
**Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes.*

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) **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)

To guide our planning and budget decisions, we conducted a comprehensive needs assessment centered on three key categories: school culture, discipline, and academic achievement. This process began with a thorough review of student data to identify critical trends and areas for improvement.

Our approach involved sharing this data widely with diverse stakeholder groups to ensure a well-rounded understanding and informed decision-making. These groups included all building staff across the district, various committees with parent and community member participation, Career and Technical Education (CTE) groups, budget committees and community listening sessions. By engaging stakeholders with different perspectives, we ensured the data was examined through multiple lenses, enriching the analysis and the recommendations that followed.

The needs assessment highlighted continued mental and behavioral health needs, solidifying the need for all staff to be trained in trauma informed practices and a continued need for mental health staff through our partnership with Polk County Mental Health. Additionally, we still have a need for behavior support staff in all buildings. Student achievement gaps were also

underscored by our data review showing that we need strong investments with our early literacy funding to target student literacy, particularly amongst our focal populations, in early grades and continued investment in professional development in instructional practices and core curriculums to enhance tier 1 instructional programming across all buildings.

The data review incorporated student achievement reports, discipline and attendance records, culture and climate surveys, and CTE enrollment and performance data. This combination of quantitative and qualitative data provided a comprehensive picture of student needs and district priorities to address those needs.

The needs assessment and data review directly informed specific decisions for our plan and budget. Key actions include:

- Allocating resources to continue and expand mental and behavioral health support, including hiring additional behavioral support specialists and school psychologists.
- Investing in early literacy and math curricula, supported by targeted professional development for staff.
- Strengthening instructional support through smaller class sizes, particularly in critical areas like special education and early elementary grades, to foster individualized learning and skill development.
- Enhancing career readiness by bolstering CTE programs, informed by feedback from CTE groups, to align with student and community workforce needs.

Through this focused and collaborative process, we have ensured our plan and budget address both immediate priorities and long-term goals, aligning with our commitment to student success and well-being.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

The ☒ 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.

Dallas school district is centered on students, powered by collaboration, built on equity, and driven by excellence. We adopted ODE's equity tool and have been integrating it into how we approach all decision making. We believe equity work is not a separate initiative but a lens in which all of our work is viewed through. We have a number of strategies that help prioritize support for our focal students including, but not limited to: Hiring additional special education teachers and support staff, hiring a district data analyst to help interpret, collect, and analyze disaggregated focal population data, and hiring a graduation coach to help students get to graduation.

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?

We have a comprehensive list of professional development planned throughout the biennium to address a wide range of needs. To target behavioral support we will continue to train staff in collaborative problem solving and MANDT while focusing on improving trauma informed practices throughout our buildings. To continue supporting our student's mental health needs we have QPR and ASSIST trained staff in every building as well as several Polk County Mental Health professionals for the district. Academically, we have targeted curricular related PD support, STAR Assessment and data training, and a commitment to Science of reading aligned PD for our elementary educators. We also have focused groups attending community of practice PD like Every Day Matters, 9th grade on track, and parent teacher home visits.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒1.6

Dallas School District staff who become aware of a student who may be facing homelessness confidentially notifies the Homeless Liaison to begin the process of supporting the student with resources. If the student needs district transportation and/or additional services then the district sets that up in a manner that is least isolating, stigmatizing as possible - often with dedicated staff that support individual students.

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.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒ 2.17

We are working with industry, community partners, and local districts to better understand non-traditional fields and how districts are supporting CTE participants in their preparation for non-traditional fields.

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.

