



North Santiam SD 29J 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)

The North Santiam's needs assessment process captures a comprehensive view of the needs of students, staff, and the community.

We applied targeted strategies in Career and Technical Education (CTE). We regularly used our Professional Learning Communities (PLCs) to analyze Programs of Study and review student performance, budget allocations, and counseling resources. Key needs identified included strengthening relationships with local industry partners to understand the skills necessary for success, especially in customer service and competencies such as application and resume writing. Our goal is to prepare more students for Industry-Recognized Certifications (IRCs) and successful employment after graduation.

A significant part of our assessment was a staff survey highlighting key priorities. The highest priority was a strong focus on Social-Emotional Learning (SEL) and mental health. Staff noted the need for more training in trauma-informed practices, consistent access to counselors in all schools, SEL programs like RULER, and effective Multi-Tiered Systems of Support (MTSS) for academics and behavior. Staff also requested a focus on more rigorous academics, suggesting improvements in programs like BERCC and AVID and better PLC collaborations for teaching support. They called for increased assistance for IEPs and 504 plans, curriculum training, and progress monitoring tools like Renaissance Star. Staff also emphasized the importance of student well-being, belonging, ongoing staff coaching, new staff training, and Classified PLCs. Parental involvement is vital in supporting students' education, so we have organized events such as Special Education (SpEd) Nights to help parents understand available resources. We utilized YouthTruth Data to gather feedback from parents about our programs and services. Additionally, we've created Strategic Planning groups that include parents to make sure their opinions are considered in our decision-making processes. Engaging parents strengthens our community ties and builds support systems for our students at home and school.

Our data review revealed key trends: a growing need for robust SEL support, a desire for improved academic rigor and belonging, and a focus on preparing students for post-secondary success through CTE. Attention was drawn to practices that can help reduce chronic absenteeism and improve on-time graduation rates.

These findings have guided our strategic plan and budget. The focus on SEL has led to increased funding for counselors, implementing SEL programs, and staff training. The emphasis on academic rigor resulted in investments in curriculum development, PLC support, and educational intervention programs. Feedback from industry partners influenced funding allocations toward programs that build practical skills, support IRC attainment, and create connections with local businesses. Our investments also include early intervention systems and support for at-risk students to address chronic absenteeism and improve graduation rates. The budget reflects a commitment to equitable access, recognizing the importance of collaboration with parents and the community in reaching these goals.

These efforts create a well-rounded educational experience that addresses academic and social-emotional needs while preparing students for future success.

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced (250 words or less per question)

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

Our planning and budgeting process integrates an equity lens, which we co-developed with our belonging site teams and The Equity Collaborative. This approach centers on the understanding that equitable resource allocation directly impacts student outcomes. We analyze data through our site teams and a collaborative steering committee to identify systemic disparities and prioritize specific student groups. This analysis informs our outcomes and strategies, explicitly tracking activities supporting these groups.

Key strategies include developing belonging site teams and promoting inclusive environments. At Stayton High School, a student group collaborates with teaching staff, providing invaluable insights

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into their learning needs and facilitating essential conversations about race. We strategically expand AVID programming to target students traditionally at risk of not graduating, offering them academic support and mentorship.

Recognizing the critical transition to high school, we implement targeted math preparation and relationship-building programs for ninth graders, significantly increasing their on-track graduation rates. Additionally, we invest in personnel such as counselors, behavior specialists, and student intervention services to promptly address student mental health and behavioral needs.

These initiatives, grounded in data-driven decision-making and student input, reflect our commitment to achieving equitable outcomes. Through continuous evaluation and adjustment, all students have the resources and support needed to thrive academically and socially in our schools.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Our district's biennial professional development (PD) plan emphasizes student well-being and academic success, particularly for our focal students. We are implementing a comprehensive suicide prevention, intervention, and postvention matrix that includes targeted training for counselors, social workers, psychologists, and nurses through our Education Service District (ESD). Counselors will focus on developing robust programs.

