



Bend-LaPine Administrative SD 1 25-27 Integrated Programs Application

Needs Assessment Summary

Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

To conduct our Needs Assessment, we brought together a diverse, multi-disciplinary Integrated Planning Team (“IP Team”) to examine strengths, weaknesses and opportunities in the five common goal areas: 1) Equity Advanced, 2) Well-rounded Education, 3) Engaged Community, 4) Strengthened Systems and Capacity, and 5) Early Literacy. We looked at District policies, procedures and practices, explored various systems, and analyzed program delivery and quality through the lens of disaggregated student performance, including trends for focal student groups.

IP Team members included: Lisa Birk (Deputy Superintendent), Kinsey Martin (Executive Director of Policy, Advocacy, and Equity), Dan Emerson (Chief Financial Officer), Katie Legace (Executive Director of High Schools), Stephen DuVal (Executive Director of Middle Schools), Dean Richards (Secondary Director of CIS), Julie Richards (Elementary Director of CIS), Michele Oakes (Mentor Program Coordinator), and various Family, Student, and District leadership (Affinity and Focus Groups and Stakeholder Feedback Loops)

The IP Team gathered a wide range of information from students, staff, and families related to their experiences with our schools. This included elements from the Title II-A Needs Assessment (ODE indicators of student achievement, demographic and contextual data, and perception and systems data). Our student data system tracks our key metrics (student performance along with engagement and wellness and participation in college-level and CTE programs) and disaggregates by student group to provide a clear picture of the gaps between students in groups that are historically underserved. Trends and findings include:

- OSAS ELA and math achievement is generally flat or declining over the last several years
- 9th grade on track was generally flat or declining in 2023-24

- There is extensive need for more assistance with behavioral/mental health of our students (400 more students diagnosed with a disability related to dysregulation and mental health than just four years ago)
- Nearly 40% of our graduates take 3 or more credits of AP, IB, or college level coursework in high school. Groups that have substantial gaps compared to the overall baseline include males, racial/ethnic minorities, SPED, ELL students, and students in poverty
- We have 34 CTE Programs of Study (POS) across seven high schools and “concentrators” (students who earn 2.0 or more CTE credits) are significantly more likely to graduate than the general student population

The IP artifacts on community engagement include 1) YouthTruth Family Survey, 2) YouthTruth Student Survey, 3) District Employee Advisory Groups, 4) Equity Coalition and Student Voice Council, and 5) Bend-La Pine Mentorship Program. Select findings include:

- Families in BLP generally recognize the relationships their children have with staff are very strong
- There are increased feelings of acceptance and belonging within our schools and an improvement in safety and engagement
- Students cite they have strong relationships with most staff
- Staff need support for students with diverse needs that disrupt the classroom environment
- Teachers and administrators describe an ongoing need for support related to student behavior, supporting students with diverse needs, and having the time necessary to plan and implement good systems in classrooms and schools

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)

There are two charter schools that will be sponsored by Bend-La Pine School District for the 2025-27 Integrated Programs cycle: 1) Bend International School (BIS) and 2) Desert Sky Montessori (DSM).

Bend International School conducted multiple focus groups with BIS families, staff and the board. Participants were asked to identify strengths, areas of growth and future priorities for the school and various programs. As a result, IP funds (SIA, EL and EIS) will be spent on a PT school counselor, two Interventionist/success coaches for K-3 and gr. 4-8, EAs, our Spanish program/teacher and curriculum that connects classroom learning with a global context. This was finalized by the BIS Board at its April 15 meeting.

Desert Sky Montessori conducted a community survey that was sent to DSM families and the broader community as part of a strategic planning process undertaken by the school. The survey

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was sent out by the Strategic Planning Committee which included DSM board members, parents, educators, and administrators. They are still finalizing the results of that survey and will be working them into the upcoming Strategic Plan. As a result, IP funds (SIA, EL, EIIS) will be spent on a Dean of Students to support student mental and behavioral health, additional staff (PT EAs) to lower class size, Wayfinder to support SEL programming and PikMyKid to monitor the physical and mental health of students. This was finalized by the DSM Board at its April 21 meeting.

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.

