Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. *(500 words or less)*

In light of our district aims and goals, we created a needs assessment program that gathered data from our whole organization through both qualitative and quantitative tools. We used the national Youth Truth survey to gather information that can be compared to not only our counterparts in the state, but also to compare with national trends. We created site specific surveys to gather data from our students, staff, and families on localized programs and culture. In order to get focal group specific data, meetings that created student-led discussions and feedback were conducted. For gathering data from particular parent groups of focal populations, we support monthly meetings and collect data and input from these regular meetings. Empathy interviews were conducted with a wide range of stakeholders in our district, involving students, parents, staff members from all aspects of our organization, and community members. Listening forums were also created to collect parent and community feedback of areas of concern or needed collaboration. Student focal groups were invited to an idea share/problem solving session and gallery walk, and their ideas and solutions were shared with building administration and their ASB officers to begin drafting proposals. All of this collected data has driven our decision making processes as a whole organization, and to inform our individual building level programing. Naturally, this data is key to continuous improvement and heavily contributes to our strategic planning and resource allocation. As we refine our data collection processes, we are creating meaningful ways to disseminate the information gathered to our stakeholders in the district and follow up with accountability in our adjusted planning and prioritization within our planning. Our goal is to move our current levels of engagement from consult/involve to collaborate/defer by building sustainable, community-driven programs. Our data showed that improving our support structures for focal student groups, such as English language learners and our students with disabilities, continue to be areas of need in our district. This supports the continuation of our prior strategies of intervention programs and additional staffing. Our strategic planning will continue to foster professional development in instructional practices in math and literacy, providing additional support in interventions which results in direct student support based on individual student skill needs.

Integrated Application Template (Optional)

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. *(500 words or less)*

What needs emerged from all of the data collected?

- Support increased student self-regulation and mental health resulting in decreased suicide ideation which will increase overall access to learning. To monitor progress of this strategy we will use data from Student Based Health Center, collected by Providence partners, to determine student access and needed support.
- Foster positive student behavior and academic engagement with access to intervention supports including staff professional development to provide a safe learning environment with high expectations for student behavior and social interactions. To assess this strategy we will review data related to student discipline and empathy interview feedback with staff and students.
- Provide support at the secondary level for students who are experiencing issues with drugs or alcohol and needing additional services and intervention including working directly with students regarding prevention and education services. To monitor progress of this, we will partner with Providence Health services and work together to respond to student needs that arise.
- Provide coordinated K-12 support to improve math achievement and growth for all students. We will review in-district and statewide assessment results along with continuing conversations within our Math Leadership Team meetings to monitor progress and to continue to build intervention systems.
- Provide coordinated K-12 support to improve literacy achievement and growth for all students. To monitor progress we will review data related to reading interventions, assessment results and provide professional development through our literacy and language TOSAs.
- Provide additional support to students needing specific academic and behavioral skill development. In coordination with our special education staff, we will review graduation rates, assessment results and behavioral discipline data.
- Provide additional support and coordination of federal and state programs related to improving instructional services for all students. Coordinators will provide leadership and oversight to ensure that state and federal programs related to instruction, instructional improvement, and professional development are implemented and executed in the most effective way possible to provide a safe and optimal learning environment with high expectations. To monitor progress, coordinators will lead departments, attend federal and state sponsored meetings and analyze assessment data to review progress in this strategy.
- Support an increase in student attendance and engagement which will improve graduation rates.
- Ensure access to all students desiring CTE pathway as measured by student participation and increased graduation.

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Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

In our district, we have conducted various surveys with students, staff and community members to better understand the needs of all and have used that information to guide our decision making process. At the elementary level, we have screening processes in place for all students to identify students who qualify for special services and TAG designations, as well as hearing and vision screenings for all students. We have a K-12 Dual Language program (chosen by lottery), as well as an ELD program that uses the co teaching model for our multilingual students. We are building equitable approaches to classes with aligned curriculum and assessments in our core classes, and there is open enrollment in most of our enrichment programs and courses. We have our 1:1 technology plan that gives all students access to a device in their classrooms. We have resource rooms at every school building to provide for students that are in need of basic supplies, clothing, shoes, backpacks, and food for the weekend. We have an on site health care center at our high school for any students in our district to access medical and mental health support. We have in house translation services to make sure that all of our outgoing district communication is both in English and Spanish, which are our two most commonly used languages in the district. We also have strong partnerships with community based organizations, such as Providence Health, Lutheran Family Services, George Fox University, Oregon State University, and Youth Outreach.

- What needs were identified in your district or school in terms of equity and access?

