

Integrated Initiatives & Grants Application

Oregon City School District
March 2023



Needs Assessment Summary

Oregon City School District underwent a comprehensive needs assessment summary to evaluate existing initiatives and develop additional needed initiatives for the coming school years. Given the return to full time in-person school and the hiring of new district leadership, it was timely for our district to fully re-engage our community in the development of a new strategic plan. This involved in-depth listening sessions for students, staff, and community members with our superintendent during the first 100 days of her tenure, the examination of student data for the 2021-22 school year with disaggregation of based on student groups, a stakeholder survey for direction in our decision making, and multiple focus groups to determine our district priorities.

Superintendent Listening Sessions

Over the course of 26 sessions, our superintendent met with 522 members of our district community including students, families, staff, community members, city officials, and service organizations. Options for both in person and virtual sessions were provided. Needs that were voiced within these sessions included 1) addressing unfinished learning and academics; 2) student behaviors and emotional/mental health needs; 2) facility/material needs; 3) schedule concerns; 4) issues of access & racial inequities; 5) promotion of options at high school level; 6) staff compensation and training; 7) needed services like preschool and free lunch; 8) need for increased communication across the district.

Student Group Highlights (Data Brief)

This data brief, completed by the Clackamas Educational Service District by request, examined the needs of four student groups: economically disadvantaged students, students experiencing disabilities, Latino/a/x students, and students with high mobility. The data examined focused on the key areas of reading & math achievement, attendance, graduation rates, and preparation for college and career in the 2021-22 school year. In alignment with the state overall, this data brief showed fewer students on grade level in reading and math as well as fewer students that demonstrate regular attendance of at least 90% of school days. Our graduation rates are relatively stable with some positive gains for Latino/a/x students, but we have varying participation in advanced coursework and CTE classes that should be addressed.

Strategic Plan Stakeholder Survey

This survey, a guiding document for our strategic planning, was administered in January 2023 and had 1,683 responses - the majority of which were students (1,191). In addition to this, 325 families, 90 employees, and additional community members and partners also participated. Survey participants were asked to rank priorities for OCSD to focus on in order to prepare our students for the future. The top identified priorities were: 1) students ready for the world of work with or without college; 2) mental health & social emotional wellness; 3) school safety and safe spaces; 4) positive school culture (sense of belonging, increased attendance, anti-bullying, etc.); 5) career and technical education.

Strategic Planning Focus Group Data

Data collected from 26 separate focus groups is included as an artifact that informed our grant planning. Responses indicated a wide variety of input on core values, vision, and mission statements. The document showcases the responses to the question, “What do you think the district should make its TOP priority and why?”

Survey for Educators

An additional survey was sent to educators to ask specific questions about the implementation of classroom and school systems, instruction, community engagement, career & college readiness, positive behavior supports, and communication. The feedback on this survey helps to not only inform our grant initiatives but also to direct their implementation in the coming years.

Plan Summary		
High Quality Teaching & Learning <i>Guided by an instructional framework and evaluation system that helps educators meet every student’s needs.</i>	Well Rounded Education <i>Relevant, authentic, engaging learning for every student.</i>	Career & College Readiness <i>A culture of career exploration and college readiness for every student to plan a pathway to their future.</i>
Student Voice & Agency <i>Each and every student is connected in a way that shapes and influences their educational pathways.</i>	Each & Every Student Thrives	Expanded Opportunity & Partnership <i>Partnerships within schools and outside of the school walls to expand the student experience.</i>
Strengthened Systems for Safety & Wellness <i>Clear, focused processes and data driven decision making that promotes student achievement and wellness.</i>	Communication & Involvement <i>Increasing engagement and input</i>	Engaged Communities <i>Building partnerships with families and community organizations that support every student’s goals and aspirations.</i>

Overarching Themes

As seen in the graphic above, we have identified four priority areas in the course of our needs assessment and strategic planning process that are applicable to the use of this grant funding. The four major buckets include: High Quality Teaching & Learning, Career & College Readiness, Engaged Communities, and Strengthened Systems for Safety and Wellness.

We believe that High Quality Teaching & Learning overlaps with Career & College Readiness when we define what a well rounded education looks like for our students. Based on our feedback, it is clear that students and families are interested in having relevant, authentic, and engaging learning experiences that provide choice and opportunity. Core content is essential AND should also be rooted in coursework that offers a variety of learning pathways and career focused planning.

In the overlap of Career College Readiness and Engaged Communities, we recognize the impact and importance of partnerships within our community. Allowing learning to branch into internships, job experiences, and relevant life skills is highly valued. Our families and community partners are essential to supporting our students in becoming lifelong learners.

Engaged Communities connects with Strengthened Systems for Safety & Wellness through communication and involvement. We are committed to increasing engagement with our families and community members through consistent and transparent communication, and we seek to remove barriers for students and families that may not feel heard or seen in our community.

Strengthened Systems for Safety & Wellness overlaps with High Quality Teaching & Learning in the way in which we elevate student voice and agency to shape the student learning experience. When students are in an environment that is physically & emotionally safe, they are better able to learn. Promoting systems that tune in to student voices and needs is critical to their overall wellness, and it keeps students at the center of our work.

Finally, the cornerstone of where all these priorities overlap is our approach to equity advanced initiatives. We believe that in an educationally equitable environment, each and every student has the ability to thrive.

Connecting Initiatives, Needs, and Intended Outcomes

High Quality Instruction

Outcome: Guided by the annual growth target, increase graduation rates for all student groups and reduce the gap between the graduation rate for focal groups and the district average.

Strategies:

- Implement class size reduction
- Provide physical education and additional music teachers at the elementary level to create a well rounded school experience.
- Provide instructional support specialists (K-8) to guide and support high quality teaching & assessment.
- Provide elementary vice principals to allow for increased teacher feedback aligned to the evaluation framework.
- Implement a high school instructional leadership team (9-12) to guide and support high quality teaching & assessment.