In BLP, our Equity Stance drives many of the decisions we make regarding allocation of resources - both funding and personnel. We have trained all administrators on the content and use of our Equity Lens, as a part of the expectation that they use it in their own resource allocation decisions. Our budgets include categories of staffing and resources specifically for historically underserved individuals and schools. Key IP (SIA) proposed funding allocations include: 21.32 FTE of teachers in schools that serve historically underserved populations, a 1.0 FTE Dual-Immersion Coordinator, a 0.7 FTE Executive Director of Policy Advocacy and Equity and 3.0 FTE Policy, Advocacy and Equity TOSAs. Overall, our resources are nearly exclusively related to staff in order to close the opportunity gap for specific groups of students. In some cases, resources are allocated to support expertise and/or partnerships that would improve experiences for our students.

As an example of this, we have recognized that students with mental and behavioral health needs as well as those that are new to this country have needs that are very different and quite specific. Both of these groups require people with expertise in these areas. As such, we have partnered with Deschutes County Public Health Services to provide learning within our schools known as Sources of Strength. This work is supported by our director for Student Well-being and a team of specifically trained experts. Most high schools now have SOS student teams who conduct student projects and activities related to student well-being. For families and students who are new to our country, we also have targeted support for them which includes staff who are trained in language support, resource access, and system management to allow for a positive transition for these students.

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?

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We plan to continue our commitment to CFEE (Coaching for Educational Equity) and Taking It Up racial equity trainings. We also offer training, professional development, and coaching on restorative practices, bias incident prevention and response, and civil rights. Planned policy training includes an ongoing focus on our equity stance and implementing policy compliance with an equity lens. A large focus over the next biennium will include revision and training on new attendance and fundraising policies, which are both being rewritten with a lens and model of service for our most vulnerable students (McKinney-Vento, immigrant, etc).

Several other initiatives will require relevant PD/training during the next two to three years. These include:

Standards-Based Grading and Instruction: This movement is in an effort to create an equitable experience across our schools and common grading practices. This plan will include training that will:

- help families understand student progress,
- create consistent grading across classrooms and schools,
- streamline the use of curricular tools,
- focus the classroom experience on learning rather than points accumulation

2. Ongoing training for creating a culture of belonging:

- Book Study - Belonging Through a Culture of Dignity
- Culture and Climate Task Force - continued work on common expectations and development of Tier II interventions
- Taking It Up - training on understanding and dismantling systems of oppression
- SIOP - Sheltered instruction for classrooms and schools

3. Mental health and well-being:

- Sources of Strength
- CPI and deescalation
- ASIST and QPR
- Ongoing curriculum training using Wayfinder

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

The District's Policy JECBD-AR – Homeless Students offers consistent guidance for providing comprehensive systems of support for students navigating unstable housing. This year, BLP will create lead registrars who will support making the process of enrollment even more seamless. These individuals include those who currently work with McKinney-Vento (MKV) families as well as a representative from each school level and our Welcome Center. In addition to previous changes to the registration tools in our district, these individuals will now support schools directly with the nuances involved in the registration of students with diverse experiences.

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We continue to provide special transportation when needed so MKV eligible students can remain at their school of origin throughout the school year to avoid disruption to their learning. Our transportation department also provides rides for MKV eligible students so they can participate fully in afterschool activities with their peers.

Additionally, our District Family Advocates continue to connect students with resources such as school meals, school clothes and school supplies so students navigating homelessness can attend school ready to learn (and we help their parents find resources like housing, utility assistance and health care) to create a more stable learning environment at home. Our District does all this in a confidential manner so as not to stigmatize or isolate our students experiencing homelessness. Finally, this year we have created systems through our student management technology tools to better track student absences. This allows even students who attend large schools to not be overlooked after having missed consecutive days in a row, which may indicate that they are experiencing distress or need support immediately. This allows schools to follow-up with families and students more quickly and deliver support that is needed rather than waiting until they are no longer accessing our school system.

