St Helens School District
Integrated Programs Application
2025-2027

Section 1: Needs Assessment

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 (including CTE-related information if you have a CTE program). Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget.

Since the original SIA, our district has conducted a deep and ongoing engagement with community. In this effort, and through a desire to effectively coordinate the Integrated Guidance funds, we developed a Comprehensive Strategic Plan using our equity tool, which became operational in 2023 and gives us direction and targets into the future. The plan calls for and causes regular authentic engagement with the community utilizing multiple means, including focal students and their families, parents, staff, students, administrators, leaders of CBO's, business and political leaders, public safety, and more. We use the feedback we receive to improve our system.

Then recently, the district experienced well publicized events which shook our district and community to its core. The superintendent is on leave, administrators have resigned, and staff have been arrested. Our interim superintendent began additional outreach to the community, parents, staff, and students in an effort to learn how to best move forward, regain trust, and search for healing.

Five additional community listening sessions have been held, parent and student surveys delivered, staff meeting listening sessions held, as well as focal student empathy interviews and story circles. The compiled results generated a Preliminary Corrective Action Plan. The data and steps set forth in this Action Plan add to our Needs Assessment and will impact our IG plans and budget moving forward.

The Plan calls for additional ongoing community input including Advisory Councils for Citizens, Schools, and Secondary Students. Continued community listening sessions, culture and climate surveys, additional staffing, policy changes, training, and more. It (the Plan) also expects ongoing reports to the community on progress of the Plan and issues.

Other ongoing results and reports have also shaped our IG plan and budget. Utilizing our equity lens, annual results from ODE and compiled by the NWRESD, as well as the Perkins CTE Stoplight Report, we have brought together staff, and district administrators, to review student outcomes and disaggregated results in key outcomes. These include third grade reading, ninth grade on track, regular attender rates, four and five-year cohort graduation rates, early literacy outcomes, and more. We have examined trends, outcomes, achievement gaps, and the impact our IG plan has had on outcomes.

We find a need for improvement against state comparisons in every category listed above. In addition, we need to close persistent achievement gaps for focal student groups including - Black/African American, American Indian, English Learners, Hispanic, Economically Disadvantaged, and Students with Disabilities.

Combining feedback from all sources, our Corrective Action Plan, and our student outcome review has informed our IG planning and budget, and will have considerable implications for our general fund budget as well. You will see our plan and budget include a Summer School Recovery Program,

Racially inclusive CBO partnership, CTE expansion, AVID expansion, Social Workers and Counselors, Professional Development, and Funding a Family Resource Center.

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)

St. Helens (Yankton) Arthur Academy's needs assessment process included many stakeholders within our community: students, school staff, families/caregivers and school board members. This assessment included phone interviews with families, in-person interviews with students and families, focal students, feedback from staff and families either in electronic form or informally and conversations with stakeholders. Additionally, our team reviewed student data (in-house testing, state testing/OSA and easyCBM data) to inform our plan.
All of this work highlighted some areas where we found gaps, or areas of improvement. This data and feedback informed our decision to focus our efforts on ELA and math achievement as well as creating a culture of safety and respect for all students.

Section 2: Equity Advanced

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.

In our Strategic Plan the district makes an explicit commitment to "Welcoming, honoring, and integrating diverse perspectives and individuals" as fundamental. We applied the Oregon Equity Lens to ensure we create a system and process by reviewing it so that all focal groups are included and heard in each meeting and stage of the process of community engagement, decision making, and plan development. We disaggregate those data to ensure our planning and budgeting are built with the intent of targeted universalism.

We also need to ensure we are specific and intentional with our outreach efforts if we hope to gain the valuable feedback we seek from community engagement. That means we hold specific events like our Multilingual Family Spring Event with the Equity Lens in mind, and during that event we hold a listening session to get feedback in home languages. We also hold focal student group meetings (story circles, empathy interviews, thought exchange) for our students to increase the frequency of their voice.

