

Scio SD 95 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)

Needs Assessment Summary

Process & Key Findings:

The Comprehensive Needs Assessment utilized multiple data sources: Synergy B.A.G. reports (Behavior, Attendance, Grades), Dibels assessments, i-Ready diagnostics, community engagement surveys, and professional learning community feedback.

Trends Identified:

Elementary ELA performance shows a need for targeted reading intervention (e.g., Title I reading support and CAFE Club initiatives).

Attendance concerns, particularly at the middle and high school levels, with disparities among students experiencing poverty and students with disabilities.

Behavioral support is needed across all grade levels, leading to the creation of classified behavior support positions.

High school career readiness programs need further development, with expansion of CTE and dual-credit 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)

The Comprehensive Needs Assessment utilized multiple data sources: Lexia Diagnostics, MAPS data, Open Court Curriculum tests, and professional learning community feedback.

Trends Identified:

Elementary ELA performance shows a need for targeted reading intervention (small group, one-on-one instruction).

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Attendance concerns, particularly at the primary level in which students are missing crucial components in the foundations of reading.

Behavioral support is needed across grade levels K-5, leading to the creation of classified positions to provide additional support with literacy instruction in the classroom.

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.

Based on the Program Review Tool and Oregon's Early Literacy Framework, we have enhanced our approach to literacy instruction by integrating structured small-group interventions, data-driven instruction, and enhanced phonics and comprehension strategies.

Adoption of a balanced assessment approach to align with state literacy initiatives, ensuring data is used effectively to inform instructional practices.

Implementation of targeted support for struggling readers, including extended learning opportunities and individualized literacy plans.

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?

Professional Development & Training Plan

Target Areas: Cultural competency, social-emotional learning (SEL), academic interventions, and behavioral support.

Planned Trainings:

QPR suicide prevention training for staff and community.

Expanded instructional coaching for literacy and math intervention.

Implementation of mentorship programs for new teachers via the ESD's New Teacher Academy.

Collaboration with the Western Regional Educator Network to improve mentor training and instructional leadership.

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

District policies pertaining to homelessness include:

-Our supplemental transportation plan

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- Registration policies - immediate enrollment (policy JECBD/ JECBD-AR)
- Bullying harassment and intimidation policies (policy JFCF/ JFCF-AR)

Scio School District utilizes the following supports to provide information to children, youth and families navigating homelessness:

- District Homeless Liaison provides support for students through direct services, and support for staff through training, that are trauma-informed and sensitive to the special needs of these students and families. They also help to facilitate communication between local districts to ensure transportation requests are processed in a timely manner. All staff are required to complete yearly training on McKinney-Vento guidelines, how to recognize signs of homelessness, and how to refer a student to our McKinney/Vento Liaison.
- School office staff, administrators, and counselors are trained in the enrollment process knowing that homeless students are to be enrolled immediately. They work to ensure homeless students can stay in their school of origin and participate in extracurricular activities without barriers to entry.
- Title I set-aside dollars are used to provide additional funding for student emergent needs.
- Elementary, MS, HS Counseling support through direct, scheduled, weekly contact and intervention.
- The Scio Service Integration Team meets monthly in conjunction with Santiam Hospital to bring partners together to help identify and meet the needs of families, including those experiencing homelessness.

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

We work closely with the career connected learning systems coordinator at Linn Benton Community College to connect our students to resources that allow them to have greater, ongoing access to career connected learning opportunities allowing them to leave high school better prepared for their future. The LBCC cooperative work experience liaison and the high school partnerships lead have been instrumental in informing our counselor and administration on work experience opportunities for our students.

Our youth transition program has provided specific work related experiences for our students with individualized education plans. These students are given valuable opportunities to develop skills needed to enter the workforce successfully by getting work experience in our surrounding communities. We are a member of the Linn Benton CC CTE Consortium. This partnership provides us with many benefits in regards to the expansion of our CTE courses and work-based partnerships. CTE Principals in the region meet on a regular basis to plan and discuss their programs and share information regarding all aspects of CTE. Regular agenda items at these meetings include the Labor Market Information as well as data sources we can use to determine our CTE investment.

As a small district and community there are not very many local work-based learning opportunities with our limited businesses in the area. We have been working on growing our own opportunities. Having students participate in cadet teaching, afterschool youth club

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supervision, the snack bar sales, and senior projects that relate to work-based programs are options for us.