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

The Bend-La Pine School District has a number of robust CTE Programs of Study at each of our high schools, and no transportation or special schedule is required, making access to these unique courses as a student much easier. Obviously, we cannot offer every CTE course at every high school so there may be instances where a student does not get their preferred choice, but through the forecasting process our counselors have with every student, they are able to list alternative electives in order of preference. Principals are clear that all students who express interest in our programs and forecast for them are provided access. Preparing CTE (Career and Technical Education) participants for non-traditional fields (e.g. females participating in engineering or automotive, and males participating in health sciences, etc.) requires a multi-faceted approach that takes into account the unique challenges and opportunities associated with these fields. Here are some of the ways the District is trying to tackle the challenge:

1. Introduce students to appropriate role models: To inspire and motivate CTE participants to pursue non-traditional fields, our teachers introduce them to role models who have taken unconventional paths to success, overcome obstacles, and broken-down barriers in their respective fields. This includes having a female leader in this role (district TOSA) to move the work of CTE forward in our district.
2. Provide meaningful hands-on experience: The District provides a wide array of internships, job shadowing, or apprenticeships, where our students can gain practical skills and knowledge in a real-

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world setting. All 8th graders participate in “Fly-up Day” to learn about and experience the different CTE offerings at their respective high school.

3. Offer relevant coursework: CTE programs should offer coursework that is relevant to non-traditional fields so participants can gain the knowledge and skills needed to succeed in these fields. Every one of our POS (Program of Study) has a Private Industry Council (PIC) that helps to shape and support CTE programs, particularly in ensuring alignment with local workforce needs and industry standards.

4. Foster a supportive environment: To create a supportive environment where CTE participants feel valued and respected, the District provides mentorship, counseling, and networking opportunities that help them build confidence and develop social and emotional skills.

5. Address stereotypes and biases: It is critical to address these biases by providing education and training that helps students recognize and overcome their own biases and prejudices. Schools are regularly engaged in reflection around sub group participation or lack thereof related to specific programs.

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.

Current review is accurate for BLP.

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? ☒

The District has the systems, processes, and people to ensure that both our adopted and supplemental curriculum consists of a clearly stated scope and sequence of K-12 learning objectives and is fully aligned to state and national standards. In addition, several Board policies and ODE guidelines also serve to keep our District curriculum processes and procedures aligned with best practices.

The District has a rigorous, two-year adoption process that includes classroom teachers, specialists, administrators, and District office staff. As part of this process, the team reads and discusses best

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practices in the content area, reviews state and national standards, adopts or refines a set of core beliefs, and designs a two-year plan for implementation of new materials, including professional learning sessions and ongoing coaching and support.

During the 2022-23 school year, the District began the critical process of identifying priority standards for secondary core classes, including language arts, mathematics, science, and world languages. This effort was intended to assist teachers across the district in focusing instruction on the knowledge and skills our students need most, utilizing high quality instructional materials. All content area priority standards will be completed by the summer of 2025 and standards-based grading and instruction will be launched district-wide in the fall of 2026.

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

Designing intentional, engaging, and challenging classroom instruction is a critical aspect of effective teaching. BLP continues to use common School Improvement Wednesdays and Educator Network Days to improve instruction in all areas listed below. BLP utilizes the following steps:

1. Identify learning objectives: Start by identifying clear and specific learning objectives that align with the curriculum and state standards. We ensure that these objectives are challenging, but attainable for all students and we have several layers of review to make sure this occurs.
2. Use differentiated instruction: This involves tailoring instruction to meet the diverse needs of all students, varying the content, process, and product of instruction to meet the different learning styles, abilities, and interests of our students.
3. Incorporate engaging teaching strategies: Use a variety of teaching strategies that are interactive and engaging. Training regarding techniques that increase learning and engagement for all students will continue as a strategic priority for the next four years.
4. Monitor and assess student learning: As teachers deliver instruction, we monitor and assess student learning regularly with our Instructional Coaches, Mentors, and Administrator walk-throughs. This helps teachers to adjust their instruction, provide appropriate feedback, and address any gaps or misunderstandings that students may have.
5. Provide feedback: Feedback is critical to the learning process as long as it is timely, constructive, specific, clear, and actionable. The District ensures that teachers provide feedback to all students, regardless of their level of engagement or achievement.
6. Create a positive learning environment: Create a positive learning environment that encourages risk-taking, supports academic growth, and promotes social-emotional development. This includes establishing clear expectations, creating a culture of respect and trust, and encouraging collaboration and teamwork. This is supported by the district's Culture and Climate Task Force.
7. Teachers on Special Assignment (TOSAs) provide support to teaching staff, working on scope and sequence, standards, and best instructional practices to ensure that the instructional tools provide the maximum benefit for student learning.