We have made changes to our title program to align with the high dosage tutoring requirements in regards to group sizing and time lengths that groups meet for. We have also implemented professional development for all k-3 teachers in regards to tier 2 interventions using UFLI manuals. We have also participated in ongoing Science of Reading aligned professional development through PDX Reading offered in partnership at the WESD.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*

3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒2.6

When adopting curriculum, we have engaged in thorough curriculum evaluation and review and multiple rounds of community engagement prior to adoption. Specifically, we engaged in district and department data review which included a needs assessment. We solidified our parameters and process: Content area, goals, timeline, budget, and capacity for implementation and sustainment. We communicated with stakeholders and articulated our rationale and process prior to seeking their feedback. Our adoption committee selected a slate of choices tailored to district needs and student groups. After additional stakeholder engagement, we engaged in

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.

collaborative decision making in our final adoption decision. We then created our implementation and professional development plans.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒ 2.7

Both certified and classified staff receive training in a variety of instructional pedagogies. In addition, staff are provided support from SPED, TAG, Title I and subject specific specialists to ensure that students' needs are met. Weekly PLCs create space for teachers to design, analyze, evaluate, and improve classroom instruction. Individual teachers are held accountable to district-adopted curricula and instructional methodologies.

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒ 3.4

We are always seeking ways to increase how our community members and partners feel safe and welcome in our educational environments. We seek out opportunities to invite community members and partners into our schools, e.g. school orientation days, open houses, exhibition/family nights, assemblies, and school picnics. We hold some focal-group-specific events, offer surveys in multiple languages, and hold empathy interviews. Our district also uses 321 insight to train staff in trauma informed practices and have PD scheduled for Bias Incident Response training. Additionally, we have a comprehensive counseling program.

6. ☒ How do you ensure students have access to strong school library programs? ☒ 2.3

We ensure students have access to strong library programs by dedicating funds in our budget towards staffing library personnel. We also partner with local organizations, e.g. SMART.

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

We have a strong partnership with Polk County Mental Health and have Mental Health staff from Polk County Mental Health who work in buildings with students. Counselors participate in

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.

on-going training in best practice for supporting students. We also take feedback from students using Youth Truth and the student health survey to monitor effectiveness of interventions.

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? ☒ 2.10 & 2.11

We identify and support the academic and technical needs of students through multiple means. We utilize data from our district wide universal screening tool and 3x/year benchmark. Our MTSS tracking sheets and our GPS tracking sheets (high school). These allow us to identify students and groups that need additional supports. We provide intervention instruction and have implemented a class incomplete process to help remove barriers. We use Oregon CIS, Naviance, E- Dynamic and ASVAB career readiness programs. PLCs and Student Intervention Team monitor student progress as measured by multiple formative assessments. We also offer peer mentoring and tutoring through ASPIRE and Upward bound programs. Community tutoring and mentoring through “Naggers” program where adult community leaders come in to meet with students regarding academic and career planning assistance. Elementary students are supported by classroom teacher instructional planning and use of differentiated and computer-adaptive curriculum tools. At the middle and high school levels, students are supported by SPED specialists (teachers and educational assistants) in both developmental and behavioral classrooms with the goal of being in general education classrooms as much as possible. Those students who are exceeding state and national standards are provided the opportunity for subject acceleration in math, ELA, and band.

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 CTE program to be implemented.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒ 2.13

All students have access to the work-based learning experiences we offer. Each senior student is required to complete 8 hours of onsite Job Shadow experience in an industry of interest. Students are exposed to and encouraged to take part in local internships with industry partners or apprenticeships with our local community college partners.

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.

We also invite these educational partners to the high school to promote and answer questions relating to work based learning opportunities. We partner with the WESD and Chemeketa Community College regarding work based learning and pre apprenticeship opportunities for students in our region.

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. ☒ 2.14

Each department articulates a 3- to 4-year pathway for students to build on vertically aligned skills and knowledge. Many of those pathways culminate in Advanced Placement or other college credit bearing course options.

Each Career Technical Education Class at Dallas High School offers College Credit Now classes through Chemeketa CC or Linn Benton CC . Some programs also offer college credit through Oregon Tech via Willamette Promise.

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?

The Dallas School District has made significant improvements in our efforts to engage with our community. A tool that has helped us greatly is ParentSquare. With parent square we are able to track how much of our communication is actually reaching our families and we have made efforts to get all families connected, we currently have a 99% reach. We have also implemented our Equity advisory committee and created and begun implementing communication goals.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- Students of color and families of students of color

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.

- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)

Classified staff (

- paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

ParentSquare Surveys, Board Meeting Reports, 3 in person listening sessions

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Surveys, work groups, PLC/ building meeting time, building staff data review of academic, cultural, and behavioral data

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.

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? ☒ 4.1

We recruit, onboard, and develop quality educators and leaders in a variety of ways. We are a collaborative district that prides itself on engaging our staff and administrators district wide on a regular basis. When hiring, we strive to have a diverse set of panel members on our interview team. We offer professional development directly linked to our adopted curriculum, as well as best practice instruction, e.g. AVID, science of reading. We provide tuition reimbursement through our collective bargaining agreements for staff to use to pursue professional development and learning opportunities that are tailored to their interests. We offer mentoring support for new services teachers within the first three years of their careers. We have an employee wellness program and strive to be a district where all feel valued.

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? ☒ 4.2

To ensure that focal students are taught by effective and highly qualified teachers as consistently as their peers, we have implemented systems focused on continuous professional development and data-driven instructional support. Our district provides high-quality, ongoing professional development in research-based instructional strategies that are designed to meet the diverse needs of all students, including focal student populations. This professional learning equips teachers with tools to deliver differentiated, engaging, and culturally responsive instruction. Additionally, we are actively developing and implementing a Multi-Tiered System of Supports (MTSS), which allows us to use data-driven decision-making to monitor student progress and provide targeted interventions. Through MTSS, teachers receive structured support in identifying and addressing the academic and behavioral needs of focal students, ensuring that instruction is responsive and equitable. Together, these systems promote consistent access to effective teaching for all students, with particular attention to those who need additional support to succeed.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒ 4.3

We are working hard to improve our MTSS system and using this to analyze disciplinary referrals, suspensions, and expulsions, with a strong focus on equitable outcomes. Disciplinary data is collected regularly at the school and district levels and is reviewed systematically to monitor patterns in student behavior. This data is disaggregated by key focal groups, including race/ethnicity, special education status, English learner status, and socioeconomic background.

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.

The analysis process involves collaboration among school administrators, behavior teams, and district leadership, who meet to review reports, track trends over time, and ensure consistent, equitable application of discipline policies.. Additionally, disciplinary data is integrated into our broader Multi-Tiered System of Supports (MTSS), helping us connect behavior outcomes with interventions and supports. This data-driven approach enables us to create proactive strategies to reduce exclusionary discipline and improve student outcomes, particularly for historically underserved populations.

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

These students have access to additional supports offered by our College and Career Coordinator/Center and Graduation Coach, including mentoring, counseling, academic pathway support and post high school transitions assistance.

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? ☒ 4.7

By partnering with our local county Early Learning Hub, we are able to host 2-3 dinners per year with local early learning providers and our kindergarten teachers and administrators. These dinners allow for general transition conversation, as well as discussion around student and family supports. We structure vertical team time during April inservice to bring our elementary/middle and middle/high teachers together to support student transition. Elementary students also visit the middle school the spring before they transition. Students are prepared for the transition to high school by ongoing conversations with teachers and school counselors during Advisory periods. In addition, teachers host guest speakers to discuss possible careers in their various fields. Dallas High School counselors speak to the 8th grade students during forecasting about what to expect from the high school experience as well as the pathways to a high school diploma. Family and community events during August (Dragon Preview Night, Dragon Registration). 8th grade high school visit during Spring where each 8th grader gets to meet their Advisory Group teacher and Advisory Group classmates before their 8th grade year concludes. Partnerships between Middle School teachers and High School counselors to determine appropriate placements for incoming freshmen.

Middle School CTE interest survey, CTE fair and exploration night hosted by our CTE programs.

