



Lebanon Community SD 9 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)

Lebanon Community School District (LCSD) began its Integrated Guidance (IG) planning in spring 2022, centering student voice and community input throughout the process. Over the last two years, we have engaged in ongoing feedback collection, data analysis, and stakeholder collaboration to identify priorities grounded in both lived experiences and measurable outcomes.

Our IG team includes representatives from leadership, MTSS, equity, student services, community engagement, and Career and Technical Education (CTE). This team developed a multi-pronged data collection strategy and met regularly to review emerging trends and determine district priorities.

In 2023–2024, we expanded our needs assessment to include the Safety and Belonging Survey, administered to students in grades 3–12, staff, and families. With over 2,500 student responses and more than 500 family responses, several themes emerged:

Students, particularly at the secondary level, expressed a need for stronger connections with school staff, increased emotional support, and a safer, more inclusive environment.

All groups surveyed had over 90% favorable responses on the importance of attendance. This data does not match our actual attendance rates.

Families report a much lower feeling of school safety than do students and staff.

To deepen our equity lens, we conducted a districtwide Equity Audit in winter 2024. Staff input highlighted a need for expanded professional learning, especially around supporting emerging bilingual learners, inclusive instructional practices, and culturally responsive teaching.

In parallel, our MTSS and instructional teams analyzed disaggregated student data, including Oregon Statewide Assessment System (OSAS) scores, district benchmark assessments, attendance, discipline, and graduation rates. This review revealed:

Persistent achievement gaps in ELA and math, particularly for students with disabilities, multilingual learners, and economically disadvantaged students.

Below-state-average math and ELA performance across multiple grade levels.

Disproportionate discipline outcomes for students with disabilities and students navigating poverty.

We also reviewed CTE participation and concentrator data, which showed that CTE pathways remain popular, access and completion rates for high-wage, high-demand pathways (e.g., health sciences and skilled trades). Employer and advisory committee feedback further emphasized the need to align program offerings with local labor market demand and to strengthen soft skill development and work-based learning experiences.

Impact on Planning and Budget Decisions:

Our comprehensive needs assessment directly informed the development of our district goals and budget priorities. Key investments include:

Strengthening Tier 1 academic instruction and intervention systems to improve achievement in core subjects.

Expanding professional development focused on bilingual learner supports, equity, and inclusive teaching strategies.

Increasing mental health supports and improving school climate through districtwide belonging initiatives.

Enhancing CTE access and quality by investing in updated equipment, certification opportunities, and employer partnerships, with a focus on equity and labor alignment.

This ongoing, inclusive process ensures our strategic plan is student-centered, data-informed, and aligned with the Integrated Guidance goals of equity, well-rounded education, and community engagement.

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.

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Equity Lens Integration in Planning and Budgeting

The Lebanon Community School District applied an Equity Lens throughout our 2025–27 planning and budgeting process to ensure that all students—particularly our focal student groups are supported through intentional resource allocation and strategy development.

Our equity tool guided decisions by prompting us to ask:

Who benefits? Who is left out?

What does the data show for different student groups?

How are we engaging those most impacted in the decision-making process?

This lens helped us prioritize funding, staffing, and programming that directly address disparities in academic achievement, graduation rates, school engagement, and access to opportunities.

We have aligned the following activities and strategies to support identified student groups:

Outcome: Increase Academic Achievement & Reduce Disparities

Strategy: GRIT Teams (Graduation Rate Improvement Teams)

Support for focal groups: Teams use disaggregated data (attendance, behavior, grades, on-track status) to identify and intervene with students who are off-track, especially focusing on students from marginalized communities.

Strategy: Alternative Education for Drop-Out Prevention

Support for focal groups: Provides a more flexible, personalized pathway to graduation for students at high risk of dropping out, including those facing housing instability or trauma.

Strategy: AVID Professional Learning

Support for focal groups: Helps staff adopt strategies that promote college and career readiness, particularly benefiting students from low-income families or first-generation college backgrounds.

Outcome: Increase Kindergarten Readiness and Access to Pre-K

Strategy: Early Literacy Focus

Support for focal groups: Ensures early intervention for literacy development, with targeted support for students from low-income households and English learners.

Outcome: Enhance College and Career Readiness

Strategy: Required CTE Wheel Class for Freshmen & Expansion of CTE Programs

Support for focal groups: Guarantees early exposure to career pathways for all students, including those who may not traditionally access CTE courses, such as girls, students of color, and students with disabilities.