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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?☒

It is vital to create a safe, inclusive, and welcoming environment for our community to fully participate in our District's school improvement efforts as well as being welcomed daily to our schools, programs, and events. To create a safe and welcoming educational environment we focus on actively educating and informing our students, families, and community members regarding their rights and options with regard to experiencing inclusion, access, and belonging; as well as how to report incidents or experiences that do not uphold these rights and values. We are continuously engaging in professional development with our staff at all levels to ensure consistency and alignment in delivering welcoming experiences, and regularly reviewing our prevention and response processes and data for addressing incidents that work against belonging and inclusion.

Two years ago, the Culture and Climate Task Force was created in response to disrupted learning in the classroom. The work of this group was not focused solely on behaviors related to drug use, gangs, and violence; however, the resulting tools, expectations, and practices help to support all aspects of safety at school. This group created a district-wide Code of Conduct and outlined common expectations and teaching of these expectations for each school in the fall of 2024. These efforts, combined with those listed below, outline ongoing efforts to create a safe and welcoming environment for all students.

During the next three years, our district will:

- communicate ways in which stakeholders can report concerns (i.e. Safe Oregon, Bias Reporting, Complaints),
- provide access to enrollment and school resources in multiple languages,
- use the Code of Conduct when responding to unwanted behaviors,
- utilize our Student Management System Module (SMS- Synergy) for behavior tracking,
- create a Tier I guidance calendar for schools to ensure teaching and re-teaching of expectations,
- begin to identify and implement common Tier II interventions across schools,
- engage in mandatory safety training and drills during the year,
- utilize a volunteer and visitor management system, including background checks, to - monitor individuals in our buildings,
- comply with campus safety protocols, and
- partner with local police department staff to support school safety (i.e. Student Resource Officers and Campus Monitors)

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

Our District meets all of Oregon's Division 22 requirements related to libraries and media services. The District has certified librarians in all high schools and most middle schools. Other middle schools and all elementary schools have specific allocations for classified media managers.

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The District's library staff partner regularly with teachers to provide materials, equipment, and services which support District, school and specific course goals. They also work to equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials.

Our District librarian mentors and guides the building librarians, but especially the media managers. In partnership with our Technology Department, platforms for online access to text resources are available to all students using their iPads. This also provides for assistive technology to support students who have diverse needs.

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

The district implements a Comprehensive School Counseling Program (CSCP) and Student Success, a Tier Three mental health intervention across most schools to support students in high need. The CSCP includes a school-wide needs assessment to identify necessary interventions and pre- and post-assessments to evaluate the effectiveness of small groups led by clinicians and counselors. Using a Multi-Tiered System of Support (MTSS), we employ a request for assistance process that involves staff and student data outcomes to guide referrals for small groups, individual check-ins, and student data outcomes to guide referrals for small groups, individual check-ins, and connections to community partners. Our Student Success Intervention consists of four components: Emotional Support, Academic Support, Care Coordination, and Family Engagement. Clinicians utilize screening tools to assess student needs, which inform skill-building curricula, therapeutic interventions, goal setting, and progress monitoring.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?☒

The Bend-La Pine School District established MTSS (Multi- Tiered Systems of Support) in 2009 and it is the primary system for identifying students in need of academic interventions and interventions to support mental and emotional well-being. Last year, we adopted an MTSS Synergy module to access data more efficiently to more efficiently intervene when students are not meeting a variety of standards. This is known as the Early Warning Systems (EWS).

A primary focus of our work has been on strong Tier I instruction. Based on the most recent research related to reading development, our district has adopted and trained on both a foundational skills reading curriculum as well as a knowledge-building curriculum (i.e. Really Great Reading and Expeditionary Learning). At the secondary level, our work on identifying priority standards and creating common district assessments is a major push towards a guaranteed and viable curriculum for all secondary students. All district schools, K-12, have MTSS teams that meet regularly to identify both the

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students needing support and the interventions they need. These interventions are more firmly in place K-5 than they are in our secondary schools. In terms of addressing the needs of our multilingual students, the District is working to provide ongoing training and coaching for classroom teachers to effectively use sheltered instruction strategies.

