

Yoncalla SD 32 25-27 Integrated Programs Application

Needs Assessment Summary

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

The Yoncalla School District used a variety of measures to siphon through the wide range of data points needed to help drive our decision making process. The data comes from the following:

- Equity Lens-We use this document throughout all district conversations when we have decisions to be made. It is a tool used to improve planning, decision-making, and resource allocations leading to more equitable policies and programs within the Yoncalla School District. It focuses on five wonderings when making decisions:
 - Whose voice is and isn't represented in this decision?
 - Who does this decision benefit or burden?
 - Does this decision close or widen the access, opportunity, and expectation gaps?
 - How have we intentionally involved stakeholders?
 - How will we modify or enhance the district's strategies to ensure each learner and communities' individual and cultural needs are met?
- IRRE data-The Institute for Research and Reform in Education is a nonprofit organization that partners with Douglas county schools to sue data to help benefit children and youth. It is funded by The Ford Family Foundation through a grant written by our Douglas Education Service District. The data used focuses on student and staff needs grades 3-12. With this data we looked at individual responses as well as group responses to questions. We focused on staff data from professional development, teacher classroom visitations from administration and timely feedback, and do students received targeted supports when needed. Student data used revolved around academic engagement and college readiness.
- State data sheets-Data sheets from the State of Oregon were used for the elementary, high school and district level. Indicator rating tables were used and were part of the conversation driving possible goals and needs for each individual building.

- Oregon at a Glance District Profile-This tool was used in the same manner as the state data sheets. This tool was used for conversations with the School Board, Site Council, our parent group (Yoncalla Engaged Parents), and our Indigenous Education group.
- Douglas County data-This was put together by the Douglas ESD through IRRE. It was used to compare all schools throughout Douglas County to help get a perspective on how the county is doing when working towards the state goals.
- Yoncalla School District trends data-This was provided by the Douglas ESD. It focusses on academic scores from grades 3-9, grade 11, graduation rates, attendance rates, and 5 year completion rates. Most of this information is over the past 4 years.
- Oregon Department of Education unsuppressed data-This data focused on the 5 common metrics being 4-year graduation rates, 5 year completion rates, 9th grade on track, regular attendees, and 3rd grade ELA. Like all the other data that we viewed, this helped to drive our decisions on goals moving forward.
- Parent surveys-This information was put together through our advisory committees at both buildings. The parent information was informative and helpful. It helped us look at other possible recommendations depending on funding.

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.

Yoncalla School District equity lens was a central component of every aspect of the development of building the Integrated Guidance. The document was used and posted at the beginning of each meeting. Also, the document was used throughout the finalizing of the budgeting process. It helped the team focus on making sure that we continually highlighted the needs of marginalized groups.

Because we are a small school, most of the data breakdowns by ethnicity do not equate because of the lack of numbers in each category. The areas that do equate are special education students, students living in poverty, and CTE advanced course enrollment. These subgroups were the focus of the data review including socio-emotional outcomes. In addition, through the engagement process

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we have asked who we have authentically engaged with and how could we engage better now or in the future. This is an ongoing conversation on all things that we plan for the district.

As the Integrated Guidance plan was being developed, the Site Council and district leadership reviewed funding priorities to ensure that money was being focused on areas to help these historically marginalized subgroups succeed. Each school's data was analyzed carefully to ensure the district is focused on these students and prioritizing them as we move forward with different funding streams.

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 within the Yoncalla School District continues to be a high priority. Our equity lens is used and explained at the beginning of the year to all staff and community members at our annual District BBQ. Also, we have planned professional development within the elementary school centered on Conscious Discipline with the middle school/high school expands on training centered around PBIS. We also have our district nurse provide trainings for staff, students, and parents throughout the school year focusing on mental health and building a positive school culture. Finally, we have student led conferences that focus on academic needs and goal setting.

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

a. The following policies from the Yoncalla School District all deal with homelessness of students:

- i. ACB-All Students Belong
- ii. JECBD-Homeless Students
- iii. JECF-Interdistrict Transfer of Resident Students
- iv. JEC-Admissions
- v. EEA-Student Transportation Services
- vi. IGBAG-Special Education-Procedural Safeguards
- vii. IGBA-Students with Disabilities-Child Identification Procedure
- viii. IGBHE-Expanded Options Program
- ix. IGBC-Title 1/Parent Involvement

b. We also pay for all needed schools supplies for all students in the district. We also have a care closet at both of our schools to help with clothing and personal care items. In addition, we have universal free breakfast, lunch and snack to support our students who experience food scarcity. Finally, all books and supplies are covered for those students in the dual credit program.