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.

Based on the Program Review Tool and Oregon's Early Literacy Framework, we have enhanced our approach to literacy instruction by integrating structured small-group interventions, data-driven instruction, and enhanced phonics and comprehension strategies.

Adoption of a balanced assessment approach to align with state literacy initiatives, ensuring data is used effectively to inform instructional practices.

Implementation of targeted support for struggling readers, including extended learning opportunities and individualized literacy plans.

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? ☑

Our district is committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voice to create a district vision for Scio School District's education. State adoption recommendations, and the ODE Instructional Materials Evaluation Tool were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners. All courses follow course planned statements which outline the standards to be taught within the classes.

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

We had 7 teachers participate in the ESD's New Teacher Academy, which focuses on how to identify and

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support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.

We have two staff that have partnered with the Western Regional Educator Network to engage in mentor training. These individuals have developed the district mentor program where all staff in their probationary years receive mentor training from a more experienced teacher.

All administrators have engaged in the Center for Educational Leadership evaluation training this year. This has helped to calibrate our administrators in how to provide feedback and support for staff in instruction, engagement and rigor.

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? ☒

Safe and welcoming educational environments are very important to our district. Our buildings complete staff and student belongingness surveys to measure how the culture and climate of our buildings is going. We use this data to help us determine how people feel and what we need to focus our efforts upon. This spring we will be adding the belongingness questions as part of our parent and community surveys.

Every staff member in our district also participates in an outward mindset training and follow up throughout each year. All new staff receive this training during their new teacher orientation during the summer. This equity training allows staff to focus on customer service and helping them to ensure they make our customers feel safe and welcome. This spring we will have front office staff engage in a book study on excellent customer service.

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

We have hired a part time certified librarian to provide assistance and training for our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. Our technology department helps with our library computer system, keeping the technology up to date and efficient for student and staff use. We use our district budgets to ensure there are building funds available for library supplies, equipment and media replacement.

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

Data-Driven Monitoring:

Use of SEL screeners (DESSA, Wayfinder) to assess student mental health and well-being.

Tracking behavioral referrals, attendance trends, and academic performance to identify students needing additional support.

Targeted Interventions:

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School counselors and social workers provide individualized and small-group support for students experiencing depression, anxiety, and stress.

Collaboration with community mental health organizations to offer expanded support and counseling services.

Implementation of peer mentorship and student support groups to foster emotional resilience.

Staff & Family Engagement:

Professional development for staff on trauma-informed practices and behavioral intervention strategies.

Parent education workshops on student mental health awareness and available resources.

Regular communication with families regarding student progress and support options.

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? ☒

Each of our schools have a multi-tiered system of support which includes teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. Our elementary school has developed an intervention schedule where students are moved into a 40 minute small intervention/enrichment group based on their needs as indicated by common assessment data.

In our current middle school schedule we have built in study hall opportunities for students needing extra support. We also have an intervention reading program for those needing extra support in the area of reading. We also have a push in model where our Special Education teacher and assistants are in the regular classroom as much as possible to support our students utilizing IEPs so they are getting regular instruction and specific support. Scio School District has an established process for identifying TAG students and has TAG plans developed and updated on a yearly basis for any students meeting the requirements of talented and gifted.

At the elementary level we are conducting common assessments on a 6 week basis and students move in and out of intervention/enrichment as needed. Student enrichments include project based learning which increase the rate and/or rigor of the content being taught. We have invested in iReady instruction which can help to provide additional instructional opportunities for students working above grade level.

At the secondary level students can accelerate if appropriate in courses. At the high school level students are able to pursue a honors diploma which includes additional core course work and advanced rigor. In addition students have the opportunity to take dual credit courses in our high school or at the local community college, LBCC. The district covers the cost for a certain amount of credits per term for students meeting the requirements to take the courses.

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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.

No new program of study planned.

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

We work closely with the career connected learning systems coordinator at Linn Benton Community College to connect our students to resources that allow them to have greater, ongoing access to career connected learning opportunities allowing them to leave high school better prepared for their future. The LBCC cooperative work experience liaison and the high school partnerships lead have been instrumental in informing our counselor and administration on work experience opportunities for our students.