Strategy: CTE Certificate Opportunities and Equipment/Supplies

Support for focal groups: Reduces barriers for low-income students by covering the cost of certification exams and ensuring equitable access to industry-grade tools.

Outcome: Improve Student Well-being and Engagement

Strategy: Deans of Student Success and Mental/Behavioral Health Professionals

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Support for focal groups: Provides tiered support systems and trauma-informed care for students facing mental health challenges, which disproportionately impact students from high-poverty or historically underserved backgrounds.

Strategy: Character Strong Implementation (Supplies & Training)

Support for focal groups: Builds positive school climate and teaches social-emotional skills with cultural responsiveness at the core.

Outcome: Improve Community Engagement

Strategy: Stakeholder and Focal Group Engagement

Support for focal groups: Engages families and students most impacted by inequities through multilingual communication, culturally relevant outreach, and accessible meeting formats.

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?

Throughout the biennium, our district is committed to a comprehensive professional development plan that equips teachers, staff, and administrators to meet the cultural, social, emotional, and academic needs of all students. This includes focused support for students with disabilities, multilingual learners, and other focal groups who may face systemic barriers to success.

Training will address the following core areas:

1. Social-Emotional Learning (SEL)

Staff will receive ongoing training in evidence-based SEL practices that promote emotional regulation, relationship skills, responsible decision-making, and a positive school climate. SEL will be integrated into daily instruction across content areas, with explicit teaching of competencies such as self-awareness, empathy, and conflict resolution..

2. Bias Incident Response and Equity Training

Annual district-wide training will equip all staff to recognize, report, and respond to bias incidents, with a trauma-informed and restorative approach.

3. Differentiation for Students with Disabilities and Multilingual Learners

Educators will receive targeted training on inclusive practices, co-teaching models, and scaffolding to meet diverse learning needs. Strategies for differentiation will be include practical tools for modifying instruction, assessment, and classroom environment.

Language development strategies will be embedded across the curriculum to support bilingual/multilingual students in accessing rigorous academic content.

4. Science of Reading

K–5 educators, specialists, and administrators will engage in ongoing training aligned with the science of reading to strengthen foundational literacy instruction.

5. Culturally Relevant and Sustaining Teaching Practices

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Teachers and staff will participate in learning experiences focused on culturally responsive pedagogy and curriculum design that affirms student identity.

6. Strategies for Supporting Students with Challenging Behavior

Professional development will focus on trauma-informed care, positive behavior interventions and supports (PBIS), and de-escalation.

Staff will be equipped to conduct and use Functional Behavior Assessments (FBAs) and develop individualized behavior support plans for students needing Tier 2 and Tier 3 interventions.

Training will emphasize the importance of relationship-building, predictable routines, and culturally responsive behavior supports.

7. AVID (Advancement Via Individual Determination)

Teachers across grade levels will receive AVID training focused on research-based strategies to promote college and career readiness, particularly for students from underrepresented backgrounds.

AVID strategies will align with SEL, equity, and culturally responsive practices to support whole-child development and close achievement gaps.

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

The goal of educators in LCSD is to create an atmosphere at each of our schools where strong student-staff relationships are nurtured, and every student has adult allies and advocates. In particular, students who may be stigmatized, marginalized, or historically underserved are the focus of staff training and policy to avoid isolation or other negative outcomes. The following policies and practices are in place to support and protect our students experiencing homelessness:

- JECBD - AR - Policy - Students Experiencing Homelessness
- JBB - Policy - Educational Equity
- Annual training for all staff on McKinney-Vento, student privacy
- Welcome Center - Community liaisons partner with families and students experiencing homelessness to help navigate resources and support (In 2021-22, we saw over 870 referrals for Welcome Center support, ranging from food insecurity and clothing assistance, to housing needs and health care support.)
- Title I set aside dollars to support students receiving McKinney-Vento services
- Referral form for staff/families to request support
- Deans of Student Success and Counselors at each building (trauma informed, equity focused)
- Bimonthly Youth Service Team meetings with representatives from a wide range of community agencies and family support groups
- Mental health counseling available from Linn County Mental Health

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- Free breakfast and lunch for all students (free dinners provided to students participating in after school clubs)
- Monthly Staff Trainings on Equity (Trauma-informed teaching practices was January training focus; Students Experiencing Homelessness is March training focus)

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

Our required CTE Wheel Class for Freshmen & Expansion of CTE Programs guarantees early exposure to career pathways for all students, including those who may not traditionally access CTE courses, such as girls, students of color, and students with disabilities.