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

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- a. Our student focal groups are students of poverty, indigenous students, and students with disabilities. As we encourage all students to participate in at least one class from each program of study, all students from each focal group is given the opportunity to participate.
- b. Students with disabilities, including those who have intellectual or physical disabilities, are paired with an instructional assistant to support their learning in the program of study as the skills learned from these classes often connects with their community based learning.
- c. Due to a high population of students from a low socioeconomic background, no class fees are charged to participate in any program of study and the school supports students with meals on day long trips.

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.

The Yoncalla School District has made several updates to its program review process based on the Program Review Tool and Oregon’s Early Literacy Framework:

- 1. Enhanced Needs Assessment: The district now uses the Early Literacy Program Review Tool as a required part of the needs assessment process for the 2025-2027 biennium. This tool helps the district reflect deeply on the design and implementation of their early literacy efforts.
 - 2. Focus on Foundational Skills: There has been a notable shift towards improving foundational literacy skills. This includes targeted interventions and professional development for teachers to better support early literacy.
 - 3. Increased Stakeholder Engagement: The district has emphasized the importance of including perspectives from across the early literacy program, such as teachers, administrators, students, and families, in the review process.
 - 4. Alignment with State Goals: The updates align with the goals set by the Oregon Early Literacy Success Initiative, which aims to increase early literacy, reduce academic disparities, support parents and guardians, and enhance access to early literacy learning.
- These changes are designed to ensure that the district's early literacy programs are effective, culturally responsive, and aligned with state guidelines

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.

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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? ☒

a. Within the Yoncalla School District, the process for textbook adoption each year is set to maximize community interaction and feedback from the staff. Once we receive the state board of education recommendations based on the criteria and guidelines set by OR. REV. STAT. § 337.075, we begin the process by sending a group of staff members, usually a mix of teachers and instructional assistants, to our local ESD to review the current list of materials. This process begins in October. By November, the group narrows down the list to three selections. These selections are brought before the Site Council. This group is made up of certified staff, classified staff, our local parent group, and our Indigenous Education group. The Site Council puts out information about the textbooks and lets the public and Board know that they are on display for the public to view. After gathering comments from the public, the Site Council makes a final decision on the adoption in February. This decision is passed on to the school board at the March meeting for approval. In late March the curriculum is ordered and professional development is traditionally set for late June and early August.

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

a. The Yoncalla School District take part in yearly professional development focused on rigor. AVID's definition of rigor is defined as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Rigorous Instruction involves designing and facilitating learning experiences that help students make meaning for themselves." Each year, the district AVID program is evaluated and scored to ensure that rigor is part of our students well-rounded education. Another part of making sure that classroom instruction is intentional, engaging, and challenging for all students is that our current yearly goals and evaluation process for teachers have processes for evaluating staff on these traits. Finally, the students and staff get to do a yearly survey with part of the survey asking about rigorous instruction and engagement in the classroom.

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? ☒

To ensure that community members and partners experience a safe and welcoming environment, we make sure that we use our equity lens for all meetings and events. It is reviewed at the beginning of all meetings. We also use our Board policy ACB, All Students Belong. This sets an initial tone of inclusion for all. We also make sure that all voices are heard by making sure that events like our community BBQ have childcare available for parents.

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

a. Like many small rural schools, the library budget has been slashed throughout the years. To ensure that students have access to a strong library program the district has prioritized investing in books that are relevant and interesting to all the students. In the elementary school, each classroom has the opportunity to access a general library and each class has an extensive classroom library that children access at will. Students are also given the opportunity to access E Books. We have also found ways to collaborate with our local public library and their librarian to spread the word that the library is accessible to all students. Students also have access to purchasing books through the school library along with a book reading contest called Battle of the Books. We have also spent money through grants to update the furniture in our libraries' to be more inviting and student centered. Working with parents, we also host a variety of events promoting the importance of reading and distributing books to families that do not have an adequate home library.

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

The Yoncalla School District employs several strategies to monitor the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation:

1. Suicide Prevention and Intervention Plan: This plan includes detailed procedures for identifying and supporting students at risk, as well as monitoring their progress.
2. Behavioral Health Programs: The district collaborates with mental health professionals to provide school-based behavioral health services. These programs track student progress and outcomes to ensure interventions are effective.
3. Regular Assessments and Feedback: The district uses tools like the Columbia-Suicide Severity Rating Scale and other checklists to regularly assess students' mental health and adjust interventions as needed.
4. Partnerships with Mental Health Organizations: Yoncalla School District partners with organizations like Compass Behavioral Health to provide additional resources and support for students.

