

District or Independent Charter with CTE 25-27 Integrated Application Template

**Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you're working from the correct application template.*

Please make a copy of your application template.

Needs Assessment Summary -

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

In preparation for the Oregon Department of Education's Aligning for Student Success Integrated Guidance, Salem-Keizer Public Schools (SKPS) launched a yearlong community engagement initiative spanning Fall 2023 through Fall 2024. The goal was to elevate authentic community voices and ensure diverse, meaningful participation from students, families, staff, and local stakeholders.

SKPS hosted a wide range of engagement opportunities, including six large-scale regional events, surveys, affinity-based focus groups, and interviews. These activities were intentionally inclusive, with efforts made to publicize them in multiple languages and formats to reduce barriers to participation. Specific outreach targeted focal groups including students and families navigating poverty, those identifying as BIPOC, students with disabilities, emerging bilinguals, students experiencing homelessness or foster care, LGBTQ2SIA+ youth, justice-involved youth, CTE students, migratory families, and recently arrived immigrants.

The six large community events, held at high schools across the district, drew over 850 attendees. These events featured presentations by school board members and staff on district goals, student belonging, and budgeting. Participants joined discussion tables, including language-specific and identity-aligned groups (e.g., Spanish, Dari, Marshallese), to share priorities and experiences.

In early 2024, SKPS launched a districtwide survey to gather feedback on budget priorities. Of the 6,052 respondents, 45% were parents/guardians, 23% staff, 20% community members, 9% students, and 5% others. Participants rated the importance of 12 district programs and services, informing resource allocation planning.

From late summer through fall 2024, SKPS facilitated additional engagement through interviews, surveys, and focus groups with more than 2,000 participants across all focal groups. These sessions explored experiences within the district, alignment with the current strategic plan, and perceptions of longitudinal performance. Much of the input was qualitative, with responses captured through stories and open-ended questions. To ensure validity and reliability, the district again partnered with the Center for Education Innovation, Evaluation, and Research at Willamette ESD. The ESD team coded and analyzed data thematically, using inter-rater reliability measures.

The Career and Technical Education (CTE) Department supported these efforts by engaging with regional industry advisory committees to assess and align student experiences with workforce needs. CTE leaders contributed to tribal consultations and met with partners such as Willamette Workforce Partnerships and Chemeketa Community College, providing vital input to the Integrated Programs 2025–27 plan.

All qualitative findings were triangulated with longitudinal and state-reported data (e.g., Accountability Details Report, Suppressed Data from ODE) to inform outcome development, strategies, and activities. A district team of leaders in instruction, operations, HR, behavioral health, and federal programs collaborated to draft these plans with a focus on historically underserved populations. In January 2025, the initial draft was shared with school staff and the board to gather additional feedback, which was then used to refine the Integrated Programs 2025–27 plan further.

Through this comprehensive engagement process, SKPS has ensured its strategic direction reflects the diverse needs and aspirations of the community it serves.

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)
Charter School Principals

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JGEMS 01.23.2025: (Doug):

The staff meets each trimester to assess current plans and generate new ideas for improving student support. The results are shared with the Board of Directors and Parent Club to gather input from all areas of the program. The current support plan includes an Instructional Assistant (IA) for classroom support, a counselor for mental and emotional well-being, and a Research Coordinator who partners with community organizations to offer field opportunities and support for student research. These additions have significantly increased student engagement, and the staff prioritizes continuing these supports with SIA funds.

06.09.2025 ODE Revision Request - JGEMS meets regularly to engage in self-reflection and needs assessments. For example, staff meets monthly to assess current plans and generate new ideas for improving student support. In addition, the results are shared with the Board of Directors and Parent Club to gather input from all areas of our program. JGEMS also gathers input from yearly satisfaction surveys to parents and board members and student Panorama surveys. The current support plan includes an Instructional Assistant (IA) for classroom support, a counselor for mental and emotional well-being, and a Research Coordinator who partners with community organizations to offer field opportunities and support for student research. These additions in FTE have significantly increased student engagement, student support and buy-in, and have increased student connection and interaction with community partners and engagement. In addition, these positions have helped increase and improve overall student behavior and morale in and outside the classroom as we have seen a decrease in both minor and major behavioral incidents like suspensions. Student achievement has also improved, and it is shown in not only state testing (JGEMS scores significantly higher than the state and district on Math, ELA, and Science OSAS), but classroom assignments, turn-in rates, and formative and summative assessments. JGEMS will continue to prioritize these positions with SIA funds as needs assessments and outcomes continually confirm their necessity.

Howard Street Charter 01.23.2025: (Christina):

Howard Street regularly engages in self-reflection and needs assessments through various channels, such as the annual staff/Board retreat (Oct 2024), monthly parent club meetings, and the Fall Panorama parent survey. Staff have two inservice days for program reflection and planning, while students contribute via the Fall Panorama survey, monthly 8th grade leadership

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meetings, and a "How would you improve Howard Street" assignment in 7th grade Humanities. SIA funding supports student needs by providing weekly in-building counseling, field trips, advisory materials, digital curriculum, coding and graphic design education, and after-school activities with community involvement. These programs enhance student engagement and growth, and the school plans to continue using SIA funds to maintain and expand them.

06.03.2025 ODE Revision Request - Our needs assessment process continued to identify similar needs to our earlier SIA outcomes so we used this process to narrow in on our three outcomes. Each area has been showing growth because of the SIA strategies being used and we, as a community, wish to continue to grow in these areas. Sense of belonging (increasing student participation in after school activities, mental health supports, a strong arts program, and academic and SEL field trips), improve transition between elementary and middle and middle and high (student interventions, all school community building via advisory) and curriculum supports to improve learning of all students (online software, guest teachers, Zoom to community) were identified priorities in our needs assessment and thus are our focus for 2025-2027.