College and Career Readiness

Outcome: Guided by the annual growth target, increase 9th grade on track rates for all student groups and reduce the gap between the 9th Grade on track rate for focal groups and the district average.

Strategies:

- Create a Student Success Team that regularly monitors data and implements supports for students who are not on track to graduate.

- Implement a college and career team that provides coordination between teams to increase opportunity for internships/career experiences and participation in rigorous, engaging courses.
- Eliminate course fees to remove barriers for students wishing to pursue courses offered at the secondary level.

Strengthened Systems of Safety & Wellness

Outcome: Increase the overall rate of regular attenders and reduce the gap between the attendance rate for focal groups and the district average.

Strategies:

- Implement systems for positive behavior supports using relevant data, in building support staff, and district level coordination.
- Provide support for students who have health and medical needs that can act as barriers to regular attendance.
- Provide stipends to teachers who lead educational equity teams to reduce disparities between student groups and work to remove barriers to student success.
- Implement an early warning data system that supports school success teams.

Engaged Community

Outcome: Increase the overall rate of participation in community engagement opportunities at the school and district level.

Strategies:

- Provide consistent districtwide interpretation services and on demand support for students & families.
- Provide additional services to support families through social work.

Equity Advanced

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

The Oregon City School District has continued efforts to reduce disparities between student groups, focusing on groups that are historically underserved. We follow the definition of “educational equity” set forth by the National Equity Project which states: Educational Equity is: reducing the predictability of who succeeds and who fails, interrupting reproductive practices that negatively impact vulnerable and marginalized students, and cultivating the unique gifts and talents of every student. Themes of educational equity are woven throughout our professional development and is a focus of our Educational Equity Conference in February, where national and local experts come together with our own school staff to present on techniques and strategies for attaining our goals of reduced disparities between groups.

In 2021-22, some data points that point to success include an increase between 3-8% in enrollment in CTE coursework for students experiencing disability (8%), Latino/a/x students (5%), students with high mobility (4%), and economically disadvantaged students (3%). In the Fall of

2022, we saw an increase of enrollment for students experiencing disability (12%), Latino/a/x students (13%), and economically disadvantaged students (23%). Graduation rates in 2021-22 remained relatively stable for all groups, but showed an increase of 11% for our Latino/a/x students.

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

As we work to recover from the pandemic, we have fewer students on grade level in reading and math across the district. This is especially true for our economically disadvantaged students and students experiencing disability. We are seeing strong growth rates after the initial implementation of our new reading curriculum, but there is still a great deal of work to be done. Beginning this Spring, we will invest time in the adoption and implementation of a new Math curriculum K-12. But this alone will not suffice.

There is a need for consistent instruction, feedback from teachers, and interventions that support learning goals. That consistency is disrupted by higher levels of chronic absenteeism for all of our focal groups, with regular attendance rates ranging between 34-54%. Focusing on strategies that increase attendance rates, including student wellness and sense of belonging, a range of engaging coursework, and systems for student outreach are essential as well as regular monitoring of the data to investigate root causes or barriers for these groups to attend school.

While we have seen some growth in CTE enrollment, all groups continue to lag behind the district average. Research tells us that students who take CTE courses, especially those who experience poverty, are more likely to graduate on time. The same can be said for advanced coursework. Not only do we need to expand and further coordinate our offerings and opportunities, we must provide supports for students who invest in these classes to support their growth and success.

- *Upload the equity lens or tool you used to inform and/or clarify your plan & budget.*

Equity Lens

- ① Does this decision align with the District mission/vision?
- ② Whom does this decision affect both positively and negatively?
- ③ Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- ④ Are those being affected by the decision included in the process?
- ⑤ What other possibilities were explored?
- ⑥ Is the decision/outcome sustainable?

- *Describe how you used this tool in your planning.*

The questions within our equity lens are used in our community engagement process. We not only consider how we communicate with all stakeholders, but also how we provide access to focus groups and surveys by including interpreters, scheduling groups across different times of day both in person and online, making personal invitations, and

allowing for participants to respond in their first language. This creates safe spaces for feedback and two way collaboration. We have been mindful since the first SIA grant application to create feedback loops after the implementation of strategies to explain how their feedback was addressed in the initiatives and to see how they are positively or negatively impacting our students and families (if there may have been unintended consequences). And while the data has had lapses and disconnects over the last three years that have made it hard to correlate all the initiatives with outcomes, we seek to look for more formative feedback that can inform shifts in the work along the way.

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

Our Instructional Support Specialists and Coaches will continue to support teachers as we strengthen systems that address core instruction (Tier 1), and they will be working to begin to expand understanding and access of Tier 2 and Tier 3 instructional supports under the guidance of administrators. Increased feedback to teachers and reliable, timely data is a part of this plan that helps us to see when our core instruction needs adjustment and expansion. This especially impacts our focal groups, who are statistically more likely to be over identified for Special Education.

Additionally, we believe that we will create the potential for increased enrollment in CTE coursework (currently at 18% districtwide) and advanced coursework (currently at 32% districtwide) for all students. Having two College and Career Coordinators that work with various teams to develop student six year plans and create both school and community based opportunities meets a need that has been voiced directly by our students. This is true also for our Student Success Team, who will be utilizing data and support staff to intervene early and often within a system of outreach.

Many of our focal group students who are not meeting academic expectations encounter other barriers - basic needs, health concerns, consistent attendance, and overall wellness. We believe that there is an academic impact when supports are accessible and positive behavior supports are consistently practiced and understood by all adults within the system. We are using additional grant funding to provide coordination of the activities listed within this plan.

- *What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?*

The main barriers that we are seeking to address include low regular attendance rates and unfinished learning due to the pandemic. For our focal student groups, who show lower and more disparate rates in both attendance and academics, the need for accelerated growth is essential. Time is always a limited resource, and educators have to be proactive AND responsive

to meet student needs. This is challenging and requires ongoing professional development and focused collaboration.

