



## Coquille SD 8 25-27 Integrated Programs Application

### 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. (500 words or less)**

The Coquille School District has five campuses serving approximately 120 students. This total includes several hundred InterDistrict Transfer students due to our two choice schools that offer in-person, on-line and hybrid options to families. Our two choice schools are Winter Lakes Elementary/ Junior High (K-8) and Winter Lakes High School (grades -12+). Our District also provides three traditional school options: Lincoln School of Early Learning: daycare (30 months)-grade 1; Coquille Valley Elementary (2-6), and Coquille Jr./Sr. High School (7-12.) We are leaning into the equity lens support our REN provides through data about focal groups within our ESD service area that may not be statistically significant enough to measure within our relatively small district. We continue to consult the ODE Equity Stance as we gather and review feedback and data from our community.

Our District began its needs assessment in September of 2024 at our School board meeting with a presentation of our SBAC scores. Like many other Oregon districts, we are still stunned by the effect the pandemic had on student learning in English, Mathematics, and Science. Building leaders brought this data to their campuses where school-wide conversations about strategies to assist students in recapturing lost learning. These conversations began during pre-service meetings and have continued across staff meetings, grade-level team meetings, and District-wide professional development days. Since our last needs assessment, we have adopted curriculum in the three assessed content areas and have noticed some positive data trends.

Building sites consulted attendance, behavior, and mental health referrals to further inform our needs assessment. Our leadership team was then tasked to involve parents, teachers and other stakeholders to participate in our Coquille Integrated Guidance team. Our team includes: adults of students at grades pre-K-12+( from our traditional and choice campuses); CTE/Alternative Education Director; a Board Member; the Superintendent; Special Programs director, Curriculum Director, TAG Coordinator, Homeless liaison; two Title I interventionists, teachers; mental health

and academic counselors; and the adults of students. One administrator also leads our Equity Team. We employed the ODE Equity Framework in our conversations and planning.

At the September 27th meeting, our team reviewed the following data: local attendance, counseling and discipline; Oregon State Assessment scores (district and disaggregated by campus/grade level); the FORECASTS Analytics “State of the District” financial data; ODE At-A-Glance Profiles (district and disaggregated by campus/grade level); and the NWESD Longitudinal Data, including demographics, Federal programs, 9th grade on-track, 4 year graduates, regular attenders, and English Language Arts/Mathematics for the years 2017-2023.

Within our data sources, focal groups and their performance were identified in our data. As of our initial session, we had launched some surveys through GoogleForms for teachers, classified staff, students, families, community members and had held some focus groups of students who are served through the McKinney-Vento Act, Special Education, those navigating poverty, and those who identify as members of the LGBTQIA+ Community. Our early results from surveys revealed that adults of students in the above focal group had participated, as evidenced through their “short answer” question responses.

Wanting to engage additional focal groups, we next created additional surveys (in both English and Spanish) for students who are English Language Learners and for their adults (a total of four surveys). Additionally, we created a survey for students who have special needs. These surveys were abbreviated to avoid overwhelm on behalf of our students. We also had a listening session with our PTK group, which includes parents of students pre-K-grade 10, some of whom have special needs.

***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.**

Our District welcomes students across Oregon to enroll through InterDistrict Transfers. Indeed, approximately  $\frac{1}{3}$  of our student enrollments come from IDTs! We offer in-person, hybrid, and exclusively online instruction. Students may choose to attend traditional or choice schools. Our schools employ three social-emotional counselors for those in need. Students can connect digitally with counseling services via the GoogleClassroom and GoogleForm programs our counselors

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employ. We offer Career Technical programs that are open to students in grades 9-12, irrespective of their school enrollment. Our district partners with community colleges, including Southwestern Oregon and Blue Mountain Community College, to offer students expanded options for earning college credits while in high school. Furthermore, our District offers one-to-one technology for all students. We have additional clothing and hygiene supplies at each of our schools, for any who are in need. Our district provides students with three free meals each day: breakfast, lunch and “supper.” Furthermore, we offer daycare for those 30 months through nine years (2 sites); at four years old, students can be enrolled in our half-day, pre-K sessions.

