



Yamhill Carlton SD 1 25-27 Integrated Programs Application

Needs Assessment Summary

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)

The needs assessment focuses on several key areas to improve student support and success. Social-Emotional Learning (SEL) programs are needed for students in kindergarten through 12th grade to help them manage emotions and build strong relationships.

Improving community communication and involvement is a priority, making sure families and local groups stay informed and engaged with the schools. There is also a need for academic support systems for students who need extra help or advanced learning opportunities, from kindergarten to 12th grade.

The district wants to expand academic course offerings to give students more choices and better prepare them for their future. Student safety and well-being remain a top focus, ensuring schools provide a safe environment for learning.

The district is looking to add more extracurricular activities, especially for K–5 students, helping them grow outside the classroom. The district also wants to continue providing mental health support, with counseling services to help students manage their emotional needs.

Investing in facilities and campus safety is a priority, ensuring schools are safe and well-equipped. Lastly, there is a need to strengthen college and career preparation, providing students with the skills and support they need for life after high school.

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

Equity Advanced (250 words or less per question)

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

We have allocated funds in the budget for academic intervention, SEL specialist, behavior support teachers, school counseling, additional FTE to reduce class sizes to better serve students, CTE and STEAM FTE for increased course offerings. Graduation coach to support all students in progress toward graduation.

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

Implementing professional development for staff focusing on differentiation and engagement, such as GLAD and SIOP. Continued professional development in SEL and trauma informed practices. Continued partnership with WESD in anti-bias training and culturally responsive instruction.

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

- Translation services
- Transportation services.
- Free lunch program
- Waiver of participation fees
- Provide appropriate accommodations to ensure equitable access to the school and its programs.
- Trusted adult for family and/or student present.
- YCSD JBB District Policy: Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility to inform district decision making.

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

All students have access to CTE programs. At the high school level students are able to forecast for CTE programs with no prerequisites for introductory classes. At the intermediate level, all students are cycled through CTE courses on an elective wheel to expose them experiences they may not otherwise choose.

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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. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

We have enhanced our small group interventions to focus on phonemic awareness, phonics, vocabulary, comprehension, and fluency. We provided direct instruction to both our small groups and intervention groups. We are using our data to make sure that our groups are fluent and meeting our students needs.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

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

District wide, curriculum adoption teams review materials from the state approved curriculum. The teams perform a deep dive into the material to ensure it is appropriate for our students and possess supporting materials that ensure successful implementation including a clear scope and sequence, training, and support and interventions.

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

District wide, curriculum adoption teams review materials from the state approved curriculum. The teams perform a deep dive into the material to ensure it is appropriate for our students and possess supporting materials that ensure successful implementation including a clear scope and sequence, training, and support and interventions. MTSS Teams

- Using ODS for Data Analysis
- Science Fair
- Elementary Art and STEAM Fair
- Early release for continued professional development.
- PLC teams reading, research and writing, and (wax museum)
- Signed up with the grow your own program with the ESD
- Mentor and New Teacher resources

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- Building Leadership Teams
- Universal Design for Learning across buildings

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? ☒

Warm and welcoming, invitations to get involved, easy access to resources, one trusted adult on campus Clearly, the first step would be listening to our community members and families. We are hearing that our efforts in the past have not been enough which is why we want to show, with our actions, that we did catch that piece of information and we want to do things differently. Our goal is to physically go to the businesses, churches, parent groups, and community groups to get their feedback on the best way to communicate and engage to build a partnership and make our school district an integral part of the community. Principals having meaningful conversations with volunteers to welcome them, friendly encouraging voices on the phone, invitations to the community to join after school events, such as trunk or treat, winter wonderlands, VIP day. All of our schools have locked doors with a key fob system with cameras, volunteers go through background checks, we use standard response protocols for any emergencies on campus. We have a school resource officer on our high school and intermediate school campus. We make sure that our students have at least one trusted adult that they can go to.

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

- Summer library program.
- Staffing media assistants available at each school.
- Contracted librarian services from the ESD.

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

GATE teams are utilized to appropriately staff students. Established Multi-Tiered System of Supports (MTSS) teams monitor students' academic, emotional, and social needs. The Oregon Data Suite is used to track student attendance, behavior and grades. Comprehensive school counseling programs are in place to monitor and track students who may need additional support. Mental health counseling services are available for students requiring further assistance. Together, these systems provide coordinated efforts to identify and respond to a range of student needs.

