Needs Assessment Summary

1. 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)

Mapleton's needs assessment process involves on-going data review by administrators and teachers, as well as a formal district data dive with school board members, parents, students and staff. Throughout the processes, we reviewed the following data sources: disaggregated literacy, attendance, graduation, program participation, and multiple forms of school climate/belonging data.

We noticed the following trends across all students: students report that their basic needs are met, that they feel safe at school and that they are liked and supported by staff. Overall, attendance has increased, ninth grade on track data is on a positive trajectory and early literacy progress monitoring data shows improvements. However, students with disabilities and students navigating homelessness are still struggling specifically with graduation, 9th grade on track and attendance.

As a result of our needs assessment process we have shifted the following priorities in our plan/budget:
Outcomes:
-Elevation of literacy and employability skills within family engagement, curriculum development, extended learning, and post-secondary college and career planning.
-Focus on partnerships that connect students and families to health and mental health care.
-Increase enrichment programming beyond athletics to ensure we are meeting the needs and interests of all students.

Strategies:
-Elevation of literacy and employability skills within curriculum alignment and articulation.
-Emphasis on literacy within ongoing professional learning and collaboration.
-Emphasis on family engagement in refinement and expansion of programming.
-New strategy: Deepen systems and supports that connect families in ways that promote regular attendance, with special attention to students with disabilities and students navigating homelessness.

Equity Advanced

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](). **(250 words)**

Throughout our planning and budgeting process, we applied an equity lens (ODE) by asking explicit questions about intent and impact of our decisions and allocations. Based on our needs assessment, we prioritized students with disabilities and students navigating homelessness, especially in the areas of attendance, connection to extracurricular programming, and family engagement.

The following outcomes/strategies in our district's plan demonstrate our prioritization of these groups of students:

Outcome C: All staff implement schoolwide and classroom age-appropriate, trauma-informed restorative practices. With partners, the district works to connect students and families to services that meet basic needs including access to health care.

Outcome D: Enrichment programming including athletics, services, STEM and other opportunities, can be linked with positive changes in academic success, attendance, social emotional well-being, community engagement, and overall school and community climate.

Strategy 1 Create a safe, respectful, inclusive, and restorative culture that supports the social emotional wellbeing of all students and adults that is critical for academic and professional success.

Strategy 3 Provide weekly Professional Learning and Collaboration time for all educators with attention to literacy and supporting the needs of our students with disabilities.

Strategy 5 Deepen systems and supports that connect families in ways that promote regular attendance, with special attention to students with disabilities and students navigating homelessness.

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? **(250 words)**

To address the cultural, social, emotional, and academic needs of students, including those of focal students we plan on offering restorative professional learning (emphasizing the peer model) and collaborate with Lane ESD to provide Collaborative Problem Solving professional development for teachers, staff, and administrators throughout the biennium 2025-2027. Additional professional learning experiences will include a focus on literacy (through support of TNTP and Lane ESD), social emotional learning and project based learning.

3. ⊠ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?**(250 words)** ⊠

Mapleton SD has policies and procedures that protect homeless youth from stigmatization and segregation. We have a district McKinney-Vento liaison/Community Coordinator and also work with our rural McKinney-Vento specialist through 15th Night. We provide a number of resources for all youth, with specific attention to youth and families experiencing homelessness or who are at risk of homelessness. We partner closely with 15th Night (Rapid Access Network), Connected Lane County's Navigator program, Siuslaw Outreach Services, Safe Shelters for Siuslaw Students, Western Lane Resource Network, and HOOTS (and more developing) to meet the shared and specific needs of our families. We have Title 1 set-aside dollars, as well as grant funding, and donations from local organizations that support these efforts. Our project-based learning efforts are aimed at community vitality efforts, including food security, entrepreneurship, and housing projects.

4. ⊠ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. **(250 words)**⊠

We are intentional about encouraging all students to try various career fields; for example, inviting male students to health occupations and nursing opportunities and female students to the trades. Our project based learning structure engages every 7-12 grade student in one of six community-connected, project based learning fields and provides opportunity for students to take on various career related roles within their projects. Computer science is a field that is historically male dominated, we are implementing a K-12 system where students at every level engage in foundational learning opportunities and older students have the opportunity to teach others and eventually to engage in upper level coursework and independent projects.

