



Integrated Application Template

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Scappoose organized a district community engagement leadership team composed of the Superintendent, the Director of Student Services and Title Programming, the Director of Student Achievement, the Communication Director, building administrators, Charter school leadership, and three community leaders. Beyond this leadership team, at the community engagement and feedback level, we engaged the voices of students, certified and classified staff, administrators, parents, community members, and the school board.

Participants were involved in multiple formats and structures, including in-person and virtual meetings, Coffee Chats with Interpretation, a Community Survey in English and Spanish, Empathy Interviews with Marginalized Students, Empathy Interviews with a comprehensive representation of staff, Story Circles with Marginalized Student Populations, and Story Circles with the community. The district also increased its presence at community functions and festivals with booths dedicated to the Scappoose School District.

This level of engagement allowed us to center relationships and intentionally highlight the district's strengths.

We analyzed the information collected from our community engagement (i.e., survey results and empathy interviews) and disaggregated student outcome data targeting focal student groups (i.e., OSAT results and attendance/graduation rates) to drive our decision-making. The needs assessment reinforced that spending should occur in the areas identified in the budget.

These data tell us the community desires to focus on building intentional relationships with students, supporting students along the way, and increasing accountability and, ultimately, student success. Many of our students recognized the connections they formed with key staff members as the number one reason they were successful. Our outcomes indicate we need to maintain existing systems, make hiring decisions and program decisions that support access and opportunities for focus students, and enhance professional learning related to engagement and relationships with students. This will be an intentional focus during the Mentor and Induction program offered to all teachers in their first three years of employment.

Plan Summary

The Scappoose School District continues to make investments through targeted universalism in our students and staff with funds from the Student Investment Account (SIA), High School Success (HSS), Career and Technical Education (CTE), Every Day Matters (EDM), and Early Indicator Intervention Systems (EIS).

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With our Student Investment Account budget, we address several areas that will increase student achievement, particularly for our focal student groups. We continue to invest in our staff through professional development and reduced class sizes. The specific areas we fund with our SIA dollars are elementary class size reduction, middle school class size reduction, additional support for our ELD programs, increased mental health wraparound support services, and professional development for staff. With our High School Success budget, we continue to strengthen our CTE programs at the middle school with their allowed allocation. Additionally, we continue to support our highest-needs students with these funds through our alternative options program, our academic interventionist, and our 9GS coordinator. We also support our higher achievers through the Willamette Promise program. We have blended these funds with CTE also to support an additional CTE teacher and CTE supplies while also contributing to professional development for all staff members at the secondary level.

We are part of a Career and Technical Education consortium, so those funds are determined through the consortium we participate in.

These programs will be monitored monthly using our district data review procedures. These targeted processes allow us to make timely adjustments to our work. Ultimately, we will measure our success using the state's growth targets. These are Regular Attenders data, 3rd Grade English Language Arts state assessment data, 9th Grade On Track data, 4 Year Graduation rates, and 5 Year completion rates.

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

Our district does an outstanding job in this area. Targeted universalism drives our efforts. Our Equity team meets regularly and has a diverse membership and representation from all levels. The Student Achievement Director oversees this team and leadership efforts to guide our team in reviewing data gathered through this process. Several story circle sessions were held with focal student groups to ensure that those voices were a component of the data-gathering process and continue to be a focus to ensure equal access.

The following data indicate successful examples of equity and access in Scappoose: In Math at Grant Watts Elementary School, 52.1% of our third graders met state standards, but 66.7% of our students with disabilities met standards. In Math at Scappoose Middle School, an average of 25.8% of students met in Math, but 66.7% of our students who are American Indian/Alaska Native met state standards. Another example is our graduation rates at Scappoose High School: Our graduation rates are very high, with 92.52 of the overall population graduating; however, last year, 100% of our American Indian/Alaska Native students, 100% Black students, and 100% multiracial students graduated.

- What needs were identified in your district or school in terms of equity and access?