We partner with Stronger Oregon, Trillium, and Lifestance to enhance mental health services. ESD-led School Safety Inservice and Summit Workshops and crisis response training will prepare staff to create safe and supportive environments.

We also address diverse needs by emphasizing special education transition services through ESD opportunities. Strengthening our Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) framework, we will host professional learning conferences to increase awareness on effective interventions for struggling students.

This comprehensive PD empowers our staff to address all students' cultural, social, emotional, and academic needs, helping to create an inclusive learning environment. By prioritizing these areas, we aim to provide our students with the resources and support they need to thrive in their academic journeys. Our commitment to ongoing training and collaboration prepares every adult in our district to develop nurturing and effective educational experiences for all students.

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

The district follows Policy JECBD: Homeless Students. As outlined in the policy, we have a designated School Community Liaison/Homeless Coordinator for students in homeless situations.

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They carry out duties outlined in the law and lead the Homeless and Needy Dedicated Services Team (HANDS). This team includes site administrators and counselors. The School Community Liaison/Homeless Coordinator makes personal contact with each family and provides details assessing needs for access to their student's education. They also coordinate transportation and connect families to community services, medical appointments, and other supports that arise. The School Community Liaison/Homeless Coordinator stays current on the McKinney-Vento act, applies for grants, and works with the business manager to use funds appropriately.

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

Our district is committed to providing equitable access to Career and Technical Education (CTE) while recognizing traditional gender biases. Although we have inclusion policies in place, it is essential to implement targeted efforts. Transition nights and bilingual support serve as initial steps in this direction. To further eliminate barriers, we have removed financial obstacles.

Moving ahead, we aim to enhance the appeal of CTE programs. Our "CTE Student of the Month" campaign highlights diverse participation, and yearbook features, such as "Girls in the Shop," work to challenge prevailing stereotypes. We now provide eighth-grade students with hands-on experiences, including introductions to medical programs. Additionally, we're expanding industry credentials and auditing credits to better align with career pathways.

To specifically address existing imbalances, we are exploring strategies to increase female participation in manufacturing and consider highlighting the growing number of girls involved in agriculture. Strengthening family outreach, particularly concerning the medical program, is also a top priority.

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.

There are currently no changes or updates based on our previous plan.

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.

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

The district is committed to maintaining high standards in instructional materials, ensuring updated scope and sequence, learning skills, and accessible intervention programs to monitor student achievement and provide necessary support. Teachers collaborate in Professional Learning Communities (PLCs) to design instruction, review data, and work with supervisors to assess student outcomes. For reading at the K-3 levels, the district currently uses the Fountas and Pinnell Benchmark Assessment System (BAS) and Leveled Literacy Intervention as assessment and intervention programs. NSSD follows a systematic process for curriculum adoption that closely aligns with the Oregon Department of Education's instructional materials schedule.

Teacher-led committees are trained on content standards, Division 22 assurances, district policy on inclusion, and culturally relevant materials. District teams consist of core content teachers, specialists (including Special Education, English Learners, and Reading Specialists), and administrators from every building and grade level. The process involves reviewing state-approved resources, ranking them according to district-identified priorities, and gathering input from community and staff stakeholders. Each committee examines the district's previous scope and sequence work alongside the new materials, realigning objectives during implementation. Additionally, independently adopted materials are evaluated using the instructional material evaluation tool endorsed by the Oregon Department of Education and must meet NIMAS requirements. A site administrator and their team can request supplemental materials by policy to support aligned intervention and enrichment initiatives.

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

Schedules in early elementary education provide students with introductory courses in music and art. The hands-on exploratory curriculum integrates STEM education at an early age, with some schools offering extended STEM opportunities. In secondary education, schedules are designed to give students access to electives, academic support, and advanced courses.

NSSD is committed to evidence-based classroom practices that significantly enhance student learning. Investments in the Baker Evaluation Research (BERC) Institute, the Advancement via Individual Determination (AVID) program for college and career readiness, and the RULER program help create effective instructional frameworks and strategies focused on whole child development.