We identified that we have disparities in a few key areas of representation and achievement in some of our focal groups. We noticed at the elementary level that there are disproportionate numbers of TAG identified students in particular programs and not in some of our focal groups. We also can see a gap between genders when looking at our 9th grade on track trajectory, as well as enrollment in AP courses. Our assessment data shows that at all levels, some focal groups are not performing as well as others. We also see that not everyone who qualifies for free or reduced lunch completes the paperwork to access this program. We know that we have students that have language barriers within our programs, and not all have access to needed translation assistance outside of English and Spanish. We see that not all students received the same level of math or language intervention assistance between our buildings. We also clearly see that attendance rates vary greatly between focal groups, and we need to continue to analyze barriers and reasons behind chronic absenteeism.

- Describe how you used your equity lens or tool in your planning.

We used the approach of the "Oregon Equity Lens" to analyze our collected data to sift out trends and areas of needed improvement or needed shifts in strategic investment. We looked at our programs already in place to ensure that they were helping to address some of the gaps within our data, and then assessed how they should be modified or given greater capacity if they showed evidence of helping to positively impact student learning. We looked at qualitative data that we collected from students within our focal group discussions and gallery walks and parent group meetings to identify key areas that needed additional support or funding to strengthen programs they saw as helpful. We were also careful to not take away from programs that continue to help support all of our students, but shift funds from

programming that was found to be ineffective or not utilized by staff in effective ways. As we continue to make these shifts in funding, we continue to go back to our targeted areas of improvement and stakeholders to monitor and adjust as we see progress. It has been very helpful to build relationships with our Hispanic Parent Group and our student clubs such as GSA, BSU, and MEChA to create spaces of authentic feedback and collaborative problem solving.

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

One of our key adjustments has been to fund more specialists (in math, literacy and English Language Development) throughout all of our buildings to work with students that need additional support. For students that struggle with one or several of these subjects, the additional intervention time gives them more practice and one on one help to support their individual needs. This is a needed intervention for all students, and especially those in our focal groups. Another area of strategic investment is in professional development training for our teachers and specialists in both math and ELA. For example, our Math Leadership Team (teachers from every grade level strand at every building), are crafting sentence frames and language tools to help bridge the gap of language disconnect in our math classrooms. The same will be happening with the professional development and training for our ELA instructors and specialists. PD training, coupled with specialist support in each building, will help all of our students, especially those in a few key focal groups, move towards proficiency in their core classwork and assessments. Our goal is that these early and often interventions create greater numbers of students on track to graduation at the 9th grade level, and that more needs are identified and strategically implemented year after year.

- 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?

One of the barriers that impacts focal student groups is staffing. It's difficult to hire staff as there is a shortage of classified employees coupled with staff attendance concerns that has made it difficult for interventions to happen on a consistent basis. Staffing is key to the success of many focal students and without consistent relationships and scheduled interventions these students are at risk of being negatively impacted. Another barrier is that our district has been through high amounts of turn-over related to staffing. This is both at the building and district office level and means that an absence of leadership in key positions has left focal student groups without clear objectives and expectations. Consistency is at the core of the barriers related to our growth goals.

- 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?

We have a key McKinney-Vento liaison in our district that helps to identify students experiencing homelessness, and helps them to navigate all the resources in our district and county. Our liaison helps students enroll in school and programs, connect with counselors and our on site health center, and obtain permissions to attend school events without any barriers. They also connect students to our resource rooms,which have everything from new shoes and clothes to toiletries and school supplies for free. At the high school, we also have laundry facilities that can be used if needed. Our district also provided tech devices and hot spots as needed, and we send out communications about all activities in

all modes of communication to reach all students. Fees for participating are waived so that students do not have to face another barrier if they are experiencing financial hardship.

CTE Focus

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

Our programs are all open enrollment to any student interested in CTE courses. We have all six pathways represented in our course catalog, which is available to all students throughout the school year. All students are shown these options through face to face presentations by our counselors and by teachers during forecasting sessions. Our programs hold events to get prospective students and parents into our classrooms to see the work that is being done and to recruit anyone interested into any pathway they are interested in. Another strength is our community involvement in supporting growth in these different pathways and encouraging all students to become involved in events that are designed to get kids involved in the CTE programs.

- What needs were identified in your CTE Programs of Study in terms of equity and access?

One clear need is more targeted communication to all students of the opportunities that our CTE programs create for career readiness and certifications that are possible within the different course offerings. Most of our programs were on hold or truncated this year due to our construction project removing most of our CTE spaces. We are on schedule to open up this building, with all of our CTE course offerings, in the fall of 2023. At the same time, while the courses are clearly identified and presented to all students, not all of the options within the courses, such as certification and dual credit, are clear to all students prior to enrolling. We also see a need to strategically develop relationships between our student clubs, such as our MEChA, BSU, and other student organizations, and CTE pathways to bridge involvement of student groups that are not as well represented as others within our programs. We also need to continue to reach out to nontraditional students to encourage them to join career pathways that are not always viewed as inclusive to particular genders or groups of students.