Valley Inquiry Charter 01.28.2025: (Lacey):

At Valley Inquiry Charter School, a collaborative needs assessment process gathers input from students, staff, and parents through surveys, interviews, and Shared Governance meetings. The data collected helps identify student needs and informs program priorities and resource allocation. Recent feedback led to prioritizing student well-being support and teacher professional development in conceptual learning. As a result, the budget focused on hiring intervention specialists and funding teacher workshops on IB philosophy and inquiry-based teaching methods. The principal and IB Coordinator oversee the process, ensuring alignment with the school's mission and involving stakeholders in decision-making. This approach reinforces the school's commitment to fostering student success and its role as an IB World School.

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being support and teacher professional development in conceptual learning. As a result, the budget focused on hiring intervention specialists and funding teacher workshops on IB philosophy and inquiry-based teaching methods. The principal and IB Coordinator oversee the process, ensuring alignment with the school's mission and involving stakeholders in decision-making. This approach reinforces the school's commitment to fostering student success and its role as an IB World School. With our 25-27 Integrated Plan funds, we will pay the salary for three instructional assistants to aid in students performing at or above grade level in Reading (Outcome A) and Math (Outcome B), as measured by SBAC, iReady, and Easy CBM assessments. Additionally, we will be paying for a 0.5 licensed academic growth coordinator to aid in meeting our Early Literacy Outcome of third-grade students performing at or above grade level in Reading, as measured by SBAC, iReady, and Easy CBM assessments. The Academic Growth Coordinator (AGC) will plan and facilitate direct intervention instruction with K-5 students in reading and literacy as well as math, and will facilitate best practice professional development and training with staff, including the instructional assistants. Furthermore, the AGC will assess and progress monitor K-5 students and report these findings to staff and parents. The AGC will also lead data teams in planning, implementing, and reviewing student data. The AGC will collaborate, coordinate, and support classroom teachers, specialists, LRC teacher, and paraprofessionals in instructional interventions.

Eagle Charter School 01.31.2025: (Marie):

Eagle Charter School is a small school with a focused staff that meets monthly to assess and improve student behavior, mental health, and academic performance through a needs assessment process. The staff reviews what's working, identifies areas for improvement, and explores new strategies. Updates are shared with the School Board and Parent Club for input.

The current plan includes increasing Special Education staff (teachers and aides), adding an early literacy aide, and hiring two school counselors—one for parents and one for students. Additional supplies and materials support academic and Transformational SEL (TSEL) efforts. The increased staff aims to improve academics and SEL, close learning gaps, and address the impacts of COVID-19, with these priorities guiding the use of SIA funds.

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06.09.2025 – ODE Revision Request: **Early Lit Strategy 1:** Eagle trained staff in the Science of Reading, dyslexia support, and Developmental Language Disorder identification. **A1:** Improved MTSS model to support students academically and behaviorally. Students showed academic improvement as measured by OSAS. Several students on IEPs were able to exit special education services this year because of their significant improvement. Students improved behaviorally as measured by decreased referrals and fewer students in Tier 2 and 3.

Early Lit Strategies 2 & 3: SIA and Early Literacy grants provide for after school tutoring during the school year, intensive tutoring for K-3 in the summer for targeted students, and summer enrichment for all.

A1: Eagle increased instructional assistants from 1.0 to 2.8 FTE, with specific supports for early literacy instruction and support as well as math support.

A2: Eagle increased school counseling from 0.5 FTE to 1.3 FTE.

A2: School counselors purchased curriculum, materials, and supplies to encourage improved attendance, character traits, social skills, and social-emotional learning.

Optimum Learning Environments Charter School 01.31.2025: (Shamika):

Optimum Learning Environments (OLE) is a charter school within a traditional school, leading in its focus on environment, civics, and technology. Student data shows OLE students outperform their peers, which is attributed to these focal strands. However, the school aims to strengthen social-emotional and foundational literacy skills.

OLE maintains a strong partnership with families, with many volunteering in classrooms and activities. Monthly board meetings include updates from students and teachers on learning progress and events, as well as discussions on budget spending and needs, incorporating family input. An annual family survey and student data help guide future priorities, with a focus on improving literacy and social-emotional learning.

06.09.2025 – ODE Revision Request - In our Needs Assessment over the last two years, we looked at Parent responses to questions about what they want for their child while they are at OLE. The common threads were 2 main areas. One was that they would have a strong sense of belonging and who they want to be. Another was that if they are struggling or not proficient in literacy, that there would be ways to intervene in literacy at school. These have led to our outcomes to increase rate of proficiency in early literacy, increase the success rate of utilizing lower leveled tiered interventions, and increase student sense of belonging. These will each be

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addressed through investing in a variety of strategies and primarily in staff members who are focused on meeting these goals and 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.

Salem-Keizer leadership teams leverage the equity lens during planning at all levels of the organization, from school site planning, department planning, and district-wide strategic planning. In our Integrated Plan, we have identified multiple activities to enhance and accelerate the achievement of our prioritized focal student groups:

- *Community Resource Specialists provide targeted academic and social-emotional supports to focal student groups. Community School Outreach Coordinators partner with families and community-based organizations to remove barriers to student attendance and learning.*
- *Additional language support specialists are provided to support students with their literacy (elementary) or graduation (secondary) goals.*
- *Behavioral/Mental health support staff ensure safe and welcoming school environments to increase student sense of belonging.*
- *College and career coaches, graduation coaches, and Career/Technical Education programs ensure all students have access to multiple college and career pathways.*

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

Over the coming biennium, our district is committed to providing comprehensive professional development for teachers, administrators, and staff who support culturally responsive, community-driven, and student-centered practices that lead to equitable outcomes. Our training initiatives will focus on equipping educators with the strategies and tools necessary to address the diverse needs of our learners in the following goal areas:

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- *Early Literacy and Third Grade Reading: Teachers will receive systematic foundational skills training and differentiated literacy strategies tailored to the unique needs of diverse learners. Staff will engage in data-driven progress monitoring to identify needs of students at the different levels of the reading trajectory, and will implement targeted interventions.*
- *Ninth Grade on Track and Graduation: Continue professional development that increases use of high leverage instructional practices and use of research proven materials that meet the academic, cultural, and social emotional needs of students.*
- *Cultural and Social Emotional Support: Use of instructional materials that are age appropriate and culturally responsive. Use of a data collection system that gathers feedback from staff, students, and families to guide adjustments and modifications to instructional behavioral and support plans for students.*

Staff and school administration will engage in yearly analysis of data by student focal groups to evaluate the effectiveness of the strategies and materials used, and make changes as needed.