Teachers are encouraged to engage in professional development that promotes culturally responsive practices in reading, writing, inquiry, organizational skills, and collaboration. The instructional framework includes what students will achieve when they are ready to learn in a supportive environment, understand learning objectives, engage in meaningful discussions, and grasp concepts through modeling.

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K-8 schools implement the RULER curriculum for social-emotional learning and use the DESSA tool to monitor student needs and growth based on CASEL Indicators. The RULER program takes a school-wide approach that includes professional development for educators and teaches emotional intelligence to students, making it both engaging and challenging for all learners.

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

Our instructional framework and AVID implementation emphasize safe, welcoming environments built on strong relationships. Building administrators and teachers greet students daily; families can connect with leaders each morning. We prioritize relational capacity across our education system, including community engagement sessions, school routines, and community activities. We utilize the WESD Regional Crisis Response team for crises and have developed a Bias Incident Response Protocol in collaboration with The Equity Collaborative and PNWSolutions. Our partnerships with mental and behavioral health providers, Stronger Oregon and Trillium, give our families an option for one-on-one services for students at school. To promote well-being and address potential issues like drug use, gangs, and violence, we integrate transformative Social Emotional Learning across all curricula, including the RULER approach, and expand tier 2 and 3 support options at the secondary level.

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

All schools have a library with a library assistant who meets monthly. These positions help implement digital literacy skills, digital citizenship, and the tools students need to access resources. Libraries have processes for ordering and keeping the library updated with relevant and current resources. Elementary and Middle Schools use the library weekly, and the high school keeps its library open before/after school and during lunch for students.

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

The school utilizes a comprehensive and cohesive approach to monitor the effectiveness of interventions for students facing challenges such as depression, anxiety, stress, and dysregulation. Universal strategies, including implementing a Social-Emotional Learning (SEL) framework through RULER, PBIS initiatives, and access to support programs, provide foundational support that benefits all students.

School Data Teams analyze key academic performance indicators to support data-driven decision-making using tools such as Renaissance Star assessments, attendance reports, and behavior data from the student information system. Monthly Student Support Team meetings facilitate ongoing discussions and assessments of student needs and intervention effectiveness.

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By synthesizing these data sources, the school can make timely adjustments to interventions, better addressing the challenges of depression, anxiety, stress, and dysregulation. This structured and data-informed approach promotes a supportive learning environment, ultimately promoting students' overall well-being and academic success.

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?☒

The district has established a strong support system in all schools. Each school has a Student Intervention/Success Team, where teachers work collaboratively using data-driven protocols to address student needs related to attendance, behavior, and academics. This team provides timely interventions and shares support plans with families.

At the high school level, a specialized 9th-grade team improves this process by focusing on early identification of student needs and offering targeted assistance, which may lead to connections with special education or community resources. The district's commitment also includes Career and Technical Education, with a dedicated coordinator who monitors student progress and facilitates necessary interventions.

Recognizing the diverse needs of its student population, the district is continually developing its Talented and Gifted (TAG) program. Each school has a TAG coordinator who helps develop individualized TAG plans addressing opportunities for students to reach their full potential, guided by clear district policies (Code: IGBB, IGBB-AR, IGBBA, IGBBC, IGBBB, IGBBD). K-8 students benefit from enrichment opportunities identified through local performance assessments, SBAC results, and teacher recommendations, while high school students have access to dual credit courses and early college programs. Additionally, the district acknowledges the need for consistent, evidence-based math interventions across all schools, reflecting its commitment to continuous improvement.

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.

Stayton High School is not currently looking to add additional Programs of study to the current offerings (Manufacturing & Construction, Agriculture, Health Science/BioMedicine, & Accounting & Finance).

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

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Stayton High has launched an apprenticeship pathway in Manufacturing, including career exploration in HVAC, Electrical, Plumbing, and more. The CTE site team engages incoming 8th-grade students through school visits and presentations. A designated wall in the main hallway now promotes work-based opportunities and celebrates student achievements with a large TV display. We are integrating various opportunities, including a special project grant for agriculture, which will connect programs of study. The agriculture program will focus on growing food for the business marketing program, and the new kitchen spaces will enhance the Family and Consumer Sciences (FACS) curriculum. We also plan to develop the forestry aspect of the agriculture program. The coordinator is exploring options for expanding the agricultural program with an on-campus plant nursery.

