



Scappoose SD 1J 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)

"Needs Assessment Process

Scappoose School District conducted a comprehensive needs assessment using multiple data sources, including:

State and Local Academic Performance Data (Oregon Department of Education reports, district assessment scores)

Community and Staff Surveys (District Services Survey, Employee Experience Survey, Scappoose Community Survey)

Student Services and Equity Data (Special Education, Multilingual Learner, and Student Support Program reports)

Career and Technical Education (CTE) Enrollment and Outcomes (participation rates, course completion, post-secondary pathways)

Stakeholder input was gathered through surveys, focus groups, and meetings to assess academic achievement, staff needs, and community priorities.

Key Trends Noticed in Data Review

Academic Achievement Gaps – State and district data show persistent gaps for multilingual learners, students with disabilities, and economically disadvantaged students.

CTE & College/Career Readiness – While CTE participation is strong, work-based learning and industry partnerships need expansion to align with workforce demands.

Staffing & Resource Allocation – Surveys indicated concerns over resource allocation, particularly in special education and student support services.

Class Size Concerns – Staff and families expressed a need for smaller class sizes to improve individualized instruction and student engagement.

Social, Emotional, and Mental Health – Community and staff feedback emphasized the need for increased mental health resources, SEL curriculum, and counseling services to support student well-being.

We applied our planning and budget decisions in this application based on the assessments and feedback we received.

Based on this assessment, the district is prioritizing investments in the following areas:

Targeted Academic Support – Expanding intervention programs and professional development to address achievement gaps.

CTE Expansion – Strengthening partnerships with local businesses and increasing access to work-based learning opportunities.

Class Size Reduction – Hiring additional staff to lower student-to-teacher ratios, particularly in core subjects and early grades.

Student Services & Mental Health Supports – Increasing counseling staff, SEL programming, and mental health resources to address student well-being.

Family & Community Engagement – Expanding outreach efforts with multilingual communication strategies and improved district transparency.

By aligning state and local data with stakeholder feedback, the district ensures that budgetary decisions directly support student success, well-being, and equitable access to quality education."

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)

Our charter school's needs assessment process used both qualitative and quantitative data to ensure a comprehensive understanding of our student's needs. We utilized parent surveys, Kindergarten family interviews and story circles with students and parents, to gather firsthand insights into the experiences, concerns, and priorities of those we serve. These conversations offered valuable context around academic and socio-emotional challenges that might not be visible through test scores alone. In addition to qualitative feedback, we analyzed academic performance data from DIBELS, SBAC, and ELPA assessments. This allowed us to identify literacy trends in literacy development across grade levels and subgroups, including English learners and students with IEPs.

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Together, this data directly informed the development of our school's integrated guidance plan and budget priorities. For example, the investment in researched based curriculum, the implementation of targeted reading interventions, dedicated FTE, and ongoing professional development. By combining student and parent voice with academic data, we ensure our planning and budgeting processes remain equity-driven, student-centered, and responsive to real-time needs.

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.

"Incorporating the Oregon Equity Lens into our planning and budgeting process ensures that resource allocation directly supports historically underserved student groups, especially our Latino and special education students. We assess decisions through key equity questions, ensuring they close opportunity gaps rather than reinforce disparities.

Key activities from our Outcome/Strategies Smartsheet that align with this approach include:

Early Literacy Focus: Dedicated strategies (Early Lit 1-3) to improve foundational skills, addressing disparities in literacy achievement among focal student groups.

Sense of Belonging & Mental Health Support: Investments in Mental Health Wraparound Services (A1) and a Behavior TOSA at the Middle School (A2) to provide targeted support.

Professional Learning & Educator Support: Continued investment in Instructional Coaches (B2), Professional Learning (B3), and an Induction Program (B4) ensures educators have the skills to implement equitable, culturally responsive teaching.

Credit Attainment & Graduation Readiness: Support for differentiated learning options (C6), CTE programs (C2, C4), and Oregon Outreach Inc. (C3) ensures students have multiple pathways to success.

Class Size Reduction & Data-Informed Decisions: Funding for Elementary and Middle School class size reductions (E1, E2) and a Student Information & Assessment Specialist (E3) enables more personalized instruction and intervention.