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

- *Supplemental transportation plan*
- *Registration policies - immediate enrollment (INS-M015, INS-W028)*
- *Safe and Welcoming School Board Resolution*
- *Bullying harassment and intimidation policies (INS-A003, INS-P006)*
- *Process for students/families to access McKinney-Vento*

The McKinney-Vento (MV) Liaison as part of our Federal Programs team is charged with ensuring systems are in place and all district staff have been educated regarding McKinney-Vento with the goal that the referral process will be efficient so that barriers to enrollment and full participation in the educational process (including access to extracurricular opportunities) are removed. The MV Liaison also helps to facilitate communications between local districts to ensure that transportation requests are processed in a timely manner, so students experiencing houselessness maintain stability within their educational experience. At the beginning of each school year, all Salem-Keizer Public School staff are required to complete mandatory training, which includes information on the McKinney-Vento guidelines, potential signs that students are

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experiencing houselessness, and how to refer students to MVP. Information is posted in every school as well as local utility assistance offices, laundromats, and shelters for students and families to access and inquire about the McKinney-Vento Program.

<https://salkeiz.k12.or.us/programs/mckinney-vento>

School registrars, counselors, administrators, and others involved in the enrollment process are aware that MV students are to be enrolled immediately, without waiting periods due to records requests, lack of immunizations, or other verifications. McKinney-Vento staff determine eligibility through a confidential intake process and complete transportation requests, so students can continue in their school of origin. Staff also coordinate with schools regarding extracurricular activities (sports, the arts, CTE, summer school, etc.). MV students have transportation and all fees covered so they may participate in these activities. Salem-Keizer believes that every student should feel safe, welcome, and fully included in their school community. <https://salkeiz.k12.or.us/students-families/safe-welcoming-schools>

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

Our mission is to match students with the right program for their goals and post-secondary interests, ensuring equitable access for all, especially for focal groups.

We offer CTE courses at both EDGE (online program) and Roberts (alternative high school), reaching a diverse range of students, including teen parents. We are also purchasing additional seats at the Willamette Career Academy, increasing placement options from two to eight, and helping students and parents understand these opportunities.

We are fostering collaboration between College/Career coaches, counselors, and CTE liaisons to build a 6-12 planning culture. Each team will develop a yearly plan to streamline efforts, including career planning events, résumé workshops, and post-secondary presentations.

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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. (Erik, Tom)

The Program Review Tool continues to provide an accurate analysis of our program in Salem-Keizer, offering valuable insights for continued improvement in literacy outcomes. Recent updates to the program reflect strategic enhancements aimed at improving literacy and overall student outcomes.

Updates to the Program:

- *Targeted Professional Development:*
 - *Wright and Hallman Elementary schools, are participating in a comprehensive two-year professional development (Lexia LETRs) focusing on the Science of Reading. This initiative emphasizes both the science-based principles of reading and their implementation in the classroom (as detailed in Section 4 of the program review tool).*
- *Online Program Implementation:*
 - *Chavez and Battle Creek Elementary schools are leveraging an online program (Lexia Core5) to strengthen key competencies highlighted in Section 6. These include:*
 - *Reading comprehension*
 - *Vocabulary*
 - *Background knowledge*
- *Assessment Updates:*
 - *EasyCBM is no longer being used as a foundational skills universal screening tool. Instead, all elementary students are now assessed using the Star Assessments, which provide a more comprehensive evaluation of student literacy competencies.*
- *Evolution of CORE Review Meetings:*
 - *The focus of CORE review meetings has expanded. Previously centered exclusively on foundational skills, CORE reviews now address holistic literacy competencies. This shift, facilitated by the universal adoption of Star Assessments, ensures that CORE reviews encompass:*

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- Foundational skills
- Proficiency in literacy aligned with all standards

These updates demonstrate our continued refinement of instructional practices and aligning resources to meet the diverse needs of our students.

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

Workapps Link - Rob, Tom, Erik, Curriculum PAs.

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? (Erik, LDs)

SKPS has integrated Tribal History/Shared History curriculum resources into elementary scope and sequence and secondary planned course statements in all course subjects: social studies, science, ELA, and math. Place-based curricular resources from Confederated Tribes of Grand Ronde (CTGR) and Confederated Tribes of Siletz Indians (CTSI) as well as Klamath and Cow Creek Band of Umpqua Tribe of Indians are also available in addition to the ODE lessons agreed upon by Oregon Tribes. SKPS is currently in early collaboration with CTGR to provide professional development to our educators.

Elementary Level: All our teachers follow projection maps for each of the content areas. These maps are organized by the standards, and the curriculum is aligned. Teachers receive support for instruction that includes learning targets that are deconstructed from the standards, and the adopted curriculum is utilized as a support for teaching these learning targets. The same is for science and health. For math, the projection maps follow the sequence of the basal, and it is organized to include all the grade-level standards.

Secondary Level: All courses follow planned course statements that outline the consistent standards that will be followed in each course. Additionally, courses are linked through aligned standards maps and course sequences that are consistent across the district, which afford schools flexibility in defined areas to allow for local innovations (such as AP and IB courses).

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Curriculum Adoption and Independent Materials Selection follow state law, and district procedures are outlined in our associated policies Instructional Materials Selection CUR-A001 and CUR-P001. Materials are selected by a committee of stakeholders (teachers, content specialists, Board and community members) who consider requirements and/or materials laid out by the Oregon Department of Education and include a process for citizen and family involvement prior to Board adoption.

