Needs Assessment Summary

Oregon Trail School District conducted an extensive needs assessment using a variety of community engagement strategies and data points. Community engagement consisted of input from staff, parents, students, business and community partners, school site councils, early learning providers and advocates, migrant students and families, and youth experiencing barriers to education. Both state and district assessment data was utilized to create a clear picture for the district to measure success with focal student populations and provide evidence for decision making regarding resources.

Plan Summary

Oregon Trail School District's plan is designed to support each and every student, especially students in our focal groups, throughout their PK-12 experience. Below are the outcomes and strategies used to reach these targets.

Outcome-A	OTSD achieves at least a 96% graduation rate across all demographic groups.
A1	Access to credit earning opportunities
A2	Dropout prevention with early intervention
A3	Demonstrate relevance of education to career and life
A4	Prepare every student to graduate ready for career or post-secondary education

Outcome-B	OTSD achieves at least 75% proficiency on the statewide assessment (OSAS) in Math.
B1	Implement early warning systems
B2	Intervention and enrichment opportunities
B3	Class size reduction
B4	Improving classroom instructional practices
B5	Grow teaching and leadership capacity through robust professional learning opportunities

Outcome-C	OTSD achieves at least 80% proficiency on the statewide assessment (OSAS) in Language Arts.
C1	Implement early warning systems
C2	Intervention and enrichment opportunities
C3	Class size reduction
C4	Improving classroom instructional practices
C5	Grow teaching and leadership capacity through robust professional learning opportunities

Outcome-D	OTSD creates a well rounded education experience for all students.
D1	Career and technical education program expansion
D2	Access to college level education
D3	Expand and improve CTE programs at the high school and middle school
D4	Nurture students' social and emotional skills

Outcome-E	OTSD creates an educational environment where all children thrive through learning, engaging, and uniting.
E1	Family engagement events, activities, and nights
E2	Support staff for example: Counselors, School Psychologist, CTE Teachers, and Elementary PE
E3	Intervention and enrichment for students with appropriate research based materials and programs
E4	Foster self-reliance and an eagerness to learn for all students

The process used to monitor the plan will occur through the following:

- Review Student Investment Account Progress Markers quarterly and annually
- Annually complete the High School Success Self Assessment Rubric
- Annually implement the use of the ORIS (Oregon Integrated Systems Framework Domains and Indicators) and/or similar fidelity of implementation tool
- Review regular attendance reports monthly
- Review ORegon CTE Participation Explorer Dashboard yearly

Equity Advanced

- **What strengths do you see in your district or school in terms of equity and access?**
  Our district has a strong, well articulated and aligned Continuous Improvement Plan. The plan aligns with our Response to Intervention system and our graduation focus which drives us to look at data to make decisions for each learner at their specific rate and level of learning. This includes disaggregated data for those historically marginalized groups and adjusting to meet the needs of every student by elevating every student at once.

- **What needs were identified in your district or school in terms of equity and access?**
  English Language Learners and mastering language acquisition in earlier grades.

- **Upload the equity lens or tool you used to inform and/or clarify your plan & budget.**
  Singularly Elevate Every Student At Once: We identify every student's need by grade level expectations and individual needs.

- **Describe how you used this tool in your planning.**
  Singularly Elevate Every Student At Once: We identify every student's need by grade level expectations and individual needs.

- **Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.**
  All HSS and SIA items will not only have an impact on the academic success of focal student groups but are integral to the universal Tier I systems that support all students.

- **What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?**
  The state of education is such that there is a shortage of staff, and this directly impacts special populations of students. Not having enough highly qualified staff could directly impact the growth and services provided to our special population groups.

- **What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?**
  Our district has a robust McKinney Vento program that supports our families and students experiencing homelessness.