Our district, along with many districts in our state, have experienced an ongoing staffing shortage that impacts our efforts greatly. Substitute teachers are often needed for meaningful professional development during the workday, and they have been in short supply. This has limited our capacity to provide regular training for all. In addition to this, many of our specialists that are hired to work on instructional coaching, behavior supports, and outreach are asked to step in as substitute teachers when our educators are out due to illness. This makes it difficult for them to create consistent programs for students and staff.

Finally, while there are many barriers for our focal group students outside the school walls that impact attendance, it is our hope that increasing Student Success support and focusing on school culture and belonging will assist us in overcoming many of those barriers through strengthened relationships and increased student voice.

- *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?*

The District Homeless Liaison works collaboratively with administrators and counseling teams to provide a variety of supports for students experiencing houselessness. The coordination with local agencies helps to identify any students that might qualify for services under the McKinney-Vento Act. By providing enrollment assistance, transportation assistance, providing free or reduced meals, and connecting students and families with community resource referrals, the collaborative team works to remove any barriers to student participation in classes and activities.

In accordance with OCSB Policy JECBD and the corresponding JECBD-AR, each student is provided access to courses and services provided to other students, including (and pertaining to this grant) Career and Technical education. Thoughtful planning for timing of programs and accessibility for students is critical to inclusion, and our liaison works as an additional support in connection with the school team. For families (and unaccompanied minors), our policy states that they shall be informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate.

CTE Focus

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

We have been fortunate to hire diverse teachers into our CTE programs and we believe that encourages and supports increased enrollment for our students of color. Our CTE classes have no prerequisite requirements, open enrollment and are included in the curriculum guide as

classes that are open to all. The CTE Programs of Study have high visibility in the school to build awareness of the opportunities that are available.

As with all of our classes, student support is provided for students with learning needs. A good example of the inclusion efforts is our OCHS bistro that operates in collaboration with our ALPS classroom, making sure that the learning and the unique experience is accessible.

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

We have recruitment processes in place, but they are in need of additional coordination and expansion to be sure that we are reaching the students that are farthest from opportunity. Additional systems need to be developed for the tracking of student data & timely outreach to engage student interest. As we strive towards more connection and belonging within our school community, we are seeking to develop additional programs within the comprehensive high school and district sponsored charter school. This year, we added Health Care Careers at both schools, but it is still under development.

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

We currently offer open houses, school tours, and curriculum fairs to promote our CTE pathways. High school students at OCHS travel to the middle school to give presentations about the programs to students prior to forecasting to get students excited about the variety of options. We assist students in developing booths and displays that offer student demonstrations and examples of coursework/student learning examples at our family events.

What needs further development is the outreach component of our programs. While we provide a great deal of information, it is mainly accessible to those who seek it. By adding to our College and Career Coordination, we are working to increase the invitation to students, helping them to see themselves in CTE Pathways. Our counselors engage in some outreach during the forecasting process, meeting with individual students and classes during mentor teams to make students aware of the programs, but the strategies need to be more robust to impact our data significantly.

- *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?*

As briefly mentioned above, we work in collaboration with Student Services and specialized classrooms to make sure that all CTE programs have inclusive practices to meet the needs of students experiencing disabilities. We believe that all accommodations can be met in our CTE courses and we work with the team to make sure the student has the same opportunities as all students within the school. Another positive move made possible by SIA funding in the past

(and a continuing activity in this grant plan) is removing the class fees for all courses including CTE Pathways, as that has been a barrier for economically disadvantaged students in the past.

We have studied enrollment data and compared them against our district averages, and we have made slight growth. However, students in our focal groups are still not enrolled at the same rate as their peers. This is an area of continued growth for us.

Well-Rounded Education

- *Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).*

At all levels, the work of providing a well rounded education begins with core instruction and the structure of the school day. Finding a balance between teaching the skills and concepts of the core academic standards and providing spaces for students to grow artistically, have physical exercise, build social relationships, and develop all the skills for school success is the challenge.

At elementary level, we focus on the core concepts of literacy, mathematics, social sciences, science inquiry, and health instruction while also offering PE and music education. Students have schedules that provide PE and music classes every week along with an opportunity to be in the school library. Prior to having SIA funds, we had half time music teachers (music once a week) and elementary teachers taught their own PE classes. The addition of these specialists has greatly contributed to a more well rounded environment. We also are fortunate to have new makerspaces in two elementary schools that allow for in depth study of STEM concepts.

Our middle schools are based on a design thinking and project based learning approach in which classes and standards are interdisciplinary. Students learn the standards through the use of adopted curriculum and an inquiry approach to increase engagement and student interest. We are proud to offer a Dual Language Immersion program that begins at Candy Lane Elementary and extends through Gardiner Middle School. One of our district sponsored charter schools (CAIS) offers middle school instruction as well.

In high school, well rounded instruction includes a wide offering of electives in many disciplines, including the arts, CTE coursework, and content specific electives. We have a traditional comprehensive high school and two district sponsored charter schools that offer unique opportunities for students.

- *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?*

Elementary schools offer music and visual arts as regular parts of their school experience.

At the middle level, electives include visual arts, choir, band, theater arts, arts & crafts, and graphic arts.