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.

This school year, we sent 30 teachers and 3 classified staff through Ronda Fritz's & Eastern Oregon University's Science of Reading training modules. Some of those will use that knowledge in an on-going coaching situation. In addition, we dropped STAR and EasyCBM assessments in favor of NWEA MAP and mCLASS/DIBELS 8.

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? ☒

LCSD is committed to a rigorous curriculum adoption process involving various stakeholder voices to create a vision for the subject area in which our adoption is focused. For example, we are currently amidst a K-5 math adoption process. In congruence with the K-5 math vision created at our first meeting, our team agreed to look only at materials that have been vetted by the Oregon Department of Education and that ended up on their “approved” list, and to only look at materials that scored all

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“green” via analysis by the non-profit EdReports. These two parameters ensure that the curriculum we are considering meets rigorous standards across multiple areas.

Additionally, all grade level teams (or subject/department teams) meet at least monthly, district-wide. K-5 adopted a new language arts curriculum last year, and because of the new adoption, every one of their monthly meetings are dedicated solely to the new curriculum. Agenda items include pacing, backward mapping, resource sharing, intervention support ideas, supplemental materials selection, AVID strategy integration, SEL integration, SBAC blueprint emphasis (where grade appropriate), etc.

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

We have several systems in place, with some in development:

We are an AVID district and have incorporated professional learning for teachers for nearly a decade in engagement strategies, including WICOR (Writing, Inquiry, Collaboration, Organization and Reading) into units and lessons.

We have a New Teacher Mentor program that ensures new professionals are supported and guided in creating intentional units and daily lessons. (Over twenty teachers participated in mentoring with a contracted instructional coach, who focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback. Teachers hired in special education were also given mentors specific to their duties.)

Nearly 40 teachers participated in LCSD’s New Teacher Academy, which takes place the week before staff return from summer break. Topics include learning about curriculum, instructional practices, PBIS, AVID, and other district initiatives among other topics.

Our MTSS system supports three tiers of instructional response, including EL services (ELD), TAG, Title, SPED, etc.

Our teacher evaluation process includes standards related to create an engaging and rigorous learning environment.

We ensure dedicated time for monthly PLC and/or secondary department meetings.

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,

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violence?☒

- Our schools and district offices are safe and welcoming environments for all.
- We use an equity lens when researching, planning, implementing, and evaluating our systems, as well as in our acknowledgment and celebration of cultural events, customs, and holidays.
- We translate 100% of external communications so they are offered in at least two languages. Commonly-used forms are being updated to an online format for easy accessibility to all users, regardless of ability or language.
- Key communicators are trained on issues like accessibility to ensure we are using best practices in reaching out successfully and inclusively to all stakeholders.
- Policies and practices are in place to ensure all community members are treated respectfully and professionally.

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

We have a PLC for library media assistants that meets monthly with our district Technology Director. This collaboration keeps our services consistent and responsive across the district. This group builds their agendas based on what they see as current student needs. The agendas also take into consideration their research on library media best practices. Some of these “best practices” include the creation of a warm and welcoming environment for students, easy access to materials, building good student relationships, availability and access to the library itself, building the knowledge and expertise of our current staff via professional development in their PLCs, and more.

At the elementary level, library times are scheduled weekly for students. Middle and high school students have access to the library during teacher-scheduled times (i.e. language arts classes checking out reading books or social studies classes using resources for research) as well as drop-in options before school, during lunch, and other breaks during the day.

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

We use a screener/assessment tool within the Character Strong curriculum in our K-8 schools to measure student growth in these areas. We also look at daily CICO and Behavior Support Plan data for our students that have them.

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?☒

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Each of our schools have teams (MTSS or GRIT) in place that meet weekly to look at data for behavior, attendance, or grades. We break down the data by the focal student groups and compare it with overall data. The team then works with the staff to identify what is working and what is not working for those students.

Our middle school has a math and Language Arts quarterly rotating support class that students can move in and out of depending on academic need. The high school engages all freshmen and select sophomores in Warrior 101, which is meant to address Tier 2 and 3 academic needs.

We have a push-in model where a Special Education teacher works within math classes to support students utilizing math IEPs so they are receiving regular instruction with specific supports.

We utilize many universal screeners (e.g. mClass, NWEA Map easyCBM, ELPA, COGAT for TAG, etc.) and, if

needed, follow with more detailed diagnostics administered by Title and/or SPED and/or EL services staff. All schools have a paid/licensed TAG coordinator; there is also a district TAG coordinator.