These measures help ensure that students receive the necessary support and that the interventions are effective in promoting their mental health and well-being.

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 Yoncalla School District employs a comprehensive approach to identify and support the academic

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needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups:

1. **Data Analysis:** The district conducts thorough data analysis using various sources such as graduation rates, attendance data, discipline data, and standardized test scores (e.g., Smarter Balanced assessments, DIBELS for reading, EasyCBM for math). This helps identify students who are struggling and need additional support.
 2. **Targeted Interventions:** Based on the data, the district implements targeted interventions to address specific academic needs. For example, they focus on improving math scores, especially for economically disadvantaged students, who have been identified as having the greatest equity gap.
 3. **Progress Monitoring:** Tools like i-Ready for math and other progress monitoring assessments are used to track student progress over time. This allows teachers to adjust interventions as needed to ensure students are making adequate progress.
 4. **Support Programs:** The district offers various support programs, including after-school tutoring, summer school, and additional resources for students who need extra help. These programs are designed to provide personalized support to help students catch up and reach their potential.
 5. **Professional Development:** Teachers receive ongoing professional development to equip them with the skills and strategies needed to support diverse learners effectively. This includes training on culturally responsive teaching practices and differentiated instruction.
- These efforts are part of the district's commitment to ensuring all students have the opportunity to succeed academically.

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.

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

Yoncalla High School offers a variety of Career and Technical Education (CTE) defined work-based learning experiences to help students gain practical skills and explore career paths. Some of the key opportunities include:

1. **Internships:** Students can participate in both paid and unpaid internships, providing hands-on experience in their field of interest.
2. **Job Shadowing:** This allows students to observe professionals in their workplace, giving them insight into daily job responsibilities and career expectations.
3. **Career Mentorship:** Students are paired with mentors who provide guidance, advice, and support as they navigate their career paths. This is usually done through a partnership with our alumni association.
4. **Service Learning:** These projects combine community service with classroom instruction, emphasizing the application of academic skills to real-world problems.
5. **Workplace Tours and Field Trips:** Students visit various workplaces to learn about different industries and career opportunities.
6. **Career-Related Competitions:** These activities require students to demonstrate their skills and knowledge through presentations or competitions judged by industry professionals. Our focus has been in the NRFL (Natural Resources Future Leaders).

To expand these opportunities, Yoncalla High School is:

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- **Building Partnerships:** The school is actively seeking partnerships with local businesses, industries, and community organizations to create more internship and job shadowing opportunities.
 - **Integrating Virtual Experiences:** Recognizing the importance of technology, the school is incorporating virtual work-based learning activities to ensure all students have access to these experiences, regardless of location.
 - **Enhancing Support Systems:** The school is providing additional resources and support for students to ensure they can fully participate in and benefit from work-based learning experiences.
- These efforts aim to provide students with a comprehensive understanding of their chosen career paths and the skills needed to succeed in the workforce.

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. ☒

- a. We do a lot of cross curricular learning, especially in mathematics through the offering of Algebra for the Trades and Financial Algebra.
- b. Natural Resources classes integrate math and reading skills into labs
- c. Dual credit courses offered at the high school level in the building, offer students more time to digest the heart of material taught compared to classes taught at the local community college. These courses are taught over a semester or yearlong compared to trimester, providing for a greater depth of knowledge.

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?

In the past two years, the Yoncalla School District has made several improvements to engage with the community, including focal students, families, and staff:

1. **Increased Communication:** The district has enhanced its communication channels by regularly updating its website, sending out newsletters, and using social media to keep the community informed about school events, achievements, and important announcements.
2. **Community Events:** The district has organized various community events, such as open houses, parent-teacher conferences, and family nights, to foster stronger relationships between the school and the community.
3. **Student and Family Support:** The district has implemented programs to support students and families, such as providing resources for mental health, academic assistance, and access to technology. This includes initiatives like the Eagle Update newsletter, which highlights student achievements and provides important information to families.

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4. Professional Development: Teachers and staff have received professional development to better engage with students and families, focusing on culturally responsive teaching practices and effective communication strategies.

