
Port Orford-Langlois SD 2CJ 25-27 Integrated Programs Application Updated

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 POLSD assessed its needs around Integrated Guidance in several ways including review of student state assessment data, review of key indicators in our LPGT data, conducting belonging/connection/engagement surveys with our students, parents, staff and community, and holding open forums to gather in person input with time for discussion. From our community engagement activities and the assessment of need through the avenues listed above, we have determined that staying the course with our initial Integrated Guidance plans is warranted. The areas of focus chosen in the first round of IG are still areas in need of focus for our district. The measures implemented through these funds appears to be making a difference, but more time for implementation is needed, in order to determine their true level of impact.

A continued focus on providing strong mental health support services, attendance services and incentives, academic support for dual credit and CTE opportunities, and measures that help ensure ALL students in the District have access to well-rounded academic programs including pre-Kindergarten opportunities.

***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.

At each engagement activity, and embedded in each survey were questions regarding membership within a focal group, and the effectiveness of programs provided for them. Specific activities that are supporting our focal group students include attendance incentives and support, having all programs and courses available and accessible for ALL students, as well as a variety of opportunities to access mental health and social-emotional supports.

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?

Staff take annual surveys to inform PD need and these elements are embedded in all district PD activities. Focused literacy and SEL PD address cultural, social and emotional needs of students who are struggling academically. PLCs are designed to look at the "whole" child to determine need for students who could benefit from intervention with barriers and focal group status accounted for in the discussion.

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

- o Have a McKenny-Vento Liaison that keeps information confidential
- o Provide transportation via activity bus
- o Free athletics - no pay-to-play
- o Kids who are unable to "afford" things, are opted out of cost
- o Healthy Teens Survey
- o Free breakfast/Lunch
- o District provides gift cards to local markets to alleviate food insecurity

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 are encouraged to participate in CTE programs regardless of gender. The CTE teacher and school counselor promote these programs for traditionally underserved students during forecasting and throughout the school year.

Well-Rounded Education (250 words or less per question)

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.

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.

No changes or updates to be implemented. The use of our Early Literacy Grant funds are reaping strong benefits for our students' Literacy progress, as demonstrated by district and state assessments. Continuing with initial implementation plans will help solidify the structure of the program and services, as well as providing another year of data to ensure these programs continue having a positive impact on our students' academic success.

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? ☒

- o Curriculum Mapping (vertically aligned)
- o Professional development with curriculum publishers, state and national organizations

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

- o Know every students by name, strength, and need
- o TalentED observation/feedback- 3 times per year minimum
- o Teacher PLC opportunities when available
- o Ongoing professional development with curriculum providers and state/national organizations
- o Designated weekly professional development opportunities built into district calendar/schedule

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? ☒

- o Working with the South Coast ESD with safety & health integrations planning with students, staff, & community
- o Staff Supervision at all events
- o Volunteer orientation/training
- o Anti-bias training for staff

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- o Trauma-informed systems of care (ACES)
- o Student-led orientation for new students/advancing grades

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

- o Part of the Coastal Library system. Students are able to access/order books throughout the Coastal Library System in addition to the collection housed in our district libraries.
- o Elementary has classroom libraries; uses school library
- o County Librarians have ties to the community and district

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

While we are addressing students experiencing these challenges, we do not have a formal monitoring system to determine effectiveness. PBIS, behavioral data and teacher input help inform the effectiveness of our intervention efforts, but are subjective forms of evaluation, rather than backed up by specific objective data.

Our school counselor provides social and emotional supports through individual sessions, group sessions, universal lessons in the classroom, referrals for deeper counseling services as well as positive incentives.

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? ☒

Extra time with instructors

- o After-school tutoring with transportation provided
- o Six-week grade checks
- o Weekly progress checks with identified students
- o Online grade portal access
- o Other communication with parents of students not meeting standards
- o TAG for k-12
- o Dual credit offerings
- o Online offerings for higher-level classes
- o Monetary support for state and national academic competition qualifiers

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.