In connection with our Portrait of a Graduate and GearUP efforts, all Seniors complete robust senior projects that have career-connected and/or post-secondary exploration elements (job shadow, internship, or work opportunity, taking courses at the community college level, and/or to leading programming for other students and community). Additionally, all students are expected to complete 50 hours of community service each year and students are supported to find opportunities within non-traditional fields and areas of interest.

An area for growth in the next few years is engaging community members as mentors within career fields. For example, providing stipends for parents who are trained as chefs or those who run a ranch/garden to work directly with our students towards community improvement efforts.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and [Oregon's Early Literacy Framework](). **(250 words)**

> We have updated our [Program Review Tool]() as follows: At K-2, we are using the 2024 updated EL Foundations curriculum that addressed Phonological Awareness deficits in the prior version.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *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?**(250 words)** ☒

> We follow the Oregon Department of Education curriculum adoption timeline. Our district is committed to transparent and collaborative adoption processes that engage our students and community in understanding curriculum, assessment, and instructional practices. We utilize state adoption recommendations and rubrics that outline our values and commitments. The process includes a close evaluation of content standards, Mapleton Portrait of a Graduate, and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. We prioritize resources that are culturally relevant, accessible, that center formative assessment and performance based assessments, and that provide differentiated supports for diverse learners. Where a state approved curriculum does not meet the needs of our students and learning trajectories, we adhere to the more robust independent curriculum adoption process.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. **(250 words)** ☒

> Connected to the above curriculum articulation focus, Mapleton is building our capacity for engaging all students in learning opportunities that challenge and support them to meet their full academic and personal potential. We are using weekly PD late start time for developing aligned curricular experiences, reviewing data, and developing individualized supports for each student. We focus on equitable mindsets, systems and practices, as well as Universal Design for Learning that allows for inclusive learning for all students. Mapleton has an instructional framework that we use for formal teacher evaluation cycles and we prioritize the 8 elements of engagement in our instructional practices. We provide opportunities for teachers to engage in peer observations to further deepen instructional practice.
> Each Spring, we codevelop a year long PD plan with staff. Priorities include the intentional use

of data and student work in our instructional planning and in designing Tier 2 and Tier 3 interventions for our students. We believe applied learning with an authentic audience is the most intentional and engaging form of instruction and will continue to create learning experiences that connect students to their community.

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?**(250 words)** ☒

A safe and welcoming learning environment for our students, staff, families, and community is our number one priority. We recognize that learning does not happen when people feel unsafe or are unable to express themselves. We believe relationships are formed through the learning process and that curriculum that is student-centered, culturally responsive, and project-based provides avenues for every student to show up fully. We interrupt hate and bias when and if it occurs and are growing our capacity for providing culturally responsive learning opportunities through professional learning and community engagement and partnerships. We continue the ongoing work of codifying our expectations, our values, and our commitments. Our morning CREW at secondary and morning circles at elementary provide a small, safe, connected space for discussing issues and celebrating each other.

6. ☒ How do you ensure students have access to strong school library programs?**(250 words)** ☒

We partner with Lane ESD to provide our staff the resources they need to keep the library up to date. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. We recently received a second Library Revitalization grant and will be further developing our collections in our new MS/HS library and recently weeded elementary library. We are working to identify volunteers from our weekly Rolling Readers program who will staff the library to ensure regular access. We offer OBOB at the MS level and aim to expand participation next year.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation? **(250 words)**

Our intervention for students who experience depression, anxiety, stress, and challenges with dysregulation include de-escalation strategies implemented by all staff, onsite access to a school psychologist, and a partnership with HOOTs and PeaceHealth for additional mental health support. We monitor the effectiveness of these interventions through one-on-one follow up conversations, parent conversations, school climate and culture surveys. We have a high number of students who have experienced the death of a primary caretaker and are building our capacity, internally and with partners, to provide grief services to students and families.