These strategies align with the Oregon Equity Lens by prioritizing students who have been historically underserved, ensuring they receive targeted support to succeed academically and feel a strong sense of belonging in school."

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

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students, including those of focal students?

"Throughout the biennium, our district has planned a comprehensive approach to professional development and training to address the cultural, social, emotional, and academic needs of all students, with a particular focus on our focal students.

All school employees will participate in professional learning connected to these topics during our annual in-service training in August. In addition to this, building-level principals facilitate ongoing, targeted training as part of their regular professional development (PD) cycle. This allows for personalized, continuous reflection and growth within each school community.

For specialized staff, we provide opportunities to attend key conferences that further enrich their professional learning experiences. These include the MTSS and RTI conferences, the Elevate Conference, AVID Summer Institute, PBIS conferences, Character Strong, and Wayfinder conferences, where staff deepen their understanding of essential practices. Moreover, our Social Emotional Learning (SEL) curriculums offer web-based training to enhance educators' ability to support students' SEL growth effectively.

We also have a dynamic partnership with the Confederated Tribes of Grand Ronde. This collaboration provides culturally relevant teaching practices that benefit not only our Native American/Alaskan Native students but students from all backgrounds, fostering a culturally inclusive and responsive educational environment.

Finally, our district's equity and social justice team offers valuable training opportunities for both staff and the larger community, ensuring that our commitment to equity, inclusivity, and social justice extends beyond the classroom and into the community.

These initiatives work collectively to provide a well-rounded professional development plan aimed at meeting the diverse needs of our students."

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

We have procedures to ensure that our students who qualify under McKinney-Vento navigating homelessness have their identity protected. The liaisons work with our accounts payable specialist to coordinate who those students are and which students qualify for free and reduced lunch under the McKinney Vento grant. The identifiable information is not accessible to individuals outside these two points of contact. In addition, our liaisons are diligent and dedicated to following our board policies on homelessness. They ensure our students navigating homelessness have easy access to all parts of our district program. This includes CTE, academics, the arts, co-curricular activities, and all other programs.

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

We have listened to our focal student groups and female students in our effort to provide equitable work-based learning experiences. Their feedback has resulted in the creations and adjustments we have made in these programs. They include Print Shop in S7 doing outside business with their kiosk in communities, Working with Digital Graffiti, working with Nike, PCC, OMIC internships, Art Display creation with multiple spaces in town, a student-run gallery with critiques and feedback, commission opportunities with lasering and digital embroidery work in combination with painted backgrounds, product manufacturing within the school and community, and a yearly pottery event in conjunction with the watershed for a plant sale.

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.

"Our district is committed to regular reflection and evaluation to ensure that our programs are aligned with best practices and effective in meeting the needs of our students. In addition to our ongoing engagement with data analysis, we recently partnered with Studer, which has supported us in extensive staff, family, and community engagement. This partnership has been instrumental in guiding us through a strategic planning process, and our newly developed Strategic Plan is actively shaping our instructional approaches and resource mapping moving forward.

As part of this process, the Early Literacy Framework teams at our two PK-3 schools have worked diligently to assess the success of the funds already utilized and to build comprehensive budgets for the upcoming biennium. These teams are focused on ensuring that funds are spent strategically to support high-dosage tutoring, literacy enrichment, professional development, curriculum and materials, staffing, and family engagement.

One of the key insights from our ongoing evaluation is that high-dosage tutoring has proven to be an incredibly effective investment. In response, our schools have adjusted their budgets to increase the availability of tutoring seats, ensuring that more students benefit from this valuable support. This commitment to high-dosage tutoring, along with our focus on professional development, literacy resources, and family engagement, reflects our continued dedication to improving early literacy outcomes for all students in alignment with Oregon’s Early Literacy Framework and the Program Review Tool."

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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?

Our Instructional Materials Adoption Committee uses a rubric to evaluate curriculum as we decide on materials to bring to the Scappoose School Board. In Policy IIA-AR, we study the materials and ensure that the curriculum we adopt has a stated scope and sequence of K-12 learning objectives and is aligned with Oregon and national standards. Once the Scappoose School Board has adopted the materials, teachers collaborate on grade-level and cross-grade-level teams to further develop the district curriculum maps to ensure a coordinated learning sequence throughout our schools and levels.