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Our recruitment strategy is to continue to hold "CTE Day" events where we bring in middle school students to our high school. These events provide hands-on experiences and demonstrations to incoming students that create an understanding of the different pathways on a personal level. This helps to promote the different pathways and programs in our building before students transition from middle to high school. Another strategy is to highlight the work of the CTE students, such as our Tiger Den and Tiger Manufacturing programs, at community events. Our current classes within particular pathways create school merchandise to sell and exhibit, and highlighting the work could encourage students to join the different programs. We will also continue to use our counseling and teaching staff to encourage students to match their interests and skills to particular pathways in our CTE program, while assessing and removing any perceived barriers in class availability or scheduling. We will also highlight nontraditional students finding success within our different pathways, such as encouraging all genders to enroll in programs that historically have been populated disproportionately by one gender or another.

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- 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 will continue to have open enrollment, and continue having our counselors and teachers reach out to all students with the pathway options of our CTE program. We will continue to recruit students from nontraditional backgrounds and encourage them to showcase their work at community and school events, especially for incoming new students. We will continue to build relationships with student clubs and organizations that represent underrepresented groups and our CTE program so that all students see themselves and their peers as equally invested in our pathways. Our school district is building a brand new building for our CTE programs, and this will become a new tool of recruitment for all students to be able to see what our CTE pathways can offer them. We have a glass skybridge for students to be able to see our construct and design classes in action, and our whole student body will be given the opportunity to tour our new spaces, which may inspire many of them to participate in our CTE program. This visibility and awareness will hopefully encourage students from all backgrounds, focal groups, and genders to be drawn into our various programs because they see that all types of students are involved.

Well-Rounded Education

(250 words or less per question)

- 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).

In our elementary schools we incorporated student self-regulated support and increased attention to reading and math curriculum instruction and interventions. In our reading RTI process, reading specialists have been placed in every elementary school to support reading intervention. The elementary math leadership team's work has also been focused on curriculum design and best practices in math instruction. We utilize the co-teaching model to support our multilingual learning in the English Language Development program. Our middle school educators balance a student-centered curriculum design with direct instruction when needed, and develop horizontal alignment in PLC teams to maintain continuity within each academic program. Student progress is monitored by teachers using I-Ready and common assessments to monitor outcomes and cycles of inquiry and learning objectives. Our courses range from all core subjects (including accelerated math) to robust elective options: music courses (all levels of orchestra, band, choir), art (beginning and advanced), drama, science exploration, STEM- 3D printing, game-making, cooking, and leadership. At our high school, we monitor progress through I-Ready and common assessments created by our PLCs of subject area teachers. Our core classes are also horizontally aligned to give every student the same exposure to skills and curriculum at each grade level. We continue to offer robust elective course options that bridge the programs at our middle schools and our CTE pathways encompass all six programs of study, with career readiness embedded into our classroom experiences and certification programs.

- 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?

At Newberg Public Schools, we offer multi-tiered programs of music, theater, visual arts, and media arts instruction through individual classes. At our elementary schools, we have a music instructor at each building, and building specific art programs. Our elementary students participate in a music class twice a week with all materials and instruments provided for all students. We have orchestra, band, and choir programs that begin in our middle schools and culminate in award-winning chamber orchestras, vocal ensembles, and plays and musicals at the high school level. Our art programs begin at the middle school level as well, and carry through high school at more advanced levels and career-ready experiences. Our theater program has led cross-curriculum work with our visual arts program and music programs to create phenomenal opportunities for students who want to participate in all of our arts based programs. Our visual arts program also creates marketing campaigns and our yearbook that directly impact our student population and our community. To address equity issues, such as rental costs for instruments or access to technology at home, our programs are supported by parent booster groups to meet the needs of all students so we have no barriers to participation at all grade levels.

- How do you ensure students have access to strong library programs?

We have a district wide librarian that helps to grow the library programs in all of our buildings, and they also help to integrate library materials and tools into most of our classrooms. Each of our school buildings have a library, and they have sizable collections of print copies as well as a suite of online materials to access, including SORA and Newsela. We also have mobile library carts, technology tools that can be checked out, and other materials for our COA and Catalyst students. Materials are available bilingually at many of our libraries, particularly those housing our Dual Language Programs. We have a strong partnership with our local library, the Newberg Public Library, which is part of the Chemeketa Cooperative Regional Library Service. Students in our district get free library cards and are able to access this library service as well. Our buildings also all participate in the Oregon Battle of the Books program. Our librarians and librarian aides all work to reach out to teachers to integrate the libraries to the classroom with research help, project support, and reading support.