TAG students meet regularly with a teacher in their school for extended activities.

Parent and student voice are central to the development of individual TAG plans.

Students are identified as TAG through various means including academic standardized testing and cognitive assessments (CoGAT) given to all students.

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.

No new programs planned.

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

We offer work based learning in each one of our programs to remove barriers for students so that those who cannot transport themselves, cannot devote time outside of the school day, cannot financially access or provide needed equipment may still participate in work-based learning. We also offer...

- it to all students at a variety of levels within the programs of study.
- prioritized access to students that are part of focal groups.
- the equipment/tools necessary (e.g., scrubs, tool kits, uniforms, etc.).
- whenever possible, arranged opportunities to pay, or otherwise incentivize, students to participate in work-based learning. We will coordinate with local organizations as identified in

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Grantee name: Lebanon Community SD 9

2025-2027 IP Application Pre-Populated responses from 2023-2025 application.

our labor force study, reaching out to partners to create internships and externships that cross over from our programs of study to their fields. These organizations and opportunities include, but are not limited to:

- Mid-Valley STEM-CTE Hub paid internships for Health Occupations
- Grandpa's Fresh Market
- Knife River
- Oregon Powder Coating
- Health Occupations Internships
- Lebanon Fire Department
- Future Farmers of America
- Multiple trades through our construction class

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. ☒

Many of our CTE classes offer industry credentials: OSHA 10 certifications, First Aid, CPR certifications, Food Handlers certifications, Emergency Medical Responder, College Now Health Occupations Credit, AG Good Record Keeping, Student Selections Portfolio, FFA Statewide Degree, Elanco Veterinary Medical Applications Certification (in progress), AG 111, ANS 121, Welding AWS Certification, Social Media Marketing Certification through Stukent

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?

Over the past two years, we have taken several intentional steps to improve engagement with our community, particularly with focal students, families, and staff. Key efforts include:
Equity-Centered Planning and Committees:

We initiated the WREN equity audit and developed a draft equity plan to identify systemic gaps and shape our strategic response.

Inclusive Student Representation:

We added new student board members, amplifying youth voice in governance, and launched programs like Weaving Fala's Culture Club at Cascades, supporting cultural identity and belonging.

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Expanded Early Learning and Career Pathways:

We launched preschool programming at Cascades and introduced a cadet teaching pathway, offering early exposure to education careers for high school students—especially students of color and multilingual learners.

Improved Communication and Outreach:

Our team participated in multiple community presentations (e.g., the Optimist Club, Cascade Gateway Leadership, and the Daughters of the American Revolution) to share updates and gather feedback. ELD Nights and ongoing ELD feedback sessions have deepened relationships with multilingual families.

Partnerships with Equity-Focused Organizations:

We've established an MOU with Youth Era, supporting Ralston Academy students, and collaborated with the Linn-Benton NAACP through the Black Student Success Grant. Our Grow Your Own initiative also supports local, diverse educator development.

Student Wellness and Belonging Initiatives:

Efforts like the Sources of Strength fair and the Safety and Belonging Survey highlight our commitment to mental health, school climate, and student voice.

Facility and Nutrition Improvements:

We've improved access through free meals through 2027 (possibly extending to 2028), and invested in infrastructure, including a new cafeteria at LHS, to support safe, inclusive environments.

Barriers Experienced:

Despite these strides, some barriers persist:

Language and Cultural Gaps: While ELD outreach has grown, language access and cultural representation in leadership still require strengthening.

Transportation and Scheduling Conflicts: Many families face logistical challenges that limit participation in school events or committees, particularly those from rural areas or with non-traditional work hours.

Staffing and Capacity Constraints: Sustaining new initiatives like Grow Your Own, Youth Era, and expanded preschool programs requires continued investment in staffing and long-term funding.

Trust and Relationship Building: For some communities—especially those historically underserved—building trust takes time. Continued, consistent engagement is essential.

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.)

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English Language Development Nights: Feedback from attendees shows strong support for our current EL program with need for even more support.

Student Board Members: They have given student input and voice to all matters presented at Board meetings, including IG.

Safety and Belonging Survey: 2,500 students surveyed and over 500 families.

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.)

Equity Audit and Empathy Interviews (Partnership with WREN)

Safety and Belonging Survey

Survey for Superintendent Evaluation

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.