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

"Students receive instruction using a curriculum adopted by the School Board and aligned with the State School Board of Education Instructional Materials Adoption Schedule. Elementary instructional programming includes literacy, math, social science, science, health, physical education, music education, library education, and social-emotional learning. District-wide (all levels), Students requiring specially designed instruction receive services through an inclusion model or TAG program. Students learning English also receive ELL services. We provide TIER 2 intervention services in literacy and math for students who demonstrate that need. The need is established through applying collaborative problem- solving using our MTSS and RTI systems.

At the middle school level, students engage in a 6-period school day. They take Language Arts, Math, Science, Social School, physical education, a semester of health, and elective classes. Scappoose High School operates on a semester schedule, six classes, 60 minutes, five days per week. Each passing semester course will earn students .5 credits. Scappoose High School has implemented 2 ""J Terms."" Each J Term runs approximately 14-18 days and includes three classes at 105 minutes, five days per week. Students have an opportunity for extended learning. J Term offers struggling students a chance for credit recovery/intervention. The school's master schedule is built around the classes students forecast for. We help our students understand that classes open more doors for their postsecondary goals. We offer multiple options for students to earn all graduation requirements and a broad spectrum of elective courses."

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?☒

We work diligently to make our schools and district a safe and welcoming environment. We are constantly communicating opportunities for community engagement, and each of our schools continually works on making students and staff feel welcome and safe. At our meetings, we welcome participant feedback, have established ground rules for in-person and virtual meetings, and adhere to these expectations to ensure people feel safe to express their opinions respectfully. We have accessed NW regional representatives to model processes for the district to ensure that we are taking a proactive approach to facilitate communication and dialog in a meaningful manner. In addition, our district partners closely with local law enforcement in both the city and county. Together, we work to ensure the district is free from drug use, gangs, violence. This effort increases the feelings of safety and belonging for both our students, their families, and community members.

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

We have a district librarian that supports library programming in all five buildings across our K-12 system. This certified librarian teacher participates in extensive professional learning to stay informed of best practices that result in strong library programs. They also provide direct library services 30 minutes per week to students in K-6. In our secondary schools, the library is open from the start of school until teachers leave at the end of the day. These libraries are utilized extensively.

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

"We monitor the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through multiple data points. Standardized SEL screeners, self-report surveys, and behavior tracking tools provide quantitative insights into student progress. Teachers, counselors, and staff contribute qualitative observations on changes in behavior, engagement, and well-being.

Student and family input is gathered through structured check-ins to assess intervention impact. We also track attendance, discipline referrals, classroom participation, and academic performance to identify trends. Participation in counseling, small group interventions, and SEL programs is monitored to ensure engagement.

Using a tiered intervention framework, we regularly review data to adjust support levels. Collaboration with external mental health providers allows for a more comprehensive understanding of student progress. These strategies help us ensure that interventions are responsive and effective in meeting student needs. We believe the sum of all of these efforts and program parts equates to a system designed to support the mental and behavioral health of all

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students."

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's well-developed program meets the standards outlined for Talented and Gifted students. This plan provides a comprehensive child-find eligibility process. It incorporates procedures that inform planning for students who would benefit from extensions to ensure that those students who exceed standards are challenged and remain engaged in the educational program. This plan includes a robust child find process for all grade levels. Multiple tools are used that are culturally sensitive and minimize the effects of bias in the identification process. Programs provided bolster the academic options. Those options may include but are not limited to the following:

Cluster grouping in regular classes

Advanced Placement in classes

Honor classes

Academic Competitions and access to enrichment in the community and by accessing activities in the metro areas.

The district has dedicated funds to support TAG coordinators in each building and appointed a district-level administrator to oversee the program. The TAG team in the district has initiated a partnership with the TAG Coordinator at ODE to ensure that the program is comprehensive and has all of the required components to meet and exceed the legal requirements outlined by district policy and OSBA Recommendations."

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.