Then importantly, as we plan, build, and deliver our budget and activities, the Equity Lens is used to remind us to deliver on the promise and intend of the IG. Our plan is driven with equity in mind. Specifically: funding of the Family Resource center, teacher professional development targeting strategies for focal student groups, partnering with REAP, expansion of the AVID program targeting first generation college attenders, and elimination of sports fees and supplies. All equity centered, like all our other outcomes and strategies.

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?

As the district examines our needs and searches for the most effective PD for teachers, staff, and administrators, our team uses the ODE Equity Impact Analysis Tool, and asks, "Would this PD affect different groups differently," and "Which affected stakeholders have had a seat at the table when making decisions about PD,"? We ensure our work is effective and meets the needs of all students, especially our focal student groups.

Over the upcoming biennium we will implement or continue our work on implementing the following PD for teachers, staff, and administrators, centering equity:

- Conscious Discipline, an evidence-based, self-regulation program integrating cultural and social-emotional learning and discipline
- Expanding AVID and implementation of AVID teaching strategies supporting systematize academic language and practices that ensure a sense of belonging and success for all students, regardless of background
- Science of Reading based approach to literacy utilizing the Early Literacy Framework with the Children's Institute, support from NWRESD, and LETRS training
- Participation in the OASCD Oregon Project making PLCs work for Equity and Achievement while creating practices advancing the work of collaborative teams
- Continued PD, and implementation of RTI
- PD deepening our adoption of the UW CEL 5D+ Teacher Framework and the 4D School Leadership Framework to help set goals and to stay accountable for all student success
- Additional SIOP training
- Intensive training on reporting requirements, best practices from the field of sex abuse prevention for K-12 educators.
- PD on stopping the grooming process and intervening when sexual abuse is disclosed or suspected

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

Our Family Resource Center has a full-time Title Programs Secretary who is also our McKinney Vento district liaison. She has worked in the district more than eight years, and deeply understands the challenges and needs of our family's navigating homelessness. She also knows, and makes sure all of our educators are aware of our policies and procedures ensuring students navigating homelessness are included in all programs and activities. Our options high school is located on the same campus as the Family Resource Center, and the liaison visits with homeless students at the school frequently to determine physical, mental, and emotional needs. She also has long-standing relationships with local Community-Based Organizations that provide resources and support to our homeless students.

Students and families living with housing insecurity manage a complex variety of challenges and barriers on a daily basis, these barriers can prevent active involvement in an educational environment. The St. Helens School District McKinney-Vento Liaison connects with each student and family to provide resources in educational support, after school activities and athletics. Through district resources and relationships with Community Partners we are able to provide assistance with transportation, food resources and additional supplies in order for families and students to fully participate in any school-based activity.

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

Our college and career counselor, as well as our guidance counselors, work closely with students and with our CTE teachers in order to create clear communication regarding the opportunities all students have in every CTE program we offer, regardless of gender. When students are forecasting for next year's classes, the CTE teachers present their programs to students, starting in grade 8. Our counselors ensure all students, our focal students in particular, are aware of the CTE opportunities. We provide PACTEC media and one pagers showcasing programs of study with the intent of recruiting non-typical gender participants in each CTE program of study. Also, our CTE teachers have long-standing relationships with local industry, and are able to organize field trips and guest speaker opportunities so that tradespeople who represent our focal groups can encourage students of color, students with disabilities, students of all genders, and others to consider these career options. Further, our recent GEAR UP grant will allow us to create more supports for all middle and high school students, both male and female, to explore and pursue postsecondary college and career pathways.

Section 3: Well Rounded Education

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

Our district has made steady progress on the implementation of our literacy program following Oregon's Early Literacy Framework based on the Program Review Tool. We believe this is true in each of the 8 areas (Belonging, Family and Community Partnerships…) in the Review Tool. Specifically, when we made our last application we had just begun the implementation of improvements to our literacy program and many of the following efforts were newly underway:

- Had just adopted McGraw Hill's Wonders Program for early literacy
- New adoption and implementation of the Heggerty program.
- Using easy CBM assessments on a regular cycle for both benchmarking and progress monitoring of student learning as we deepened our RTI model and decision making
- Newly entering into a partnership with the Children's Institute who is providing professional development and Problems of Practice Data Cycles
- Entering into a partnership with NWRESD on early literacy and PD, including LETRS training, which is underway
- Conscious Discipline PD and implementation
- SIOP
- Effective Multilingual Support
- Family literacy nights
- 90-minute reading block
- System wide implementation of our program with alignment across our district and through grades beginning in pre-school
- Engagement with ELL TOSA's
- New instructional leadership and instructional coaches

We believe we have made significant progress with each of these efforts/initiatives and that we have advanced in each of the 8 Program Review areas. We are still not where we want to be either programmatically or with outcomes, but are convinced we are making real progress and will soon see improved results.

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?

Our Department of Teaching and Learning ensures that all newly adopted curriculum is aligned to state and national standards. The team takes a thoughtful, inclusive approach to examining new and existing curriculum through our equity lens. In particular, the team uses the ODE Equity Impact Analysis Tool, and asks questions such as, "Would this curriculum affect different groups differently," and "Which affected stakeholders have had a seat at the table when making decisions about curriculum," and "Is this curriculum and professional development adequately funded and sustainable?"

The T&L team also provides ongoing professional development for teachers to ensure they understand how the standards, scope and sequence, and curriculum fit together to ensure student success for all students.

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

Our efforts continue in implementing vertical alignment across our grade bands. Due to limited elementary planning time and collaboration in the years since COVID, we are still developing a unified approach to collaboration across the schools. However, teaching staff now have one dedicated early-release day per month that is teacher-directed and allows teachers to collaborate within content areas and across grade levels. Our Teaching and Learning Team works hard to ensure that updated, challenging, culturally-responsive curriculum is available and implemented by all teachers. For example, two years ago our district completed its ELA curriculum adoption cycle, and then just months later completed its selection of new elementary math curriculum. Adopting both in one year is just one example of our intentional commitment to maintaining quality. As the collective of this process clearly demonstrates, ensuring intentionality around challenging and engaging instruction is part and parcel to our entire process. Each elementary school also provides a range of electives, including music, art, and PE. Our middle school STEAM program is preparing students for success in our CTE program, which includes rapid manufacturing; culinary arts; auto mechanics; construction management; and computer engineering. Additionally, our high school introduced a diesel mechanics program in the 2023-24 school year, to help meet the growing need for skills in this industry locally. Our middle and high schools offer band and choir, and our high school choir consistently wins state competitions. This combination of offerings allows us to reach out to all students in the district.

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 leadership has made a concerted and sustaining effort to proactively engage community partners in the formulation of the district strategic engagement plan, and to build ongoing relationships with law enforcement, local faith communities, the Latino community, our Native American population, and the Black community. Every October, the high school hosts a Family Resource Fair, where community-based organizations come together in one place to provide resources and information about how the broader community can support families. One specific example is the development of maxims (Courageous, Dedicated, and Prepared) at the high school, as well as enrichment classes to help support the teaching of those values. Data show the following words were used by the majority of students to describe the school: Safe, Welcoming, and Fair. Our district continues to lead the way in reigniting church, business, and law enforcement partnerships, as well as boosting access to the Family Resource Center. Our middle school is making great strides in rebuilding community after the pandemic, and implementing Sources of Strength to build future leaders and mentors.

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

Each of our elementary schools provides access to high-interest, age-appropriate reading material. As well, our librarians create lesson plan from sustainable, viable library curriculum to teach proper research methodologies and train students in digital citizenship. Librarians also build authentic relationships with students so that they understand their interests and what they are interested in reading. It is also critical that we fill our libraries with books that are relevant to a student's current lived experiences. For example, our middle school librarian conducted data circles with the after-school club for LGBTQ2SIA+ students to ask which books they would like to see on the shelves. They responded they wanted to read works from LGBTQ+ authors. The librarian is in the process of ordering books they have identified. We also ensure we build our school schedules and provide opportunities so that students can access to our libraries before, during, and after school.