At Oregon City High School, we offer the following fine art and performing art electives:

- Introduction to Art **(9-12)**
 - Art History **(9-12)**
 - Drawing & Painting 1, 2 **(9-12)**
 - Advanced Studio Art **(10-12)**
 - AP Studio Art **(10-12)**
 - 3D Design **(9-12)**
 - Digital Photography **(9-12)**
 - Advanced Digital Photography **(10-12)**
 - Graphic Design **(9-12)**
 - The Art of Animation **(10-12)**
 - Theatre 1 (9-12)
 - Theatre 2 (10-12)
 - Theatre 3 (11-12)
 - Honors Theatre 4 (11-12)
 - Musical Theatre (9-12)
 - Technical Theatre - Late Bird (9-12)
 - Concert Choir (9-12)
 - Advanced Treble Choir (9-12)
 - Honors Master Choir (9-12)
 - Sound Check - Early Bird (9-12)
 - Concert Band (9-12)
 - Symphonic Band (9-12)
 - Honors Wind Ensemble (10-12)
 - Jazz Band - Early Bird (9-12)
- *How do you ensure students have access to strong library programs?*

Time is provided in the school day for students to visit and experience the library. Our libraries are staffed with instructional assistants that have a dedication to strong library programs. Our district librarian, who also serves as OCHS's librarian, meets with these instructional assistants to support their teaching of library and literacy skills. He also meets with district and school librarians across the county and our Oregon City librarians to support our students in accessing materials and books through library programs. Our library team works to create up to date,

quality collections of books as well as digital library and research resources for students to utilize in their learning.

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

At the elementary level, students have both free play time and structured recess built into their day, one of which is connected to their lunch period. Throughout the day, teachers incorporate movement and brain breaks to help students focus and sustain their learning through the school day. Physical education is offered by a specialist twice a week.

At the middle level, physical education electives are offered in addition to the required PE classes. Both of our new middle schools included thoughtfully designed spaces for movement and play that are suited to their age range; the design was based on student input for the kinds of spaces they wished to have in their schools for breaks and physical activities. Both schools have new tracks and turf fields that are utilized in physical education, during student breaks, and after school for athletics.

At the high school level, many opportunities for movement are available to students through electives and extracurricular activities. PE electives at OCHS include:

- Fit for Life (PE1) **(9 or 10)**
 - PE Activities **(9-12)**
 - Toning & Endurance **(9-12)**
 - EB Toning & Endurance **(9-12)**
 - Yoga & Pilates **(9-12)**
 - Weight Training **(9-12)**
 - EB Advanced Weights **(9-12)**
- *Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.*

In addition to the CTE pathways that address STEAM concepts directly, we have developed fabrication labs and design studios in both middle schools that offer robust electives that are structured around STEAM instructional practices. The middle school approach to teaching is based on design thinking and project based learning to make learning more relevant, engaging, and authentic. AVID strategies also support critical thinking, inquiry, and cross-disciplinary content.

Two of our elementary schools, Redland and Gaffney Lane, have new makerspaces that have instruction that is aligned with STEAM instructional practices. We have a partnership with the South-Metro Salem STEM hub that has provided training opportunities and professional

development for our teachers at no cost. They have provided school based sessions and district level opportunities through our K-12 Educational Equity Conference. This has provided our teachers with additional strategies to incorporate STEAM lessons into their instruction.

- *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.*

Within each curriculum adoption process, K-12 teams study the adopted standards and develop priorities for new curriculum based on student data. We utilize the provided rubrics from ODE to rate the state approved curriculum and/or independent adoption materials to assist us in our recommendations to the board. Part of this process is looking at the alignment to Oregon standards and determining if there is a need for supplementary materials. We look to our teacher leaders and specialists to serve on the adoption committee to provide guidance on our final selections.

Our instructional support specialists and coaches help us to implement the curriculum and adjust the scope and sequence as needed within the first year of implementation. With the implementation of our new instructional leadership team (included in this grant), we hope to further support this work at the high school level as the content becomes more distinct and advanced.

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

Through a combination of collaboration, observation, and data-based decision making, we strive to make all of our educational experiences for students challenging and engaging. As we returned from the pandemic, we found an increased need for reintroducing the concepts of Professional Learning Communities. PLCs ask us to be intentional about our instruction and curriculum, to design meaningful and useful assessments, to provide timely intervention, and to develop extensions for students that have met the learning standards. This work is deeply rooted in teachers sharing knowledge with one another, studying their student data to determine next steps, and working closely with specialists to adapt and differentiate instruction. One part of this practice is developing priority standards that focus our formative and summative assessments, leading to improved instructional practices for students.

As we revisit the evaluation framework, we are working to tie our instructional practices more specifically and intentionally to our observations so that teachers have feedback that impacts their practice. Another critical strategy is to engage student voice and allow them choice in their learning. We know that when students have the ability to reflect on and direct some aspects of their learning, they engage at higher levels.

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

We offer preschool programming through our Oregon City Community Education center at Jennings Lodge, and we partner with our local preschools in the area. In working with the Clackamas ESD, we are studying programs regarding early literacy that we hope to use as continued connections with our preschool partners. Leading up to our Kindergarten Connect and elementary open house events, we engage in outreach to our local preschools to provide information to families that have students entering kindergarten, and we engage in pre-meetings for students that have specific learning needs.

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

Counselors work in collaboration with one another to discuss student needs as they transition from middle school to high school. Some students benefit from visiting new classrooms and spaces in advance, meeting their teachers and navigating the new spaces. All students that are experiencing disability have transition meetings to prepare for the move to a new school and new school based team.

Our high schools engage in middle school visits with students visiting schools to promote high school level clubs and activities. Counselors visit our middle schools to showcase and explain all course offerings at every high school as the students prepare to forecast for their freshman year, and 8th graders take field trips to OCHS. Pioneer Night is an open house for all high school students and their families, but also has specific parts of the program for incoming 9th Grade students. One unique addition for our 8th graders is our Summer Bridge Program, which offers a week of school experiences, relationship building, and skill building in preparation for their freshman start in the Fall. This was developed as a part of the Summer Learning Grant, and allowed for us to incorporate activities and meals into the program.

Our College and Career Coordinators offer monthly events to prepare for the shift to post-secondary education, including financial aid support, scholarship information, college and career fairs, and college application guidance. Further development of programs to support the transition to post-secondary education will be made possible through activities and strategies suggested in this grant application.