The trends from our community survey, story circles, listening sessions, and community nights showed several identified themes: The district needs to continue working to provide equitable access. We must ensure that students have access to materials in their native language, are represented in their



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curriculums, and have access to a curriculum that grows their world lens. Students indicated that we need to continue working on climate and culture so they feel heard and valued and have equal attention from all staff. We need to provide diversity, equity, and inclusion training to all staff members, including administrators and school board members, to elevate their understanding of ensuring all students have access to an equitable educational experience. We need to explore initiatives related to the retention and recruitment of BIPOC candidates and candidates that mirror the demographics of our focal students. We need to strengthen our Multi-tiered Systems of Support (MTSS) to support student achievement.

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Link to [Equity Lens](#) in Google Drive

- Describe how you used this tool in your planning.

The OEIB Equity Lens was the foundation of decision-making for identifying focal groups to attract in Community Engagement work. Our awareness of the diverse learning needs of every pre-K through postsecondary student and the achievement gaps illustrated in our student performance data shaped our actions to hear from specific traditionally marginalized students and their caregivers specifically. Additionally, we used the OEIB Equity Lens to guide our allocation of resources after we synthesized community engagement data.

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

All students, especially our focal student groups, will benefit from using our funds in the different areas identified in the Integrated Guidance. SIA funds are used to reduce class sizes, provide additional ELD support, and provide robust professional development for staff. High school success funds allow us to have interventions in place for our high school students and increase our CTE offerings. We expect these decisions to support students' performance and increase equitable access to exciting programs. For example, we hope to see our outcomes on OSAT results in 3rd-grade reading improve to 75% or more of our 3rd graders reading at or above the benchmark, especially for focal student groups. We would also expect an increase in the number of secondary students participating in various Scappoose's CTE programs, which will help support our four-year cohort graduation rate, which we desire to increase to be above 95% consistently.

- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

We use a research-based MTSS system that addresses the needs of every single student in a way that increases their likelihood of success in all areas identified in our Longitudinal Performance Growth Targets. Our focus on meeting each student where they are and then determining the appropriate mechanisms to further their academic success helps us achieve growth for all of our students, especially our focal students.

Barriers exist in this MTSS system when we are not able to hire all of the staff that we need to deliver this model of support. Shortages in candidates have been a hurdle for our district. Additionally, despite onboarding efforts, we have struggled with the learning curve necessary for new employees to master



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the systems we have in place. More training is warranted to support this barrier. Scappoose also struggles to hire diverse staff who mirror some of the students we serve. It is a challenge to recruit and retain diverse staff.

The secondary program wishes we had enough funding to add another CTE program of study; examples include a medical program, early childhood education, or other fields. However, the resources to add another do not exist even with the opportunity to blend these funds.

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

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.

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?

Our CTE programs are the most forecasted for programs in the school. Our staff focuses on Teacher-Student Relationships and develops partnerships with local businesses and postsecondary programs to promote and create equal access. All of our CTE programs are full. One of the reasons for this is we have removed barriers for students to enter by using our J-Term Schedule, eliminating prerequisites, and adapting the program to meet the needs of current students each semester.

- What needs were identified in your CTE Programs of Study in terms of equity and access?

From our work with ODE, we have determined that we need to improve the percentage of females participating in our CTE programs. Currently, less than 10% of females take CTE coursework.

We also need to improve the percentage of students taking our classes which are identified as eligible for free and reduced lunch. One of our challenges on this front is the need for access to the free/reduced lunch list, so it is difficult to know whom to recruit from this population of students.

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

CTE Open House Night

J Term (a mini-term that offers students the opportunity to engage in CTE-like courses and lets students get to know the CTE programs we have on campus while connecting with teachers.

Video Presentation during Forecasting

Four-year planning and learning about a student's postsecondary plans.

Female Recruitment - Some strategies for increasing female enrollment in technology-based CTE programs involve recruitment, placement, and teacher training. Targeting recruitment to increase female participation can be as simple as involving female stakeholders, such as current and past students, instructors, and administrators.



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Low-Income Recruitment - This is tricky because we need access to the free/reduced lunch list, so it is difficult to know whom to recruit from this population of students.