Business

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Our first course will be in place for the 25-26 school year, with an additional course added to the schedule each of the next two years. After the third year, there will be three courses within the Business category, enabling students the opportunity to earn a Program of Study certificate.

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

Intentional approach to introducing historically underrepresented groups to various fields

- o Transportation made for most after-school CTE offerings
- o Continue to build partnerships with TRIO, YTP, and RECRUIT Hippo
- o Continue partnerships with Clty of Port Orford CURry County
- o Community Service with local community organizations
- o Work Study Credit

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. ☒

- o More welders = more time welding not sharing
- o Updated equipment for wood-working
- o Professional development for staff
- o Support integration of academic skills into high quality programs
- o Community partnerships providing work-based learning opportunities

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?

We have improved our engagement with community by offering more input meetings for physical attendance and more opportunity to respond via surveys by keeping them open longer. Our barriers are getting families and community members to attend. Busy schedules and apathy appear to be factors impeding attendance.

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.)

Holding engagement sessions and personally inviting focal group families.

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Specific questions listed that address specific focal groups or focal group issues.

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.)

Engagement sessions and surveys were provided for staff input.

Staff surveys provided for assessment of belonging, connectedness and engagement.

Staff surveys provided for PD and long-range planning. All professional development around instruction is meant to be effective for ALL students, but does include specific focus on meeting the needs of students who may be marginalized or are traditionally underserved.

Staff meetings held to share the integrated plan, and to provide input on effectiveness and needed revision.

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.

We learned that the choices and decisions made in the first round of integrated guidance are still at the forefront of what is needed in our district, as shared by students, parents, community and staff. The measures that have been implemented are still in recommendation for continuation in our schools: addressing absenteeism and the social and emotional needs of our students as we work to provide them as many relevant learning experiences as possible. When students are struggling they have intervention and support services there to help them succeed.

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? ☒

We have a peer mentorship program for new staff

- PLC groups : training staff and school expectations, collaborative school culture, scientific improvement model
- Contract: pay for further education movement along the pay scale with professional development
- o We recognize excellence with our staff.
- o Grow Your Own scholarship opportunities

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- o Work on licensure program that works with staff
- o Communication
- o TalentEd/ COSA
- o Leadership Team: teachers help develop and build capacity & staff,
- o superintendent/principal helps move improvements for staff, professional development (conferences), mentors,
- o Recruitment at Teacher Fairs o With our high student-to-teacher ratio, also students are taught subject matter by the same teachers.

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

- o Redirects/handle discipline at the lowest level possible (in the classroom)
- o Restorative thought process of redirecting students

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. ☒

- o College and career information is accessible at any point
- o Provide different types of welding for students to learn that connect with industry
- o Career research projects based on subject area
- o Oregon CIS
- o Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work
- o School Based Enterprise Experience for YTP
- o Workplace Simulation/Technology Based Learning
- o College and Career Fairs o Middle grade recruitment through forecasting
- o Parent Teacher Conferences (opportunity to view programs)
- o Multiple communication formats (social media, bulletin board, announcements, other district communication)
- o Translation services available through ESD

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

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Early Literacy Inventory and Prioritization

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

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

Hiring

Professional Development & Coaching

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

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towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

N/A

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Simplify the application and reporting processes.

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)

Our district's vision statements include:

To help students.....

"Chart Their Course to Prepare for Their Futures,
Navigate Challenges With Grace, and to
Anchor In Their Community."

The vision of our plan is to provide our students with the opportunities they need and desire, to be life ready. It plays into our strengths of being a small and responsive district who can individualize instruction to meet each and every student's unique, individual needs. It plays into our strength of having a caring staff who truly look out for the needs of our students, and help remove barriers to their learning when necessary.

The plan does address CTE programs in terms of financial support from the grant, as well as working to implement more programs, including Business.

This plan also addresses continued focus on our LPGT's as there are options for providing increased dual credit opportunities, more CTE programs and a strong academic foundation.

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

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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

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

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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

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.

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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: 2cj.com

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