Based on the CTE advisory committee's needs assessment, the district is creating a position to assist each Program of Study with work-based learning experiences, including site visits and guest speakers.

This person would help coordinate work-based learning by partnering with local businesses and investing in industrial simulation programs like excavation, farming, and medical training.

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. ☒

Counselors, the CTE/Career Pathway Coordinator, and CTE teachers collaborate with students to create personalized schedules that include core subjects and CTE classes tailored to the student's interests. Through a partnership with Willamette Promise, NSSD also provides opportunities for students to take dual credit courses in various subjects, including Math, Spanish, English, Social Studies, and courses through Chemeketa Community College. As of 2025, students enrolled in the biomedical programming offered by Willamette Promise can earn college credit through classes such as Biomedical Science and AP Psychology. Additionally, Communication 111 is available for those looking to further their education while still in high school.

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 significantly enhanced our engagement with the North Santiam School District (NSSD) community through several key initiatives. A communication specialist now works two days a week, boosting our social media presence and outreach through regular articles in local newspapers and a community newsletter. School principals

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send bimonthly newsletters, while teachers communicate directly with families regarding student progress.

The Special Education department has hosted three family nights to foster engagement, and a parent advisory group is being developed. "Soup with the Sup" events facilitate informal dialogue with community members, including a bilingual night to reach Spanish-speaking families.

EL Services has expanded translation support and added a bilingual liaison to connect with English Learner families. The Juntos program focuses on family engagement in college preparedness.

We actively seek feedback through YouthTruth surveys, which inform school-level improvements concerning students' sense of belonging. Stayton High School's Stayton 7 program gathers diverse student insights to enhance instructional practices and discussions on race. Belonging site teams review data and conduct more refined surveys and empathy interviews to learn how our students experience school.

The School Board is working to develop a strategic plan and has shared its findings with several community stakeholders, including businesses, nonprofit organizations, and other established institutions.

Despite these strides, challenges remain in attendance and engagement across demographics, language barriers, logistical issues like work schedules, and sustaining programs such as Stayton 7. Addressing insights from YouthTruth surveys into actionable changes is a continuous effort.

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.)

Strategy #1: Elevating All Student Voices, Including Early Elementary

Our Belonging Site Teams took a proactive approach to understanding belonging experiences across all grades. We grounded our work in Youth Truth and attendance data to identify focus areas. Each site developed a plan to engage students through surveys and empathy interviews, making their voices central to the work. The high school's "Stayton 7" program, in addition to increasing student voice at their high school, also paired up K-3 students for verbal interviews, overcoming traditional data collection barriers. Teams analyzed trends for EL, SPED, and low-income students to make our strategies equitable and responsive.

Strategy #2: Deepening Engagement with Special Education Families

This year, there was a focus on strengthening partnerships with families in our Special Education programs. Our new Director of Special Programs has hosted engagement nights to create direct communication lines. Building on the Office of Oregon Education's (ODE) parent survey, we plan to conduct another survey this spring for current feedback. Key insights have highlighted families'

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needs for mutual support, advocacy assistance, community service information, and training resources. Recognizing that many parents feel unprepared, we are considering a parent support class to address these expressed needs.

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.)

Strategy #1 Collaborative Steering Committee (CSC) Meetings:

The regular quarterly meetings of the Collaborative Steering Committee served as a key strategy for engaging staff. This committee, featuring shared leadership and representation from both classified and certified roles, offered a structured forum for:

Integration Discussions: Agenda items like "Integrating our work" involve staff understanding how various aspects of their work would align with the integrated plan.

Feedback and Input: The committee's collaborative nature allowed members to share their perspectives and provide input throughout the planning process.