"We are starting Natural Resources, which is under Agg and CTE. We are beginning to offer courses as part of the PoS in the fall of 25. This will be a full launch of the POS"

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

We have listened to our focal student groups and female students in our effort to provide equitable work-based learning experiences. Their feedback has resulted in the creations and adjustments we

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have made in these programs. They include Print Shop in S7 doing outside business with their kiosk in communities, Working with Digital Graffiti, working with Nike, PCC, OMIC internships, Art Display creation with multiple spaces in town, a student-run gallery with critiques and feedback, commission opportunities with lasering and digital embroidery work in combination with painted backgrounds, product manufacturing within the school and community, and a yearly pottery event in conjunction with the watershed for a plant sale.

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.

SHS offers a variety of CTE courses that allow students to explore and prepare for careers in high-wage, high-demand occupations. Students can also learn and develop soft skills such as communication, teamwork, problem-solving, and professionalism. Our CTE programs offer dual credit opportunities in manufacturing, metals, and woodworking. We are actively working on expanding these offerings as staff gets more education and experience to meet the requirements of our post-secondary partners to offer the credits. Our CTE program completers have the highest graduation rate in our school, at over 97%, and outpace the general population's graduation rate of 92.5%.

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, Scappoose School District has strengthened engagement with students, families, and staff through regular improved communication, expanded outreach, and increased transparency. We have enhanced district updates with more frequent messaging, video communications, and translated materials. District-wide surveys now go out to all students, staff, and families, providing valuable input that helps shape decisions and priorities. We have also expanded partnerships with local organizations to provide additional academic, social, and mental health supports. By making board meetings and key district decisions more accessible, we've built greater trust and clarity around our priorities.

Despite these efforts, challenges remain. Reaching all families—particularly those with language barriers or limited internet access—continues to be an area for growth. Building sustained trust requires ongoing engagement, as some families remain hesitant to participate. Additionally, resource limitations make it difficult to expand every initiative at the scale we would like.

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We remain committed to breaking down these barriers and continuously improving how we connect with and support our community."

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.)

"Surveys and Feedback Collection – The District Services Survey and Scappoose Community Survey were used to collect input from families, focusing on accessibility, communication, and support services. These surveys provided data on areas of concern and opportunities for improvement in district-wide initiatives.

Direct Engagement Through Community Outreach – The district engaged focal families through focus groups, school events, and direct outreach from district staff. Comments from the surveys highlight the importance of one-on-one connections with families, particularly in Student Services, where staff provided individualized support."

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.)

"Employee Experience Surveys – Staff engagement was supported by the Employee Experience Survey, which measured factors such as staff input on decision-making (3.81 mean score), leadership support (4.06), and overall organizational effectiveness (3.95). Feedback from classified and certified staff helped shape professional development and workplace improvements.

Collaborative Work Sessions and Staff Meetings – The district hosted planning meetings, school-based discussions, and department feedback sessions. According to the survey data, staff members valued clear expectations (4.26), opportunities for communication (4.03), and leadership accessibility (4.21)."

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 surveys and direct outreach, we learned that communication, staff support, and equitable access to services were key priorities for the community and staff. Communication & Accessibility – Families and staff emphasized the need for clear, timely, and transparent communication about district initiatives. In response, we expanded school newsletters, translated materials, and interactive forums to strengthen outreach. Staff Support & Resources – While staff felt supported (4.06 mean score), they identified resource allocation (3.54 mean score) as an area for

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improvement. The district is prioritizing hiring in high-need areas and improving coordination in Student Services to meet demand better. Equity in Services – Families expressed concerns about inconsistent access to student support services. We are enhancing multilingual communication, targeted outreach, and staff training to ensure all students receive needed resources. By applying this input, the district has refined budget priorities, improved engagement strategies, and strengthened student support systems to align with community needs. Based on the feedback we received from our broad community engagement with Students, Focal Student Groups, Families, and the Community, we increased our spending in our IG plan through additional funds for class size reduction, mental health supports, and differentiated learning options."

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?☒

Scappoose participates in the Oregon Professional Educator Fair to support recruiting and hiring. We also partner with teacher prep programs across the state and engage in relationships with student-teacher programs.

Scappoose is beginning to explore pathway programs to support opportunities for our classified employees to pursue teaching licenses. Several administrators are participating in their professional learning that supports implicit bias in hiring to hire and retain racially, linguistically, and culturally diverse candidates.

In the past few years, we have also begun coordinating booths at local events to recruit employees and increase our community presence.