Students who exceed standards are grouped for some aspects of core instruction and intervention times, especially in critical content areas such as literacy, mathematics, science, and social studies. Our district provides TAG services, including classroom PEP's at the elementary level and departmental plans at the middle school level. The district also hosts self-contained TAG 4th and 5th grade classes, as well as a district-wide TAG block at one of our middle schools.

Our high schools provide robust opportunities for students seeking advanced learning opportunities, including AP, IB, and dual credit classes at our various high schools. To ensure that students from our focal groups are represented proportionally in our advanced classes, we have been partnering with Equal Opportunity Schools to analyze data and provide coaching for our high school teams as we try to increase both access and rates of success for underrepresented students.

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.

La Pine HS would like to implement a Health Careers CTE POS within the next couple of years. This will likely be dependent upon receiving a CTE Revitalization Grant which we intend to apply for in Fall 2025.

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

Our region has partnered with East Cascades Works and the Youth CareerConnect Internship network. This network was established several years ago to strengthen business/industry ties to the schools and to support student internships in their local communities. We have a very strong track record of engaging local employers and businesses through serving on Industry Advisory Councils, providing classroom presentations, hosting field trips to job sites, offering job-shadows, and other work-based learning opportunities listed below.

Regionally, we work closely with Youth CareerConnect to provide a wide range of internship opportunities (including some that are paid). However, we view work-based learning (WBL) as much broader than just internships. We are working to help all of our CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.

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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. ☒

Yes

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?

Based on our previous community engagement process, we created and continue to support several affinity groups that meet monthly to discuss ongoing topics of interest for these groups in our district. This includes the Latino Family Advisory, Black Family and Student Union, Alliance Group (supporting LGBTQ2SIA+), Student Voice Council, and the Equity Coalition (plus many of these groups have related school-based student organizations). Additionally we created five employee Advisory Groups to meet with the Superintendent quarterly to give feedback and to receive district updates. We have significantly increased access to supports using our FAN (Family Access Network) programs and the Welcome Center for new arrivals. Our student and family advisory groups (see list above) have all hosted community and/or cultural events this year. Examples include Black Girl in Suburbia film screening and discussion at the Tower Theater, Asian Family Night, KínderFiesta, Queer Prom, and more. All groups have supported policy development and engaged in school climate analysis. In particular, our Equity Coalition has helped launch our district's first "Do Not Schedule" guide for schools to protect religious and holiday observances celebrated by our diverse community members. They have also partnered to draft and/or revise five key policies, and have helped develop materials for training administrators and staff on those policies and on stakeholder engagement. This Coalition has also served as key communicators on topics like Standards-Based Grading, helping advise the district as to family education and communication, and helping disseminate information on this new initiative in our broader community.

Looking at policy, some of the coaching and guidance we have provided for principals include interpretations of the student dress code policy (including free speech and civil rights considerations), Title IX complaint response, controversial subjects (for teaching about LGBTQ history), challenges to curriculum, advertising and fundraising regulations, religion in schools, field trip access for students experiencing poverty, background checks for vulnerable populations, fines and fees for McKinney-Vento students, and more.

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Improvements and areas for further work include continuing to build systems of communication, better visual representation of the organization of these efforts, and a gap analysis to determine which voices and stakeholders are not yet included.

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

1) A Survey tool was used to ask questions related to safety, mental health supports, academics, diverse spaces, and relationships. This tool breaks down results related to several identifying markers for families, staff, and students. 2) Monthly affinity groups meet to ask questions, engage in topics of interest, and give feedback on topics related to current challenges, initiatives, and policies.

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

Advisory groups are set up for both groups and these meetings occur monthly. Additionally, we meet quarterly with the certified association representatives at each building to answer questions and hear feedback.

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.

Based on the information gathered from all stakeholder groups, it is clear that the initiatives that Bend La Pine is currently engaged in are valued. However, there are continued and additional needs that were recognized during this process.