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? ☒

We use several tools to assess and support students. Universal screeners, including DIBELS for reading, 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.

iReady for math, and DESSA for social-emotional learning, are used to identify student needs. Data is reviewed through Core Review Team meetings, Progress Monitoring Team meetings, and Student Support Team meetings. Additional information comes from state assessments (SBAC), classroom and curriculum-based assessments, and student grades. Supports include Walk to Reading and Math intervention models, Math and Reading Labs, and the Early Indicator Intervention System (EIS). Opportunities for advanced students include the Talented and Gifted (TAG) program, advanced placement courses, dual credit options, and expanded college credit opportunities. Data analysis through MTSS processes and differentiation within lesson design help address a range of student learning needs.

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.

N/A

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

The district maintains strong community and business partnerships to provide work-based learning opportunities for students. All 12th-grade students complete a senior project that includes employability skills and workplace experiences. Students can earn elective credit through school-to-work programs. Currently, there are more than eight employer partnerships with local businesses and industries, with ongoing efforts to expand these partnerships. Business partners are invited to speak with students about their industries. A partnership with Ken Wright Cellars has helped develop a viticulture program available to students. Manufacturing business partners have provided funding, equipment, work experiences, and employment opportunities after high school. Community and business partners also support engineering and rocketry programs through resources, volunteering, and expertise. The rocketry team has attended a NASA competition in Alabama for two consecutive years. In addition, a partnership with Yamhill Carlton Together Cares (YCTC) supports youth sports in Yamhill and Carlton, student paid work experiences, preschool, afterschool care, and summer camps.

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. ☒

- YCHS provides a standard diploma that meets all of the state requirements
- Students have access to a broad curriculum with electives available in a variety of subjects
- Students have access to dual credit classes as well as expanded options classes to receive college and high school credit concurrently.
- Students have access to core classes that are at grade level and advanced. We have job fairs that students attend. This year our CTE teachers brought in businesses to come in and talk to the students. The students have opportunities to get welding certificates. We partner with

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Willamette Promise for students to get dual credits, such as Biology 101 & 102, Writing 121 & 122, Chemistry, Spanish 101, 102, 103, 201, 202, 203, Intro to Animal Science, Horticulture General Viticulture, CAD 1, APR apprenticeship, History of the United States, get a jump start on their postsecondary education. Embedded into all of our CTE curriculum is teaching our students how their knowledge and skills can be utilized throughout their lives in both educational and professional settings. They are given the opportunity to apply these skills to address real-world activities through businesses who partner with our CTE programs, and through State and National competitions. Our students enjoy the experience of being part of a project from beginning to end that gives them a feeling of contributing to the community and society. We utilize Naviance to discuss living wages and look at careers needed for self-sufficiency.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

The district has taken several steps to strengthen communication and community engagement. It contracted with a communications firm, established a quarterly newsletter, and created the Supporting All Students committee to engage focal groups. Empathy interviews with focal populations have also been implemented. The district hosted EL family nights to further engage families. Additionally, a Facilities Steering Committee has been established to focus on facility-related matters. However, improving communication between district leadership and staff remains an ongoing need.

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.)

The district established the Supporting All Students Committee, which includes students from focal groups, parents representing these populations, as well as staff and administration. Additionally, an EL family night was hosted, and empathy interviews were conducted with EL and special education parents to better understand their needs.

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.)

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Schools have implemented regular staff meetings and leadership team discussions to review data and assess student and operational needs. Staff members contributed valuable insights through surveys that highlighted key areas requiring attention. Furthermore, district administration engages in monthly meetings with both licensed and classified union representatives to address ongoing concerns and ensure that the needs of schools are being met effectively.

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.

The focus on increasing student engagement, improving academic standards, upgrading facilities, and offering more academic options comes from input gathered through community and staff engagement. These efforts have helped identify areas where improvements are needed to better support students and the school community.

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

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

The district has implemented several programs and practices to support teachers and ensure continuous growth. New teachers participate in a monthly "New Teacher Hour" with their mentor teacher and administration. Team lead support is also provided, and new teachers receive an orientation day before the school year begins. Building relationships through an open-door policy allows staff to seek clarification and ask questions. Additionally, walk-through observations are conducted, with feedback provided to help improve teaching practices.