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

The following work will help us deliver equal access and eliminate discrimination in our CTE Programs of Study among focal student groups:

- Culturally relevant teaching
- Scaffolded objectives to allow students to enter as they are comfortable.
- Differentiated instruction to accommodate a variety of learning styles.
- Evaluate current policies and practices: Review existing policies and procedures to ensure that they do not have a discriminatory impact on any particular group of students.
- Increase awareness and understanding of equity: Provide training and resources for teachers, administrators, and staff to increase their knowledge of equity and cultural competence and help them identify and address biases.
- Foster a positive and inclusive learning environment: Create a positive and inclusive environment that values and respects diversity and supports all students in their academic and personal growth.
- Provide support and accommodations: For students with disabilities, English language learners, and others needing extra assistance to succeed in the program.
- Monitor progress and make necessary changes: Regularly monitor the progress of focal student groups and make any necessary changes to policies and practices to ensure that all students have equal access to the program and an equal opportunity to succeed.

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Students receive instruction using a curriculum adopted by the School Board and aligned with the 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.



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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 Studies, 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.

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Students in our K-6 buildings receive music programming up to two 30-minute sessions per week. Students in grades 5 and 6 also have the opportunity to opt into band programming. Students in grades 7 and 8 can access choir or band classes as an elective option. At the secondary level, music electives include concert band, wind ensemble, chamber choir, tribe choir, and ukulele.

Our theater program is part of the secondary academic offerings. Students can register for a musical theater or theater arts class; however, students K-8 can also audition to be a part of programs throughout the year.

Our elementary programs do not have direct art services; however, many teachers integrate art literacy lessons with their students.

Career and Technical Education classes begin to be available for students in grades 7-12. Teachers build students' curiosity in these specialty areas at the middle school level, but the classes are not taken for HS credit. At the high school, we offer Art 1-3, Painting 1-2, Advanced Art, Advanced Art Portfolio, Game Design & Development, SHS Publications 1-2, Video Production 1-2, Digital Photography, Drafting 1-2, Woods 1-2, Advanced Woods, Manufacturing Tech. 1-2, Advanced Manufacturing Tech., Welding (dual credit), Equipment Maintenance & Repair, Digital Fab. 1-2, Product Development 1-2, Business in the 21st Century, Computer Applications, and Marketing 1-3.

- How do you ensure students have access to strong 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.



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- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Administrators build a master schedule for multiple lunch periods, allowing us to support the number of students eating during a given time frame. Staff also supervises lunch services to support student focus and reduce behavior disruptions. Transitions are taken into consideration when these master schedules are crafted.

Movement time is scheduled as recess throughout the instructional day. K-8 Students also have physical education daily. Teachers across all levels are sensitive to the movement needs of their students, and they have flexible seating options, offer movement breaks, use kinesthetic routines as an instructional modality, and take advantage of outdoor spaces for learning.

At the secondary level, we meet the state requirements concerning PE, and our large campus offers plenty of exercise as students move from place to place throughout the day. We also provide a full complement of athletic co-curricular activities.

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

At the K-6 level, we integrate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, project-based learning, critical thinking, inquiry, and cross-disciplinary content into our instructional days. The Language Arts curriculum we recently adopted has a cross-disciplinary approach and addresses content standards in language arts, science, and social science. We have cross-walked these standards and teach the themes. At the end of each unit, there is a project-based week-long task with students using their critical thinking skills to apply learning from the previous five weeks.

At the secondary level, we offer a broad selection of CTE classes; students can build these opportunities into their schedules. In addition, our teachers integrate STEAM into their curricula regularly.

- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists 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.

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

Each school identified "Big Dogs" aligned with our educational mission and vision. These common agreements state that all learning begins with clearly communicated learning targets aligned to grade-level standards and curriculum maps. Instruction is explicit, structured, inclusive, and intentional. Teachers provide a variety of teaching methods/strategies to make learning visible, experiential, and

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measurable, including strategically integrating collaborative participation, choral response, precision partnering, explicitly teaching common language and vocabulary and using sentence frames and organizers. They develop and effectively implement differentiated instruction and culturally conscious assessments, utilizing various resources.