Shared Understanding: By discussing budget, priorities, curriculum, and support systems, the CSC promoted a common understanding of the plan's components and their implications for classified and certified staff.

Site and Association Feedback Loop: Another important engagement method was collecting feedback on "SEL & Mental Health progress markers" from sites and associations, emphasizing broad input and iterative refinement.

Strategy #2 YouthTruth Staff Surveys: Implementing YouthTruth Staff Surveys for all staff offered a direct way to engage and collect data.

This involved:

Data Collection: Surveying all staff provided comprehensive data on areas like staff belonging and operational aspects of the plan.

Data Analysis: Analyzing this data within administrative teams allowed principals to bring findings back to site teams, promoting involvement at all levels.

Site-Level Action Planning: The creation of focused goals regarding staff belonging and operations based on survey data highlighted a commitment to using staff feedback for improvements at the school site level.

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.

Our community engagement process identified several key needs among parents, particularly those with children in Special Education (SPED). A significant request from parents is the desire for peer

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support, allowing them to connect with others facing similar SPED experiences. They also highlighted the need for advocacy assistance and guidance in navigating SPED processes. Many parents seek more information about community services, especially County Developmental Disability Services and Medicaid-covered services.

Multilingual and culturally diverse families face challenges in understanding service eligibility, with citizenship requirements often creating barriers. Additionally, parents have requested training to support their children at home, indicating a need for expert advice.

Communication barriers with schools and districts were also identified, with parents expressing a desire for better communication pathways with teachers. In response to this feedback, we plan to launch a parent support class to address these needs directly.

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 are dedicated to recruiting, onboarding, and retaining quality educators and leaders who reflect the diversity of our student body. Our approach combines innovative programs with traditional recruitment strategies. We are proud of our "Grow Your Own" program, which helps dedicated paraprofessionals become teachers. In partnership with Western Oregon University (WOU), we offer a fully paid, two-year endorsement program specifically for special education. This initiative helps staff advance their careers while strengthening our special education program with individuals already committed to our community. We also provide incentives such as additional preparatory periods and stipends to address the challenges of filling special education positions.

We have built strong partnerships with WOU and Grand Canyon University, resulting in significant scholarships for educators pursuing degrees in high-demand areas like math and special education. These scholarships help remove financial barriers for prospective educators. Additionally, we rely on positive word-of-mouth from our staff members, who represent diverse backgrounds and share their positive experiences working in the North Santiam School District (NSSD). We encourage this by attending job fairs with teams that reflect our staff's diversity, allowing potential candidates to connect personally and understand our supportive culture.

Finally, we invest significantly in our new teachers. Our two-year professional development program provides the necessary support and resources for new staff to succeed in our district.

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This comprehensive onboarding experience helps new educators feel welcomed and valued, promoting their long-term commitment to our community.

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? ☒

The district has a strong group of experienced educators, with 77% of licensed staff holding three or more years of experience. We have a mentorship program to support new hires in specialized areas like English Language and Special Education. This program helps new teachers adjust to their roles and develop their skills.

Recognizing the unique challenges early-career special education teachers face, the district has also brought in a veteran educator to provide specific mentoring. This additional support targets two second-year special education teachers working towards completing their endorsement coursework, which will be finished by March 2025.

This commitment to mentorship and professional development aims to create a supportive environment for all teachers, especially those in specialized roles. Strong mentorship reduces turnover rates and increases teacher satisfaction, leading to better student outcomes.

By investing in our educators, we support their growth and improve the overall quality of education in our district. This program highlights our dedication to providing the best resources and support for our teaching staff, ultimately benefiting our students and the entire community. Through these efforts, we aim to develop a skilled, confident workforce of educators ready to meet the diverse needs of our students.