- *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?*

Our 9th grade success teams study student data including grades, credits earned, attendance, discipline data, and student survey data to better support students as freshman. Catching kids

that are not meeting standards or earning the required credits early on allows us to intervene in a meaningful way through credit recovery, care & connection services, and family connection. Students work with counselors and deans to determine structures for getting back on track, including needed supports and systems for accountability. Our Intervention Teams (I-Teams) are also in place for teachers to bring forward concerns about student growth and progress, engaging the support of a team that determines appropriate interventions.

We are working to train all teachers in universal design for learning principles, which increase our ability to differentiate instruction within the classroom and to offer students multiple ways to demonstrate their learning and understanding of core concepts and standards.

- *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 students that are identified as Talented and Gifted, as well as students that are simply exceeding standards without that designation, we work to support systems for extending learning. This could mean different work or assignments that are more challenging and advanced. We also work to design classes that allow students to pursue learning to their highest level of capability as part of our core instructional design.

As we revamp our TAG identification process and Student TAG plans, our Instructional Support Specialists and Coaches are working to better understand ways in which students may be more accurately identified, especially those within focal groups that have not been properly identified in the past. We want our TAG plans to be tailored to the needs of each and every student.

CTE Focus

- *How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?*

Our high schools offer open houses and family nights throughout the year that connect with CTE programming. Our AVID family nights provide information about college application and FAFSA support as well as trade schools, community college programs, and the Oregon Promise.

Our College and Career Coordinators are in classrooms and looking at data, seeking students out to invite them to participate, but additional support for outward facing opportunities are needed. We have three mentoring programs of note for students: the ASPIRE program through Oregon Student Aid that focuses on career and college readiness, Oregon City Together Mentoring Program that focuses on connecting Oregon City community members with students to explore varied interests, and this Spring, we will be taking a group of Latino students to the MENTE Summit at Linfield College that connects Latino/x students with professional and college mentors.

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

We cover as many communication formats as possible, utilizing our websites, social media and newsletters to promote course offerings. We also offer family nights, open houses and school tours. College and Career Coordinators are continuing to work on outreach strategies as referenced above, and our counseling teams are working on effective forecasting techniques to increase participation.

One strategy at our middle level (including CAIS) is the ability for all students to take courses that act as previews/introductions to some of our CTE programs of study. CAIS has programs and facilities that are uniquely suited to engineering, manufacturing, and media/communications, and in the redesign and building of our new middle school, fabrication labs (fab labs) and design studios were built with state of the art equipment. At two of our elementary schools, we have added MakersSpaces that provide elementary introductions into some CTE programs of study as well. Our Instructional Support Specialists develop lessons and student experiences for teachers to use in these spaces.

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

While we have some work-based learning experiences in all of our high schools, this is an area that needs expansion. Our College and Career Coordinators and administrative teams are working to change the process for work experience that can lead to high school credit due to barriers that students experienced in the past. The processes were found to have unexpected deadlines, unclear expectations, multiple points of contacts, and a general lack of consistency. We now offer bi-weekly Google classroom reminders for students and additional supports for navigating work-based learning experiences and finding success.

At OCSLA, sophomores through seniors participate in project based internships that focus on careers and work-based learning experiences that are led by the school instructors partnering with community and business mentors. Some students also participate in individual internships in the community. In general, we need more options for students to have these experiences with clear processes and consistent partnerships across different fields of work.

- *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.*

At all levels, we are working to integrate strong literacy practices throughout all of our offered classes and coursework. We believe this is essential to support students, because literacy is at the core of all learning. Supporting schoolwide AVID strategies across the middle and high

school classes that encourage a focus on writing, inquiry, collaboration, organization, and reading through common language and systems is one way in which we integrate that learning.

One focus over many years has been to develop our priority standards at every grade level and content area to determine what are the essential learnings from one grade level to the next. This helps us to continually adjust our assessments and develop interventions that address the most important skills and concepts for student success.

OCHS has partnerships with Clackamas Community College (which is within a safe walking distance from our campus) through Advanced College Credit (ACC) and Oregon Institute of Technology (OIT) through the Advanced Credit Program (ACP). Dual credit courses are offered at Oregon City High School. We are currently working to increase opportunities for work experience credit, increase credit bearing opportunities in internships, and expand to a wide variety of electives and choice options. Removing the course fees at the secondary level for CTE and elective classes has greatly increased participation in a wide variety of course offerings. This was made possible through SIA funding for the last two years.

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

At the middle level, we provide college visits for our AVID elective classes, which often include students from our focal groups, to provide opportunities to explore those pathways. We offer career and college fairs for our students to self advocate, network, and connect with a variety of post secondary opportunities. Our ROTC program is of note in this area, as it incorporates many aspects of self sufficiency and skill development for students to be successful beyond high school. Students that do or do not intend to enroll in the military after graduation have noted the great value of the ROTC program for teaching them valuable life skills.

This is another aspect of career and college readiness that we hope to continuously develop with additional supports and coordination.

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

Encouraging student voice in the development of our CTE programs is one way that we can identify both participants and potential pathways for the future. We are interested in developing new programs that are not as traditional, and we have adopted an open mindedness about all options after graduation. Our high schools feature pennants, posters, and materials from not only 4 year universities but also trade schools, community colleges, and on the job training programs.

From an equity standpoint, we work to recruit all students into fields that are typically dominated by one gender. A good example comes from CAIS, where our initial coursework in fabrication and design dispels the myths that it is a trade geared solely to males.