Through a comprehensive and ongoing community engagement process—including equity audits, surveys, community forums, student board input, and targeted outreach efforts—we learned several key themes that have deeply informed our planning: What We Heard: A Need for Belonging and Representation Community members and staff voiced a strong desire for students to see themselves reflected in curriculum, leadership, and school culture. Families of color, multilingual families, and students from historically underserved groups emphasized the need for more culturally relevant experiences and inclusive environments. Desire for Early Access and Opportunity Families and staff repeatedly expressed the importance of access to early learning programs and career pathways, particularly for students furthest from opportunity. Communication Gaps and Barriers We consistently heard that communication—especially multilingual communication—needs to be more proactive, two-way, and culturally responsive. Families asked for more accessible opportunities to engage in decision-making. Wellness and Safety as Foundations for Learning Staff and students emphasized the critical importance of school climate, mental health supports, and feeling physically and emotionally safe at school. How We Responded in Our Planning: Equity-Driven Committees and Planning Tools We established an Equity Committee and conducted the WREN equity audit to directly respond to concerns about inclusion and systemic barriers. These tools helped center community voice in the development of our draft equity plan, which reflects shared priorities. Student-Centered Voice and Cultural Programs In response to the call for more representation, we supported initiatives like the Weaving Fala “Culture Club” at Cascades, expanded student board representation, and partnered with the Linn-Benton NAACP through the Black Student Success Grant. Early Learning and Career Pathway Expansion We launched preschool

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programming at Cascades and a cadet teaching program, both shaped by feedback about opportunity gaps and the need to invest earlier in students' educational journeys. Expanded Family Engagement and Outreach Events such as ELD Nights, community presentations, and targeted ELD feedback sessions created more inclusive spaces for family voice. These shaped improvements in family communication strategies and supports from our Welcome Center. Commitment to Wellness and Belonging Insights from the Safety and Belonging Survey and Sources of Strength events helped guide investments in wellness supports, peer programs, and safe spaces—particularly at alternative and comprehensive high schools.

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

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 recruit at various educator fairs and work in conjunction with universities, Western Regional Educator Network, Oregon School Personnel Association, and the Educator Advancement Council to creatively recruit focal groups.

We are developing a Grow Your Own program that creates a pathway for supporting staff and students into an education career with a commitment to work for Lebanon.

For onboarding and retention, we provide support through New Licensed Academies, curriculum training, and a robust, differentiated mentoring program for every new employee. Teachers hired in special education are given mentors specific to their duties. This year, we also sent 33 elementary staff members through Ronda Fritz's and EOU's Science of Reading training modules (48 hours total). This included veteran teachers and new-to-teaching teachers.

We have strong systems of Professional Growth and Accountability to guide observation, feedback, and evaluation for our classified and certified staff.

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? ☒

Lebanon Community Schools is a Title district, and the demographic difference between all of our schools is relatively small, with those traditionally underserved attending each of our schools. Two years ago, we moved away from a focus school model to a resident school model for providing EL services. Therefore, our ELs are now 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.

served in their neighborhood schools, further contributing to a balanced distribution. We are very intentional in placing our EL students in classrooms with teachers who are ESOL endorsed. We have three teachers currently in our Grow Your Own program for obtaining their ESOL endorsements, and we hope to expand that each year.

Our Title teachers, who serve students for whom core reading instruction alone is not sufficient, all have reading endorsements, making them experts upon whom their school staff have come to rely for ideas and best practices.

We try to overcome inexperience by supporting novice teachers with a robust, differentiated teacher mentor program, with on-going, thoughtful professional development, and via collaboration through our regularly-scheduled grade level and department PLCs. Our school leaders are also instructional leaders, and their expert lenses in the classroom, supported by our evaluation and feedback process, can be helpful tools to ensure that our students in focal groups are not facing disparities in classroom instruction.

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

LCSD has been a Positive Behavior Interventions and Supports (PBIS) district for the past two decades and has recently started exploring and implementing restorative practices.

We regularly use disaggregated behavior data, collected at every school, to ensure equitable outcomes for all of our students, in particular focal student groups. Data is analyzed at least quarterly at the school and district level.

One of our plan's three outcomes is meeting students' mental and/or behavioral needs, and we are investing heavily in support staff to develop and implement restorative practices and equity data collection and analysis.

Monthly staff equity training during the 2022-23 school year has focused on supporting focal student groups, with one of the outcomes being to reduce and prevent the overuse of discipline practices that have historically impacted specific student groups.

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

Staff Training & Awareness:

Collaboration with the Linn County Juvenile Department's Detention Education Specialist has led to training for secondary staff focused on creating welcoming and trauma-informed environments for returning students.