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Our district wide nutrition services program with breakfast and lunch for all students in all of our buildings. We have ample time, including for kids who ride buses, to serve these meals before school and a 30 min lunch period for every student. Elementary students are encouraged to bring snacks to school, and all of our resource rooms are stocked with free snacks for students facing financial hardship at every building. During the day, our elementary building has at least two recesses built into their day for play, as well as PE twice a week. Our middle schools require a PE class in every student's schedule, unless they are a part time student, to ensure movement in their day beyond normal transition times between classes. Our high school also requires PE electives to be accrued each year, unless they are participating

in sports. Our high school encourages participation in our sports programs and offers over 20 sports for our students to join.

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

We have a staff in our district who are facilitating district wide efforts to build STEAM work and programs in each of our buildings. At the elementary level, STEAM is embedded into our core curriculum by bridging science, math, engineering, art and technology through large scale projects. Some examples of these projects are building and designing bridges, following the life cycle of a trout to releasing them in our local watershed, and building robots with Lego kits. At the middle school, teachers bridge core classes to elective options with classes like science exploration, woodworking, and art. Cross curricular projects in our core classes also help to embed STEAM elements through inquiry-based projects. Both middle schools are also creating Maker Spaces in their respective buildings this summer and will create STEAM classes to utilize that new space in next year's course offerings. At the high school level, our CTE programs deeply connect the work of core math and science instruction with our Tiger Manufacturing, Tiger Den, Maker Space, Graphic Design, Video Productions, and Culinary programs. All of the CTE pathway courses naturally develop critical thinking and project-based opportunities for our students. Utilizing our equity lens tool, our district and teachers provide as many materials and funds as possible to cover the needs of any of our students while participating in these programs.

- 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.

We are following the Division 22 recommendations and adoption schedule. When looking at basal curriculum options, we only sample ODE approved curriculum options that ensure that all materials are aligned to all state and national standards. Our PLCs continue to supplement with materials that they align with standards to enrich their curriculum, while still maintaining horizontal alignment within each course as much as possible. After adoption processes, our Teaching and Learning team, along with building administrators and teacher leaders, create follow up and implementation training to ensure that all teachers are using our basal curriculum on a daily basis with fidelity. We also have PLC times built into our weekly schedule to continue the work of improving instruction with our adopted curriculum and keep growing out horizontal and vertical alignment. We are currently in an adoption process for World Languages and will begin an adoption process for Math curriculums in the fall.

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

We are introducing the Danielson Framework district-wide to implement an intentional, engaging, and challenging approach for all students. Work and professional development on Domains 1-3 have helped to build procedures and practices in classrooms that engage and challenge our students. Our weekly PLC times are continually addressing these areas as well, with teachers working in teams to develop more intentional common practices and support for students. Our PLC groups also participate in classroom walkthroughs to see how aligned work is being done in unique ways in our different buildings. We also have pull out days for teachers to engage in walkthroughs or deep dives into building curriculum or

assessments together. Our building administrators follow up with routine walk throughs and observations of their own to provide feedback and guidance of how different approaches are working in real time. Collectively, our common framework, PLC time, classroom walk throughs, and administrative support help to ensure progress in making all our classes engaging, challenging, and clearly intentional.

- How will you support, coordinate, and integrate early childhood education programs?

Our district offers two migrant preschool classes to help early learners of some of our focal groups gear up for kindergarten. We have a migrant recruiter to ensure that our district actively reaches out to offer this program to families in our community. For all students, we have a Kinder JumpStart, which introduces incoming Kindergarten students and families to the start of school with a whole week of preparation before other students arrive. At our high school, students can volunteer and get paid to work in our preschool programs, which helps to grow the capacity of our programming as well.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Our district prioritizes communication home to families about the next steps in their child's education. We have in-person parent/student nights at each of our middle schools to prepare incoming families for the transition to middle school from elementary where Q&A sessions help to address the questions and concerns, take tours of the buildings, and meet future teachers. Our counseling teams work to send forecasting, student visits, student-led Q & A sessions, a course catalog that is always available online, and we have in-district translators and all materials are posted in both English and Spanish. Our district wide Math Leadership Team is identifying systems to correctly place students during their middle school years to be on track as 9th graders. We also have key staff in place to support our EL populations through this transition with language support, as well as a MiKenny-Vento liaison to monitor students experiencing houselessness who also guides them through available resources to ease the stress of navigating the transition to high school and beyond. To support students as they transition from high school to postsecondary education, we have a Post-Secondary Success Coordinator that helps students plan and prepare for their next steps after high school. These transitions can create stress for students, and we are developing our Student Based Health Center to help address issues of addiction and mental health needs that arise.