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

Elementary School Level: One of the goals of our strategic plan is to build inclusive culture and community; we launched this school year focusing our leadership on this goal. We are implementing restorative practices in our schools, which focuses on ensuring students' inclusion and wellbeing through quality and healthy relationships. The instructional program includes focused time for all schools and students, and includes time for social-emotional learning. Our assessment system includes regular school teaming around literacy and math screeners, as well as the use of Panorama, a survey designed to capture student perspectives about culture and climate.

Middle School Level: Middle schools in Salem-Keizer balance consistent time in core subjects with rich electives and access to interventions. All middle schools maintain a consistent schedule for instructional time in math, language arts, social studies, science, health, and physical education. In addition, all middle schools also offer access to music, AVID, art, and CTE programs within the school day. Student skills in Social-Emotional Learning and College-Career Readiness are also embedded in the school day through Advisory and core instruction. After-school opportunities are available to enrich the student's educational experience, such as athletics, clubs, and advanced music ensembles.

High School Level: High schools in Salem-Keizer offer core sequences of a guaranteed and viable curriculum across all core content areas and adhere to the credit requirements for the State of Oregon. All of our high schools pride themselves on award-winning CTE and music programs, AVID, art, and more. All high schools in Salem-Keizer have robust AP or IB, and dual credit opportunities that help prepare students for post-secondary education. Alternative programs help meet the needs of students who need different schedules and pathways to graduation. Our Career-Technical Education Center (CTEC) is an internationally recognized program that trains

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students in industry-specific skills and certifications. Student skills in social-emotional learning and college-career readiness are also embedded in the school day through Advisory and core instruction. After-school opportunities are available to enrich the student's educational experience, such as athletics, clubs, and advanced music ensembles.

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

Intentional efforts are being made to ensure that all who enter our buildings feel safe and welcome. Examples include:

- 1. Reduction in the use of the number of entrances in our schools.*
- 2. Digital systems implemented monitoring our closed doors during the school day.*
- 3. Customized window screening to guide students, staff and visitors to our primary entries.*
- 4. Weapons detectors placed at entry points.*
- 5. Dedicated outreach team working with high risk students for attendance and graduation who engage in risky behaviors such as gang or group involvement.*

Outside of physical security Salem-Keizer Public schools has committed to reducing student caused injuries as the disruptions to our classrooms often affect the sense of safety with our students, staff, and visitors.

- 1. Implemented training academy for all staff who interact with students with a specific focus on jobs or roles that support students served in special education.*
- 2. Dedicated safety officer committed to evaluating special education and education spaces with a focus on the environment, training, and psychological safety of staff.*
- 3. Dedicated Tier 3 team committed to response and wrap around services to classrooms or environments experiencing behaviors resulting in injury or severe disruption.*
- 4. Expansion of the behavioral intervention center designed to support our Tier 3 students who require additional skills to be successful in a K-12 environment.*
- 5. Community partnerships in the development and opening of the Children Day Education Center focused on acute care of our highest needs students.*

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6. *Dedicated data management and monitoring of Salem-Keizer staff injuries.*

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

Salem-Keizer has taken steps to ensure our students have access to strong library programs. Library policies and procedures are established at the district level to set expectations for library programming. These policies are shared through our library department, which is also responsible for cataloging materials, technical support, professional development, and site-based assistance. Additionally, all libraries have dedicated staffing to help students access print and digital materials. Each school is staffed with at least one library media assistant, and each high school has a full-time licensed teacher librarian.

Maintaining quality collections is important, so annual budgets are provided to each library. Collection development is guided by our selection policy, and book orders are reviewed by teacher librarians prior to placement. Along with school budgets for libraries, a district library budget is used to provide digital resources (eBooks and research databases) along with targeted book orders to address library initiatives (diversity, STEM, etc.). These actions allow us to provide access to a wide range of resources to our students whether using library materials for classroom research or for personal interest.

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

Our district uses a data-driven system to improve student well-being, focusing on depression, anxiety, stress, and self-regulation. We use a multi-tiered support system (MTSS) and Panorama Education surveys to track student well-being, including challenging feelings (like sadness and anxiety), positive feelings (like feeling loved and hopeful), and belonging. We analyze how these feelings change after interventions, comparing before and after scores, and looking at trends over time. We are working to further refine this data by program, support tier, and student demographics (race, ethnicity, gender, grade, special education status) to see what works best for different students. We also work to connect well-being improvements to student learning goals (especially belonging and emotional regulation) and attendance.

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Current barriers to advancing this work include staffing shortages, dramatic increases in the acute behavioral health needs of students, and a system in the early stages of reorganization to more effectively utilize existing resources to build greater capacity, especially for prevention services.

Besides Panorama, we use data from programs like CharacterStrong, EmpowerU, and Sources of Strength, and track suicide prevention, threat assessment, and Tier 3 behavioral health referrals. We also collect student feedback through surveys and focus groups, and staff input on student behavior and progress.

We analyze all this data to find trends and connections between challenging and positive feelings, and belonging among other data points. This helps us improve our programs, consider increasing resources for those that are most effective, and provide additional support to students who aren't responding. The data also guides resource decisions and is shared with constituents.

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?

Not Meeting Standards:

Elementary Level: We have multi-tiered systems of support that include a common assessment and school teaming time across our schools. The focus on the teaming times is to ensure students receive the instruction they need, based on the screener. There are teaming times and protocols for the instruction that all students receive and for the students who need intervention. This will be fully implemented for reading at the end of this school year and was implemented for math during the 2022-23 school year.