Efforts that we should continue to advance include:

- safety and security including common expectations, access to reporting systems, community resource partnerships, and consistent responses to unwanted behaviors
- access to mental health resources including community partnerships and classroom systems and curriculum for belonging and social-emotional well-being
- greater clarity on academic progress and outcomes while decreasing variability between classroom experiences. This supports family interest in progress reporting, student engagement in learning rather than point accumulation, and supporting teacher cognitive load by allowing for common standards, assessments, and systems for grading.

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- systems that allow for rapid intervention with students who are most at risk for academic failure. This includes technological systems as well as staff-led meetings for identification, intervention, design, and monitoring of student progress.
- training for staff regarding the most powerful techniques to use that support learning in the classroom for various learners
- access to affinity group spaces for students and families with diverse needs including providing community resources and connections when supportive
- increase supports directed toward students demonstrating challenging behavior in the classroom

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

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

A focus within Human Resources has been to increase our presence at a variety of diverse recruitment opportunities across the country. This is both an in-person and a virtual effort. Often, these events happen at universities and provide for not only a Bend-La Pine presence in the job fair, but also an opportunity to build relationships within the education programs at the higher education institution(s). These partnerships have yielded opportunities for BLP HR staff to talk directly with candidates during courses which is much more personal and insightful than what can be gleaned during a typical conversation in a booth at an event.

We continue to work with the Central Oregon Regional Education Network (COREN), by participating in the regional “Grow Your Own” efforts for the last several years. Each group of candidates reflect unique experiences and backgrounds that are often quite different from the typical route from college to career. The District has designed a CTE strand in education, and the host school actively recruited students of color to participate in the first class of the sequence. This work continues and has expanded across the district. These students are placed part-time in one of our dual immersion schools and have opportunities to work directly with elementary students.

In terms of retention, the District has supported full-time mentor teachers and a District-wide induction program for at least eight years. These mentors meet weekly with their novice teachers (usually about 15 first- and second-year teachers per mentor), to talk about coaching, providing resources, problem solving, co-teaching, etc. New teachers also attend monthly induction classes on topics related to their expressed needs. These efforts expanded to new administrators during the last two years as well.

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Looking at CTE, with Perkins funds, we provide a New CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their Program of Study area. We also provide sub/mileage reimbursement for learning walks for all CTE teachers.

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? ☒

Bend-La Pine has not exhibited disparities in the experience levels of our teachers working in diverse, high-poverty schools and those working in more affluent schools. In fact, we generally see little movement from teachers across schools and many of our most talented and experienced teachers have expressly stated their preference for working in a higher-poverty school. Building leaders are constantly encouraged to place the most effective staff with students who need them most, and we often find that our most effective teachers are not necessarily the most experienced teachers, but those who have growth mindsets, responsive teaching practices, and effective classroom routines and structures.

The exception is our four schools located in La Pine, especially the two elementary schools. All the La Pine schools have high levels of students in poverty, and because the schools are approximately 30 miles from Bend, many teachers commute daily from Bend. This is both time- consuming and costly, so many teachers who start their careers with the District in La Pine do seek transfers to Bend. The District continues to work with La Pine-based teachers on strategies to improve retention, though the issue has eased temporarily due to the high cost of housing in Bend.

A recent effort within the past several years includes a partnership with Cascades East Transit to provide vans for commuting to South County. These vans have allowed teachers to reduce their costs when carpooling to La Pine and Sunriver. This effort has been described as valuable to staff who are less comfortable driving in the winter.

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

As previously described, each school has an MTSS team designed to periodically review and analyze data related to attendance, behavior, and coursework. Each school takes time to look at their own rates and sub-group rates related to referrals and suspensions. Expulsion and suspension data are also reviewed by our Board of Directors each year. These data are broken down by sub-groups. In addition to referrals, suspensions, and expulsions, bias complaint information is also analyzed to recognize patterns of behavior related to protected classes.

A Tier III team meets every two weeks to consider the needs of students with the most challenging behaviors. This team meets to review referrals from school teams seeking more support or sometimes different placements for students demonstrating these acute needs. This team reflects on mental health needs, special education considerations, as well as demographic information as they make a plan to support students who need a higher level of care and intervention. This team also examines and addresses where/if any focal groups are disproportionately identified or encounter higher rates at the respective school. Additionally, through community partnerships, we

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have introduced an "alternative to suspension" plan (UpShift/Teen Intervene) to support students struggling with substance use and abuse.