The administrative team coordinates walkthroughs and aspects of the evaluation system that support our ability to monitor whether the instruction is intentional, engaging, and challenging for all students. We use exit tickets, student surveys, feedback cycles, empathy interviews, and student leadership to gauge whether we meet our expectations routinely.

Our assessment results and student outcomes also indicate successful instruction across the district.

- How will you support, coordinate, and integrate early childhood education programs?

Scappoose has opened one Preschool Promise classroom. The Scappoose Early Learning Center is a class of 18 three- to five-year-olds.

The district also coordinates a kindergarten transition program that supports children and families before kindergarten. We do several months of programming that supports kindergarten readiness. This includes classes using the Ready Freddy Curriculum, social events, a registration event, campus tours, example kindergarten classes and specials classes, a kinder-readiness backpack, along with community partner events.

We hold transition meetings with early learning partner agencies, preschools, and the Head Start program. If a child is on an IFSP, we coordinate annual meetings to transition each student's plan to a kindergarten IEP.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

The high school and middle school teams work together throughout the year to help facilitate successful transitions for our 8th graders moving on to high school. Teachers meet to discuss the curriculum alignment process. Special education teachers meet to ensure that students on their caseloads are correctly placed and that the new case managers have all the pertinent information to help them thrive in high school. The administrators frequently meet throughout the year 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. We also have a monthly event for freshmen, where the link crew leaders each adopt a freshman classroom and go personally invite the Freshman to each of those events.

Our HS has Career Days and College Days to prepare students to transition to the next steps of their choice. Our 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. We also offer a personal finance class to support students with their financial competency and awareness as they enter the adult world.



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- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Our district provides a multi-tiered program that ensures all students receive a robust academic program. We regularly disaggregate data to ensure we meet the opportunity needs of our focal student groups and make adjustments as needed. We have adopted a research-based English Language Arts instructional tool; we provide universal screening to assess the health of the core. We have successfully implemented a well-functioning reading RtI program for years, providing small group intervention and weekly progress monitoring. We are adopting a new math curriculum this year and will apply the same RtI lens to mathematics following the adoption. We discuss student progress monthly at kid chat meetings and provide strategic interventions for all learners if data supports the need. We have a well-functioning SST system and have trained special education teachers to guide families through the special education identification process. Students who are identified as needing a specialized program are served by special education teachers, 504 coordinators, TAG coordinators, or the ELL coordinator. The point person for each of these subgroups is responsible for overseeing the program in which the student participates. Students in special education are served by general and special education staff as outlined on their individual IEP and according to the specially designed instruction necessary to access FAPE. These students are routinely progress monitored in all areas noted on their IEP and adjusted based on data and team discussions at annual IEPs.

- 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 new 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 will go before the board before the May deadline, including a robust child find process for all grade levels. Multiple tools will be used that are culturally sensitive and minimize the effects of bias in the identification process. Programs will be provided that 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 Scappoose that the program is comprehensive and has all of the required components to meet and exceed the new legal requirements outlined by district policy and OSBA Recommendations.

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?



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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
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- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

We have a CTE night where we invite the entire community. We also specifically send extra communication to focal groups to celebrate our current programs and expand participation into our focal groups, like females.

We have a future freshman open house during forecasting for the 8th graders. We specifically target female populations to encourage enrollment in our CTE programs.

- How are you providing equitable work-based learning experiences for students?

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.

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

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%.

- What activities will you offer to students that will lead to self-sufficiency in identified careers?

We provide many opportunities for students to develop self-sufficiency and skills to succeed in their identified careers. Some examples of the tools we use are Naviance Career Cluster Finder, Naviance Career Interest Profiler, Naviance Strengths Explorer, Oregon High Wage High Demand Data, Career



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Spotlight Speakers (from high-wage, high-demand jobs), and the Columbia Works Internship Program. Along with these, we offer a diverse range of programs: A diverse range of CTE programs provide students with exposure to various careers, including those in nontraditional fields, to help them determine their interests and aptitudes. Examples of our CTE programs include manufacturing Tech (whole program articulation), Visual Arts (whole program articulation), FBLA and Business(whole program articulation), Metals, and woods. We are also working to gain teacher licensure and add programs in Theater/Tech, and Video and digital productions. The exposure and experience in many of these areas will allow students to be prepared and self-sufficient in their careers after high school.