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

At the elementary level We have a behavior support team meeting weekly to discuss referral data, intervention growth data, and track teacher feedback for students that have been identified. The team meets for 45 mins each week. Our DESSA tool is utilized to monitor this. We also use individual behavior trackers with goals specific to the student's areas of need for lagging skills. This is all part of our district commitment to utilize the RTI/MTSS process to identify students who are struggling for a variety of reasons, including depression, anxiety, stress, and challenges with dysregulation, and get them the support they need. They may need specific SEL support, academic help, or both, and our system is designed to cyclically identify, deliver, and assess.

At our middle school and high school, we have similar kinds of systems in place, but tailored to the more mature student and secondary class schedules. Referrals to our counselors and student case managers provide students experiencing depression, anxiety, stress, and challenges with dysregulation a chance to connect with SEL professionals at school. Interventions are then fitted to the specific student and their needs. The counselors and case managers monitor the progress students are making on their specific needs and adapt their support as appropriate.

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 elementary and middle schools have formed student success teams, which meet monthly to analyze student assessment, behavior, and assessment data using iON. This application allows team members to see actionable data in real time and provide needed academic, behavioral, and SEL supports for student achievement for students not yet meeting, and those exceeding state/national standards. We have implemented RTI in the district and this helps us make individualized decisions for all students and ensure student success at all levels. We disaggregate outcomes to check on student success across demographics, and make adjustments so our focal student groups get the opportunities needed to make equitable progress. Our student success coaches at each elementary school push in to classrooms as needed when students need SEL support. We have hired additional counselors, IA's, and lower elementary teachers to increase the number of caring, competent adults in each building, as well as to reduce class size. This allows more individual and authentic interaction between teachers and students, which increases students' engagement.

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.

Our district is in the process of exploring or working on a couple of new programs of study. They may or may not come to fruition as we work on our budget and examine the expertise of staff.

We are in the very initial stages of exploring the possibility of an arts Information and Communication Program of Study centered on a Theater Tech Program/Graphic Arts and Design. We have a new staff member who can lead this program and we will begin considering it in earnest (start-up) over the 2025-26 school year for possible implementation the following year.

We have a start-up now in the area of Health and Biomedical Services Careers, specifically Health Services, which would lead our students to a CNA certificate. With recent leadership issues we are behind in our process to complete this into a full program of study. Timelines would call for implementation in the next school year. Our budget and leadership will determine if we are able to move ahead with this work.

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

The Core Engagement Team has been revitalizing its relationship with PCC's Oregon Manufacturing Innovation Training Center (OMIC), which is designed to inspire and prepare Oregon's workforce for good-paying jobs and careers in advanced manufacturing through industry-driven training that meets the current and future needs of Oregon employers. As part of our community engagement, we have been scheduling Field Days for our students to engage directly with local employers. Additionally, our high school is steadily expanding its CTE offerings by partnering locally, and spearheading courses in culinary arts, transportation, arts information/graphic arts, healthcare, rapid manufacturing, and building and construction. In fact, for a district of our size we have very robust CTE offerings even as we are considering additional expansion.

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

Yes

Section 4: Engaged Community

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?

Recent unfortunate events in the district have only intensified our outreach to the community for feedback. This is true for the entire community, with particular intentionality for our focal students, families and staff. Five additional community listening sessions have been held, parent and student surveys delivered, staff meeting listening sessions held, as well as focal student empathy interviews and story circles. The compiled results generated a Preliminary Corrective Action Plan. The data and steps set forth in this Action Plan add to our Needs Assessment and will impact our IG plans and budget moving forward.

As part of regular practice following our initial Integrated Guidance process we have begun having ongoing community engagement. This work helped us form our Comprehensive Strategic Plan in 2023, and ramp up for this current Integrated Guidance application. We hold quarterly community engagement sessions, survey the community and students, get specific feedback at staff meetings with both classified and licensed employees, hold specific listening sessions and small group feedback meetings with focal student groups. Story circles, empathy interviews, and survey feedback have all become a part of our regular processes. So has our attention to ensuring we hear specifically from our focal student groups and their parents through these processes.