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?**(250 words)** ⊠

At Mapleton, we continue to build our capacity for addressing academic needs. Currently, we are working to strengthen our Tier 1 expectations (with focus on literacy) and shared interventions in order to reduce the need for more specific Tier 2 and 3 supports. Through increased data collection and analysis and time for collaborative planning, we are increasing small group instruction and individualized intervention opportunities. We are improving our benchmarking and progress monitoring practices and increasing our capacity for formative assessment practices. Many of our teachers embed curricular based local performance assessments in their classes; we are in process of developing portfolios that collect this work over time.

We are small enough that every student can have an individualized learning plan with goals set by students, families, and educators; this process is in place for our TAG students.

All 2nd, 9th grade and new students take a TAG screener, students can also be identified through state testing performance and performance in leadership and the arts. The aim is to identify the multiple ways our students are talented and gifted. Beyond identification, we support identified students with their academic, personal, and social emotional needs. Our goal is that together with students and families, we will develop goals and identify ways for students to explore their interests and develop their unique talents. Project-based learning, dual credit, and early college opportunities all allow for differentiated opportunities for our students. In most cases, we support the deepening and connecting of learning rather than the acceleration of content.

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.**(250 words)**

We are not planning to develop any new CTE Programs of Study, however we would love follow up on our CTE innovation plan to develop a new Program of Study called "Community Development."

10. ⊠ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.**(250 words)** ⊠

Through our Lane ESD CTE Consortium, we receive support with the development of classroom Workplace Simulations as an equitable and accessible WBL option and with 'Real World' a Lane ESD sponsored program for teachers and industry partners to co-develop in-classroom industry connected project based learning units or workplace simulations.

We provide work-based learning opportunities through crediting work experience (72hours = .5 credit) and have GEAR-Up and Community Coordinators who sets work-based learning experiences for students. Our program is used primarily to support credit deficient students and is not yet connected to curriculum and instruction and students are not required to document and reflect on the workskills they are learning and demonstrating. As we develop our Success courses, this will be a focus of improvement. We have a goal that all on-track Seniors will engage in work-based job shadows, internships, or paid work. We use the ODE WBL Handbook, our partners at LaneCTE and High Quality WBL Rubric in our planning and ongoing evaluation/improvement efforts.

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.**(250 words)** ☒

With support from LESD, we have opportunities to access alternative dual credit certification options (Lane Regional Promise) and through the Lane Career Academy, our students have the opportunity to earn up to (12) Lane CC credits towards Math85, Writing 115, Construction/Manufacturing (with Health Occupations, Fire Science, and Behavioral Health options in development). We currently offer dual credit opportunities in Math 111, Ethnic Studies, Global Science and Writing 121. Additionally, we will support on-track Seniors to access courses through LCC directly. We are excited about the opportunities for integrated, community-connected learning that connect core content to authentic project and problem based learning. We are committed to funding curriculum development and professional learning opportunities as we continue to design these programs.

Engaged Community

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? **(250 words)**

Over the past year we significantly strengthened our community engagement through the development of our community vitalization efforts in partnership and celebration of our robust community based organizations. Our stance on community engagement is centered in reciprocity: our students are our civic leaders who listen to and are in service to the development of our Mapleton community.

These improvements began in 2023 by convening a Graduate Profile Task Force, which included district and school leaders, teachers, and community partners. The Task Force explored the purpose and promise of a Graduate Profile and led the process of gathering meaningful feedback from all stakeholders. Focus groups were held with high school

students, families, staff, and community members, ensuring focal student voices were prioritized alongside broader perspectives. The specific focal student populations we targeted were students receiving special education services and students navigating homelessness.

During these focus groups, participants reviewed examples of future-ready skills and provided valuable insights on those most relevant to our students' success. This data, combined with research on the evolving demands of college and career, guided the Task Force in drafting our Graduate Profile. The draft was then shared districtwide for additional input, ensuring stakeholders remained at the heart of the process.This collaborative effort reflects our commitment to inclusive engagement, elevating the voices of our students, families, and staff to create a shared, forward-looking vision for learning and success.

We are strong at building individual connections with families and providing resources when identified. Our goal is to host monthly family engagements/workshops, etc (informed by family interests); however, we have struggled to kickstart this initiative due to full staff plates.