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

Our district uses a multi-tiered system to analyze disciplinary data, including referrals, suspensions, and expulsions. This data is categorized by different groups such as race/ethnicity, socioeconomic status (SES), students with disabilities (SWD), and English language learners (ELL). For K-8 students, we implement RULER for Tier 1 and the DESSA for universal social-emotional learning (SEL) assessments. The School Intervention Teams (SIT) and Student Support Teams (SST) work to meet individual student needs. Tier 2 interventions, including restorative practices and coaching, are provided by specialists and Deans. We hold quarterly meetings to review ELL data and identify trends among other groups. We are also integrating our student information system with the Oregon Data Suite (ODS) to track and break down disciplinary data by a broader range of focal groups. In addition, we analyze school climate data from YouthTruth Surveys, along with the outcomes of manifestation determinations. This detailed analysis helps to identify disproportionality in disciplinary actions, guide targeted Tier 1 and 2 interventions, revise policies, and offer professional development for staff.

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

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Transitioning from Long-Term Care and Treatment (LTCT) sites, Youth Care and Education Programs (YCEPs), and Juvenile Detention Education Programs (JDEPs) to traditional school settings can be challenging for students and their families. Schools implement several support systems that emphasize teamwork and individualized planning to make these transitions smoother.

Deans and counselors play a crucial role in this process. They work closely with transition team specialists at each facility to gather important information about the student's academic history, Individualized Education Plan (IEP), and any social or emotional needs. This collaborative approach begins with the sending facility notifying the school district about the student's transition, followed by thorough communication to identify immediate needs.

A pre-placement meeting may be arranged, bringing together representatives from both the sending facility and the receiving school, along with the student and their families. This meeting allows everyone to discuss the student's strengths and challenges and to begin tailoring a transition plan.

Once records are transferred, the receiving school team—composed of teachers, counselors, and support staff—reviews the information to understand the student's learning style and required support. Ongoing monitoring and follow-up by deans and counselors help adjust plans as needed, ensuring that each student feels supported adjusting to their new school environment. Family involvement is also a key component, as schools work to keep families informed and engaged throughout the transition process.

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? ☒

For the transition from early childhood to Kindergarten, the schools communicate with families about orientation nights, where students can visit buildings and classrooms and meet their teachers. Kindergarten students start school one week after other students and teachers meet with each student to perform benchmark assessments. There are two preschool programs housed at Stayton Elementary. The same Principal, Dean of Students, and Behavior Specialist work with the students to identify which students may need extra support during the transition to Kindergarten. We have two K-8 sites and one 4-8 site for the transition from elementary to middle school. Incoming 6th graders are introduced to the differences between elementary and middle school and highlight organizational skills that will help them succeed with multiple teachers and courses. The transition from middle to high school features a spring orientation night hosted at the high school where clubs, sports, and specialized courses (AVID, CTE) have booths and information available. High school counselors visit to present forecasting options and assist students in creating schedules.

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that include interests and career aspirations. Summer transition programs for incoming 9th graders include CAMP9 and Algebra Readiness. LINK crew is on-site with just 9th graders on the first day of school. The high school hosts a specific 9th-grade night where parents learn about graduation requirements, intervention options, and communication systems. Students can attend in-person or virtual field trips to colleges and technical schools to transition from high school to post-secondary. Our local community colleges provide tuition-free courses and early enrollment opportunities.

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

Our district is dedicated to helping students discover their passions, explore career options, and build essential skills for future success. We view career development as an ongoing journey that starts in elementary school and continues through high school. Our approach includes a variety of coursework and activities designed to raise awareness, encourage exploration, and provide preparation at each grade level. We are also improving how we share information about career-connected learning and Career and Technical Education (CTE) opportunities with students and parents.

In elementary and middle school, we promote career awareness through classroom activities and "Career Days," where community professionals share their experiences. As students enter middle school, they take career interest inventories and participate in exploratory courses in subjects like technology and business. Our CTE coordinator visits middle schools to introduce students to CTE pathways.

In high school, students dive deeper into preparation and training through numerous CTE pathways in high-demand fields like healthcare and technology. A dedicated CTE hub in the school's main hall displays program highlights and resources. We also organize "Flyover Days," where students can observe different CTE programs.

To improve communication about these opportunities, we focus on outreach and targeted engagement with underrepresented student populations. We are revamping our digital presence to showcase student success and create clearer pathways to enrollment. Family engagement nights will allow parents to learn about CTE options alongside their children.