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

The BLS Current Process is as follows: For students transitioning in/out of JDEPs, LTCTs, or who are currently on probation, the district office is notified of the student's transition timeline. The district office then notifies school teams of the student's current status and supports the student's transition back into their neighborhood schools as needed. School teams meet with students/families to create a specific plan to support the student's re-entry into school. A follow-up meeting is scheduled after two and again after four weeks to ensure the transition has worked smoothly.

5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

The District strives to partner with all our regional early childhood providers, especially in the spring prior to kindergarten transition. High Desert ESD has an Early Learning Council, which includes representation from K-12 districts, early childhood providers, colleges and universities, health care providers, and families to support transition in the region.

One focus at all transition points is on our students with disabilities. The District partners with High Desert ESD's Early Intervention/Early Childhood (EI/EC) Special Education program to have transition meetings during the spring to coordinate services and assess students' strengths and needs as they move from one level to the next.

In April each year, our district supports the transition to kindergarten with a Kindergarten Fiesta for multilingual families as well as a "Road to Kindergarten" event at parks throughout the community. The focus is on registration, routines, and connections in order to build excitement and gain clarity as students start school.

All our middle and high schools host orientation nights for families. Additionally, staff work with 8th grade students to understand graduation requirements, college admission requirements, course options, and co-curricular and extra-curricular opportunities, etc. All 8th grade students participate in "Fly Up Day" at their corresponding high school sites so they can learn about and have hands-on experience with our CTE programs.

Additional supports for post secondary transition include:

- High schools Future Center/Career Centers

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- FAFSA nights where students and families learn about financial aid and applying to college
- Juntos opportunities for multilingual families in partnership with OSU

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. ☒

We use SchoolLinks for all our college and career development. Through this comprehensive platform, our middle and high school students learn about many different kinds of career and college opportunities through aptitude assessments, interest surveys, and career exploration activities. Schoollinks is also used as a key tool in meeting the Higher Education Career Pathways credit. In addition, through a partnership with High Desert ESD, Career Tree is available to all high schools, challenging them to dive into their career choice to investigate if it's really what they want to do. Many of our schools use Career Tree to help guide students to CTE programs at each of our high schools. Through regional coordination by High Desert ESD, we offer a variety of CTE informational videos, 8th Grade CTE Days, and other CTE recruitment opportunities. These opportunities allow all students to get a hands-on feel for what CTE programs have to offer as well as see what careers might be available upon completion of the CTE program or after additional postsecondary training/education.

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

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.

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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)

General Fund

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)

Extended Learning Programs

High Dosage Tutoring

Hiring

Professional Development & Coaching

Purchasing Curricula & Materials

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

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

6. If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district

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

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Have the lowest rates of proficiency in literacy of elementary schools in the district
Identified for comprehensive support and improvement or for targeted support and
improvement under the federal Every Student Succeeds Act (PL 114-95 129 Stat 1803) base in
part on literacy score

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

1. All 19 elementary schools receive resources from the Early Literacy Grant to support replenishment of consumables and ongoing online platform usage for Foundational Skills. (16% of total budget)
2. Five schools (La Pine Elementary, Rosland Elementary, Bear Creek Elementary, Ensworth Elementary, and Elk Meadow Elementary) are utilizing High Dosage Tutoring as an intervention in Grade 1. (20% of total budget)
3. Professional learning funds are devoted to approximately 50 staff members across all elementary schools to participate in LETRS training (Science of Reading, 12% of the total budget).
4. Instructional coaches (7.0 FTE) serve all elementary schools to provide high quality instruction and systems for student learning. All are LETRS trainers as well. (35% of total budget)
5. Early Literacy Teams have been created in 8 schools (Buckingham ES, Ensworth ES, Rosland ES, Ponderosa ES, Lava Ridge ES, Highland ES, Pine Ridge ES, and La Pine ES) in an effort to make progress in: (5% of total budget)
 - * Implementation of high quality materials and instruction
 - * Data cycles that move learning forward
 - * Professional learning to build the skill of teacher teams
 - * Setting individual goals for students to make sure they meet end-of-year targets and grade-level standards

Feedback (250 words or less per question)

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How can ODE support your continuous improvement process?

