and engaging our families in their child's educational experience. Some examples of key investments we are making in this area include: increased bilingual staff support; training to support staff members' skill sets to advance the needs of traditionally underserved groups, including classified staff training; and expanding/diversifying CTE opportunities within and across 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?

Our district partners with the Southern Oregon ESD to provide training for staff members in the area of cultural needs of focal students. In terms of social/emotional needs training we have contracted with Wayfinder to provide SEL curriculum and they also support our staff with formal training to support all students' needs. Academic training is provided for our staff by our Department of Teaching and Learning led by administrative staff as well as instruction and curriculum coaches. All provided training has an eye toward supporting our strategic plan including supporting our focal students and eliminating any achievement gaps that exist.

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

The Community Care Team works closely with families that are experiencing homelessness alongside the Maslow Project. Procedures are in place to ensure student privacy when using our student information system.

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

We will continue to look for ways to create a master schedule that will open up as many potential

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opportunities to participate in CTE courses for our focal groups as possible. Our teachers do a phenomenal job of getting to know the students in their class. As they learn about needs, they help connect students with an adult at school that can help support the students' needs beyond the classroom. We also partner with Project Youth + and Trio to help provide secondary and post-secondary supports to students that are low-income and/or first-generation college-bound. Free tutoring, mentorship, and career/post-secondary exploration opportunities are plentiful with these partnerships.
We will prepare students for non-traditional fields through exposure to opportunities they haven't had before. Career exploration and research, guest speakers, Oregon Connections videos, and YouScience will all play a role in providing a wide range of career options to students in CTE classes. We also utilize our Future Planning Center and our partnerships with Trio and Project Youth + to work with students on an individual basis to help determine potential career areas of interest.

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. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

For this application, Armadillo Community Charter School has elected to apply on their own and will not be submitting data in collaboration with the District.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. 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 curriculum adoptions follow a rigorous process to ensure alignment with standards, rigor and are logically sequenced. A curriculum adoption committee is formed and includes classroom teachers, two-way immersion teachers, special education teachers, English Language Development teachers, administrators, and parents. The materials are reviewed to determine relevance, rigor, integration of technology, differentiation, and that they're appropriate for diverse learners. All materials being considered by the Committees are selected from the Oregon ODE Adoption List, which is vetted prior to district use. For science and language arts, the committees used the NYU Culturally Responsive

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Curriculum Scorecards to encourage the Committees' critical reflections on whether the curricular choices are culturally responsive. The materials are placed on public display, presented to students for feedback, and we conduct “mini-pilots” with select lessons and classes. The School Board ultimately votes on the curriculum materials.

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

Our district has made an intentional investment in high-quality instruction by hiring instructional coaches at all elementary schools as well as the middle school level. Additionally, we will be hiring an instructional coach for our high school as well. These coaches work closely with each other as well as the teachers in each of their buildings to unpack reading and math curriculum and standards and to elevate best practices as defined by current research. Our teachers all use state-approved curriculum and apply standards-based instruction to all of their lessons. This year the district has also adopted the SEE-KS Mentoring program to provide support for classroom teachers to observe, collaborate with, and mentor each other. The district also partners with the Southern Oregon ESD to provide teacher mentors to all teachers in their first or second year in the profession. Similarly, the district employs a separate mentoring program housed within the district to support teachers who are new to the district, but not new to the profession.

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?☒

Our district and our individual schools do a lot to ensure that everyone experiences a safe and welcoming environment including:

* People who can communicate with families in their native language in each building
* Making safe places for people to be their authentic selves
* Community Care Specialists to build relationships with families who don’t feel comfortable in an academic setting

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

Each of our schools has a full-time media manager who oversees the library and reading programs. At elementary, each elementary class is scheduled once a week in the library where the media manager provides structured reading/activity programs. In addition, the elementary media managers work directly with the students’ teachers to assist in ‘good fit’ book selection. At the middle and high school level, the media managers support the technology resources and ensure there is a wide variety of books/resources for every student. Each year, our

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media managers collaborate with a licensed librarian from another school district on a monthly basis for training and professional development.

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

The District works closely with our partners at La Clinica in our School-Based Health Centers to access mental and behavioral health services for our students at the elementary schools. These providers check in with school staff regularly to update them on the progress of the students with whom they are working.
At the middle and high school levels, the same cooperation with our SBHC providers applies. Additionally, the schools at the secondary level also employ counselors who work with students on mental/emotional health issues as well. These staff members use qualitative data tracking to determine whether interventions are being effective, and if not, to adjust the interventions as necessary.