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

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such programs.

While we are not required, we have select set of teachers who have attended Tribal History/Shared History training to support implementing the required lessons from ODE into our curriculum.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Student Investment Account (SIA)

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

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

High Dosage Tutoring
Professional Development & Coaching
Purchasing Curricula & Materials

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

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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:

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

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)

Mari-Linn - 28%, Sublimity - 14%, Stayton Elementary - 30%, District - 28%

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

No input at this time.

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)

NSSD's plan focuses on creating a supportive and successful learning environment for every student. This includes systemic work that increases students' sense of Belonging, implementing a strong MTSS framework, and providing the appropriate support to students who need help with learning, behavior, or mental health. Our main goal is to prepare all students for the future.

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Priority #1: Increased support for Mental Health and well-being.

We recognize the need for more mental health and social-emotional learning (SEL) support across our schools. We need to add counselors and behavior specialists at all sites to address this. To make SEL a regular part of the school day, we will introduce well-structured programs and assign dedicated staff to guide them. Additionally, we will provide training for teachers to teach SEL effectively. Understanding that many students have faced challenging experiences, we will use approaches sensitive to trauma and educate our community about Adverse Childhood Experiences (ACEs).

Priority #2: Improve sense of Belonging

We want our schools to be welcoming places for everyone. We will strengthen our PBIS program across all schools to promote positive behavior. We also recognize the importance of including all students. To involve families more, we will organize events like literacy nights and curriculum meetings, helping to build stronger connections between home and school.

Priority #3: Improving student's mathematics and reading outcomes. Regarding academics, we will focus on a strong and consistent curriculum developed through collaboration among teachers in Professional Learning Communities (PLCs). We will offer extra help for younger students through summer programs and reading initiatives. We also plan to implement AVID school-wide to help students prepare for college and careers. We see positive results from using adaptive practice programs like Renaissance Star and Freckle. We need to focus on transitions for students and learning progresses smoothly from one grade to the next; we will encourage collaboration among teachers across different grade levels in PLCs.

Priority #4: Recruiting, Hiring and Retaining High quality staff

We recognize that our teachers play a key role in student success. We will have instructional coaches, behavior management coaches, literacy coaches, and early educator mentors available to assist with improving our teacher's access to research-based practices for learning.

Priority #5: Future Readiness

We want to continue to grow and refine our career pathways K-12 and sustain our CTE programs. Emphasizing opportunities to connect older and younger students, increased extracurricular programs, and interdisciplinary opportunities will help build high school students' leadership skills and strengthen our community.

Measuring Our Progress

This plan will help us reach specific goals for our students. We will track improvements in emotional and social well-being, such as fewer discipline issues, improved attendance, and more students participating in SEL programs. We will assess academic growth in reading and math with regular evaluations. We will also gather feedback from students and families to see if they feel safer and more connected at school. Our MTSS system will help us use data to determine if our plan is working and guide any changes that may be needed.

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Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Assurances

Assurance 1: You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

- **Guarantee of Assurance 1:** True

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

- **Guarantee of Assurance 2:** True

Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of Assurance 3:** True

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of Assurance 4:** True

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

- **Guarantee of Assurance 5:** True

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

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- **Guarantee of Assurance 6: True**

Assurance 7: You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.

- **Guarantee of Assurance 7: True**

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

- **Guarantee of Assurance 8: True**

Assurance 9: You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

- **Guarantee of Assurance 9: True**

Assurance 10: You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

- **Guarantee of Assurance 10: True**

Assurance 11: You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

- **Guarantee of Assurance 11: True**

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

- **Guarantee of Assurance 12: True**

Assurance 13: If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

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- **Guarantee of Assurance 13:** True

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

- **Guarantee of Assurance 14:** True

Assurance 15: You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

- **Guarantee of Assurance 15:** True

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

- **Guarantee of Assurance 16:** True

Website plan posted: <https://www.nssd29j.org/about-us/integrated-guidance-plan>

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