Molalla River School District
Integrated Planning Application
<mark>Submission Due Date March 31, 2023</mark>

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.

The Molalla River School District's needs assessment began in the early fall of 2022. During this time, district leaders engaged in activities that centered around looking at various data sources and identifying urgencies and celebrations. Leaders refreshed their understanding of how to construct data statements then applied this practice to setting goals of improvement for their individual schools.

The needs assessment process then continued with school principals taking the processes learned back to their teachers and site council members. These stakeholders were given the opportunity to also review data and identify urgencies and celebrations. Once the initial review of data was complete, additional strategies were applied to get a clearer understanding of why challenges existed amongst our students both in the areas of academics and social-emotional wellbeing. Careful consideration was given to our most vulnerable populations of students. These students consist of our English learners, students experiencing poverty, and students impacted by disabilities.

Once this phase of the needs assessment was complete, school leaders worked through creating "driver diagrams" or a similar process to land on possible solutions that have the potential to address student academics and social-emotional needs. This work contributed to the shaping of our integrated funding investments. Data sources used in this work are as follows:

Elementary	Middle School	High School
State Testing -Math, English Language Arts Acadience (literacy screener) iReady (math diagnostic) Youth Truth Surveys	State Testing - ELA & Math Youth Truth Surveys PBIS Data Tracker Attendance data	State Testing - ELA & Math CTE Data Student Engagement Demographics Attendance & Behavior Grades and credits YouthTruth Student Survey Building-specific surveys (staff & student)

As a result of what was revealed in the process described, the following urgencies shaped our investments.

At the high school level, data supported a need to address the culture and climate of the school. Because this was a weak area, the rise in student absenteeism and course failures have become a concern especially within our most vulnerable populations. Goals and areas of investment to address issues at the high school level focus on increasing support for at-risk and trauma-impacted students, improving the teaching and learning environment by fostering a positive school culture, and working to articulate career pathways for all students by increasing student voice and choice in post-secondary options.

Middle School Data revealed that in general, students had mixed feelings about their school being a great place to learn. Other data reflected a feeling from students that they were not respected by adults based on their differences related to culture, gender, and faith or religion. There was also a lack of input or engagement from the community as evident by a low number of families filling out the survey. Goals and areas of investments that will address these issues include showcasing various backgrounds and cultures in positive ways, creating opportunities for students and teachers to come together to engage in outside activities that build positive relations, and work to align rigor and expectations in a way that considers all learning styles and a variety of engagement strategies.

Our elementary schools shared common urgencies. These urgencies focused on academics, family engagement and student behavior (referrals). Goals and areas of investments that will address these issues include further developing teachers engagement strategies with a focus on our focal group populations of students. Other areas of investments would include providing opportunities to learn beyond the school day and improving upon our "Positive Behavior Intervention Systems" (PBIS).

Plan Summary

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.

As reflected in our District's Data Brief (Molalla Equity Brief 2021-2022) with a focus on our student focal groups (students with disabilities, economically disadvantaged students, and English learner students) as well as our general population of students, the following areas of need for additional support were identified:

Identified Needs
-Attendance & Engagement
-Academics (Math and English Language Arts)
-Social/ Emotional Support

Key - Funding Sources and Their Purpose

High School Success Act (HSS)
Expand programs in three areas - Career and Technical Education, College-Level Education Opportunities, dropout prevention

Career and Technical Education (CTE)
Develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary students who elect to enroll in CTE Programs of Study. CTE Programs of Study are offered in grades 9-12 and community college pre-baccalaureate programs. Perkins funds are primarily for use to support CTE Programs of Study, but can also be used for career exploration and guidance down to middle school and transitions into postsecondary training.

Student Investment Account (SIA)
Increase instructional time, Address student health and safety, Reduce class size, Expand availability of and student participation in well-rounded learning experiences, Ongoing community engagement

Early Indicator Intervention System (EIIS)
Develop processes and systems for monitoring progress - Data Teams, MTSS Framework, Program innovation and improvement, Stakeholder Engagement, Systems for indicator data collection and analysis