Secondary Level: At the secondary level we also have implemented multi-tiered systems of support in all schools. Data, specific to our student focal groups, is used in a variety of dashboards looking at student success criteria and early warning factors. School 100% Leadership Teams look at school wide data and trends in academics, behavior, and social-emotional factors. 20% Grade Level or Content Specific Teams look at those not meeting benchmark to collaboratively problem-solve and find interventions and supports for students. Schools have plans in place to target focal groups who are not making progress. This could

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include a variety of academic, behavioral or attendance interventions. Tier 1 PLCs (course-alike data teams) also look at their own assessment data and determine in-class interventions for students who are not meeting course goals.

Meeting or Exceeding Standards:

Elementary Level: School teams review curriculum-based measure (CBM) screener data for literacy and make instructional plans to meet the needs of all their learners. A similar plan for math was created for the 2023-24 school year. Currently in place is a digital instruction learning path that is created for all students after they complete the math assessment. This path is created based on the students' current level, which may be above the state standard for math.

Secondary Level: Starting in middle school, students can accelerate in math if they have exceeded diagnostic screeners and the state standards. In high school, all students across the district have access to honors opportunities in all courses in the core sequence in math, language arts, social studies, and science. These opportunities are articulated extensions that go deeper into the standards for the course. All students then can branch into IB, AP, and dual credit coursework as they progress towards graduation.

Focal Student Groups:

Universal screeners and diagnostic assessments are used to determine needs for all students K-9; focal groups such as English Learners, ethnicity, and students with disabilities are monitored in comparison with peers. High school students are monitored via credits/On Track status with particular attention to English Learners. State Assessment data is used alongside these systems to determine additional support needed for students through our collaborative teams at each site using Multi-Tiered Systems of Support structures. Data is analyzed to ensure that classroom teachers are aware and able to design instruction accordingly. Additionally, Tier 2 interventions in reading/language arts and math are provided at all levels. Student needs are also determined using the Panorama survey. Focal group data is collected as well by EL status, ethnicity, and students with disabilities. Data from this survey informs school leaders on the health of the District and schools, and are able to create small groups and interventions according to focal group responses and trends. At the elementary level, student data is disaggregated by English Language proficiency level to support teacher teams in identifying appropriate language scaffolds at each of the tiers. Teachers utilize the MTSS for English Learners PLUS framework to plan differentiated instruction for ELs.

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.

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We are currently not in the development of new CTE programs of study. We are working to further develop the robust programs we currently offer our students.

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

Systems and Structures for Equitable Work-Based Learning:

- *Job boards managed by college and career coaches and CTE liaisons in each building.*
- *Use of Transeo software to track and monitor work-based learning.*
- *A district policy for job shadows, work-based learning, and pre-apprenticeships outlining student, district, and employer roles.*
- *Hiring fairs, like those at CTEC, open to all CTE students.*
- *A dedicated internship coordinator for Roberts Alternative Education students.*
- *Student-run enterprises in each program (e.g., auto repairs, student athletic trainers, student stores, house building) to provide in-school experience.*

Partnerships and Opportunities:

- *Collaboration with the Salem Area Chamber of Commerce on the Ready to Work Ready to Learn program, with three business liaisons connecting students to industry.*
- *Onsite opportunities in auto detailing, auto repair, MAPS Credit Union, hair salons, sports medicine practicums, and more.*
- *Internal partnerships to create and grow our workforce, such as hiring automotive students for paid internships at Transportation, with tuition support for post-secondary diesel programs upon successful completion.*
- *Development of licensure programs for students to become ACER/Chromebook repair technicians working with our technology department.*

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.

SKPS offers students opportunities to earn college credit through CTE programs. Business credits are available through Oregon Institute of Technology (OIT), and programs like manufacturing, horticulture, EMT, and Fire Science offer credits through Chemeketa. Animal Science and Culinary credits are available through Linn-Benton Community College.

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We also partner with Chemeketa for the basic nursing program and advanced manufacturing courses at CTEC. Additionally, we are developing a "Grow Our Own" program to provide more college credit opportunities for students in education pathways, leading to Chemeketa and WOU.

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? Rob

Over the past two years, SKPS has made significant improvements in ways we have engaged with the community, including students, families, and staff. Below are some of the improvements we have made in ways we have engaged our community:

Student Voice: *More opportunities have been created for students to share their feedback on school policies, activities, and the learning environment. School equity teams, focus groups, and surveys are being used more regularly to gather input directly from students, allowing their voices to play a role in shaping school culture and policies.*

District and School Engagement Events: *Districtwide along with school specific events have expanded engagement opportunities across Salem-Keizer. Family nights, workshops, and resources equip families to support their students' learning and well-being. This intentional work has built stronger partnerships between our schools and families.*

Below are some barriers that we are aware of and continue to address:

Access to Technology: *Despite improvements in digital engagement, there are still disparities in access to technology and the internet for some students and families, particularly in lower-income areas of our district. This creates a barrier*

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to effective participation in virtual meetings and access to online learning resources.

Language Barriers: *While language support services continue to improve in SKPS, there are still challenges in ensuring that all families, particularly those from non-English-speaking backgrounds, have access to clear and effective communication. Translation services can sometimes be inadequate for certain languages or dialects.*

Continued efforts in addressing these barriers while building on successful engagement will help us continue to foster a more engaged, collaborative, and supportive community for students, families, and staff. Enhancing access to technology and addressing language needs will be critical to overcoming barriers.

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

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who have recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors

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- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families

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

We employed various strategies to engage focal student groups and families:

- 1. Engagement sessions were planned and facilitated in a variety of ways including in-person, virtual, hybrid and in 1:1 empathy interviews to maximize participation and engagement. These decisions were made using our Equity Lens to maximize participation and engagement and to ensure our most marginalized focal groups were engaged to provide input and feedback.*
- 2. Provided Language Specific Engagement Sessions - These were planned to ensure focal community groups and historically marginalized communities could engage in this process and provide input and feedback to SKPS. Specifically, sessions were facilitated in the following languages: Spanish, Swahili, Chuukese, Marshallese, Russian, Arabic, Dari, and English.*
- 3. Leveraged Partnerships with Community-based Organizations – Various community-based organizations were engaged to support and recruit students and families to engage in these sessions. Examples include the Salem-Keizer Coalition for Equality and Salem for*

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Refugees who both worked in partnership with district leadership to communicate information and recruit families.