- 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 utilize our quantitative data, including our past OSAS trends and high school graduation rates, as well as our qualitative data collected at focal student meetings and empathy interviews to create targeted support plans for these student groups. We identified and prioritized the student groups that were underperforming other groups to create interventions and support systems for them including:

- identifying barriers the students identified in discussions and trying to address them
- offering supports during the school day with intervention classes for both math and ELA
- offering after school assistance from content teachers
- providing training to core instruction teachers in imbed test preparation help and interim assessments within class time

- sending communication home with reminders and links to free resources to help students prepare for school and tests
- continued support through our special services programming for technical assistance with educational supports and modifications needed by students to be successful in testing and academic work
- analyzing scheduling changes/program changes for students that need a hybrid approach at Catalyst or COA

● What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

For all students, including students from our focal populations, our TAG program helps to identify and advocate for those that are exceeding state and national standards. At the elementary levels, a universal screening process is in place for all our third grade students. At any time, teachers and parents may request a screening for any student that they feel should be tested for our TAG program. We are currently working with leaders within our different focal groups to encourage identifying and screening students that demonstrate exceeding state and national standards in their coursework, but missed the screening at the third grade level. At our elementaries, students that participate are given enrichment opportunities in their daily classwork, but also encouraged to participate in other programs such as accelerated math, Oregon Battle of the Books, and STEAM project choices that push them beyond grade level. In middle school, our students have the opportunity to test into accelerated math classes and to enroll in advanced classes in music, science, and creative writing. We are continuing to look at our enrollment numbers in reflection of our focal groups to make sure that we are doing the work to ensure equitable representation in our participation numbers. In our high school , we have AP curriculum options in all core areas, an Honors Diploma track, partnerships with PCC and George Fox for advanced instruction, and CTE programming for dual credit and career-based opportunities.

● 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?

We have a Post-Secondary Success Coordinator in our College and Career Center at our high school. Our coordinator creates classes and drop in times for students to explore career options, using programs such as CIS and Virtual Job Shadow, and match their results from surveys to careers that are a fit for their skills and interests. Their exploration results are shared with their individual counselor at the school to develop a graduation plan in light of their goals after high school. Academic counseling occurs throughout their four years at the high school, and they are required to meet with their counselors during forecasting to monitor and modify class pathways as they progress from year to year. We do have open enrollment into our entry classes of our CTE program to encourage all students to participate in our different pathways. Once they are in our CTE program, they are encouraged to continue to follow the pathway to completion by their individual counselor, who also helps to facilitate opportunities for employment, internships, and other training opportunities with our local university, trade school, and business partnerships.

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- How are you providing equitable work-based learning experiences for students?

All of our students have access to our College and Career center, where job opportunities are routinely posted. To support students with their work-based learning, our high school counselors can provide early release and late start scheduling options to our juniors and seniors to accommodate work schedules. Our McKinney-Vento liaison and counselors also work with students experiencing homelessness or financial hardship to find transportation solutions for students trying to get to work-based learning sites. Counselors can also provide credit for qualifying work experience, which helps to keep at risk students on track to graduation. We also have strong community partnerships with local businesses and industries that help to support our CTE pathways and provide avenues for local job experience and certifications. Our CTE program helps to provide all students with references while looking for other job opportunities as well.

- 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.

For students interested in career or technical education right after graduation, our CTE pathways help to prepare them with appropriate certifications and prior experiences to apply to both jobs and apprenticeship opportunities right away. The dual credit offered with some of our CTE classes also prepares students to enter into postsecondary education pathways with some credit already obtained. Our AP courses also provide the opportunity to earn postsecondary credits from several different disciplines if a student scores a high enough score on the exam associated with the class, and any student can enroll in an AP class and those experiencing financial hardship can get the fees waived to remove financial barriers. Our AP course offerings span through all core subjects as well as key interests: AP Studio Art, AP Computer Science, AP Language & Composition, AP Literature, AP Statistics, AP Calculus, AP Chemistry, AP US History, AP European History, and AP Government & Politics. We are also fortunate to partner with PCC and Western Oregon University to offer post secondary credits in many of our courses (Drawing 3, Horticulture, Writing 121, Precalculus, Calculus, Spanish 101-103 & 201-203, Honors Biology, Anatomy & Physiology, Intro to Medical Sciences, and Honors Chemistry). Our music and theater programs are exemplary and continue to challenge students at state level competitions. Our music and theater programs also have students qualify to join university level instruction days, and some may qualify for credit at a post secondary level.

- What activities will you offer to students that will lead to self-sufficiency in identified careers?