Our youth transition program has provided specific work related experiences for our students with individualized education plans. These students are given valuable opportunities to develop skills needed to enter the workforce successfully by getting work experience in our surrounding communities. We are a member of the Linn Benton CC CTE Consortium. This partnership provides us with many benefits in regards to the expansion of our CTE courses and work-based partnerships. CTE Principals in the region meet on a regular basis to plan and discuss their programs and share information regarding all aspects of CTE. Regular agenda items at these meetings include the Labor Market Information as well as data sources we can use to determine our CTE investment.

As a small district and community there are not very many local work-based learning opportunities with our limited businesses in the area. We have been working on growing our own opportunities. Having students participate in cadet teaching, afterschool youth club supervision, coffee shop school business, and a variety of opportunities in our Forestry and Agriculture courses.

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. ☒

Each of our CTE programs of study are aligned with a post secondary institution program. We want to ensure our students are earning credit or certification that will transfer into their next learning institution or field of study. Our high school offers a number of on-site classes that offer dual credit. If a student wishes to pursue a class we do not offer, we have an online system that they can use to search for electives to take virtually. In addition we offer both virtual and on-site courses in conjunction with our local community college. We offer transportation to LBCC Albany campus for our students taking courses on-site if they fit into their schedule. The number of students graduating with college credits has increased drastically over the past few years. Last year for example two of our valedictorians graduated with enough credits to earn their Associates of Arts degree at the same time as their High School diploma.

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A number of our agriculture students earn college credits for their portfolios and participation with FFA leadership. Our FFA teams have competed at the state and national level regularly over the years.

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?

Engaged Community

Recent Improvements:

Expansion of parent engagement strategies, including website updates and ParentVue training.

Use of affinity groups and community conversations for student and parent support.

Addition of announcements at sporting events to reach a wider audience.

Challenges:

Balancing communication frequency while ensuring critical updates reach parents effectively.

Need for increased childcare and food provisions at school events to boost participation.

Engagement Strategies Used:

Empathy interviews with focal student groups.

Regular advisory meetings focused on SEL topics.

Community partnerships via the Scio Service Integration Team to address student and family needs

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.)

Empathy interviews with focal student groups. One on one meetings between student and a trusted staff member. Family engagement surveys. We use surveys or questionnaires to gather family perspectives on the student's needs, preferred communication methods, and level of involvement in the planning process

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.)

Staff surveys.

PLC & Climate/Culture teams used robustly to help inform our planning process from previous application cycles to current (Positive Climate Committee).

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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.

Key Learnings from Community & Staff Engagement: Need for Targeted Literacy Interventions: Community input reinforced the importance of literacy initiatives such as CAFE Clubs and Title I Reading Interventions, ensuring small-group, skill-level-based instruction. Importance of Professional Development: Staff feedback highlighted the need for behavioral support training, academic intervention resources, and structured professional development schedules to enhance instructional effectiveness. Improving Communication & Access to Information: Parents and staff expressed the need for streamlined digital communications, training on ParentVue, and better accessibility of key school events and personnel information. Student Mental Health Support: There was strong support for expanded mental health services, including peer mentorship programs, QPR training, and structured SEL initiatives. Equitable Opportunities for All Students: Efforts were made to address disparities in program participation, ensuring that students of all backgrounds have access to CTE pathways, literacy programs, and extracurricular engagement opportunities. Application of Input in Planning: Literacy interventions were expanded with regular data reviews and adjustments every 6-8 weeks. Behavioral and instructional training was prioritized in professional development planning. Communication improvements, including website updates and streamlined ParentVue notifications, were implemented. Increased mental health initiatives such as SEL screening, peer support groups, and expanded counselor accessibility were incorporated into student services. Enhanced career readiness and CTE opportunities were structured to provide equal access to all students.

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? ☒

Each of our schools have teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. Our elementary school has developed an intervention schedule where each student is grouped by ability in a small group to receive instruction at their level four days a week. Nearly every adult in the building comes together to provide support for the intervention groups to ensure low group sizes.

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Our middle school is beginning to develop an intervention system for students needing additional support in core subject areas. Data is reviewed by aggregated demographics.

Our high school has a team that meets regularly in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to the whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations that relevant staff will implement.