**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?**

In addition to our Shared History, Tribal History, the district will provide training to identify and server students who are served under Title i- SST process, DIBELS; interventionists; We also elevate practices to identify and serve students in poverty. We uplift the requirements to meet ODE/USDA to provide three meals a day at no cost to our students in preservice. We have adopted and are implemented WAYFINDER curriculum to serve students' SE needs, facilitated by our 3.0 FTE SE counselors. We plan to adopt aligned Health curriculum to serve all students at the previously defined 2023 Health Standards. For the second year of the biennium, we intend to adopt culturally responsive, tribally responsive social science curriculum to meet updates State standards.

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

With our 1:1 technology access, no one knows who can or cannot afford their own devices to access technology, therefore education. We have a strong administrative team that is invested in our community and knows its families intimately. They are always watchful for students who are navigating homelessness. In turn, they regularly communicate with the McKinney-Vento liaison who reaches out to families and youth, purchasing and delivering (as needed) items directly to families. All of our campuses have clothing and hygiene available to all students—offering them in restrooms and clothing racks displayed for any to access. We provide gas cards to support transportation to and from school as needed to allow students to attend school. Furthermore, our District has prioritized providing FREE food to students, three times per day, beginning at pre-K and continuing through age 21 (if still enrolled as students.) No one has to endure the “free lunch” tickets in Coquille. Our two unique choice schools (Winter Lakes Elementary and Winter Lakes High School) allow students to attend from anywhere— and some tune in from the library and community buildings!

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

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Both high school campuses collaborate in scheduling to ensure males who wish to study cosmetology at Winter Lakes High School and females who wish to take simulator courses for heavy equipment/construction trades, agriculture and metals have access to and transportation to campuses offering such courses. All students in grades 7 take a CTE wheel to expose all students to the CTS offerings in our district.

### **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.**

We have begun serving students at age 4 with intervention/tutoring services. Additionally, we adopted curriculum for ages 3 and 4 (our pre-K). Teachers of this curriculum received PD in the fall. Students are receiving books at Title I nights to continue to promote literacy. Braided with our Title I funds, we use DIBELS to assess student skills. We are using funds at the grades 2-3 levels to support targeted tutoring and after school intervention groups in our PLUS program at CVE.

**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?**

The first step we take in adopting curriculum is gathering a teacher team across the grade bands. The Director of Curriculum and Instruction (DCI) is tasked with being abreast of national and state standards for the content area. Next, we refer to the ODE approved curriculum spreadsheet. We focus on the curriculum with the highest ranking first. Teachers and the DCI investigate the digital footprint of publishers on the list. We also consult with other Districts in our ESD via caravans to exchange information and collaborate in our research. Once we narrow our selections down to just a few, the DCI requests perusal copies from publishers for teachers to critique. We publicize our preferred curriculum and provide our stakeholders agency to give input about the team’s decision. If there are no challenges from our stakeholders, the DCI and the content area curriculum teams makes their recommendations to our Board of Directors. The Board then decides to accept our recommendations or ask us to revisit our findings. If a teacher wishes to adopt supplemental curriculum, the request is made of the DCI who vets the requested material to ensure it is aligned to state and national standards. The DCI maintains a

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GoogleSheet that holds our vertically articulated curriculum by content area, which is revised as standards dictate.

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

Administrators make a minimum of 10 observations (at least 50% with written feedback) as per our certified contract. Through such observations, administrators are able to offer suggestions for improvement/enhancement of instruction, which might look like covering a class so a teacher can observe a peer or arranging professional development. We have a mentoring program for teachers to support teachers through weekly meetings and conversations about instruction, celebrations, and challenges. We do expect our newest teachers to prepare and submit lesson plans to administrators to be certain that the scope and sequence for their grade or content level is being implemented with fidelity. Although the pandemic era of distance learning is not one many would like to repeat, a wealth of educational, digital content was generated. Teachers use visual/digital/kinesthetic “brain breaks” for students. A deepened understanding of students’ mental health brought mindfulness of one’s body that can be regulated through breathing. Digital access to live streams of cultures around the world encourages students to engage in learning about others. Teachers employ projects/research/hands-on science activities as well as manipulatives and drawing in solving math problems. Teachers offer individual, small group, and large group leveled instruction differentiated by a student’s ability. This might look like a reading group working with our Title I interventionists to attain grade level skills. This might look like a student going to a math class in the next grade level to challenge their abilities. Or, it may look like students peer editing writing or checking a peer’s answers.