CTE Focus

- **What strengths do you see in your CTE Programs of Study in terms of equity and access?**

We have many strengths within our CTE Programs of Study. Each program of study offers classes at the 9th grade level so that students are able to engage immediately upon starting high school. Many of our programs offer enrichment opportunities over the summer so that students are able to continue their learning. Licensed staff members complete language acquisition training to support students with developing language skills. Sandy High School has a strong team of educational assistants who assist students with special services so that the CTE Programs are accessible.

- **What needs were identified in your CTE Programs of Study in terms of equity and access?**
  Continued support from educational assistants and further partnership with our school's English Language Development teacher were identified as needs.

- **What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?**
  We are ensuring every student who wants to participate, including historically marginalized students, get seated in a CTE Program that matches their interests. Intentional recruitment methods such as personalized invitations to activities and highlighting specific programs to non-traditional students will be implemented. Current recruitment methods and Forecasting Events will continue throughout the year. Additionally, our CTE programs offer multiple entry points for students to engage in the pathway of their choice throughout their high school career.

- **How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**
  We are implementing priority placement to ensure that historically marginalized students get seated in a CTE Program that matches their interests. Oregon Trail School District invested in an additional Student Success Coach who provides one-on-one support to our ELL students, foster students, and those experiencing housing challenges to ensure equal access and participation in our CTE Programs of Study. In addition, the Student Success Coach provides mentorship and advocacy throughout high school and assists them with post-secondary plans and placement, particularly to our focal student groups.

Well-Rounded Education

- **Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**
  We know that students are better prepared when they are at grade level in reading, writing, and math while having a solid foundation of social emotional skills. We make sure to create schedules where core instruction is prioritized at all levels while being infused with applicable social emotional learning. While some students need additional academic or social emotional support, we make sure they can access this during electives and other non-core times.

- **Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?**
  Each elementary school has a full time PE teacher along with a shared music and media teacher. These disciplines are supported daily as a special. For our secondary students, these disciplines are accessed as electives.

- **How do you ensure students have access to strong library programs?**
  All students have access to a robust and strong library program in every school. This is accomplished through a coordinated effort across the district.

- **How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?**
  Each schedule is examined by the district office at the start of each year and at the semester to ensure that all students have adequate time to each, move, play and learn.

- **Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.**
  STEAM is integrated into core subject areas at the elementary level and in electives courses at the secondary level.

- **Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.**
  All materials used and adopted by the Oregon Trail School District are approved by the Oregon Department of Education and are aligned to current state standards. This work is furthered each month as grade level teams work through the adopted curriculum to map out the scope and sequence they will be using along with common formative assessments.

- **Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.**
  All lessons taught have a clear learning objective, which is made visible to the students, along with success criteria. Active engagement is top priority as the lesson is delivered and learning is monitored using formative assessment throughout. At the end of each class or lesson, both students and staff are asked to reflect on the growth, learning progression, and level of success criteria met within the lesson as they determine next steps. All lessons are differentiated for students.

- **How will you support, coordinate, and integrate early childhood education programs?**
  We host a robust pre-k program with Preschool Promise and two Head Start classrooms. We serve approximately 72 pre-k students and families each year.

- **What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**
  In the early Spring, Sandy High School welcomes 8th graders from all three middle schools to spend a half day touring all of Sandy High School's CTE Programs. During that time, CTE Student Ambassadors present an overview of each program and 8th grade students often participate in a hands-on activity. We have implemented a summer school offering that would allow students to earn CTE credit during the summer between their 8th grade and 9th grade school year.

- **How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?**
  We look at district, school, grade level, cohort, and individual student data each year with state testing, along with internal data. Growth and progress for all students, with an emphasis on our focal groups, as we strive for 100% graduation is our top priority. When we observe a student not growing, struggling, or not making the adequate academic gains towards grade level expectations, we provide robust interventions for them during the school day as well as before and after school.

- **What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**
  At the elementary level, we have math and reading enrichment blocks within each school day. At the secondary level, we have advanced classes where high school or college credit can be earned as well as extension opportunities.