Our retention efforts begin with hiring. Our human resources director supports a welcoming onboarding process. All new teachers participate in a Mentor and Induction program. They receive a mentor for the first three years of their teaching experience in Scappoose, instructional coaching support, routine professional learning opportunities, and a supported book study using the Harry Wong text, *The First Days of School*. Scappoose also has a thriving Employee Wellness Team that programs activities to boost morale and mindset. We conduct employee engagement surveys to determine whether the wraparound support we are programming is enough support.

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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? ☒

In the past, the district leaders and school leadership teams have used our Smarter Balanced Results, our 9th-grade on-track data, and our graduation rate to examine disparities in student achievement. We have recently adopted a new universal interim assessment tool that will be used in k-8. This tool will be used as a component of our MTSS system to examine the core's health, our tier II intervention system, and our tier III academic and mental health support system. By applying an equity lens when conducting a deeper dive into our data, we will address any disparities in our system and adjust supports to ensure all students have equitable access to curricula, instruction, and services. Our district has a strong mentoring program to ensure that new teachers have the support necessary to succeed in their first three years of teaching.

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

We have a thriving PBIS system at the K-8 level. Positive Behavioral Intervention and Support allow us the opportunity to provide a consistent and fair behavior plan for our ENTIRE community. This support plan includes proactive strategies for defining, teaching, and supporting a positive school climate for staff and students. Our routines help our students know the expectations and feel safe.

In the first two weeks of school and routinely throughout the year, each classroom will teach and reinforce PBIS lessons.

Our plan will focus on four goals for our students:

1. SAFE - Be free from harm of any kind (physical or emotional)
2. RESPECTFUL - Be polite and caring enough to think about others' feelings before you act.
3. RESPONSIBLE - Be dependable, trustworthy at all times, and accountable for your actions.
4. KIND - Be concerned for others.

Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur and then responding. When discipline is necessary, we use restorative practices such as Story Circles to restore the community. If a deeper level of response is needed, teams track and monitor the loss of instructional time for students. These same teams monitor disaggregated data connected to discipline, and we intentionally make real-time adjustments.

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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"In the Scappoose School District, we support students transitioning from Long Term Care and Treatment (LTCT) sites, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP) through coordinated efforts with families, schools, and state agencies. Key supports include:

1. Personalized Transition Planning – We collaborate with educational teams to ensure academic continuity, including IEP updates and credit transfers.
2. Agency Partnerships – We work with the Oregon Department of Education (ODE), Educational Service Districts (ESDs), and other agencies to align services and facilitate smooth school reintegration.
3. Career & Technical Education (CTE) Pathways – Eligible students can access vocational training and workforce preparation programs upon re-entry.
4. Family & Community Engagement – We involve families in the transition process and connect students with local resources for continued success.

Our goal is to provide a structured, supportive pathway back to school that ensures educational progress and long-term success."

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?

"The district supports students and their families in each transition step. The district coordinates a kindergarten transition program. We do several months of programming that supports readiness. This includes classes using the Ready Freddy Curriculum, socials, a registration event, tours, example kindergarten and specials classes, a kinder-readiness backpack, Kinder Camp, and community partner events. We hold transition meetings with early learning partner agencies and preschools. From 3rd to 4th grade, we have a moving-up day that supports students learning the new building; engaging with staff. They test-run their new grade. The adults serving these students collaborate on building classes, reviewing students participating in tiered interventions, and providing readiness resources to families and caregivers. The intermediate school, MS, and HS teams work together to help facilitate successful transitions.

Teachers meet to discuss the curriculum alignment process. Special education teachers meet to ensure students are appropriately placed, and the team has all the pertinent information to help students thrive. The administrators meet frequently and discuss school culture, curriculum, and programs, as well as the strengths and weaknesses of each student. The HS has a Link Crew that meets all freshmen and supports them through a transition day to start the year. Our HS has Career Days and College Days to prepare students to transition to the next steps of their choice. Our

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partnerships with Private and Public universities in Oregon and OMIC allow our students a diversity of supports and access points with the next steps in their lives post-high school."