Our biggest barriers are ensuring healthy participation. Especially for our focal students. Holding specific meetings with language support has helped. Most recently, people have been hurt and angry at some meetings. Listening hard and working to improve trust has been very important.

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.)

Collaborative design or strategy session(s)
Community group meetings/listening sessions
Email messages
Focus group(s) meetings
Story Circles
Families of students who are emerging bilinguals
In-person forum(s)

School board meeting (s)
Survey(s) or other engagement (Students, Focal Students, Families) applications
Thought Exchange
Website
Principal's student advisory committee

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.)

CTE Consortia meetings
Collaborative design or strategy session(s)
Community group meetings
Staff listening sessions (licensed and classified)
Email messages
Focus group
School board meeting (s)
Survey(s)
Website

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 have become so much better at community engagement since the initial Integrated Guidance application. It just has become a part of what we do. Even when things went poorly this year, we did not turn away from input and engagement, but instead leaned in. We did this because we knew from experience it would improve our response, fit our community better, and add trust to our decisions. This is especially true when we intentionally include all voices (focal parent and student groups) and blend together what we hear in a holistic way.

Initially, we learned we need to be doing a better job with student outcomes. Especially third grade reading and eighth grade math with all students, particularly our focal student groups. Then, we also learned students and parents were not feeling our schools were emotionally or physically safe. Staff want a more influential voice in decision making, and ask for better transparency. There is both a need and a desire for everyone to pull together and improve.

As a result, we will expand opportunities for staff, parents, students, focal students, and the community to both be heard, and involved in decision making. Our IG plan will include a Summer School Recovery Program, Racially inclusive CBO partnership, CTE expansion, AVID expansion, Social Workers and Counselors, Professional Development (academic, SEL, and Safety), and Funding the Family Resource Center.

Section 5: Strengthened Systems & Capacity

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

Our Human Resources Director, teaming with our building administrators, forecasts staffing needs in February. Our building administrators and HR staff attend regional teacher job fairs to recruit new teachers and administrators. We are also in Year 4 of developing a grow-your-own program that encourages instructional assistants and part- and full-time substitute teachers to pursue a master's degree with an eye toward earning their teaching license. The district has also paid for instructional assistants to obtain emergency teaching licenses to help alleviate staffing shortages. Our Teaching and Learning Department has spearheaded a New Teacher Academy that meets quarterly and is an opportunity for experienced teachers and leaders to share best classroom practices and for new

teachers to share effective strategies with each other. To expand our workforce diversity, we are recruiting at job fairs in the Portland metro area, and also are encouraging our students of color to consider teaching as a career, particularly by introducing them to education through our high school-based Early Childhood Program. Our partnership with REAP allows us to bring bias and inclusion professional development to our staff and administration. It helps them be of the ways that they can be more inclusive. We encourage a growth mindset because staff estimates of student achievement can greatly affect student outcomes (Hattie's effect size estimate for doing this is 1.29).

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

One of our district's targeted focuses is to ensure that highly trained staff are teaching our students. According to John Hattie in his book "Visible Learning," Teacher Collective Efficacy, or the collective belief of teachers in their ability to positively affect students, has a 1.59 effect on student learning. In part, this means our investments should be pointed to those efforts that help teachers learn and grow together, not in isolation. Much of our professional development efforts will be spent on implementing the 5D+ Teacher Growth and Evaluation Framework, which creates a common language for effective teaching and creating welcoming, safe, high- achievement environments for all students. As a district we believe in equity, and understand this means all students should get what they need in order to succeed. This includes making sure our best educators are in front of the students who need them most. In particular, all of our staff are learning how to elevate underrepresented student voices, and ensuring asset-based language is used when referring to students speaking other languages, as well as students experiencing disabilities.