Youth Services Team (YST):

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The YST serves as a multi-disciplinary team that includes a juvenile probation officer and provides direct and indirect support to justice-involved youth and their families. This team likely supports reentry planning, connects families to services, and helps facilitate communication between stakeholders.

Data Review and Reflection:

You're analyzing data about student justice involvement and reflecting on how to collect better, more specific information while maintaining student anonymity and psychological safety.

MTSS Teams at each school: Teams at each school work with our Welcome Center, District staff, and outside agencies to wrap around students and their families for a smooth transition back to public school.

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? ☒

At each transitional level, care is taken to provide ample communication with both parents and students. At the Early Childhood to Kindergarten level, we provide a Kindergarten Kick-off where families are invited to come to their school to see the building, their classrooms, and meet the teachers in the spring prior to the start of school. We also offer a Jump Start program at many of our schools, giving incoming kindergartners extra time with staff before fall.

The same can be said for elementary to middle school and middle school to high school, though at each increasing level, we provide more agency for the students. For middle school transition, our principals visit each elementary school to provide students with information on how middle school works and details about class offerings, clubs, etc. We also have a spring visitation and tour.

The process from middle to high school involves a spring elective showcase for students and families featuring programs of study, clubs, and other activities, forecasting/class registration with counselors, and a tour of campus led by student-leaders. Based on need, other interventions and support are offered.

For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, universities, military, and industry professionals and recruiters from around Oregon. LBCC visits multiple times to provide early enrollment opportunities, including weekly on-site support concerning FAFSA. The high school also hosts helpful, interactive College Knowledge nights for families.

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. ☒

.Before CTE program of study:

- CTE courses at Seven Oak, including 6th grade CTE, 7th/8th grade CTE elective, Agriculture elective, Science and Engineering elective
- Seven Oak Career Exploration Day (2022, 2023)--A partnership with over 30 community members and companies from healthcare, computer science, emergency services, electricians, local apprenticeships, and carpenters among many others
- STEAM Summer Camps: iInvent in partnership with OSU Pre College Program
- Lebanon Health Career Ladder in partnership with College of Osteopathic Medicine of the Pacific and COMP-Northwest for 6th-12th grades
- 8th grade forecasting/course registration with LHS counselor; Curriculum Guide
- Warrior Showcase is a spring event for families of rising freshmen to learn about elective courses, activities, and more offered at the high school
- Freshman Wheel offers 9th graders a brief exposure to various CTE programs to gauge interest prior to formal enrollment

During CTE program of study:

- Our College and Career Center provides information on careers, trade schools, community colleges, universities, military, and local job and internship opportunities.
- CTE programs often offer work-based learning opportunities within or outside of the program.
- Internship opportunities are often provided within the programs of study as well as paid internships with the Mid-Valley STEM-CTE Hub.
- Local business partnerships allow students work based learning with the potential for employment.
- Students use CIS and will use YouScience for career aptitude and exploration.

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.

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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.* ☒

Updated

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)

Professional Development & Coaching

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

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)

Cascades - 20% - lower SES

Green Acres - 20% - lower SES

Hamilton Creek - 10%

Lacomb - 10%

Pioneer - 20% - lower SES

Riverview - 20% - high EL population

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

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)

Our Integrated Guidance plan has remained consistent over the years (individual grants have been consistent - SIA, HSS). This has helped us see a measurable impact. Specifically our graduation rates and 3rd grade reading proficiency rates have increased and we have increase access to CTE programs. While these are areas of strength, we have much room for continued improvement.

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The vision and focus of our plan has consistently been on early literacy, support EL students and families, supporting student mental and behavioral health, and providing robust CTE programs. Our needs assessment showed these areas are still top priorities, Our Charter School, Sand Ridge, focuses on Early Literacy in their investments as well.

With the consistent focus and investments, we expect to show continued growth in our LGPTs.

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)

The main artifact is a family survey with input from over 170 families, many working parents. The survey asked how the school could better support students and how they felt about current programs. Families were especially pleased with the Reading Mastery curriculum and RTI, as they saw students making significant progress. The biggest takeaway from the survey was how valued these programs are by families, and how they’ve helped students grow academically.

This feedback confirmed the direction the school was already heading in and led to a stronger focus on literacy, tutoring, and summer programming as part of the SIA plan.

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).

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- **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.

- **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**

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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.

- **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.lebanon.k12.or.us/about-us/state-funding-accountability/aligning-for-student-success>

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