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. ☒

"The district offers many career exploration opportunities before and during CTE Program of Study enrollment. These include:

Naviance Career Cluster Finder

Naviance Career Interest Profiler

Naviance Strengths Explorer

Oregon High Wage High Demand Data

Career Spotlight Speakers (from high-wage, high-demand jobs)

Columbia Works Internship Program

College and Career Application Week"

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

Early Literacy Inventory and Prioritization

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

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early

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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:

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)

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Grant Watts - 78%, Warren - 22%

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)

"Overview of the Plan

The Scappoose School District's strategic plan is designed to enhance academic achievement, career readiness, and student well-being through targeted investments and evidence-based interventions. Grounded in a comprehensive needs assessment, the plan seeks to build upon existing strengths while addressing critical areas for growth, particularly in Career and Technical Education (CTE) and student support services. The IG plan is an integrated component of our strategic plan. One supporting the other in a seamless effort.

Vision of the Plan

The district envisions a learning environment where all students, regardless of background, have access to high-quality instruction, career-aligned learning opportunities, and the social-emotional supports necessary for success. This vision is realized through three primary focus areas:

1. Academic Achievement & Equity – Closing achievement gaps while maintaining high expectations for all students.
2. Career & Technical Education Expansion – Strengthening pathways that align with workforce needs.
3. Student Support & Well-Being – Enhancing mental health resources and fostering a positive school climate.

Addressing Strengths & Growth Areas from the Needs Assessment

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The district conducted a thorough needs assessment, incorporating state and local academic performance data, community and staff surveys, and stakeholder input. Key takeaways include:

-Strengths Identified:

- Strong CTE participation rates.
- High four-year cohort graduation rates.
- Community support for educational initiatives.

-Areas for Growth:

- Persistent achievement gaps for multilingual learners, students with disabilities, and economically disadvantaged students.
- Need for expanded CTE work-based learning opportunities.
- Concerns about class sizes and resource allocation.
- Growing demand for mental health resources and student support services.

The plan directly addresses these areas by:

- Expanding targeted academic support** for underserved student groups through intervention programs and teacher professional development.
- Enhancing CTE programs** by strengthening partnerships with local industries, increasing student access to internships, and aligning coursework with workforce demands.
- Reducing class sizes** in core subjects and early grades by hiring additional educators.
- Improving student mental health services** through increased counseling staff, Social-Emotional Learning (SEL) programming, and family engagement initiatives.

Alignment with Local Performance Growth Targets (LPGTs)

The plan is structured to achieve key performance targets outlined in the district's LPGTs, including:

- Graduation Rates:** Maintaining and increasing four-year and five-year cohort graduation rates while closing gaps for focal student groups.
- 9th Grade On-Track Rates:** Strengthening interventions to ensure more students successfully transition to high school.
- 3rd Grade ELA Proficiency:** Expanding early literacy programs and targeted supports.
- Regular Attendance:** Implementing strategies to improve attendance rates, particularly for historically underserved students.
- CTE Completion & Industry Alignment:** Enhancing career pathway completion rates and ensuring CTE coursework aligns with real-world workforce needs.

By aligning investments with data-driven priorities, the Scappoose School District ensures that every student has access to the resources, opportunities, and support necessary to succeed academically and beyond."

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

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development of your district plan. (Additional 250 words or less)

The charter school and the district work collaboratively to address shared priorities in literacy, Social-Emotional Learning (SEL), and mental health supports. Charter school families and students have actively participated in district-wide surveys, providing valuable feedback that helps inform strategic decisions and ensures that the needs of all students are represented. This collaboration reflects a unified commitment to equitable access, academic growth, and student well-being. Both the district and the charter school face similar challenges in literacy support, serving diverse student populations with varying levels of reading proficiency. To meet these needs, both are utilizing grant funding to implement High Dosage Tutoring, which offers individualized support to accelerate student learning. They are also investing in Professional Development to strengthen instructional practices and ensure teachers are equipped with researched evidence-based literacy strategies. SEL and mental health support are equally prioritized, as students continue to experience increased emotional and behavioral needs. Grant funding is being used to provide SEL curriculum, mental health resources, and access to trained professionals across both systems. This coordinated effort helps create safe, supportive environments where all students can thrive academically and emotionally.

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.

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- **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.

- **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.

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- **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.

- **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.

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- **Guarantee of Assurance 16:** True

Website plan posted: <https://www.scappoosek12.org/community-resources/ssd-integrated-guidance-plan>

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