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?☒

We have an extensive system to diagnose and support the needs of students at every grade level. Some data points and examples of this include:

* Universal math and reading screeners at K-8 using iReady
* DIBELS/IDEL screener at K-5
* Attendance data
* MTSS system K-12

Our district has a robust Talented and Gifted (TAG) program that is designed to meet state requirements and support the needs of all above-level learners. As part of our child-find process for TAG, we place a special emphasis on identifying traditionally underserved populations including many of our focal student groups.

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.

The District does not have specific plans to add new CTE Programs of Study at this time, but will be continuing to look for ways to expand and diversify the offerings that we currently have to serve more students and at more levels.

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

Work-based learning opportunities outside the classroom have been a tremendous challenge for our CTE programs. However, our CTE teachers have diligently worked to create opportunities within their classroom environment to mimic elements of an off-site experience as closely as possible. Our programs are also working to reestablish community connections in hopes of starting more off-campus opportunities in the future. Some current examples of work-based learning include our Digital Media program that utilizes students to live stream sporting events through Table Rock Sports. This program also participates in an interview process with filmmakers at the Ashland Film Festival. These interviews that are created and produced by students are shown after the films. Our Agriculture program offers experiences as a Greenhouse Manager or School Farm Foreman where students take on leadership roles and attend to the day-to-day operations of those facilities.
All district Superintendents in the region met with the Director of Rogue Workforce Partnerships for feedback on how districts would like to engage with Industry, as a part of their "Community Engagement." Rogue WorkForce/CCL will be offering Career Area Sector Partner Zoom meetings, where district planning teams may ask questions and receive feedback from Industry Leaders. Each district is also using Industry Sector Partnership Panel Q&A sessions, Superintendent/Sector Partnership discussions at Superintendent meetings, Community Tours of CTE labs and strong Advisory Boards for each CTE Program of Study to connect with community partners. PHS CTE teachers are working to reestablish community connections for their individual programs. Since the COVID pandemic, many members of the PHS Advisory Boards are no longer in the area or are no longer working in the same industry. Teachers are reaching out to build new Advisory Boards.

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. ☒

Technical skills will be improved through curriculum that is aligned to industry standards. Advisory Boards will also help ensure that the skills that are taught in the courses are relevant and applicable to current industry needs. Opportunities for postsecondary credit are available in most programs and can help jumpstart a student's next steps. Postsecondary credit through community colleges is free, which removes any financial barriers.

Engaged Community (250 words or less per question)

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

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?

We continue to be committed to engaging with our families and community at every level. This has been a strong focus of the District over the past two years. This commitment has shown up in many areas and our process for gathering authentic feedback includes attending Migrant Ed PAC meetings, student-staff family surveys and also showing up where families are, which is our music concerts, athletic/activity events and other school community gatherings. The informal feedback at events has been a welcomed avenue for both families and staff, as it is non-threatening, a diverse group of parents and does not take additional time for our families to provide their thoughts on how things are going for their child.
One of the biggest barriers we continue to face is still recovering from the Almeda fire. In an effort to ensure we are hearing from all of our families, those who are still displaced and scattered throughout the valley are more difficult to connect with and/or receive feedback from. Some are simply just trying to survive. Some of the information we get from our fire-impacted families come from the students sharing with their teacher. Overall, we have been more intentional than in years past in engaging and seeking feedback.

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.)

We used many different strategies to engage with our students and their families and an example of some of those strategies are listed below. We chose these strategies because they are mostly in-person strategies that allow us to engage directly with our students and families and they led to a high degree of engagement.

* PAC (Parent Advisory Committee) meetings
* Charla Entre Padres
* Family Engagement Surveys
* Focused Listening Sessions
* Student Climate Survey
* Latino Parent Nights
* Empathy Interviews

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.)

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We continually engage with staff (both classified and certified) to get their thoughts on a wide range of topics, and the Integrated Application was one of them. Two of the strategies we used included:

* Leadership teams at each building that reviewed investments at the building level and gave feedback on the efficacy of those programs
* Online Staff Surveys, including questions specific to our District's investments in the Integrated Programs.

Outcome of Engagement

11. 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.