Despite these improvements, some barriers continue to exist:

- Limited Resources: The district faces challenges in securing sufficient funding and resources to support all its initiatives fully.
- Geographic Isolation: Being a small, rural district, Yoncalla sometimes struggles with geographic isolation, which can limit access to certain services and opportunities.
- Engagement Consistency: Ensuring consistent engagement from all families, especially those who may face socioeconomic challenges, remains an ongoing effort.

These efforts and challenges highlight the district's commitment to fostering a supportive and inclusive community for all its members.

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

The Yoncalla School District employed several strategies to engage with focal students and families about the integrated plan throughout the planning process:

1. Community Meetings: The district held regular community meetings to discuss the integrated plan, gather feedback, and ensure transparency. These meetings are open to all stakeholders, including students, families, and staff.
2. Surveys and Feedback Forms: Surveys and feedback forms are distributed to gather input from students and families. This helps the district understand the needs and concerns of the community and incorporate them into the planning process.
3. Focus Groups: The district organizes focus groups with focal student groups and their families to have in-depth discussions about specific aspects of the integrated plan. This allows for more detailed feedback and suggestions. This was done through the advisory council meetings.
4. Parent-Teacher Conferences: These conferences provide an opportunity for direct communication between teachers and families, allowing for personalized discussions about the integrated plan and how it impacts individual students.

These strategies help ensure that the integrated plan is developed with input from all stakeholders, making it more effective and inclusive.

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.)

The Yoncalla School District employed several strategies to engage with both certified and classified staff.

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1. **Community Meetings:** The district held regular community meetings to discuss the integrated plan, gather feedback, and ensure transparency. These meetings are open to all stakeholders, including students, families, and staff.
 2. **Surveys and Feedback Forms:** Surveys and feedback forms are distributed to gather input from students and families. This helps the district understand the needs and concerns of the community and incorporate them into the planning process. IRRE data was used to survey all staff members. This information was used to drive the Integrated Programs conversations forward.
 3. **Parent-Teacher Conferences:** These conferences provide an opportunity for direct communication between teachers and families, allowing for personalized discussions about the integrated plan and how it impacts individual students.
 4. **Regular Staff Meetings:** Bi-weekly staff meetings were used to talk about the integrated planning process. These meetings helped to keep staff up to date on the plan and why the money was being spent for certain areas. It also helped to focus staff on the goals of the plan.
- These strategies help ensure that the integrated plan is developed with input from all stakeholders, making it more effective and inclusive.

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

The Yoncalla School District has learned several key insights from its community engagement process, which have been instrumental in informing their planning:

1. **Need for Enhanced Communication:** Feedback from the community highlighted the need for more consistent and transparent communication. In response, the district has improved its communication channels by regularly updating its website, sending out newsletters, and utilizing social media to keep everyone informed.
2. **Focus on Equity:** The community emphasized the importance of addressing equity gaps, particularly for economically disadvantaged students. This led to targeted interventions in areas like math, where these students were found to be lagging behind.
3. **Support for Mental Health:** Both staff and families expressed concerns about student mental health. As a result, the district has strengthened its mental health programs and partnerships with local organizations to provide better support for students.
4. **Increased Family Engagement:** The district learned that families wanted more opportunities to be involved in their children's education. This feedback led to the organization of more community events, parent-teacher conferences, and family nights to foster stronger relationships. That being said, it has been more difficult at the high school level to get staff buy-in for family engagement. Something we will continue to work on!
5. **Professional Development:** Staff feedback indicated a need for more professional development opportunities. The district has since provided additional training for teachers on culturally responsive teaching practices and

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effective communication strategies. We have also added several training days for our IA staff. Despite these improvements, some barriers still exist, such as limited resources and geographic isolation, which can hinder access to certain services and opportunities. This information has been crucial in shaping the district's plans and ensuring that they are responsive to the needs of the community.

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

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

The Yoncalla School District has implemented several systems to recruit, onboard, and retain quality educators and leaders, with a focus on diversity and representation:

1. Recruitment:
 - Job Postings and Outreach: The district actively posts job openings on various platforms, including their website and educational job boards, to reach a wide audience.
 - Partnerships with Universities: Collaborations with local universities have helped attract new graduates and experienced educators. Though, this is still a big issue.
 - Diversity Initiatives: The district prioritizes recruiting educators who reflect the diversity of the student population.
2. Onboarding:
 - Comprehensive Orientation: New hires undergo an orientation process that includes an introduction to the district's policies, culture, and expectations.
 - Mentorship Programs: New educators are paired with experienced mentors who provide guidance, support, and feedback during their initial years.
3. Retention:
 - Professional Development: Professional development opportunities are provided to help educators grow and stay updated with the latest teaching practices.
 - Supportive Work Environment: The district fosters a positive and inclusive work environment where educators feel valued and supported. Several grants have been written to help foster a culture of caring.
 - Recognition and Incentives: Programs to recognize and reward outstanding educators help boost morale and encourage long-term commitment. An example of this is a grant purchase of fit bits. They had a competition on steps during the week. There were prizes for the winners.