Our students are given the freedom to select their own course of study at our high school. They self-select what advanced courses and CTE pathways they would like to pursue. They can construct their own late start or early release to accommodate a job opportunity they may, if they are a junior or senior. If they want to pursue other academic opportunities with PCC, WOU, or George Fox, we have the programming to make that possible. They have the opportunity to work with our Career and College Coordinator to explore internships and to be introduced to local business leaders. Our CTE courses also create opportunities for students to secure different certifications or project opportunities that they can create or determine for themselves. These are all ways in which a student can develop self-sufficiency while exploring career options, and still have support in practical ways from our district and community partners.

CTE Focus

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Our CTE course offerings are outlined in our course catalog that is available for all families and students. The pathways are clearly laid out in the course guide for students and families to explore what classes and opportunities are available in each of the six options. Counselors then walk students through the forecasting process and what each class entails before they request their course options. Communication home is both in English and Spanish, as well as the course catalogs themselves, which are our most commonly used languages in our district. We also have in person "CTE Days" at our high school, where we bring in all incoming 8th grade students to show them what opportunities are available for them in our CTE pathways. This not only gives students hands-on experiences in CTE classes, but also highlights the business that have been created through our CTE classes such as Tiger Manufacturing, our Tiger Den shop, and our Culinary Arts food program. Students are able to make something themselves, or watch something being designed or made to show them the different outcomes of this work. These experiences help all students visualize what kind of training and work they will be doing in the different pathways while a student. It is made clear that there is open enrollment for all of the pathways, and all students are encouraged to join our program.

- How will you prepare CTE participants for non-traditional fields?

We are very excited about our new CTE building that will be ready to use in the next school year. Because of the design of the building, students will be able to view other students as they weld, build designs, and work in our CTE kitchens. We are encouraging students to try as many of these CTE courses as possible. We are encouraging students to see these courses as universal skills that will help them progress through life, and not a traditional role for any type of person.

- Describe any new CTE Programs of Study to be developed.

We are currently working to create a new Language Interpretation and Translation Pathway in our district, which would grow out of our Dual-Language program that is being implemented at our high school. The goal is to partner with our local health care community at Providence, along with Western Oregon University and George Fox University, to create classes to support students as they seek their certification in translation and interpretation work. We would have students serve as our district interpreters and translators at school and community events, such as our conference days and our on site health care center. These work-based experiences will help the accrue hours toward their certification while they are volunteering or getting paid for their valuable work.

Engaged Community

(250 words or less per question)

- 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?

NPS has been very intent on creating meaningful, authentic, and ongoing community engagement through surveys, empathy interviews, and focal group events. At the same time, we have begun a multi-tiered approach to engage with our community in a variety of ways. One of our most authentic experiences was to have community members participate in empathy interviews that were conducted by a variety of staff and board members in our district. These conversational interactions provided us with unfiltered and robust feedback in regard to several different aspects of our schools and district as a whole. Another key engagement piece has been our Hispanic Parent Night meetings and our Parenting Together/Padres Juntos meetings, where elementary through high school parents can help to lead discourse topics and areas of concern that they have for their children and systems in our schools. Our CTE programs also create strong, meaningful conversations with community business leaders as we co-develop career pathways vital to our high school programming. Also, our onsite health care center has been a vital connection piece between our schools and Providence, which connects many community health providers to our students and staff with invaluable connection and ongoing engagement. We have student leaders that work with our city council members, and that relationship helps to foster ongoing conversations between our community and our schools. Our YouthTruth and building surveys have been great sources of meaningful and ongoing community feedback for our district.

- What relationships and/or partnerships will you cultivate to improve future engagement?

We have a partnership with Providence Health that we will continue to cultivate community engagement with. We have focused our relationship on mental health and drug prevention awareness within our student body and community. We also will work with George Fox University to provide enrichment opportunities for students and their families. We will continue to have opportunities for the community to engage in conversations with district office staff through empathy interviews and climate/culture surveys. We are in the infancy of beginning the NPS Partnership with Parents work to bring parents into collaboration with our district, starting with the Parents Bill of Rights work. Our Title schools have a variety of family nights. Moving forward, we would like to expand literacy nights at all elementary and middle schools to engage our families.

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

We have found great success in using the Thought Exchange program. This has allowed us to gather authentic data and build discourse related to the data. Thought Exchange has allowed our district to give honest feedback and conversations in an engaging way. Currently our access has run out and we would like ODE's support in having access to this program. It guides our instructional and professional development topics. We also benefit from the technical support of ODE staff members regarding our State and Federal Programs and grants.

- How do you ensure community members and partners experience a safe and welcoming educational environment?