The district has seen success with its "grow your own" programs. Staff members have access to the district's tuition reimbursement program and teacher mentoring. District administration has conducted interviews with all new staff, classified and licensed.

To ensure staff needs are met, the district uses a school culture survey, technology surveys, and resources on mental health to gather feedback. Data analysis plays a key role in understanding student performance, with state assessments and the Early Indicator Intervention System (EIIS) used to identify achievement gaps between student subpopulations. Local assessment data is also reviewed to guide decision-making. To support struggling students, the district relies on Student Support Teams (SST) and Multi-Tiered System of Supports (MTSS) teams to provide targeted interventions and track progress.

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

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- Collaborative Problem Solving
- Clear expectations
- Behavior Support Plans
- Check In / Check Out Interventions
- Focus on relationships with students and families.
- Calming Corners for student self-regulation within the classroom
- PBIS and PAX GBG

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. ☒

Middle and high school students are provided with structured opportunities to explore college and career options. In middle school, students use homeroom time to discuss post-secondary pathways and begin early planning. At the high school level, every student is assigned an advisor who supports them throughout all four years.

High school students are required to complete a senior project that focuses on employability skills. This includes activities such as job shadowing, resume writing, practice interviews, and delivering a formal presentation. These projects are designed to help students gain real-world experience and prepare for life after graduation.

To support college and career readiness, students have access to ASPIRE mentors and guidance counselors. These staff members assist with planning for college, exploring career options, and preparing for next steps after high school.

Additional opportunities for high school students include college visitations, college and career nights, job shadowing, work study programs, and earning dual credit for college courses. These programs provide exposure to a range of career fields and post-secondary education options.

All students participate in course forecasting each year, selecting classes with the support of school staff. Families are invited to be part of this process, and parent or guardian approval is required.

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

N/A

Early Literacy Inventory and Prioritization

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.

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

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

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

Title I

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

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

High Dosage Tutoring

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

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

Not applicable if you only have one elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

N/A

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Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Establish some consistency in the process. Understand the plight of small schools with limited resources and staffing.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Based on findings from our needs assessment, we are committed to creating a learning environment where every student thrives, with a focus on supporting our focal groups: BIPOC students, students with disabilities (SPED), English Language Learners (ELL), and students experiencing poverty.

To meet these needs, we will provide additional staffing to allow for professional learning, coaching, and team planning time. This will strengthen instructional practices and better support student learning. We will use systems, staff positions, and regular data reviews to monitor academic growth, with special attention to closing achievement gaps for our focal groups.

Reducing class sizes is a key priority, both to support early academic growth in primary grades and to ensure students stay on track for high school graduation. Smaller classes will allow for more individualized support and stronger student-teacher relationships.

We will also plan and staff programs where students connect early with advisors, 9th-grade teachers, and coaches while exploring CTE pathways, college opportunities, and electives. These opportunities will build a stronger sense of belonging and engagement. All students, particularly those in focal groups, will be encouraged and guaranteed access to CTE programs and early college credit options.

To improve school climate, we will implement a system of culturally affirming and sustaining pedagogy, trauma-informed practices, and a comprehensive social-emotional learning curriculum. These efforts aim to create safer, more inclusive environments for all students.

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Facility improvements focused on safety and well-being will continue to ensure that our campuses are secure and supportive learning spaces.

Finally, we will strengthen communication with families and the community by developing clear communication plans, systems, and feedback processes. Improved engagement and two-way communication will help build stronger partnerships to support student success.

These strategies will help us achieve our Longitudinal Performance Growth Targets (LPGTs), specifically increasing 3rd-grade reading proficiency, ensuring 9th-grade students stay on track, and improving our 4-year graduation rate.

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

Assurances

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

Guarantee of assurance 1: True

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

Guarantee of assurance 2: True

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

Guarantee of assurance 3: True

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

Guarantee of assurance 4: True

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

Guarantee of assurance 5: True

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

Guarantee of assurance 6: True

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

Guarantee of assurance 7: True

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

Guarantee of assurance 8: True

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

Guarantee of assurance 9: True

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

Guarantee of assurance 10: True

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

Guarantee of assurance 11: True

12. 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

Guarantee of assurance 12: True

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

Guarantee of assurance 13: True

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

Guarantee of assurance 14: True

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

Guarantee of assurance 15: True

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

Guarantee of assurance 16: True

Website: <https://www.ycsd.k12.or.us/departments/business-office/student-success>