**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? ☒**

Three of our campuses have keyless entries to the building. While a few were initially frustrated by pulling on a locked door, our community now appreciates that we are trying to keep everyone safe. We received a donation from our PTK to add internal door locks to deter any threat that may manifest within the school building. Our other two campuses have barracuda mechanisms to deny access to classrooms. Our district regularly trains and practices the ALICE protocol with staff and students. Coquille is the Coos County seat; consequently, we have a county jail and numerous law enforcement members in our community. The response time to our schools ranges from 2 to 4 minutes. At sporting events, we have EMTs on site in the event of an emergency. We have AEDs, fire extinguishers, Narcan, and LifeVacs throughout our schools. Staff are trained every year in the use of these important safety tools. Our district employs two full time nurses who address all students, from the medically fragile to those who need a Band-aid or an ice pack.

In our elementary schools, we display student artwork that is not affiliated with any particular religious observance. We display flyers and posters depicting people of diverse backgrounds and abilities for stakeholders to see and, hopefully, identify themselves in those depictions.

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At all campuses, we have well-trained, dedicated staff who form relationships with students and are ever-vigilant in reporting concerns to building leaders.

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

Two of our elementary campuses do not have spaces exclusively dedicated to libraries: one has six, double-sided rolling carts (2' X 6") that students and teachers access. Additionally, all classrooms have their own teacher-created library/reading areas. Our 2-6 campus has an educational assistant who staffs the library full time. Students in grade 6 participate in Oregon Battle of the Books with other students at grades 7 & 8 at our junior high. Additionally, individual classrooms hold personal, teacher libraries. At grades 7-12, we have a library, again staffed by an educational assistant, who works full time and coaches the Coquille Battle of the Books high school team. In our community, we have a satellite of the Coos County Library system in Coquille. It is open 6 days a week. As a member of this network, the Coquille Library participates in the inter-library loan program wherein a patron can request a book from any of the other branches, including the library at Southwestern Oregon Community College. Students in pre-K light up when our SMART reader arrives once a week to read aloud to them and send them home with a book. Students in kindergarten and first grade love it when "Miss Shelly" (a librarian at the Coquille Library) volunteers to read to students once a week.

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

We have a team of three SE counselors who meet biweekly and provide # of students served individually, in small groups, and in large groups each month. We have adopted and are using WAYFINDER curriculum at each campus. Further, we implemented a refocus room at our primary school, an entity that likewise exists at our traditional upper elementary and junior/senior high schools. Moving forward, we are adding a TOSA to address behaviors at LSEL and a vice principal to serve the same function at CVE.

**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? ☒**

Our first step is to refer students to the SST- Student Study Team. This is a collection of educators who review academic, behavioral, and attendance data about students at risk. At the elementary levels in our Title I campuses, students receive intervention from Title I interventionists as well as support through ability grouping for portions of their core instruction. For older students who are not meeting standards, and are in jeopardy of not graduating, we do offer summer school and/or a transition to our WinterLakes high school. Before that point, our academic counselors track students' progress toward graduation. We also have conversations, generally in eighth grade, surrounding diploma options

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(traditional, modified). At Winter Lakes High School, students are assigned to a Learning Specialist who makes contact with them every day. Students are given weekly progress reports to assist them in knowing their progress. Our digital platform, ImagineLearning, can be accessed 24/7. Some students are on campus daily, some are only online, and some have a blend of the two. We try to be nimble when a student needs support. In person classes have a smaller ratio than those in our more traditional high school. We have a social-emotional counselor and an academic counselor on site to further support students through caring connections. Staff regularly reach out to parents and communicate amongst themselves through MicrosoftTeams. Winter Lakes High School serves a relatively high number of students who come from marginalized focal groups including many students who come to us on an IDT. We support pregnant and parenting students in this space. Students of Winter Lakes High School who are navigating homelessness have access to a shower and laundry facility on site. We are pursuing a YDD grant to re-engage students who may have paused in their educational journeys.