- *Describe any new CTE Programs of Study to be developed.*
 - **Education Careers Pathways** (OCHS & CAIS): Students will start with child development and child psychology coursework and will be working towards actual experience in elementary and middle school in preparation for a career in education. This program will include peer mentoring at the high school level.
 - **Graphic Design Pathway** (OCHS): This pathway previously existed, and is now being redesigned. Students will participate in coursework that includes digital photography, print design, and computer modeling, and will be connected to a business-based model.
 - We will continue to improve our new **Health Care Careers Pathway** (OCHS & CAIS) - Students will have additional classes available to include more advanced coursework, potentially working in the onsite health center or as athletic trainer assistants.

Engaged Community

- *If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?*

Both before and after the pandemic, we have made significant strides in our efforts to create meaningful and authentic opportunities for families and communities to provide the district and schools with input. Some of the initiatives that have made an impact are systemic, including our process for easier translation of emails and critical documents, timely and welcoming interpretation services, seeking to hire more bilingual staff into every position, and offering opportunities to engage in input through many platforms and formats. We re-invigorated our school site councils in 2021-22 with the goal of increased collaboration in creating school site plans and priorities. In addition, we hired a new Communications Specialist this year to help us restructure our website for ease of use and to provide information to our families in multiple ways through Parent Square and Square Space.

We recognize that surveys and emails do not reach everyone effectively, so we seek to invite stakeholders to the table for focus groups and empathy interviews. We know that not every parent or guardian can easily attend events due to barriers like childcare needs, varying work hours, and transportation, so we offer engagement opportunities at various times of day, in-person, and virtually.

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

Through the Superintendent's listening sessions, we have built new relationships with our chamber and community organizations that have provided input impacting our efforts in college

and career readiness, services for families and students, and additional opportunities for our students. We want to continue to cultivate and grow those partnerships in the coming years.

We are also seeking to increase participation in our parent advisory committees, including our Latinx PAC and our Student Services PAC. The Latinx PAC is being relaunched with the support of a team of administrators and staff members, making sure that opportunities to come together to collaborate and share feedback is regular and useful. We also are thankful for our partnership with the Clackamas Educational Service District that supports our efforts in gathering input from our Migrant families. Their support has been valuable in making sure that the students and families in this focal group have their voices heard.

From a general perspective, the relationships that we are building with our families are some of the most important to cultivate. They are our partners in providing the absolute best educational experience for their children. We are consistently working to improve and enhance our communication efforts to strengthen those relationships.

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

We have and will continue to utilize the Community Engagement Toolkit with our Leadership Team to expand our thinking on what community engagement means. Additional models, templates, and tools are always welcome. It is also helpful to receive short videos, models, and slide decks to keep our communication consistent. We often collaborate within the county and we share our ideas and resources with one another - having similar templates is a great support.

We are also always interested in tools that are already translated into multiple languages and formats. At times, we direct our families to the ODE website, so keeping that updated and connected to resources for families is greatly appreciated.

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

It is our goal to create a safe and welcoming environment for every student, all families, all staff members, and all community members. In addition to regular, accessible communication, we believe in creating many opportunities for our community members to partner with us. Some examples include:

- Our long range facility planning committee that is currently touring every building to facilitate further discussion about the needs within our learning environments. We have several community members participating in this work.
- Both of our middle schools host a student showcase in which our students research a problem or question of inquiry that pertains to our community. We invite our

community members, surrounding businesses, and city officials to come to our showcases to hear student ideas and give feedback.

- Multiple opportunities are offered for our community to join us in celebration or service. Some great examples include Read Across America Day, school site councils, open houses, the Aspire mentoring program at OCHS, service learning opportunities at OCLSA, and a range of business partnerships with CAIS.

To make sure that our spaces are safe and welcoming, we don't just offer opportunities, we offer invitations. Our strategic planning steering committee is a team of community members, parents, students, and school leaders that is shaping our guiding principles and priorities for the years to come. Our applicants for that steering committee exceeded our capacity, so there was a focus group created solely for those that were not chosen to make sure their voices were heard.

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

Clackamas Academy of Industrial Sciences and Oregon City Service Learning Academy are our district sponsored charter schools. The administrators and staff are employees of the Oregon City School District, and they are engaged in all aspects of our communication, feedback processes, professional development, and district level initiatives. Through this process, we considered their data within our district data and at the school level. Their community was engaged through our Listening Sessions Strategic Planning Process, invited to participate in surveys, focus groups, virtual events, and on steering committees. The stakeholders associated with each school had all of the same opportunities given to every stakeholder in the district.

Clackamas Academy of Industrial Sciences has a unique interest in Career and Technical Education, and the plan provides for support of their CTE pathways and partnerships with Clackamas Community College. Oregon City Service Learning Academy holds interest in those programs and also student success and reengagement strategies for students. Both schools have access to district level initiatives in this plan including social work, district interpretation services, college and career coordination, our MTSS early warning system platform, the district data analyst, and stipends for staff for 9th Grade On Track and Equity Team work.

- *Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)*

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care

- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Community leaders

How were they engaged?

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with business

Evidence of Engagement

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

- *Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?*

We selected these artifacts for multiple reasons:

1. Our **Student Group Highlights** artifact gives a detailed picture of the 2021-22 school data, showing both the district averages in several areas alongside the data for our focal groups. This helps us to identify both the successes and challenges present within our district using our equity lens.
 2. The **Superintendent Listening Sessions** artifact provides the strengths and needs as perceived by our greater community. It was the number one priority for the first hundred days of our superintendent's tenure, and time was created to meet with a large variety of groups and individuals representing many viewpoints.
 3. Our **Strategic Planning Stakeholder Survey** and **Strategic Planning Focus Groups** artifacts show the large scale community engagement that has been utilized to direct our new strategic plan AND to inform the initiatives within the Integrated Grants. We were able to capture thousands of stakeholder voices between these two documents. The individual focus group data and disaggregated feedback to allows us to recognize individual voices within our community as well as the overarching themes. A huge plus to these two artifacts is the strong presence of student voices.
 4. The **Survey for Educators** artifact acts as the beginning of a roadmap to both affirm and further inform the initiatives and investments within the grant. Fully understanding the perceptions of our staff allows us to be more intentional with the implementation of new coordination efforts and planful in our professional development in the coming years.
- *Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.*

The focus groups within our Superintendent Listening Sessions and Strategic Planning efforts are good examples of “**Involve**” on the Community Engagement spectrum because they offer in person (or virtual) two way conversations between the district and the community members. Beyond what a survey can offer, these were discussion based with participants having the opportunity to deeply explain their thinking, ask clarifying questions, and to work in collaboration with the other participants. Questions were largely open ended and in the smaller focus group format, participants had airspace and time to answer thoughtfully.