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

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.

connections to education plans and profiles. ☒ 2.12 & 2.16

Our students engage in career exploration throughout their high school experience. Students starting in their freshman year will utilize Naviance and Oregon CIS for career exploration activities. These activities continue through their senior year. In addition, students have the opportunity to be involved in industry chats held in our college and career center, take part in local industry visits and field trips including training and exploration activities. Students also have access to our College and Career center for additional information regarding post graduate career exploration. Students take part in yearly activities including College week, Military Careers Week and Industry and Trades week. Student finally receive individual counseling regarding their career interest via our advisory groups and counseling staff.

We offer forecasting week with visits from our counseling department for incoming 9th grade students, High school exploration nights meeting CTE teachers and learning about our various programs. We also share information via social media, CTE district website, CTE course catalog and through state & regional sponsored STEM hub nights.

7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

Early Literacy Inventory

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.* ☒

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.

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

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Allocate State funding to support school district's in providing best practice instructional strategy PD targeted toward literacy instruction and maintaining safe and regulated learning environments by supporting students with strong social emotional needs.

Plan Summary

1. 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) **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)

DSD: The Dallas School District's Plan is rooted in our mission statement and philosophy: Dallas School District is: Centered on students, powered by collaboration, built on equity, and driven by excellence and that Each student is known by name, strength, and need - pursuing a life of engagement, innovation, and success. Our comprehensive needs assessment helped shape our strategies using a data-driven approach to student success. Key aspects of the plan include strengthening early literacy, enhancing social-emotional supports, reducing class sizes, and expanding Career and Technical Education (CTE) opportunities. The rationale for this approach

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.

stems from identified gaps in literacy, mental and behavioral health needs, and academic achievement disparities, particularly among focal student groups.

DCS:

Dallas Community School (DCS) conducted a needs assessment reflecting the structure of our K–8 program, where licensed teachers support home-based learning alongside in-person opportunities, and our growing 9-12 high school centered on project-based learning (PBL). Guided by feedback and stakeholder input through several surveys that were administered during our accreditation process, we identified priorities in early literacy, personalized instruction, PBL training, and college and career readiness. These priorities shaped our outcomes and budget, which includes staffing, support services, and early CTE program development, each aligned with our E3 mission to engage students in meaningful learning, empower them through personalized support, and equip them with skills for future success.

While our instructional model differs from the district's, our goals are closely aligned: improving literacy, supporting graduation pathways, and addressing students' social-emotional needs. As our high school grows, we're focused on building an inclusive program that serves students who benefit from hands-on, flexible, and personalized learning. In contrast to the district's broader MTSS and CTE implementation, DCS emphasizes one-on-one academic support, individualized learning plans, and community-aligned programming. As part of our long-term vision, we are developing a CTE program that complements our PBL approach and supports a wide range of student interests and career goals. Although our participation in the district's planning process was informal, DCS communicated our program model, goals, and focus areas to ensure alignment with district-wide priorities. We remain committed to the shared mission of preparing all students for success in school and beyond.

Luckiamute:

Supporting literacy at LVCS has been identified as a priority for our staff and parent community. The LVCS literacy model is data driven and research based. A universal screening is administered to all students Fall, winter and Spring. This assessment data is collected to identify which students require additional support. Data analysis helps us design evidence-based interventions to support individual or small group needs, and regular progress monitoring ensures we make instructional adjustments as needed. Early Literacy funds help support and expand the efficacy of this model. We have an exemplary reading specialist, who provides daily, high dosage tutoring to struggling readers. She implements research-based curriculum and instructional strategies that are aligned with the science of reading. She also facilitates quality professional development based on the science of reading, including effective integration of UFLI (University of Florida Literacy Institute) at grades K-3. UFLI is an explicit and systematic

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.

program that teaches the foundational skills needed to attain proficiency in reading. The 4th and 5th grade teachers benefit from a variety of literacy support, including push-in small groups instruction, observation and feedback, and demonstration teaching to model effective reading instruction.

Because parents expressed concern about potential learning loss over the summer, our reading specialist will prepare home-based summer reading activities for those students who are served in the reading intervention program throughout the school year.

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.