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

N/A at this time.

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

At grades 6-8, Winter Lakes students complete a Career Exploration sequence of classes that cover all career-related learning standards over three years. Winter Lakes high school welcomes multiple industries and services to address its high school population. Some of this year's guests include: Recruit Hippo (which works with students to create resumes, practice interview skills, and complete job applications); military recruiters from several branches; university and community college representatives (including Lane and Southwestern Oregon Community Colleges); city agencies including the fire and sheriff's departments; local businesses and corporations, including Roseburg Forest Products, CNA's and dental hygienists; state and federal agencies including BLM, ODFW, and the Parks and Recreation department; tours to Fagan's Beauty School and a visit from the Oregon Hospitality industry. School staff work tirelessly to schedule and welcome numerous career fields for students to explore prior to entering the workforce. When events are upcoming, there are flyers and a bulletin board prominently displayed for students to see. Additionally, teachers advertise opportunities in their classrooms and announcements are posted to all students via their GoogleClassroom accounts. Winter Lakes also partners with local businesses to offer students internships and/or work experience classes.

Our academic counselors serve as liaisons between staff and students in assisting CTE students in completing their pathways and studies. Teachers of all classes in CTE offer career guidance as part of their curriculum.

This response exceeds the word count. Please see PDF provided in the Pre-Populated PDF Section above and summarize any updates to this response to fit within 500 words or less.

**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.**

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Our district extends expanded options courses to all high school students. Students have their tuition (and often books) provided at no cost to them. We offer a few dual credit options at Coquille High School. We offer advanced courses in some curricular areas (such as science, English, and mathematics.) Additionally, the Winter Lakes High School is a designated AP exam site. While we do not offer AP courses, students do study independently before taking exams. We maintain a collaborative relationship between our high schools, with adults working to remove barriers to classes students wish to take. This might look like a freshman taking online coursework through a community college or a staff member providing transportation to a work site for a student who has no personal transportation.

At Winter Lakes High School, we have teachers who offer robotics, coding, electronics, project based learning, drone flight, virtual reality, simulators and Zspace technology. In the STEM/STEAM field, we are trying to educate students for jobs that have yet to be created. To that end, we offer as much hands-on learning as possible in these areas. We also offer hands-on projects for construction students who soon plan to design and sell planters, benches and the like.

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

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

Our school district maintains a Facebook account which publicizes events, courses, and programs of study. In highlighting the completion of a greenhouse build, including photos, we advertise the exciting things Winter Lakes students are doing. Each of our schools have a website page featuring information about what their schools have to offer. We also display CTE-connected events like the Roseburg Lumber hiring fair on our reader boards. Winter Lakes High School has its own YouTube channel where drone footage created by Winter Lakes students is featured. Living in a relatively low population county (66,000), word of mouth is often how newly-arrived residents learn about our menu of services. Our individual high schools' pages feature links to our course offerings and curriculum. We advertise for classes via announcements, posters, and flyers throughout the school year. A key moment to share what we offer in the field of CTE is our in-person registrations. Here, parents and students can converse with teachers of various electives to make an informed decision about their schedules for the year. A game changer for our district was resurrecting the FFA program in conjunction with our Ag Program of Study. This move brought heavy participation and numerous accolades to students who participated in events, field days, and fair exhibits.

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**3. 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 offered google surveys to certified, classified, family, community, and student (grades 5-12) groups. We conducted attendance empathy interviews at CJSHS. We offered an attendance/barriers survey for our youngest students (pre-K through grade 1), who currently have the lowest attendance in the district. At our Title I and Title III family engagement nights (two of each held so far this year,) we gathered anecdotal information from families directly and indirectly from building staff.