Our buildings are routinely open to public events, such as Newberg Nation Night at our high school, Elementary Open Houses, and our special events like Family Code Nights, which help to open our doors to our whole community population. Each building also hosts parent meetings and groups, as well as community groups in need of large spaces. Many of our events, such as plays, performances, and competition events are also well attended by our whole community. Fundraisers are also carried out in many of our buildings, or special events like mud runs, which are sponsored by community members and businesses. These events and ongoing meetings help to make our learning spaces more like community spaces and our buildings try to reflect that openness and accessibility to our community when they visit our hallways. During the school day, however, the buildings are kept safe and secure with safety protocols, locked doors, and screening processes. We have an SRO officer at our high school, campus security monitors, and playground monitors and supervisors to ensure the safety of our students, staff, and community members during the day. We also offer translation services for our multilingual and ASL families.

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

  Not Applicable

- 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
☐Vocational Rehabilitation and pre-Employment Service Staff
☐Justice Involved Youth
x☐Community leaders
☐Other _____

- 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)
  ☐Roundtable discussion
  x☐Community group meeting
  x☐Collaborative design or strategy session(s)
  ☐Community-driven planning or initiative(s)
  x☐Website
  ☐CTE Consortia meeting
  x☐Email messages
  x☐Newsletters
  x☐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
  ☐Other _____

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?

  1. Our empathy interviews with staff/focal group students/community members were authentic conversations that helped to get in depth qualitative data from several different perspectives in our school district. This reflected significant voices of various different populations in an unfiltered, direct way which allowed those participants to elaborate on their hopes for change, propose solutions to problems, and to specify what is working in our district.

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Oregon Department of Education

2. Our YouthTruth surveys were a great tool to get a high view set of data points that we could compare with school's data around the state and nation.
3. Our building level culture and climate surveys were helpful to compare specifically student and parent feedback to that of our staff. This data helped to
4. Our Hispanic Parent Nights, Padres Juntos and Dual Language Family Nights meetings have been a fantastic way to authentically engage parents and families, especially for one of our largest focal groups.
5. Our Student Focal Group Meeting with members of our students in GSA, BSU, Theater, MEChA, and CTE provided authentic and meaningful feedback and discussion with our collected ideas and gallery walk.

- 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.

Members of our focal student groups were asked to join a discussion and gallery walk about our high school culture. They were asked four questions: What is working? What is NOT working? What is a challenge? What do you want to see?. Students wrote several ideas and thoughts on sticky notes and then placed them under each question. After everyone was finished, we walked around the room and looked at all the responses and students picked out themes and looked at the range of responses while offering solutions or support to solutions that students generated. These solutions were then shared with the ASB to help construct proposals. This strategy reached the "involve" level of the Community Engagement spectrum.

Our parent meetings, such as our Hispanic Parent Nights, Dual Language Family Nights, and Padres Juntos meetings, are authentic ways for genuine conversation, questioning, and problem solving to occur. These are ongoing meetings that families in our community find an easy way to engage and direct changes in our school district. This strategy reached the "involve" level of the Community Engagement spectrum.

- 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.

Our empathy interviews with staff members were very insightful conversations and provided invaluable insight. Discussion questions elicited specific challenges staff face in their jobs, changes they hope to bring about, and whether or not they feel safe in our buildings. This strategy was at the "consult" level of the Community Engagement spectrum because it did encourage staff to propose solutions to our current climate and culture in all of our buildings.

Another strategy was the building climate and culture surveys from each of our buildings. Our anonymous format allowed for authentic and useful feedback, but did not go beyond the "consult" level of the Community Engagement spectrum.

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● Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Many responses from our empathy interviews showed our staff have endured some difficult times in our community, but are hopeful that we are headed in the right direction and are feeling more hopeful about our future. Many commented on feeling very supported by their fellow staff members and that they want support with student behaviors, adopting new curriculum, and more retention of qualified staff to keep moving forward after Covid and our community struggles. This feedback helped us to strategically appropriate funds for classroom management training such as ENVoY and Ruler, continue to build professional development for onboarding new curriculum, and to continue to invest our resources into a mentoring program to retain new teachers and assist those struggling in the classroom.

● How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We will continue to reach out to new community business leaders as we create new pathways in our CTE program. We will continue to grow the current partnerships that we already have, and network with those contacts to build internships in our surrounding industries. One of the key ways to show our appreciation will be to have several of our business partners attend our grand opening of our new CTE building and to spotlight those relationships at community events that involve our student-led business like Tiger Manufacturing and our Tiger Den gear. We will try and spotlight many of these partnerships in our district wide weekly videos with our Superintendent to continue to develop these key relationships.

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.

Not Applicable

Strengthened Systems and Capacity

(250 words or less per question)

● 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?

We utilize the Grow Your Own Initiative, through the Educator Advancement Council, to encourage personnel in our own district to pursue their teaching degrees and certifications. We work specifically with Oregon State University to continue to expand our Grow Your Own program. We partner with George Fox University, and Pacific University to place student teachers and to recruit new educators into key openings that we have available. All of these partnerships allow for us to seek out individual candidates that are from our focal group communities to better reflect the diversity of our learning community. We continue to use the experts within our staff to support the up and coming educators that

are joining our distinct. For example, we have our dual language teachers that have their ESOL endorsements mentor the teachers that are studying for their endorsement test. As we onboard new staff, we aim to have a few weeks overlap of on the job training for that incoming staff member from the person they are replacing for continuity and support as they transition into their new role.