4. *Empathy Interviews – These were utilized to provide input and feedback from key focal groups including students experiencing incarceration/detention and students/families in the McKinney-Vento program. Meeting individually with students and families to conduct empathy interviews provided opportunities for input and feedback while also maintaining confidentiality for individuals.*

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

Engaging with our staff, both licensed and classified, throughout the planning process was critical to ensure input and collaboration, to help inform updates to our Integrated Plan. Here are some strategies that can be used to engage staff at all levels:

Staff Focus Groups: Focus groups were used to gather more in-depth input from both licensed and classified staff on needs assessment processes including student performance data and implementation metrics. Guiding questions and conversations were gathered and used to help inform planning.

Feeder System Community Conversations Town Hall Meetings – Conducted feeder system by high school community conversations events across the district for staff and community members to review student performance data, discuss district performance targets and provide input into planning and next steps. This information was used to help district leadership prioritize initiatives and investments.

These are examples of ways we engaged staff to create a collaborative, transparent, and inclusive process that values the input of all staff members. By fostering open communication and encouraging active participation, it ensures that our plan is reflective of the collective needs and goals of the community.

Evidence of Engagement - 02.21.2025 - WESD/ODE - Artifacts not required in application below

You will be asked to upload at least five artifacts of engagement that are the strongest

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examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

N/A.

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort? **N/A.**

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **N/A.**

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **N/A.**

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **N/A.**

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10. Response required only if applying with a sponsored charter. If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.) - **Charter School Principals, Rob**

JGEMS: 01.23.2025 - *The artifact submitted is our parent satisfaction survey that is required after each school year per our contract with Salem-Keizer Public Schools. The survey is comprised of five questions that seek to understand the level of satisfaction from parents about many facets of JGEMS. One particular question asks parents if they are satisfied with current level of supports. This question specifically addresses our SIA Plan, which is designed to provide better supports through our research coordinator, extended SPIA, and counselor position.*

- *Who is engaged? JGEMS parents*
- *What was the biggest learning from engagement? JGEMS parents are very satisfied with field trip/work experiences and current level of supports provided at JGEMS.*

Howard Street 01.24.2025 - *The provided artifact is our monthly public board meeting. It was just one part of our process where board members could review and add their input to our SIA plan. Parents, staff, and students had already given input at this point. We continue to also review the greater district findings as well.*

VICS 01.28.2025 - *For the artifact, I included our IB Evaluation report. This is a culmination of parent, student, and parent surveys and recommendations for the next year. We used this report to inform our budgets for the 24-25 school year (both for the budget and SIA & Early Literacy grants). This report was shared with the School Governing board at the May 13th board meeting.*

OLE 01.31.2025 - *The artifact submitted for OLE is the Principal Data Presentation that was used to launch our work with data review and analysis as part of our needs assessment. This information encompasses the key performance indicators we use to monitor student performance.*

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Eagle 01.31.2025 - The artifact submitted is the ECS Climate Survey Student Results. This information was used as part of the needs assessment to gauge student SEL indicators. These questions and student responses were reviewed for trends and themes and support the planning efforts for Integrated Programs 25-27.

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.

Holistically, the community engagement process included students, families, staff, and community members through events, surveys, focus groups, and empathy interviews. This input identified three key focus areas for improvement:

1. Ensuring a Sense of Belonging:

- **Acceptance** Participants emphasized the need for supportive relationships where students feel cared for and understood.
- **Opportunities for Community Involvement:** Community members expressed interest in using schools as hubs for local events, mentoring, and rewards to engage students.
- **Cultural Awareness:** Feedback highlighted the importance of promoting cultural diversity through programs and events. Diverse staff and inclusive activities were also emphasized.
- **Family Engagement:** Strong connections between schools and families were considered vital for creating a sense of belonging.

2. Building Trust:

- **Increased Communication:** Many felt there was a lack of consistent, clear communication from schools, particularly regarding transitions and school events.
- **Welcoming Environment:** Creating a welcoming atmosphere, especially for non-English speaking families, was seen as crucial for fostering trust.
- **Focus on Equity:** Respondents called for more culturally relevant teaching materials, increased staff diversity, and ongoing cultural competency training for educators.

3. Eliminating Barriers:

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- **Outdated Processes:** The need for streamlined processes to improve access to services and reduce delays was highlighted.
- **Lack of Communication:** Issues around communication gaps were mentioned as obstacles to collaboration and family involvement.
- **Staff Support:** Respondents requested more support for students, including additional staff assistance, mental health resources, and afterschool programs.
- **Childcare and Language Barriers:** The lack of affordable childcare options and language barriers were significant concerns for families, particularly those new to the country.
- **Transportation:** Difficulties with transportation, including the long wait times for route changes, were noted as a barrier for families and students.

Overall, the feedback indicated a clear desire for improved communication, increased support for families, and a more inclusive school environment. The feedback will be used to help guide strategic planning efforts as we formalize our Integrated Programs 2025-2027.

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

1. ☒ What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

SKPS uses a multi-tiered recruitment approach. We have recruiters on staff; their focus is on international, national, regional, and local recruitment of diverse teachers. We have also established multiple grow-your-own programs for employees to become administrators. All employees new to the district receive a multi-day onboarding/professional development process to help assist them as they transition into SKPS. Our recruitment plan targets historically black colleges and universities and highly Hispanic colleges and universities; our international recruitment consists of teachers from Mexico, Spain, and Puerto Rico. Part of our retention

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strategy for targeted teachers' groups is providing culturally relevant training and helping those new to SKPS culturally connect with ethnically and racially diverse members of our school district and community. Competitive wages, tuition reimbursement, and access to free or paid professional development opportunities are also positive factors in our retention plan. SKPS offers career pathway navigation assistance for employees seeking to advance their careers within the district. Pathway navigation is a one-to-one experience that recruiters facilitate with staff members.