CTE Focus

- **How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?**
  Sandy High School has established a strong relationship with our three middle schools within the district. We have and will continue to evaluate the STEAM electives currently offered at the middle school to ensure seamless transition to the high school CTE Programs. In the early Spring, Sandy High School welcomes 8th graders from all three middle schools to spend a half day touring all of our CTE Programs. During that time, CTE Student Ambassadors present an overview of each program and 8th grade students often participate in a hands-on activity. We have implemented a summer offering that would allow students to earn CTE credit during the summer between their 8th grade and 9th grade school year. As students progress through their CTE Program, opportunities for additional hands-on activities and work-based learning experiences will be offered through the greater business community and student-run enterprises. This project and work-based learning is aligned with industry and academic standards, allowing students the opportunity to earn credit while they learn.

- **How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?**
  Intentional recruitment and awareness about CTE course offerings and Programs of Study will be accomplished with our focal groups and families through the use of our Community Liaisons, Student Success Coach, forecasting events and personalized invitations.

- **How are you providing equitable work-based learning experiences for students?**
  Each of our CTE Programs have work-based learning components. Students may take advantage of work based learning outside of the school by partnering with the greater business community organizations or taking advantage of in-school opportunities. We work with students to eliminate barriers to work-based learning opportunities.

- **Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.**
  A well-rounded education includes a variety of subjects that provide students with knowledge and skills to prepare them for a career or post-secondary options. Opportunities to earn post-secondary credit while in high school benefit students by allowing them to save money and start college early. We have dual credit for many of our CTE programs. These programs help students develop the skills and knowledge needed to be successful in college and beyond.

- **What activities will you offer to students that will lead to self-sufficiency in identified careers?**
  Work-based learning provides students with a bridge from high school to employment in a safe and supportive environment. We continue to expand the work based learning opportunities throughout the greater business community.

- **How will you prepare CTE participants for non-traditional fields?**
  Students are required to complete activities that support career related learning experiences throughout their high school years. Career related learning experiences will be implemented within each level of CTE Programs through the Sandy High School Career Connected Learning Continuum. Students will be exposed to non-traditional fields through guest speakers, field trips, visits to post-secondary institutions and community organizations. Additionally, students will have the opportunity to apply math, science and literacy into their CTE courses. They will further use technology to solve problems, think critically, hone their personal management and teamwork skills as well as plan and execute projects in their CTE courses.

- **Describe any new CTE Programs of Study to be developed.**
  We continue to assess our programs and the needs of our students to best support them and possible new CTE Programs of Study.

Engaged Community

- **If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**
  Our goal is 100% graduation for all students. We want to elevate student success for all students at once. Our graduation rate has been readily increasing and we are shooting to hit this mark in three years. We are putting supports and extensions in place for students to support those struggling and to extend those exceling each year across K-12. We implement various methods of engagement to ensure ease-of-participation for each focus group. Examples: Superintendent's Leadership Council, Site Council, Surveys, etc.

- **What relationships and/or partnerships will you cultivate to improve future engagement?**
  We will continue to cultivate relationships and partnerships with businesses in the metro, community colleges, and a vertical alignment between our middle and high schools.

- **What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?**
  We have the resources necessary.

- **How do you ensure community members and partners experience a safe and welcoming educational environment?**
  We welcome hundreds of volunteers and business partners into our classrooms, and they experience the same safety protocols we have implemented for students and staff.

- **If you sponsor a public charter school, describe their participation in the planning and development of your plan.**
  The Oregon Trail School District's Integrated Plan was done in collaboration with our public charter school.