- 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 have TOSA positions that help to support and guide struggling teachers throughout all our buildings, as well as Teaching and Learning Coordinators that are establishing a mentorship program to build strong relationships between incoming teachers and seasoned experts. Beyond providing layers of support and training for new or struggling teachers, our administrators also seek ways to put strong teachers, with the right qualifications, with student groups that need those skill sets. For example, our dual language teachers and ESOL endorsed teachers are working with many of our EL students in the co teaching model that is most effective for language acquisition at one of our elementary schools, middle school, and the high school. All of our EL students are placed with an ELD teacher in every building, and they also get ongoing, specific training for those roles to meet the needs of that particular focal group. At the high school level, we also have a veteran ESOL endorsed teacher in two different core intervention classes to help bridge language gaps for EL students in need of recovering credit. For our students with disabilities, we are trying to strategically invest in training and support for our staff to retain them and to provide additional staffing to systematically improve our instruction and programming.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

We use a Tier 1 intervention program that uses data to support and analyze the behaviors and practices that focal student groups are experiencing. Using this system we are able to track disciplinary actions and offer support and accommodations. We incorporate SEL interventions through the classroom teacher, behavioral specialists, school counselors and building administrators. Classroom teachers and building administrators have received updated professional development on classroom management strategies and tools. At the high school level the MTSS (multi tiered systems of support) has been implemented to support student focal groups and discipline practices. At the elementary level, PAX has supported classroom management and behavior. We have a partnership with Yamhill County Health and Lutheran Family Services that supports students in SEL and students in need.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

We use our data to inform what professional development is needed. We collect this data through a climate and culture survey along with exit tickets after meetings to see what is needed. Using staff empathy interviews, we have analyzed the needs and wants and applied them into our planning of professional development. We also use assessment data to indicate what type of professional development is needed in terms of instructional strategies that support student learning and growth. Our data has indicated that more professional development is needed in math instruction and we have developed a math leadership team that aims to support this need. The math leadership team's goals are

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to increase student's math sense along with giving professional development related to instructional strategies at each grade level. With an influx of new district leaders, we have incorporated building administrators into coaching cycles led by district staff. In our dual language program, backwards planning and coaching sessions have been incorporated into professional development training.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Coaching sessions are regularly scheduled to provide professional development related instructional strategies and areas of need. This professional development is delivered by the district office staff, building administrators and trained staff members. This feedback is given during team meetings and PLC time and distributed by professional development or backwards planning work sessions. During our Math Leadership team meetings, math standards and practices are reviewed along with professional development that is researched based and used to help classroom teachers move to high quality instructional strategies. Most commonly surveys collected after curriculum training guide instructional staff in next steps related to teaching and learning. Coaching is provided through team meetings, individual coaching sessions, leadership teams and PLCs.

- 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?

In our district we use a SST (student support team) that identifies students who are at academic risk. This system includes a team meeting that includes the classroom teacher, specialists and building administration. The team reviews quantitative data such as assessment results and report cards along with qualitative data. The team then makes recommendations for interventions and supports. Using the RTi (response to intervention) system, student data is monitored and assessed for student growth and risk.

- 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?

For all of these transition times in our students' and families' lives, we believe that communication is the key. We have communication, in English and Spanish, that goes home through many different avenues: the mail, our District social media accounts, calls home, fliers in our buildings and on our reader boards. The communication identifies our events that provides an opportunity to experience what their next level of education will be like as they transition into advancing grade levels. Parents receive a great deal of information from question and answer sessions, while students get to meet future teachers and tour their new buildings. Counselors help students and families navigate selecting classes at the middle and high school levels. At the high school level, many different staff members help to guide students to prepare for life after graduation. We have a College and Career Coordinator that helps prepare students with career exploration, and assistance in applying for work, post secondary studies, trade school programs, and scholarships.

Attachments Completing Your Submission

- Integrated Planning & Budget Template
  - o 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 (using Equity Lens from ODE)
- Community Engagement Artifacts (have them all, including empathy interview data)
- Board meeting minutes
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Documentation of Tribal Consultation (not applicable)
- District Charter Program Agreements (not applicable)
- MOU detailing aligned program consortia agreements (not applicable)
- URL where grant application is publicly posted

Integrated Application Template (Optional)

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.

x ☐ By checking this box, you provide assurance that 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.

x ☐ By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)

☐ x By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

x ☐ Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process

x ☐ HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

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.