**4. 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 offered google surveys to certified, classified, family, community, and student (grades 5-12) groups. We conducted attendance empathy interviews at CJSHS. We offered an attendance/barriers survey for our youngest students (pre-K through grade 1), who currently have the lowest attendance in the district.

Additionally, in a series of four targeted planning sessions with staff, building principals presented data, gathered input for building plans, and brought that collective information to our District-level CIP/SIP meetings which included stakeholders, some educators, some counselors, and administrators

***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.**

Needs elevated included: Increased academic performance in ELA, math, and science. Our district has adopted curriculum aligned to newly revised standards since the last adoption cycle for the included content areas. We also note a huge need to improve attendance averages across the district. All traditional campuses have engaged in monthly incentive initiatives to honor 100% and 92%+ attendance across grade levels. We still have work to do to incentivize the adults of our youngest students to transport them to school. .

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

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

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**ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒**

We offer a "Grow-Your-Own" program which allows us to elevate those from all focal groups within our community. Many began as an EA or member of our classified union- they bring regional knowledge and experience to our teaching staff. New teachers are provided with an experienced peer mentor for their first two years of teaching. Beyond that, teachers may elect to participate in additional mentoring through the SC2V REN. We partner with our SCESD in a CTE consortium, which supports career to teaching pathways, training, and education to educators supporting CTE courses.

We offer pre-service orientation to our newly hired teaching staff and our leaders have a meeting early in August to outline the collective vision for the year to come. We optimize our Title II dollars and braid with state grants when possible to train in SE, trauma-informed, culturally responsive practices.

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

All buildings communicate their discipline practices on their webpages, in their classrooms, and in writing. Stakeholders have access to these communication pieces as well. Communication of expectations is key in having students meet them. We use SYNERGY to analyze information about our students of focal groups in bimonthly staff meetings.

We are in the fifth year of a five year research program with the University of Oregon called TISS (Trauma Informed School Systems.) Educators from across our county are participating through our ESD. We meet once a month then bring training back to our buildings through micro-PD sessions led by members of the Coquille TISS team. These trainings are designed to offer strategies to staff that boil down to working with students rather than kicking them out when they are escalated. We also partner with our ESD to offer ACES training to staff. Understanding the effect of trauma on our learners is tantamount to supporting them. We also have a Multi-Tiered System of Support that is used in supporting students who may need Special Education services. This system requires three interventions of six weeks each (with documentation of events) to trigger an eligibility determination.

At the elementary levels, we have a digital documentation system that is managed by our Social-Emotional counselors. This team is able to discern "high flyers" who may need more support. Our SE counselors are rarely in their offices because they are walking through the halls, watching for dysregulation and intervening before a behavior gets really big. It is not uncommon to see an SE counselor walking or breathing with a student who is escalated in an attempt to calm them so they can re-engage with the learning. While we have three full-time SE counselors, we could honestly use one full time SE counselor in each of our five buildings (one is assigned to a campus; the other two split time between two campuses.)

**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**

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**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. ☒**

We employ two counselors who focus on academic achievement and future opportunities. Among their tasks are coordinating campus visits to community colleges, universities, work places, and trade schools. They advise students about expanded options, which afford them dual credit potential while in high school. We partner heavily with our local community college, Southwestern Oregon Community College in this endeavor. These courses are paid for by our district. Students also have the opportunity to pursue their GED on one of our campuses. We partner with SOWIB, TRiO, and ASPIRE in support of students' future goals. Counselors and staff meet regularly with students throughout their high school careers to tailor opportunities and conversations with student to match their future aspirations- and to encourage them to articulate plans if they are not yet sure of their direction. Both high schools have extremely supportive administrators who invite guest speakers to present, such as local doctors, timber workers and trucking schools,. We offer a community career fair in the spring to connect students to local employers whenever possible.

**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.**

## 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.

**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)**

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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)**

High Dosage Tutoring

Hiring

Professional Development & Coaching

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. 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 a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district

Have literacy proficiency rates that have not recovered to pre-pandemic levels

Have the lowest rates of proficiency in literacy of elementary schools in the district

Not applicable if you only have on elementary school

**7. 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)**

We are serving students aged 3 through grade 1 with our ERLIT allocation through hiring of small group tutors.