- How will you prepare CTE participants for non-traditional fields?

Offer a diverse range of programs: A diverse range of CTE programs provide students with exposure to various careers, including those in nontraditional fields, to help them determine their interests and aptitudes. *Examples of our CTE programs include* manufacturing Tech (whole program articulation), Visual Arts (whole program articulation), FBLA and Business(whole program articulation), Metals, and woods. We are also working to gain teacher licensure and add programs in Theater/Tech, and Video and digital productions.

Incorporate hands-on learning experiences: Incorporate hands-on learning experiences, such as internships, apprenticeships, and job shadowing, that allow students to apply their skills and gain real-world experience in their chosen field.

Provide access to industry professionals through guest speakers, mentorship programs, and networking events to help students learn about the realities of working in a particular field and build connections with potential employers.

Offer career counseling and support services: Offer career counseling and support services to help students understand the career paths available and provide guidance on pursuing their chosen field.

- Describe any new CTE Programs of Study to be developed.

Health Services CTE Program
Manufacturing Program (newer)

Engaged Community

(250 words or less per question)

- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

We have completed our robust community engagement activities for integrated guidance. We were pleased with the results and believe we had a genuine, meaningful, authentic engagement. From this point forward, we will continue with this kind of engagement as a part of doing business.



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The main barrier we experienced during the in-person community group meetings was attendance. The district advertised the meetings on multiple platforms through district and individual newsletters, websites, and blackboard messaging. While we had a group of community members attend and engage in meaningful discussions, the members who participated are always the ones we hear from. While our community nights had limited participation, we feel we reached all groups through our survey, empathy interviews, and story circles. We intentionally set up our empathy interviews and story circle sessions to ensure we had student and family voices from focal groups to inform our planning.

In the future, we think we can improve our engagement by increasing staffing to support community connections. We have hired a communication director to streamline our messaging, conduct outreach and build grassroots connections with our families who fall into our focal student groups. We also feel that we can continue to expand our outreach through the work that our equity team is doing and by intentionally setting up community events that remove barriers, i.e.) free child care during in-person meetings by having Spanish-speaking staff call homes to invite families to attend personally.

- What relationships and/or partnerships will you cultivate to improve future engagement?

We continue to invest in our engagement activities, and given that we feel strongly that we were able to engage with all stakeholders, we will continue down the current path. We will increase our efforts to ensure equitable participation from our Indigenous families, families experiencing poverty, and families with students of color.

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

The technical assistance from the Northwest Regional ESD benefited our engagement efforts. The funding for that assistance would help maintain and improve our engagement efforts. In addition, having comprehensive tools that include all of the required components well in advance makes it easier to be prepared for the final submission. As much streamlining in the formatting/data submission process is always beneficial, once the data is collected, it is easy to submit to ODE.

- How do you ensure community members and partners experience a safe and welcoming educational environment?

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.

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

The directors of our charter schools have been an integral part of this planning from the start. They attend many of our meetings and benefit from our knowledge of engaging and conducting this process/application.



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- Who was engaged in any aspect of your planning processes under this guidance?

(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENS)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

- How were they engaged?

(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting



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- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

<https://docs.google.com/spreadsheets/d/1RQoizxKkuso0P819Vo0nqLggfBi0-3nsT-7E18eADwA/edit?usp=sharing>

<https://docs.google.com/spreadsheets/d/13GWWmkpmnQT5On-qGqkj0Sif1ZLVCJ6UoGIGrZZkpJo/edit?usp=sharing>

<https://docs.google.com/spreadsheets/d/1XY7RII56vcT9drCbaV02fvXHidT9gJBCXTZMbyYwMYc/edit?usp=sharing>

<https://docs.google.com/document/d/1gR2Ridm3dciJX4bXZwUziEipsZlpl6Gi9I9aSn304EE/edit?usp=sharingCoffee>

[Story Circle Notes](#)

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

The first strategy we used to engage focal student groups was empathy interviews. The district identified a trusted adult in each focal student group, developed a protocol and questions for the trusted adult to use during the interview, held interviews, captured results, and went through a data protocol to synthesize the results. Empathy Interviews fall on the "Building Relationships" in the Community Engagement spectrum.