These systems are designed to ensure that the district attracts and retains high-quality educators.

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

We have monthly attendance meetings and weekly staff meetings. At these meetings we talk about

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the data available to see where issues are in our system. We have also had discussions with our Board about discipline practices that remove students from the classroom and the harm that those types of policies bring. The bottom line is that we do not overuse these practices unless there are egregious circumstances that arise.

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. ☒

The Yoncalla School District offers a range of career exploration and career development coursework and activities across different grade levels to support students' awareness, exploration, preparation, and training:

Elementary School

- Career Awareness Activities: Introduces students to various professions through guest speakers, career days, and classroom activities that highlight careers.

Middle School

- Career Exploration Courses: Allow students to explore career fields and understand the pathways needed for those careers.
- Job Shadowing: Opportunities for students to spend a day with professionals in various fields to gain firsthand experience.

High School

- Career and Technical Education (CTE) Programs: Offers courses in fields such as agriculture, culinary arts, and shop. These programs provide hands-on learning experiences and certifications.
- Internships and Work-Based Learning: Provides students with real-world work experiences through internships and partnerships with local businesses.
- Career Planning: Staff work with students to develop individualized plans, helping them set goals and identify the steps needed to achieve them.
- College and Career Fairs: Students can meet with representatives from colleges, universities, and industries to learn about post-secondary options and career opportunities.

Efforts to Expand Opportunities

- Partnerships with Local Businesses: The district is building partnerships with local businesses to create more internships and job shadowing opportunities.
- Virtual Career Exploration: Incorporating virtual career exploration tools and activities to ensure all students have access to career development.
- Enhanced Support Systems: Providing additional resources and support for students to participate in career development activities. These initiatives help students at all grade levels develop an understanding of their career interests.

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

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such programs.

The Yoncalla School District offers several professional development opportunities to ensure that teachers and school professionals are well-prepared to work with Indian children and effectively carry out programs under this guidance:

1. Cultural Competen

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

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

Not applicable if you only have one elementary school

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

N/a

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Continue to be supportive and understand that sometimes "things happen" in a small rural district. It takes a lot of time to get these types of reports completed! :) Thanks for your guidance and patience.

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 Yoncalla School District has developed an Integrated Programs plan to align its strategies and investments with positive growth and intended outcomes. The plan emphasizes key investments in areas such as student success, equity, and community engagement. It also includes a detailed budget template to ensure transparency and accountability. The rationale behind this approach is to create a cohesive framework that supports the district's goals while addressing the unique needs of its students and community. Our plan is built to meet the needs of the community and students by investing in areas that the community holds dear. These would include counseling, investment in a school nurse, an AVID program, and extensive investment in staff professional development. The goal is to give the

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staff the tools they need to help ensure growth in areas such as attendance, graduation rates, freshman on track, and a heavy investment in making sure our 3rd grade test scores are above the state average.

With these investment areas in mind and the fact that the community and school board are approving the areas of investment, we feel like the district is moving forward in a positive direction. We are focusing on our focal groups, but never losing track of our school board priorities that ALL children have the right to a proper education. These priorities drive everything that we do.

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

Assurances

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

Guarantee of assurance 1: True

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

Guarantee of assurance 2: True

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

Guarantee of assurance 3: True

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

Guarantee of assurance 4: True

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

Guarantee of assurance 5: True

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.

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

Guarantee of assurance 6: True

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

Guarantee of assurance 7: True

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

Guarantee of assurance 8: True

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

Guarantee of assurance 9: True

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

Guarantee of assurance 10: True

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

Guarantee of assurance 11: True

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

Guarantee of assurance 12: True

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

Guarantee of assurance 13: True

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

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

Guarantee of assurance 14: True

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

Guarantee of assurance 15: True

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

Guarantee of assurance 16: True

Website:

<https://www.yoncalla.k12.or.us/site/handlers/filedownload.ashx?moduleinstanceid=1280&dataid=3664&FileName=2025IPBoardPresentation.pptx>