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

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

We appreciate the continued support of office hours and responsiveness of all ODE staff in our

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endeavors. We are hoping for a reinvigoration of the "Every Day Matters" funding- which assisted smaller districts like ours in expanding outreach abilities to our families. Our youngest students have the worst attendance, which leads us to ask, "How can we incentivize adults to transport children to school?" Being able to again provide bussing to all students in our catchment area would allow our youngest learners to attend and gain the foundational skills of literacy, oracy, and numeracy that are reinforced daily through grade three.

## 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)**

Oregon students suffered a devastating gap in academic achievement as evidenced by State Assessments in English, Mathematics, and Science. Although our students have access to 1:1 technology and some truly thrive in an online environment, research shows that students learn best when engaged in a setting providing direct instruction and support from adults who care about their academic, physical, and emotional health. We also know that meeting students' basic needs is of primary concern. To that end, our District has provided three free meals to all students each school day. We have hygiene products, clothing, gas cards, and other resources through the McKinney-Vento act to support students navigating homelessness. Thanks to the ARP-HCY I and II allocations, we constructed a hygiene station at our district office for families navigating homelessness, including laundry and shower facilities in addition to our clothes offerings.

Our District addressed lost learning opportunities through summer programs funded in part by state grants (such as SIA) because we were ineligible for Summer Program funding in the summer of 2024. Coquille Valley Elementary school has an after-school educational program (PLUS) offered free to students in grades 2-6. This year, some of the funding for this program (grades 2 and 3) will come from our Early Literacy grant as we fight to offer this important option to our students. We continue to offer digital education opportunities through the ImagineLearning platform at the secondary level. Our District employs two Title I reading interventionists and several educational assistants who support those struggling to read. The Early Literacy grant will allow us to expand our early intervention services for students in our age 3-4 ranges, as well as for our pre-K students. . We employed a teacher as a math interventionist at grades 2-6 in the 23-24 school year and have hired a middle school math

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specialist for our students in grades 7-8 for the 24-25 school year. .Title II funds were spent on professional development for Mathematics, Science, and Social-Emotional Learning. Our district has adopted Wayfinder as its SEL curriculum for full implementation grades K-12 in the 24-25 school year. Our Student Investment Account funding supports maintaining low student to teacher ratios, allowing teachers to more quickly identify those needing intervention and support. Furthermore, our District is committed to providing education to Coquille students from age 4 through its pre-K program. Childcare support is provided to students aged 30 months through 9 years at a rate lower than private daycare. Our District employs three, full-time social-emotional counselors and a .5 FTE TOSA Behavior Interventionist. We currently employ two school nurses who serve all five campuses in our district. Both our counselors and nurses are often the first to notice/report abuse, which was drastically underreported when students were not regularly among educational professionals who are mandatory reporters. The High School Success funding has provided for academic counselors to assist students through high school and into adulthood. We have created a system to track students' progress toward graduation beginning their freshman year. Our District has a very robust CTE program available to all high school students. We offer cosmetology and construction trades as well as an agricultural pathway (husbandry, horticulture, construction, metals) including the establishment of an FFA chapter for students in our rural part of the state to pursue. Student visits to post-secondary campuses have resumed and include students in grades 7-12. Students have had the opportunity to tour local business sites, including Roseburg Lumber, to see how CTE careers can move them into well-paying jobs. Students have access to several simulators that provide for exploration into aviation, heavy equipment operation and truck driving. Several have earned their CDL

***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

**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

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

**Guarantee of assurance 2: True**

**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**

**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**

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

**Guarantee of assurance 5: True**

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

**Guarantee of assurance 6: True**

**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**

**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**

**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**

**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**

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**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

**12. 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**

**Guarantee of assurance 12:** True

**13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.**

**Guarantee of assurance 13:** True

**14. 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.**

**Guarantee of assurance 14:** True

**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

**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:** <https://www.coquille.k12.or.us/our-district/ode-reporting>

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