A second strategy that included focal student groups and their families was Story Circles. Leaders from the district participated in a Story Circle training with NWRES. These staff joined a representative from NWRES in the facilitation of story circles with these populations. Story Circles fall on the "Growing Community Awareness" in the Community Engagement spectrum.

These two examples of strategies were selected because they allowed us to receive direct and more intimate feedback that respected the participant's experiences and journeys in the district.



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- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

The first strategy we used to engage staff was empathy interviews. We engaged classified and certified staff members in various settings and disciplines. We were also conscious of interviewing individuals who function at the elementary, middle, and high school levels. Administrators and school board members were interviewed as well. This strategy was used to hear specific stories of our instructional team. All individuals interacting with students in and out of the classroom are a part of our instructional team. We believe this strategy falls on the "Building Relationships" in the Community Engagement spectrum.

The second strategy we used to engage staff was the online community survey. This strategy was utilized because it provided anonymity to individuals seeking that format for feedback. This survey falls on the "Growing Community Awareness" in the Community Engagement spectrum.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Trends emerged from our community survey, story circles, listening sessions, and community nights, showing several priorities. Students, staff, and the community expressed that we prioritize planning to address the significant academic needs across the district post-pandemic. Data and feedback also indicate that we need to continue to rebuild and bolster our efforts to support positive school culture and scaffold our support to ensure mental health needs are being addressed in our schools.

As a result of this engagement, we intend to address several areas that will increase student achievement, particularly for our focal student groups, and continue to invest in our staff through professional development and reduced class sizes. We will also offer additional support for our ELD programs, increased mental health wraparound support services, and professional development for staff.

Additionally, we will continue strengthening our CTE programs at the middle school and support our highest-needs students through our alternative options program, our academic interventionist, and our 9GS coordinator. We will also support our higher achievers through the Willamette Promise program. We will support an additional CTE teacher and CTE supplies while also contributing to professional development for all staff members at the secondary level.

CTE Focus

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We already have partnerships with some of our local employers through our connections with OMIC. We also recently hired a communications manager tasked with expanding these partnerships. OMIC and PCC partner with us to provide paid internships, connections with local industry, and streamlined job opportunities post high school for our CTE participants.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal



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government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders 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.

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

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.



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- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student 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.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

The professional development model is aligned with the school district strategic plan, building-level Continuous Improvement Plans (CIP), student achievement data, needs that arise from the teacher elevation system, instructional materials adoptions, work of the Scappoose Equity and Social Justice team, and with specific reporting of staff needs.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Feedback is provided in three ways. First, we rely on the instructional leadership of our building administrators to support research-based improvement in teaching and learning. Needs arise from informal and formal walkthroughs that help shape feedback and instructional cycles with teachers. Second, we have initiated an Instructional Coaching Model that directly supports impact cycles of coaching support based on the Jim Knight protocols. Third, we utilize mentoring in our district to provide up to three years of support from a master teacher. These mentors are encouraged to model, teach, co-teach, and/or observe and deliver a feedback cycle to their peers.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Scappoose students in grades K-8 participate in reading and math district assessments three times a year. Building-level teams analyze, action plan, and problem-solve disaggregated data following each



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assessment. We conduct a TIER 1 meeting to evaluate the success of core instruction and solve problems that require improvement. Staff look deeper at our lowest performers at our TIER 2 meetings and determine which students will participate in higher levels of intervention. Students' academic, behavior, and attendance progress is monitored through our Kid Chat and CST collaborative problem-solving cycles. Grade levels rotate weekly to support a systematic review of student performance. Teachers also support data-driven PLC each week.

Similar MTSS systems exist at the secondary level. One such team is the 9th grade Success team. They utilize similar problem-solving strategies.

When we find students behind academically or facing behavioral issues, we act with scientifically proven interventions, additional learning time, adult intervention, relationship building, and support.

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

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 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.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and



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planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.

- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

Assurances

The applicant provides assurance that they 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.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.