A major barrier that remains includes supporting our students navigating the foster care system. The lack of coherent connections between the state's foster care system and the school systems leaves far too many students and families underserved and without support.

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.) **(250 words)**

When writing the integrated plan, we engaged focal students and families in the following ways: focus groups and listening sessions as well as disaggregated student and family surveys.

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.) **(250 words)**

When writing the integrated plan, we engaged both classified and certified staff in the following ways: staff meetings, data dives and facilitated conversations as well as surveys.

Outcome of Engagement

7. 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. **(250 words)**

When we reflect on all of our community engagements during the 2023-2025 school years, we have learned that our school community is strong, resilient and well-connected. We have also learned that we can engage families in more targeted and effective ways and that an increased focus on employability skills, attendance and literacy are priorities for our students,

staff and community.

The following outcomes and strategies were edited to incorporate this learning directly into our plan:

Outcome B: All Mapleton families are engaged in the development of individualized student learning goals (elevated focus on literacy and employability skills). Multiple enrichment and intervention opportunities that support students to reach them are provided.

Outcome C: All staff implement schoolwide and classroom age-appropriate, trauma-informed restorative practices. With partners, the district works to connect students and families to services that meet basic needs including access to health care.

Outcome D: Enrichment programming including athletics, community service, STEM and other opportunities, can be linked with positive changes in academic success, attendance, social emotional well-being, community engagement, and overall school and community climate.

Outcome E: Career-connected learning opportunities and programming spaces empower students to engage in Mapleton community revitalization efforts.

Strategy 2: Communicate an aligned curriculum (elevated focus on literacy and employability) and develop systems for student-led communication of their learning and growth.

Strategy 3: Provide weekly Professional Learning and Collaboration time for all educators with attention to literacy and supporting the needs of our students with disabilities.

Strategy 4: With emphasis on family engagement, refine programs for post-secondary college, community, and career planning and preparation.

Strategy 5: With emphasis on family engagement, refine expanded learning to include educationally enriching programming for K-12 students.

Strengthened Systems and Capacity

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?**(250 words)** ☒

As a small and rural school with limited housing in the region, Mapleton has historically struggled to recruit and retain staff. The pandemic did a number on staffing but we are up to full staffing, have had zero turnover from the prior year, and have successfully recruited a number of experienced teachers and culturally diverse teachers. What works for us is offering competitive wages and supporting professional growth of our community members. Our systems for teacher success include new curriculum, professional learning and collaboration

time, connections to community partners, and permission to fail forward. We make explicit that Mapleton is building the model rural community school. That means each staff member is supported to build their dream program - Farm2Table, electronics and maker spaces, recreation/sports extracurriculars, etc. We build common agreements and expectations for each other and for students. We are working towards a formal mentorship or onboarding program.

As a small district, our students take very similar schedules, so ensuring that focal students are being taught by effective and highly qualified teachers as frequently as other students is less of a problem than in larger schools. While we do utilize restricted and limited licensure, our aim is to do so in order to increase access for students, not to decrease the effectiveness of the learning that happens in those spaces. We do, however, experience inequities in our achievement data and graduation rates and have a need for better use of data within highly responsive intervention systems. We run district-wide Student Success Teams and continue to use academic data towards school improvement. Our goal is to provide professional learning that meets teachers where they are at - both differentiation and collaboration can be difficult logistically in a district our size.

2. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.**(250 words)** ☒

We are committed to a fully inclusive learning environment and limiting the use of exclusionary practices for academics and behavior. We are building our capacity through development of shared expectations, social emotional learning and incorporation of brain breaks and regulation spaces, circles and check-ins, and restorative practices. Our use of out of school suspension is minimal and we are working to reduce time in ISS or the office for our students with highest behavioral need. We have a number of students with high behavioral needs, especially at primary level, and have hired an early childhood intervention specialist to help us build capacity for inclusive, trauma-informed, instruction, partnerships with families, and connecting students to early intervention resources. For older students, we understand all behavior is communication and work hard to meet the needs that are underlying inappropriate behavior (skill deficits, trauma response, lack of basic needs, substance use, etc).