2. ☒ What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

The current hiring model implemented by our organization grants hiring supervisors the discretion to recruit educators in a manner that optimally supports the students within the served community. This methodology enables administrators to assess all applicants and effectively make informed hiring decisions that address students' needs. Furthermore, students are often actively encouraged to participate in all interview panels in high schools, thereby promoting inclusivity in the hiring process.

As a district serving 65 schools, we are able to distribute inexperienced or out-of-field teachers across our educational system naturally. This distribution is conducted with careful monitoring at both the school and district levels to prevent any significant concentration in a single school. Hiring administrators have received training in equity-based hiring practices that facilitate the recruitment of diverse, highly skilled, and well-qualified educators.

In the event a teacher is evaluated as ineffective, inexperienced, or lacking field-specific qualifications, the administrator will conduct more frequent observations to provide constructive feedback aimed at professional growth. In addition, administrators possess the authority to request the transfer of a teacher. When such requests arise, the Human Resources (HR) department will explore alternative placement options and will identify positions that involve experienced administrators and supportive teaching staff to assist the transferred teacher in their development toward becoming an effective educator.

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During the evaluation of transfer placement options, HR will take into account the specific needs and demographic composition of the student community in order to ensure an appropriate match.

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

K-12: Each of our schools have implemented PBIS systems that have been strengthened by a culturally responsive approach; this has been the focus of learning for our schools this year. Coupled with restorative practices learning and school implementation teams shifting the focus from disciplinary practices to learning, our schools are making changes to their existing practices.

At the elementary level, behavior referrals are now behavior trackers and schools are working in their teams with collective understandings to capture the skills that students need and the learning plan to support that learning.

At the secondary level, schools have focused on recalibrating consistent systems, and are coupling discipline consequences with supports and interventions. Middle schools are partnering with ISLA out of the University of Oregon on strategies, systems and training with the goal of reducing exclusionary practices in our schools and finding ways to provide other solutions and support for students.

4. What systems are in place to support students and families who are transitioning between LTCT (Long Term Care and Treatment Education Program) sites, YCEPs (Youth Corrections Education Programs) and JDEPs (Juvenile Detention Education Programs) to schools?

The process has been that a PO/provider will reach out to the district, school, or point of contact to ask about options for the student. Together, we collaborate and discuss what would best

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meet the needs of the student based on the level of support and structure. Roberts SLC is used most often for students in TCEP and JDEP programs as a starting place with the goal to transition students to a comprehensive high school, if appropriate. When that time comes, we then work with the neighborhood school on a transition plan which can include a meeting at Roberts SLC, a tour of the neighborhood school with SLC staff to support, and follow up after they start at the neighborhood school.

Meadowlark Partial Hospitalization Program: A Bridge to Success

In Summer 2024, we proudly opened the Meadowlark Program at the Children's Education Day Center, a Partial Hospitalization Program (PHP) designed to provide intensive support for students with mental health needs. This program is a testament to the strong partnership between Salem-Keizer Public Schools (SKPS) and Trillium Family Services, working together to ensure a smooth transition for students between LTCT and their home schools.

Comprehensive Transition Support

- ***Dedicated Team:*** Meadowlark has a dedicated team of SKPS teachers, Trillium specialists, and an SKPS social worker. This team collaborates closely to provide individualized support for each student.
- ***Proactive Planning:*** The SKPS social worker meets weekly with the Meadowlark team to review incoming students and develop comprehensive transition plans for students discharging from the program. This includes identifying necessary academic, social, and emotional support for a successful return to their home school or other SKPS program.
- ***Individualized Support:*** Meadowlark provides individualized academic instruction, therapeutic interventions, and case management services to meet the unique needs of each student.
- ***Family Engagement:*** Meadowlark actively engages families in the treatment process and transition planning, ensuring that families have the resources and support they need to support their child's success.

Program Impact and Advocacy

Since its opening, Meadowlark has supported over 40 students, demonstrating the critical need for this type of program. We are committed to expanding our services to meet the growing

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demand and have advocated to the Oregon Department of Education (ODE) for increased LTCT funding to reduce our current waitlist.

Continued Commitment

We are committed to providing comprehensive support for students and families transitioning between LTCT and schools. The Meadowlark Program is a vital component of this effort, providing a bridge to success for students with acute behavioral health needs.

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?

Through state funds granted through the Early Learning Hub, we access the Kinder Partnership Innovation grant to provide various support to families to help prepare our students for kindergarten.

These supports include:

- Writing and reading supplies*
- Kindergarten “roundup” called Kindergarten Here I Come. At this event, we have community resources and register students for kindergarten*
- A video to help our community see what kindergarten looks like*
- Parenting classes, “Ready for Kindergarten” to help our parents understand how to prepare their students for kindergarten*
- In conjunction with Head Start and local childcare providers, we host community events focused on supporting families and students as they transition into kindergarten.*

Between elementary to middle school: Jump Start Camp for all incoming 6th graders; 6th Grade open houses; transition planning and collaboration between schools include placement recommendations for AVID, math, reading, SEL support, and music/sports recruitment; middle school counselors and teachers visit elementary schools to organize and support students transition to the middle level.

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Between middle and high school: Information on students is shared from middle school to high school staff; incoming 9th grade students are invited to summer transition camp to high school; 9th grade open houses; 9th grade parent nights; 9th graders start one day earlier than their high school peers to become familiar with staff, systems, resources, and the school in general.

Between high school and postsecondary: College and career coaches to support students and families; ensure every senior has a post-high school plan; FAFSA and ORSAA evening events for families; two college and career fairs hosted for our students and families; Aspire mentors in our schools.