We gained a great deal of insight through our engagement process. Some of the highlights include:
Tribal partners indicated strong support for the District's plan during the Tribal/District consultation sessions.
More than half of our students (56% at the elementary level and 54% at the secondary level) feel that there are one or more adults that give them strong support in their school experience.
Families strongly value our school nurse, middle school counselors, behavior specialists in the elementary schools, and SROs.
Staff members strongly value bilingual instructional staff, SROs, middle school counselors, and behavior specialists in the elementary schools.
Migrant and ELL families feel well-supported in communicating with their child's school, especially at the elementary schools.
Regular attenders rate dropped to 65% last year – 8% lower than 2 years ago (state goal = 90%)
SpEd attendance is down to 59% regular attenders last year (currently at just over 60%).
3rd-5th students perception of engagement and belonging both dropped 10% year over year
Secondary students only cite a 22% perception of engagement with their classes overall
Families identified a need to improve academic performance for our students
Staff members identified a need for the District to do a better job tailoring professional development options to the specific needs of of staff members
All of these insights (and many more) were presented to our strategic planning team and each of our strategies and key investments were crafted to address areas of weakness and build upon areas of strength.

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

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

We have many strategies for recruiting and retaining quality educators. We also have a special focus on increasing the number of students who represent some of our student focal groups. Some of these strategies include:

* Bilingual marketing and bilingual recruiters, school visits
* Mentor Program
* Regular check-ins & beginning, middle, and end-of-year surveys
* Ongoing equity professional development for all staff
* Affinity student groups and paid
* International teachers search

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

Our human resources team and district office administrators analyze the teacher placement at each school on an annual basis to determine the following:

* Equitable balance of personnel resources per student
* Proper licensure in each classroom for each subject/grade level
* Years of experience by school site, grade level, and subject level across buildings

Adjustments are made at the beginning of each school year as necessary based upon the findings of this analysis.

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

* MTSS/PBIS structures
* Restorative Practices
* Monitoring and responding to disaggregated discipline data

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

Our District team engages with all of the programs in question in a two-way collaborative manner throughout the year to ensure that students and families being served by these entities who are a

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part of our district receive prompt, professionally-delivered services. Individual plans are created for each student in collaboration with the agency in question, and IEP and 504 plans (when applicable) are reviewed to determine if any adjustments need to be made to the programs and services listed. Our district provides transportation from home to the LTCT in our area as a service to families. Our District is also a member of the Jackson County Threat Assessment team and as a member of that team our staff members are able to create and develop relationships with other community partners to further aid in facilitating smooth transitions to these agencies.

5. ☒ 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? From high school to postsecondary education and/or workforce? ☒

We currently have several avenues through which we support early childhood programs including:
* Headstart at PES and OHES
* TES hosts a preschool program
* Kinder JumpStart

We facilitate effective transitions between early childhood programs and our elementary schools, elementary to middle school, middle school to high school, and high school to postsecondary schools in the following ways:
* Kinder Jump Start
* Pirate Camp
* Link Crew
* Future Planning Center events
* RCC Hola
* Kaleidoscope playgroups
* Meetings between Early Childhood Special Education staff and school-aged staff
* Transition meetings for students on IEPs between elementary-middle, middle-high, and high transition.
* Parent and student orientation and informational meetings for all 5th grade students and families preparing to enter middle school each year.
* Similarly, there are orientation and informational meetings for all 8th grade students and families preparing to enter high school each year.

6. ☒ 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

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plans and profiles. ☒

Career exploration happens in a variety of ways and in a variety of environments at PHS. Each CTE class provides students with career exploration lessons & guest speakers, and CTE field trips. Juniors will take the YouScience aptitude assessment in our advisory program and all juniors complete a career research project in their Language Arts class. Our Business / Marketing CTE program also uses an employability skills training site called Launchpad. Students in the Agriculture program complete a Career Development Event (CDE) one time per semester. In addition, our Future Planning Center, along with our partnerships with Trio and Project Youth + provide opportunities for students to learn about different career areas and colleges that support those interests. Pirates to Raiders is another partnership that has provided this opportunity in the past. All students and families, including those in focal groups, can learn about CTE offerings through our 8th grade parent night, Latino Parent Nights, open house, and school communications. Students also have access to the electives videos which highlight the CTE programs, school visits as an 8th grader, and word of mouth from other students. The electives video is also sent out to families if they weren't able to attend one of the in-person parent nights. Student Led Conferences are a time when students sit down with their families to discuss future plans as well as their course selections for the next school year. Changes to course selections can be made at that time. Our Migrant education students have the opportunity to participate in workshops sponsored by Talent Maker City such as building a ukulele, 3D printing, designing and building a longboard, flying drones, coding, and furniture building.

7. 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.**

Our district is part of a consortium in the Southern Oregon Education Service District (SOESD) to pool services for Indian Education. SOESD provides a coordinator for the consortium and she offers training to district staff members who work with programs under this guidance. Additionally, we rely on SOESD to coordinate organized family engagement activities in the area of Indian Education above and beyond what we already do for family engagement activities generally.