In partnership with our affinity group advisors and parent advisory councils, we were careful in creating focus groups that allowed for any participant to join a group that felt most welcoming, safe and accessible. Our Spanish speaking participants were able to receive questions and

provide feedback in Spanish with our bilingual administrators and support staff, and several opportunities were held for members of the Latinx PAC and families within our DLI programs at both the elementary and middle school levels. Another example is our focus group for our Bridges to Independence Students to address the perspective and feedback from our students experiencing disability as they prepare to transition to post secondary goals. Providing a safe space with adult support during the school day allowed us to capture this feedback and to think about the meaningful development of transition goals to college and career for this group of students.

- *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.*

Similar to above, staff were provided separate opportunities to join focal groups at each of their schools or worksites and engage in two-way, collaborative conversations that are indicative of “**Involve**” on the Community Engagement spectrum. There were opportunities in person at each building for the Superintendent Listening sessions and the Strategic Planning Focus Group sessions as well as virtual opportunities for anyone that was unable to attend one of the planned events for staff.

Staff were also given an additional survey, best described as “**Consult**” on the spectrum, to further define their needs that relate to the priorities identified in the Integrated Grant Plan. This was to allow us to begin to plan next steps as we implement the initiatives and to understand the level of support needed.

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

First and foremost, we have learned that our community and staff care deeply about our students and our schools. They all want to be part of increasing student success and supporting wellness. There are concerns about accelerating learning in the wake of the pandemic, maintaining reasonable class sizes, student safety, the need for behavior supports and structures, attendance, issues of equity, and how we can partner together as a community. Overall, our community and staff want to know that students leave our schools prepared for the next challenge - whether that is the rigor and expectation of the next grade level or the career path they have chosen. They want students to have high levels of engagement and belonging that leads to investments in their learning and themselves.

We have applied this input by working to increase the coordination of our college and career readiness systems, tracking student progress through 6 year plans and guiding them towards promising futures. We are attending to social work, interpretation, and health services to work to remove barriers for students. We are developing systems around academics and positive

behavior supports that rely on timely data and increased feedback for staff and families as they provide intervention and differentiation. We also continue to invest in class size reduction to meet that request from our community to the best of our ability.

CTE Focus

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

The addition of a second College and Career Coordinator through the grant funding is helping us to attend to the need for additional outside placements and internships. We are aware that our community partners are open and eager to welcome our students into these opportunities, but we have lacked the ability to properly inform, track, and engage our students while developing new opportunities that meet their interests. Oregon City Chamber of Commerce received a grant to support work readiness for our community which stretches into our schools. Our addition of an additional College and Career Coordinator provides time for collaboration with the Chamber and the network of businesses eager to connect. Moving forward we will be able to develop partnerships to address all career and college pathways to give opportunities for our students to participate in job shadows, internships, job talks, and perhaps apprenticeship opportunities.

Coordination will be twofold: it includes seeking additional community partnerships and work based learning as well as overseeing our Naviance program to develop 6 year student plans, working in connection with our CTE Consortium to enrich and further develop pathways, working with Clackamas Community College to increase dual credit, and coordinating with our Student Success Teams that are carefully monitoring data for students that are at risk of not being on track to graduate.

Affirmation of Tribal Consultation

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

Strengthened Systems and Capacity

- *How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?*

During the initial implementation of SIA strategies, our Human Resources Department worked in collaboration with our District Equity Team and our Educators of Color Affinity Group to examine and rework job postings and descriptions, focusing on the recruitment and inclusion of diverse candidates. We offer additional stipends for bilingual candidates in all positions, and we are working towards new recruitment strategies to engage with potential candidates earlier in the hiring season including partnering with other districts and also our community college as they create non-traditional pathways for teaching certification.

After hiring many new administrators in a single year, it became clear that our onboarding systems were not sufficient for them. While we offer paid mentors to all new principals, we did not have the sufficient time or opportunities for all new administrators to collaborate and learn together. We developed an optional Leadership Academy, available every other month with dinner provided, to offer “deep dives” into conversations about community engagement, evaluation, safety practices, social emotional learning, literacy, and any other topics that the group identifies. We bring in both district and outside expertise to assist the district office staff in this work.

Developing quality educators is deeply rooted in our interaction with our observation and evaluation process. Some of the positive things in place are observation calibration amongst administrators in relation to our evaluation tool and learning walks with instructional support specialists with identified targets. We are recognizing a lack of connection between the evaluation tool and specific classroom practices, so we are looking to develop more distinct frameworks that tie the two together.

- *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?*

While the last two years have brought tremendous turnover in staff positions in our district (and across the state), there is not a high level of transfer between our buildings. Staff are tightly bound to their school communities and identities, and there is not a desire to move away from schools that experience higher rates of poverty or students with specific needs. When we are hiring, we look to balance teams in terms of experience whenever possible and consider the unique needs of new teachers. We have an embedded, teacher-led mentoring program for first

and second year teachers that meets regularly. Their goal is to support the effectiveness and grow the practice of our beginning teachers on an individual level.