3. ☒ 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. **(250 words)**☒

Our District is connected to a regional network of industry partners who are ready and eager to engage with classrooms (K-12) in a variety of ways - from classroom presentations to

support with student projects via a regional database, Grouptrail. We have opportunities to engage in regional events and programs in partnership with industry and Lane CC collaboration that build student skills related to careers e.g. SLICE (regional Culinary event at Lane CC), Fire School, MedSplash (intensive health career exploration), Youth Trades Academy, and other LCC and Connected Lane County career-connected learning events, such as Hands on Career Day (LCC), Diesel Day (LCC), Sand and Gravel Day, Middle School Career Expos (CLC), job shadows (CLC), and internships (CLC). We have access to a regional program of 'Educator Externships' which supports teachers to learn about current trends and opportunities in career areas so as to better prepare their students for those careers and connect to classroom learning. All students have access to the BOLI Lane Pre-Apprenticeship Programs in Construction Trades (PACT) and Manufacturing (PAM).

We have close relationships with our students and have implemented a Success period and House structure. As we receive the many career exploration and employment opportunities described above, we pass them to students with related interests through their trusted adults. The GEAR UP grant and SIA funding have increased our capacity to provide ongoing college and career guidance counseling for each and every student both individually and as grade level and interest connected groups. As we increase exposure to post-secondary opportunities, we increase student motivation for academic success and the level of academic expectations for our students, families, and educators.

Family communication is our biggest weakness in terms of two-way communication about our educational offerings and ways to support student success. This need is expressed in All Mapleton families are engaged in the development of individualized student learning goals (elevated focus on literacy and employability skills). Multiple enrichment and intervention opportunities that support students to reach them are provided. We are investing in tools for increased family and community communication and will develop a system of regular engagement about academic goal setting.

Early Literacy Inventory

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?

General Fund is the funding source for the 25% match for early literacy.

Feedback

1. How can ODE support your continuous improvement process? **(250 words)**

To support our district in engaging with a continuous improvement process, ODE can maintain the program that provides TNTP early literacy professional learning and expand it to support k-12 literacy.

Plan Summary

1. 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)**

Over the next four years, our district looks forward to working towards the following outcomes using the aligned strategies:

Outcome A: Through professional development and collaboration, student learning experiences aligned to our Mapleton Portrait of a Graduate offer comprehensive, relevant, and engaging opportunities that support and empower every student to reach their educational and personal potential.

Outcome B: All Mapleton families are engaged in the development of individualized student learning goals (elevated focus on literacy and employability skills). Multiple enrichment and intervention opportunities that support students to reach them are provided.

Outcome C: All staff implement schoolwide and classroom age-appropriate, trauma-informed restorative practices. With partners, the district works to connect students and families to services that meet basic needs including access to health care.

Outcome D: Enrichment programming including athletic, services, STEM and other opportunities, can be linked with positive changes in academic success, attendance, social emotional well-being, community engagement, and overall school and community climate.

Outcome E: Career-connected learning opportunities and programming spaces empower students to engage in Mapleton community revitalization efforts.

Strategy 1: Create a safe, respectful, inclusive, and restorative culture that supports the social emotional wellbeing of all students and adults that is critical for academic and professional success.

Strategy 2: Communicate an aligned curriculum (elevated focus on literacy and employability) and develop systems for student-led communication of their learning and growth.

Strategy 3: Provide weekly Professional Learning and Collaboration time for all educators with attention to literacy and supporting the needs of our students with disabilities.

Strategy 4: With emphasis on family engagement, refine programs for post-secondary college, community, and career planning and preparation.

Strategy 5: With emphasis on family engagement, refine expanded learning to include educationally enriching programming for K-12 students.

Our rationale for this approach is because the shifts in our plan are well substantiated by our needs assessment and community engagement. These efforts will work towards addressing the co-developed LPGTs because they target our areas and populations needing the most improvement (attendance, students receiving special education services). We believe this plan addresses both our strengths and areas for growth identified in our needs assessment in that it leverages the power of our small school community through relationships and connections to community resources while also recognizing that we have more work to do to ensure all our students receive the resources they need to be successful.