Early Literacy Inventory and Prioritization

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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)

Title I

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

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)

Extended Learning Programs
Purchasing Curricula & Materials

5. If you answered "Other" on #4, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. If you have more than one elementary school and/or schools serving elementary grades, 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:

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Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district
Have the lowest rates of proficiency in literacy of elementary schools in the district
Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (PL 114-95 129 Stat 1803) base in part on literacy score

7. If you have more than one elementary school and/or schools serving elementary grades, 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 [School - xx%]. (write N/A if you have only one elementary school) (write N/A if you have only one elementary school)

Orchard Hill Elementary School - 33%, Phoenix Elementary School - 33%, Talent Elementary School - 33%

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Some ways that ODE can help our District support this plan include:
* Continue to develop resources to support increased student attendance across the state.
* Advocate for federal funding to help support our title grant-funded programs that supplement our core instruction efforts.
* Continue to develop and support common sense accountability measures to help districts stay on track with improvement efforts without creating unnecessarily burdensome requirements, especially in the areas of unfunded mandates.

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. (500 words or less)

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After engaging with all of our communities (including students, employees, families, and local businesses and organizations) and conducting an in-depth needs assessment, three key priorities emerged for our district: 1) Continue to advance our equity work to support all students, and specifically our historically disadvantaged groups. 2) Improve and expand our programs to create a strong, well-rounded educational system for all students. 3) Foster engagement with all of our communities to leverage resources and support students.

These priorities will directly impact the areas of significant need that we noted in our data including the following: 1) An overall regular attender rate that has slipped to 65% as of 2023-24 including even lower numbers among several focal groups of students. 2) Academic performance on OSAS assessments that lagged behind state averages by significant margins for our total student population as well as many subgroups. 3) Perception data among students that indicate significant disengagement from academic studies at the secondary level.

In order to support our identified priorities, we have selected 7 outcomes for our plan: 1) Decrease disparities in student achievement with all subgroups making appropriate academic growth and progress. 2) All students, staff, and community members will feel safe, respected, valued, and included in our schools. 3) Provide opportunities for families to engage in 2-way communication experiences. 4) Create pathways and systems for families to access and engage in school decision-making. 5) Our students will develop proficient academic and social skills to allow them to access current and future opportunities. 6) Our students will be prepared for college and/or careers. 7) We will provide equitable opportunities for all students.

Our key strategies for achieving the outcomes we selected will be: 1) Offer extended learning opportunities. 2) Maximize students' physical and mental health. 3) Support and expand CTE opportunities. 4) Maximize magnet programs. 5) Support/enhance fine and performing arts programs.

6) Break down barriers that prevent families from engaging in school decision-making and conversations. 7) Develop a cohesive and coordinated calendar of parent/family meetings. 8) Develop a PTS District compact for community partners. 9) Use a broad range of data sources to identify areas of inequity.

There will be many key investments made to support this plan including but not limited to: 1) Hire additional counselors, school psychologists, bilingual staff members, graduation coaches, college counselors, and a school nurse. 2) Expand and diversify CTE offerings. 3) Develop and expand partnerships with mental health providers. 4) Continue and expand after-school and summer programs. 5) Continue to expand music and other fine arts programs.

These investments will be monitored by the district administrative team annually through a variety of means and data points including OSAS student data, annual staff, family, and student perception surveys, attendance data, CTE enrollment and completion data, among others.

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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)**

Assurances

Assurance 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.

- **Guarantee of Assurance 1:** True

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).

- **Guarantee of Assurance 2:** True

Assurance 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).

- **Guarantee of Assurance 3:** True

Assurance 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.

- **Guarantee of Assurance 4:** True

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of Assurance 5:** True

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

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- **Guarantee of Assurance 6:** True

Assurance 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.

- **Guarantee of Assurance 7:** True

Assurance 8: Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

- **Guarantee of Assurance 8:** True

Assurance 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.

- **Guarantee of Assurance 9:** True

Assurance 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.

- **Guarantee of Assurance 10:** True

Assurance 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.

- **Guarantee of Assurance 11:** True

Assurance 12: You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

- **Guarantee of Assurance 12:** True

Assurance 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.

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- **Guarantee of Assurance 13:** True

Assurance 14: You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

- **Guarantee of Assurance 14:** True

Assurance 15: 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.

- **Guarantee of Assurance 15:** True

Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

- **Guarantee of Assurance 16:** True

Website plan posted: https://www.phoenix.k12.or.us/our-district/about-us

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.