In addition to this:

- Administrators in Title IA designated schools work with district staff to craft their Title IA plans to support the unique needs of each building with that additional funding.
 - The Teaching & Learning Coordinator pulls together the ELD PLC team every other week to create collaborative, data focused learning spaces to improve the support given to students learning English. These specialists work closely with all teachers to support effective instruction for students.
 - Administrators utilize student data in their conversations with teachers, but there is room to grow. We are working to make these conversations more effective and specific within the evaluation process noted above.
 - Our Human Resources team works to be sure that teachers are not out-of-field and that emergency licenses are few and only in extreme need.
-
- *How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?*

We have continued our growth in the area of Positive Behavior Supports and are recognizing a need for additional coordination in this area; a PBIS Coordinator will be hired using a portion of our Title funding in the coming year. Our Deans, counselors, and SEL/Behavior Specialists have grown in their ability to lead restorative conversations and begin to effectively utilize rest & recovery spaces for students, but these are new and in need of additional structure. The goal is to address the student need that triggered the behavior and reintegrate the student back into the classroom as soon as possible.

Discipline data is regularly reviewed by our District Equity Team to look for patterns and disparities among student groups. These findings are brought back to school teams for problem solving when needed. Our Student Services team also is integral when it comes to discussion about inclusion and student rights to access their education. Involving our parents as partners in teams to discuss student success is critical. We recognize that students have experienced an impact from the pandemic that will take time to overcome, but through persistent systems of intervention and additional training for all staff, we believe we will continue to reduce exclusionary practices.

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

Our Instructional Support Specialists and Coaches meet regularly to develop consistent professional development for staff. This year's focus has been predominantly on literacy, as we

have implemented a new curriculum adoption. At the elementary level, the first half of the professional training is consistent across schools, and the second half is reserved for school specific topics and needs that arise from staff feedback and common problems of practice. At secondary level, a similar approach is utilized with additional choice in multiple sessions offered that meet the differing needs of departments and grade levels.

As part of our strategic planning process, we are hearing from our staff through focus groups and surveys, about what they need to grow and respond to the needs of their students. This information, tied to the data and outcome we monitor of our students, will drive our professional development for school staff.

This summer, a team of district administrators and teaching staff will attend both AVID and PLC conferences to further define structures and effective strategies for collaboration across teams and schools. AVID and PLCs are just two tools that can further our larger work of College and Career Readiness and High Quality Instruction. We are also working towards a goal of more continued education programs/classes for our staff that we may be able to host/support in the future, as our staff has indicated an interest in having additional opportunities.

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

The partnership between instructional support specialists/coaches and administrators is critical in this process to support our instructional staff. All of our specialists and coaches are building based, pushing in to co-teach, model, and provide coaching cycles with our teachers. This is a relatively new practice for our district, and our specialists/coaches are mindful about having thoughtful, reflective, data specific conversations with teachers to support them in their learning goals. This Spring, we have an additional professional development opportunity with the Jim Knight coaching institute that is focused on the use of data in our coaching conversations to allow teacher/coach partnerships to develop specific strategies and skills. Our specialists and coaches strive for strong relationships with teachers to get to the heart of their individual goals and talents. They meet with teaching teams as well as individual teachers to tailor their approach to both the teacher feedback and the evidence within the student data.

Our administrators engage in learning walks with the instructional specialists and coaches, calibrating their observations for pre-determined look-fors that are part of the school improvement plans. An example of this is a focus on developing essential questions and learning targets at the middle level that go beyond basic recall to critical thinking strategies. This allows them to be on the same page in supporting teacher growth and development. Our next steps for administrators is to be even more purposeful about tying every observation to an evaluation framework that is clear and consistent.

- *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?*

Two structures that are good examples of existing systems are our I-Team (Intervention Team) and 9th Grade Success Teams. I-Teams are used for individual students who are striving to meet grade level expectations, but experiencing barriers or difficulties in the classroom or school setting. The purpose of these teams is to develop interventions that can be implemented in the classroom and reassessed after a designated period of time. I-Teams can call a variety of specialists to the table depending on the student's needs. One of our Student Services facilitators leads teacher leaders that convene I-Teams within their buildings.

9th Grade Success Teams are supported by stipends within the Integrated Grants. These were initiated in the first round of SIA funding. This team comes together to study our freshman data for students that are not on track to graduate and work on eliminating barriers and outreach efforts. One addition to our new grant is to add a Student Success Coach that will work with these teams and our credit recovery teachers (also within the grant) to bring accurate and timely data to the group for increased response.

- *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?*

We offer both virtual Kinder Connect sessions at every elementary school in February and in-person open houses later in the Spring to welcome our families into our schools. We engage in outreach with all of our early childhood programs to get the word out about these opportunities and Kindergarten registration in general. In addition to this, we have been fortunate to work with our own Oregon City Community Education program and the county to procure Kindergarten Partnership Innovation grants that assist us with early home visits and outreach to focal groups, making them aware of ways in which they can support their student's Kinder readiness and to increase their familiarity with the school environment.

Our middle schools send school staff, counselors, and students to each elementary school to inform our fifth grade students of the many opportunities awaiting them at the middle level, including electives, clubs, and sports. In addition, elementary schools bring fifth graders up to the middle schools to engage with student leadership and have tours and Q & A. An open house is held for all families in the evening in late Spring to give additional information about the student experience at middle school. Fifth grade families are also invited to the student showcases in the evenings as well.

Our high school has similar programs with their students visiting schools to promote clubs and activities during Spring conferences. Counselors visit our middle schools to showcase and

explain all course offerings at every high school as the students prepare to forecast for their freshman year, and 8th graders take field trips to OCHS. Pioneer Night is an open house for all high school students and their families, but also has specific parts of the program for incoming 9th Grade students. One unique addition for our 8th graders is our Summer Bridge Program, which offers a week of school experiences, relationship building, and skill building in preparation for their freshman start in the Fall.

Attachments Completing Your Submission

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

Assurances

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

After Application Submission

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