We have found it extremely valuable to have the technical expertise provided by High Desert ESD so we hope that support can continue. We also value the spirit of partnership that has been forged with ODE since SIA was launched several years ago - you have created an environment where we feel we are learning together.

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)

The Bend-La Pine School District has 2,230+ employees who serve approximately 17,000 students across 35 schools, including two District-sponsored charter schools (Bend International School and Desert Sky Montessori). Approximately 54% of our students qualify for free- or reduced-price lunches; 8% are linguistically diverse; and 12.87% qualify for IEPs.

Our students excel by many standards. Our 2023-24 graduation rate of 85.3% is the 2nd highest in the last ten years and just below a pre-COVID peak of 86%. Our students continue to outperform their peers in third grade reading and on both the ACT and SAT exams. Our students excel in athletics, music, theatre and art, winning numerous state championships and taking home regional and national honors. However, when we disaggregate the data, moving beyond the averages, we see that the experiences and the outcomes of our students are not equitable. Whether looking at academic achievement or participation in extra- and co-curricular activities or enrollment in advanced classes, it's clear that we continue to have large and persistent opportunity gaps between our historically underserved students and those who are not. The greatest challenge for our District - and therefore our vision - continues to be to ensure that all students have the skills, knowledge, and temperaments to be successful in both the present and the future. One of our Board Goals is to help students be "Future Ready."

After listening to our students, staff, and families, studying student experience and outcome data, and collaborating with key stakeholders across the District, we have determined how to allocate/target the funds and/or resources from the six ODE Initiatives - 1) Student Investment Account, 2) High School Success, 3) Continuous Improvement Planning, 4) Career and Technical

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Education, 5) Every Day Matters, and 6) Early Indicator Intervention Systems. We will invest these resources into several broad categories:

- 1) Promoting students' health and safety by increasing social and emotional support, especially in our schools with the highest needs (examples include continuing to support school counselors and teachers at the ES and MS level, EAs at the ES and MS level, and continuing to advance the district BRYT program for students with specific care needs.
- 2) Reducing class size to promote individualized attention, especially in schools with the highest numbers of students who are historically underserved (examples include teachers weighted for schools with high numbers of historically underserved students)
- 3) Increasing access to a well-rounded education, especially for our historically underserved students who have not always had access to the most advanced and enriching content (examples include a CTE TOSA, Graduation coaches, instructional coaches at the ES and MS level, dropout prevention through our MTSS (Multi-Tier System of Support) and Tier II interventions, and supporting building Early Literacy Teams

These are similar to previous investments because our district teams continue to share that each brand new initiative requires new and impacting cognitive load. Advancing our current initiatives for several years rather than changing each year will support sustained training, understanding, and systemic improvements.

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)

There are two charter schools that will be sponsored by Bend-La Pine School District for the 2025-27 Integrated Programs cycle: 1) Bend International School (BIS) and 2) Desert Sky Montessori (DSM).

There was good communication between the District and the two charter schools regarding the IP Plan for 2025-27. The District had sponsored Desert Sky Montessori last year in a fully administered role and will be sponsoring both charter schools in a partially administered role this year. The two charter schools will use the same LPGT as the District, and we worked to develop updated MOU/Subgrant agreements, but they largely had autonomy to determine what was best for their particular population and school needs. Their needs assessment is covered in the first section.

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Assurances

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

- **Guarantee of Assurance 1: True**

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

- **Guarantee of Assurance 2: True**

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

- **Guarantee of Assurance 3: True**

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

- **Guarantee of Assurance 4: True**

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

- **Guarantee of Assurance 5: True**

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

- **Guarantee of Assurance 6: True**

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

- **Guarantee of Assurance 7: True**

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

- **Guarantee of Assurance 8: True**

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

- **Guarantee of Assurance 9: True**

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

- **Guarantee of Assurance 10: True**

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

- **Guarantee of Assurance 11: True**

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

- **Guarantee of Assurance 12: True**

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

- **Guarantee of Assurance 13: True**

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

- **Guarantee of Assurance 14: True**

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

- **Guarantee of Assurance 15: True**

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

- **Guarantee of Assurance 16: True**

Website plan posted: <https://meetings.boardbook.org/Public/Agenda/2413?meeting=681670>

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