- **Who was engaged in any aspect of your planning processes under this guidance?**
  (Check all that apply)
  - x Students of color
  - x Students with disabilities
  - x Students who are emerging bilinguals
  - x Students who identify as LGBTQ2SIA+
  - x Students navigating poverty, homelessness, and foster care
  - x Families of students of color
  - x Families of students with disabilities
  - x Families of students who are emerging bilinguals
  - x Families of students who identify as LGBTQ2SIA+
  - x Families of students navigating poverty, homelessness, and foster care

x Licensed staff (administrators, teachers, counselors, etc.)
x Classified staff (paraprofessionals, bus drivers, office support, etc.)
x Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
☐ Tribal members (adults and youth)
x School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
x Business community
☐Regional Educator Networks (RENs)
X Local Community College Deans and Instructors; Local university deans and instructors
x Migrant Education and McKinney-Vento Coordinators
x Local Workforce Development and / or Chambers of Commerce
x CTE Regional Coordinators
x Regional STEM / Early learning Hubs
x Vocational Rehabilitation and pre-Employment Service Staff
x Justice Involved Youth
x Community leaders
x Other - Superintendents Council

- How were they engaged?
  (Check all that apply)

x Survey(s) or other engagement applications (i.e., Thought Exchange)
x In-person forum(s)
x Focus group(s)
x Roundtable discussion
x Community group meeting
x Collaborative design or strategy session(s)
x Community-driven planning or initiative(s)
x Website
x CTE Consortia meeting
x Email messages
x Newsletters
☐Social media
x School board meeting
x Partnering with unions
x Partnering with community-based partners
x Partnering with faith-based organizations
x Partnering with business

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- **Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?**
  These artifacts show the breadth of our engagement process, including identification of focal group participants.

- **Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**
  The student survey was implemented during advisory class to ensure all students had equal and dedicated time to participate. Non-English-speaking families were given the opportunity to work with a translator to complete a parent survey.

- **Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**
  Surveys and listening sessions were executed to engage staff. This approach allowed for large generalized information to be obtained with more specific information collected through one on one meetings with staff by district leadership.

- **Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?**
  The following areas are important components of our educational system within our community: CTE programs, intervention and enrichment support for students, supporting the social and emotional development of all students, and providing more sheltered instruction for our English Language Learners.

CTE Focus

- **How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?**
  CTE Instructors, along with District Leadership, establish relationships with business, post-secondary and community partners. We will leverage our relationships to promote teacher and industry collaboration. Additionally, Oregon Trail School District has been an integral member of the Career Education Committee of the Sandy Area Chamber of Commerce. This committee is composed of partners who collaborate to support the economic success of the local region. The committee is committed to work with Sandy High School to enhance and expand partnerships for CTE sustainability. Our School Improvement Plan includes creating connections with the CTE community to promote greater career connected learning opportunities. The Career Connected Learning Continuum details various opportunities for business partners to become involved. Additionally, Sandy High School has developed a formal Internship Program that will be communicated to our partners.

Affirmation of Tribal Consultation

- If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

- **How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**
  New Teacher Academy, mentoring during the first three years of their work within the district, and additional support days to ensure effective onboarding has occurred.

- **What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?**
  We break data down by these categories for our state and local data to ensure that all systems at the district, building, and class level offer equitable access for all.

- **How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?**
  We track all discipline data using the same software system K-12. This is monitored and tracked by the principal and district office staff on a weekly and monthly basis. When exclusions do occur, district office staff are notified.

- **How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?**
  Each school does a needs assessment in the spring and it connects directly to our Continuous Improvement Plan and district goals. Each action is directly tied to our goals of Children Thrive Here and Elevating All Students. All professional development centers around this work.

- **How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?**
  Principals and district office staff utilize cognitive coaching and are in classrooms each day. They coach formally and informally to ensure that all teachers are growing and therefore all kids are growing.

- **What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?**
  iReady, Acadience, grades, D/F rates, gradebooks being monitored, and monthly common formative assessments are all used to monitor student outcomes throughout the school year outside of report card times and state testing. When a need is observed, an individualized plan is created to help support the student.

- **How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?**
  Site visits, vertical alignment meetings, shared professional development opportunities, meetings to hand off students, joint parent meetings, and informational nights.

Attachments Completing Your Submission

- Integrated Planning & Budget Template
  - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

Assurances

The applicant provides assurance that they 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.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.