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

Our schools have created staff consensus on consistent use of evidence-based behavior-management strategies from PBIS and ENVoY. Each elementary classroom develops a classroom charter where all parties in the classrooms have a say in how they want to feel when in the classroom and what they will do about it when they don't feel that way. Both our elementary and middle school have developed staff charters describing how the adults want to feel in the buildings. Additionally, a small team regularly engages in behavior data analysis, including disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data and ensure all focal student groups are addressed.

At the elementary level we have implemented SEL curriculum and a behavior support specialist that helps to target students needing support prior to major discipline issues in a preventative manner. This system includes interventions, breaks for students, individual behavior plans when needed and support in tier one instruction for regular education staff. RULER SEL curriculum has been implemented with fidelity.

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 provide opportunities for our students to explore career opportunities through our career related learning focus. At the middle school level career opportunities are introduced and explored. Our science classes have multiple outside career professionals come visit with students in class to expose them to various career fields. In high school, career exploration is a large focus. Our AVID electives spend a great deal of their time investigating careers and developing skills students need to be successful in life after school in their chosen career field. Our student success courses in 9th and 11th grade offer students additional opportunities to learn career skills and explore career opportunities. Our students are also required to complete a high school project prior to graduation. This project requires students to investigate a career, complete resumes, mock interviews, job shadowing, possible internships, work experiences, and complete a presentation explaining their learning. Those students already in a CTE program of study are given opportunities to visit sites in their field of study, attend job fairs, and get a ton of

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hands-on experience in the industry. As mentioned previously, as a district with only a total of 650 students, approximately 50-55 students per grade level, we are able to make an individual connection with each student and family to ensure they are aware of the CTE offerings. By intentionally offering career exploration and information at our middle school level we are able to learn what interests our students have and begin to guide them into directions they will be successful or experience failures in a safe environment prior to moving out of our schools. Our counselor and high school principal do weekly grade and attendance checks on all students at the high school. They are in constant contact with our students and can help steer them to classes they might find a better fit to their interests. Frequent home connections with the family help to support our students and ensure they know about all CTE opportunities.

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.

No tribal consultation requirements for our district.

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)

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)

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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:

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

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Please continue to work closely with our LBL ESD liaisons.

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)

Vision for the Future: The overarching goal of this plan is to cultivate a student-centered learning environment that prioritizes equity, opportunity, and innovation. Through expanded CTE access, targeted academic support, and enhanced well-being initiatives, the district is equipping students with the skills and resilience needed for lifelong success.

Key Aspects of the Plan:

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Expanding Literacy and Academic Support:

Implementation of CAFE Clubs and Title I Reading Interventions to provide small-group, skill-level-based instruction.

Data-informed instructional strategies, utilizing Dibels, i-Ready, and Running Records to tailor learning interventions.

Strengthening professional development in instructional coaching to refine evidence-based literacy and numeracy practices.

Student Mental Health and Well-Being:

Expanded mental health services, including SEL screeners, peer mentorship programs, and QPR training.

Implementation of trauma-informed practices and increased access to school counselors and community-based mental health partnerships.

Creating inclusive school environments through equity-focused training and support for diverse student populations.

Career and Technical Education (CTE) Expansion:

Strengthening dual-credit opportunities and work-based learning experiences in collaboration with Linn Benton Community College (LBCC).

Providing structured career exploration through CTE pathways, job shadowing, and industry partnerships.

Ensuring equitable access to non-traditional CTE fields and eliminating barriers to student participation.

Improving Community and Family Engagement:

Enhanced communication strategies, including website updates, streamlined ParentVue notifications, and multilingual family outreach.

Establishment of community forums, advisory groups, and local partnerships to inform decision-making.

Expanded family workshops and training opportunities to support student learning and well-being at home.

Addressing Local Optional Metrics and LPGTs:

Increasing student engagement through relevant and experiential learning opportunities.

Improving literacy and math proficiency rates through targeted interventions and differentiated instruction.

Expanding career-connected learning to prepare students for postsecondary success and workforce readiness.

Reducing achievement gaps among focal student groups through culturally responsive teaching, individualized support plans, and restorative disciplinary practices.

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)

Alignment of core academic and career readiness goals between district and charter schools.
Flexibility in instructional strategies tailored to the unique needs of charter students.
Equitable access to resources, including literacy interventions, mental health support, and professional development opportunities.

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

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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

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.

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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://scio.k12.or.us/board/public-reports/>