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

As part of our RTI/MTSS and behavior programs our district regularly analyzes referrals, suspensions, and expulsions. We tabulate each, record where/why they occurred, and then work to create a response designed to reduce them. We also disaggregate the data to look for any overrepresentation of our historically underserved populations. In response to what we have found over time, our district recently implemented Conscious Discipline strategies that integrate social-emotional learning and discipline. The CD program helps adults and students understand how brain states work, (survival, emotional, and executive); this curriculum helps teachers teach students how to re-regulate after times of crisis and be ready to learn again. Two full days of training were held in January and February, and our district's Culture and Care Coach is providing ongoing, job-embedded PD to help solidify concepts and actions in the classroom. Additionally, the district took part in the ODE-created Engaging Equity Professional Learning Series for Educators; This professional learning series supported our educators to respond proficiently, and. work proactively to meet the emerging needs of our school communities while resolving long standing harms that many students and families have experienced.

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

We are proud of the care we provide families and our students when they transition between LTCT, YCEP, and JDEP and our schools. These transitions create a crucial time and we know support is needed to offer a strong foothold in the new situation. Each student is provided ready access to a School Counselor who reviews their current situation, including what classes they are enrolled in, the appropriate learning level, credits earned/needed, and makes a determination of what other supports needed to ensure success. An IEP manager is assigned if appropriate, as well as a social worker and a post high school success coordinator. Each of these students participates in an orientation either one-on-one or in a group setting. If a Probation Officer is involved, they have regular access to support the student and principal, who partners to solve issues as they arise. Parents receive regular communication and have access to swift

communication with staff. We work to get these students into classes with smaller class sizes. Our alternative high school (Plymouth HS) is excellent and students attend there if appropriate.

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?

St Helens Early Learning Program offers care for children 6 weeks through Kindergarten age. We have an infant and toddler program at the high school and 2 preschool programs located in our elementary schools. These programs are a mixture of private pay and free, for families qualifying for Preschool Promise. Our preschool staff have transition meetings with the Kindergarten teachers each year to give information about where children are and what suggestions they have on successful strategies with each student as they transition. Our elementary students spend a day at the middle school in early spring to help their transition.

Our middle school teachers and grade 5 teachers plan to collaborate more frequently so that elementary teachers can integrate teaching of skills that incoming 6th graders need for success. The high school has developed a Summer School Bridge program supporting incoming 9th graders who struggle in mathematics and prepares them for 9th grade classes, developing relationships, and teaching organizational skills. The high school has created 9th Grade Academies to support 9th grade students in a cohort model, with a special education resource teacher assigned to each academy. Our college and career counselor, and guidance counselor, work with students and families individually to determine what courses they need to be successful in postsecondary education and careers. High school students learn test-taking strategies, attend workshops on how to fill out the FAFSA, college applications, and resumes. The high school and middle school use Naviance to create Personalized Graduation Plans.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? *Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.*

At present, we have 26 CTE courses at our comprehensive high school. There is limited space in high-demand courses, such as construction management, computer science, and auto mechanics. The renovation and expansion of the high school has allowed for more CTE program space; we have also added culinary arts and healthcare-based CTE courses and are working on graphic arts and design. Our college and career coordinator meets with each 11th and 12th grade once each year, and conducts college preparation, ACT/SAT prep, and FAFSA preparation. Our counselors work with students and parents on post high school targets/plans including career connected learning and college going.

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.

Not Needed

Section 6: Early Literacy

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

General Fund
SIA (Student Investment Account)
Title I

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

- ☑ Hiring
- ☑ Purchasing Curricula & Materials
- ☑ Extended Learning Programs
- ☑ Professional Development and Coaching
- ☑ Other Purposes:
    - ☑ Student Interventions

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:

- ☑ 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 based in part on literacy scores
- ☑ Have literacy proficiency rates that have not recovered to pre-pandemic levels
- ☑ Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district
- ☐ Not applicable if you only have one elementary school

If you have more than one elementary school and/or school and/or school serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and approximate percentage of funds that are going towards each.

Columbia City Elementary - 33.33%
Lewis & Clark Elementary - 33.33%
McBride Elementary - 33.33%

Section 7: 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)

The district has intended to create a synergy between our strategic plan and our Integrated Guidance. We feel like it is common sense to tie the two together. Integrated Guidance provides important funding, direction, and programing to what we hope to accomplish in our strategic plan and for our students. Any approach that has the IG just sit to the side of work central to progress with students makes IG inconsequential, and strategic plan work harder to accomplish.