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

Our recruitment and retention efforts include a letter from the CTE Director to all eighth-grade families in January, detailing upcoming CTE opportunities. This includes a brochure on district programs, a one-page overview of intro classes, and dates for showcases and assemblies, sent in both English and Spanish. In late January through February, schools hold assemblies at feeder middle schools to share program details, followed by a showcase at the high school where eighth graders experience two to three CTE spaces. Forecasting occurs shortly after.

CTEC follows a similar process for sophomores interested in attending the tech center.

Each middle school, including our alternative middle school, has Paxton Patterson labs with 14-18 modules showcasing high school programs and career fields.

Additionally, our Ready to Learn Ready to Work contract with the Salem Area Chamber of Commerce brings industry speakers to K-12 classrooms, assemblies, and career days.

7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school

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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.

To build understanding of the historical perspective of Native Americans up to a current reality of Native American student's educational experience as a base to problem solve, and why we must implement meaningful consultations with tribes, and Tribal History Shared History curriculum, and make systemic and policy changes to improve outcomes for all students, Salem-Keizer Public Schools offered to all levels of staff-classified, licensed and administrative to participate in the, "Indigenous Empowerment and Resilience Training". This participatory workshop helped participants understand how colonization of the land we now know as the USA has impacted the people who lived here long before settlers arrived. Through this exercise participants explored the nation-to-nation relationship between Indigenous and non-Indigenous peoples in the USA and local Tribes, how this relationship has been damaged over the years, and how they can work toward reconciliation. This training will continue to be offered through the coming years to continue building capacity in district staff. Furthermore, conferences supporting working with American Indian/Alaska Native students such as the annual National Indian Education Association convention and The Oregon Indian Education Association conference have historically been supported by the district for Native Education Program (Title VI) staff.

Early Literacy Inventory - Erik, Tom, Rob

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

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

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Rob/Tom/Erik - Updates to Literacy Inventory

2. What is the name of the funding source for the 25% match for early literacy?
Student Investment Account (SIA)

3. List Elementary Schools receiving Early Literacy Grant Funds and percentage:
All 43 elementary schools including EDGE receive 1.0 FTE of Foundational Skills Specialist. This is funded with the Early Literacy Grant and SIA for SKPS.

Below are the first 20 elementary schools in alphabetical order for application reporting purposes:

Auburn - 5%
Battle Creek - 5%
Brush College - 5%
Bush - 5%
Candelaria - 5%
Chapman Hill - 5%
Chavez - 5%
Clear Lake - 5%
Cummings - 5%
Englewood - 5%
Eyre - 5%
Forest Ridge - 5%
Four Corners - 5%
Grant - 5%
Gubser - 5%
Hallman - 5%
Hammond - 5%
Harritt - 5%
Hayesville - 5%
Highland - 5%

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April 2024

Feedback (250 words or less per question) -

1. How can ODE support your continuous improvement process?

We have been very consistent in our feedback to ODE regarding Integrated Guidance and the structures associated with braided programs to common outcomes and strategies. Please reference our quarter and annual reports from the 2024-2025 school year. We would encourage ODE to evaluate this entire system for effectiveness. Hold us accountable to the outcomes and not the process.

Plan Summary -

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

SKPS has developed a plan designed to improve conditions for teaching and learning and to raise achievement for all students. Our internal data indicate that some student focal groups historically face challenges in achieving success within our school environments. For example, English learners in our high schools often struggle to graduate. By implementing, monitoring, and adjusting strategies tailored to promote graduation, with a particular emphasis on students learning English, we aim to increase graduation rates across the district.

Our strategies are focused on improving outcomes in key areas: Sense of Belonging, Regular Attendance, Early Literacy (3rd Grade Reading Proficiency), 9th Grade On-Track Rates, and

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Graduation Rates. These outcomes are intentionally aligned with our school board-adopted Results Policy. The Results Policy is based on our Longitudinal Performance Growth Targets (LPGTs) which were co-designed by the Oregon Department of Education and Salem-Keizer Public Schools.

As part of our needs assessment, we identified that our students who are learning English represent a significant portion of our Hispanic/Latinx and Pacific Islander populations—two groups with historically disparate outcomes in various performance metrics. Our strategies to support this key group intersect with multiple outcomes in our Integrated Plan. For instance, improving our intervention systems and supporting successful transitions between grade levels can positively impact 3rd grade reading proficiency, 9th grade on-track rates, attendance, and 4-year graduation rates. These efforts will be closely monitored, with interventions tailored to meet the individual needs of students, leading to improvements in English language proficiency, overall academic achievement, and graduation rates.

CTE graduation rates remain at 98%, over 10% higher than traditional rates, highlighting CTE as a key strategy for improving 9th grade success, graduation rates, belonging, and attendance. To support this, we invest in high-interest, industry-aligned programs, professional development tied to program renewal, and rotating technology upgrades (e.g., computer labs, POS systems, digital printers). Effective marketing to families and future students is essential to showcase these opportunities.

We will monitor progress toward these goals using common strategies and activities across all outcomes. This monitoring process includes a quarterly review of Progress Markers aligned to LGPTs and strategies within our plan. Likewise, quantitative data systems are being developed that align to LPGTs that will assist our educators and school leaders to interpret data to make informed decisions and to monitor progress in meeting or exceeding these targets. Program enrollment, industry credentials and standards taught as well as other key data is shared with industry advisory committees on an ongoing basis for CTE programs of study. Additionally, progress will be tracked in the Board Room, where we will provide regular updates on our progress toward these outcomes over the 2025-2027 biennium.

Links -

1. ☒ Outcomes and Strategies ☒
2. Integrated Planning and Budget Year 1 (2025-2026)

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3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. ☒ Early Literacy Inventory ☒
7. Early Literacy Allowable Use Descriptions

Attachments -

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable
9. Memorandum of Understanding (MOU), if applicable

Assurances -

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

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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).
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.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
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.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
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.
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.
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.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
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.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

14. 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.

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