We engaged the community, students, parents of students, focal student groups, and our partners in feedback about our current performance. We also asked them to review our current outcomes with students, look at opportunity gaps, employ the equity lens, and offer us their best thinking regarding how to proceed. We combine that with our professional expertise to determine planning and spending for the IG program.

Of course, we also had some real challenges presented this year which shook our schools, our community, eroded trust, and harmed our students. We cannot move forward without acknowledging these issues, considering our corrective action plan, and addressing them in our Integrated Guidance

work. Our community is highly engaged, and demands better from us. We believe this is a strength and provides us with opportunity going forward.

We see a need for improvement outcomes in third grade reading, eighth grade math, ninth grade on track, regular attender rates, four and five-year cohort graduation rates, and early literacy outcomes. In addition, we need to close persistent achievement gaps for focal student groups including - Black/African American, American Indian, English Learners, Hispanic, Economically Disadvantaged, and Students with Disabilities. We have a lot to do.

Our CTE programs are strong, but we believe additional key offerings and industry relevant components will support more of our students toward graduation and a successful transition to college and the workforce. Adding a Digital Media Arts Program of study will substantially broaden our offerings and can support diversified participation.

The IG plan we are putting forward utilizes our strengths and addresses our needs as identified above. We are creating LPGT's and believe our plan will allow us to achieve these goals over time. The following offers insight into our IG budgeting and resultant programming with approximate allocation of resources toward these ends:

- Nearly 25% provides SEL supports, counselors and the creation of safety, belonging, and support for focal student groups as well as all students
- Approximately 10% will target improved 8th grade math outcomes
- About 7% for professional development intending to improve instruction and outcomes in early literacy, 8th grade math, and 9th grade on track
- Nearly 22% for smaller class sizes and instructional support in classrooms targeting improved academic outcomes in reading and math, as well as improved sense of belonging
- About 16% for improved graduation rates, attendance, and transitional success through CTE programming, and graduation/college going efforts utilizing targeted universalism
- Approximately 20% intending to improve feelings of belonging, attendance, and graduation through improved participation in school activities

<u>If sponsored Charter. 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.</u>

The needs assessment directly informed our plan.

Hiring an additional Small Groups Teacher to teach ELA and math, specifically targeting focal groups in grades K-2, allows us to reduce our class size for ELA and math instruction. We have been able to expand this reach to specific students in grades 3-5 as the data show this is needed. With smaller instructional groups, students are appropriately placed at their skill level and can learn at their pace as needed. Any academic needs that students may have, are addressed directly in the moment (a smaller ratio allows for this). These high priority groups can receive instruction in both ELA and math two times per day. All of the data for lesson progress and mastery is recorded daily allowing for an efficient review of data. We can make decisions about lesson progress/mastery daily.

By hiring a SEL specialist we are able to create a culture of safety and respect for all students, families and staff which is vital to academic success. A dedicated staff member who can support students and staff with SEL curriculum and behavior support as the needs arise is vital. Having this full-time SEL specialist to support staff and students has decreased the overall "Think Time" sheets (similar to behavior referrals) we give to students. The SEL specialist leads staff development around working with exceptional students and is instrumental in creating wrap around behavior support within the school community. This person engages with our families to problem-solve and learn together.

How can ODE support your continuous improvement process?

The Integrated Guidance process is an arduous one. The process would be more meaningful if it was streamlined and truly integrated. While I really like the idea of integrating the grants and funding streams into one comprehensive document, an idea that we have wanted for many years, I think that asking for a narrative that actually integrates the specific work of the various grants would be more illustrative and descriptive of our work and it would have more meaning for us, our boards and community. I'd also like to be able to demonstrate our Integrated Guidance in graphic form which would help our teachers and students understand how all of our funding sources work together to create an aligned K-12 education system because it would be viewed in a graphically represented form.

I am grateful for the assistance of Audrey from ODE. She has been a wonderful resource and partner in assisting St Helens to get the application done. Thank you.