Molalla River School District Investments

HSS	**CTE**
-2FTE -Math Intervention Teachers	-Land Lab
-.55 FTE Licensed Science Teacher	-Media Technology - Photography (supplies) & Computer
-.38 FTE Manufacturing Teacher (CTE)	Graphics (supplies)
-Attendance Support Position (classified)	-Business (supplies)
-1 FTE Student Success Coach	-Manufacturing & Engineering (supplies)
-Schoolzilla Data Dashboard (braided funding w/ EIIS)	-Agriculture (supplies)
-Alternative Education tuition and textbooks, AP test fees, and	-Teacher CTE Training
Equipment/Supplies/Facilities	-Administrator CTE Tech Vision Conference - Training
-Project Lead The Way - Program Costs	
-Molalla River Middle School Programs - STEM Kit, curriculum,	**EII**
online Reading Program subscription, building CTE programs	Schoolzilla Data Dashboard
SIA	**SIA.. continued**
-Increase adult to student ratios at the primary level	-Elementary Beyond the Classroom
7) K-2 Licensed Teachers 3.5) PE Teachers	Summer School / After School Enrichment
-Middle School "After School Program"	-Professional Development for teachers and administrators
-Social Emotional Learning and Support	(engagement strategies for our most vulnerable)
*Individual School Leadership Team; Time for training	-Community Engagement Services "Thought Exchange" -
and designing SEL plan	Required Ongoing Engagement
*PBIS Coach @ Molalla Elementary School	
*Mental Health Services "Trillium"	
*"The Incredible years" parenting sessions	

Monitoring of Investments

The Molalla River School District's investments have a direct correlation to the needs of our students, especially those who identify within our focal groups. As a district, we will be using the following tools and processes to monitor the impact our investments are having on our students.

Attendance & Engagement	Academics: Math & ELA	Social Emotional Development & Supports

-Frequent review of attendance data
-Check- ins with students who have high absenteeism
-Survey students regarding an engaging learning experience
-Continue gathering "student voice" regarding their interest in CTE programs (secondary) as well as what makes learning fun (elementary)
-Routine inventory of those participating in afterschool programs
	<u>Elementary</u>
	-Systematic review of
	   Acadience (literacy) data
	   iReady (math) data
	
	<u>Secondary</u>
	-Systematic review of
	   Achieve3000 (literacy) data
	   iReady (math) data
	   Teacher use of "formative
	   assessments" in each subject
	   area
		Systematic review of the following data;
		-Student & Family Survey Data regarding Social Emotional Wellbeing
		-Student behavior data
		-Student Focus Group Data

All data will be reviewed on a continuous cycle. This will be done by school level and district data teams. Findings revealed by data reviews, will be addressed through the "Plan-Do-Study-Act" model within data teams.

Equity Advanced

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

According to various data points the following strengths are supported:

-Migrant Students and families have an overall positive sentiment towards feeling like they belong (Migrant Report & Parent Meeting Feedback)

-Our Emerging Bilingual group of students had a graduation rate of 96% in the 20/21 school year. This population of students out performed the overall district's graduation rate of 87.2%.

-Starting in the 17/18 school year until recently, students with high mobility as well as students with disabilities have continued to move up in their trajectory for graduation.

-School leaders have a heightened awareness of students who are struggling and continue to proactively work towards solutions by establishing an multi tiered system of support framework that ensures equitable access for all students.

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

Needs to ensure access for each and every student

-Increased instructional time

-Increased individualized and small group instruction and coaching

-Applied high engagement teaching and learning strategies

-Structured routines and tools to monitor student progress

-Increased CTE opportunities that reflect student interest

-Continuous development of teaching staff focused on the knowledge and skills needed to support students wellbeing

-After school programs designed to be highly engaging with the intent to build strong connections between students, teachers and their school community

-Elementary after school enrichment programs that are highly engaging and focus on academics in the areas of math and reading

·   **Upload the equity lens or tool you used to inform and/or clarify your plan & budget.**
Molalla Equity Tool

Describe how you usedMolalla Equity Tool this tool in your planning..
School and district administrators engaged in a facilitated workshop where they were asked to review all six of our schools' data. They were then asked to engage in the following readings to calibrate their thinking around equity;

-Molalla District Equity Brief

-Focal Group Phone Call Notes from Spring 21 & Spring 22

-Migrant Student and Family Report

-Trusted Adults and Credit Recovery Programs, A Survey of Youth Experiencing Barriers to Education

The final activity of the workshop was to connect the urgent needs of our students that were revealed during our data review to the current investments being made to improve learning outcomes. Administrators then applied the "driving questions" from our equity tool to consider the potential impact our current investments would have on our students, especially our student focal groups. During this time, we considered any adjustments or changes that needed to be made to our plan.

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

The Molalla River School District's plan consists of six categories in which strategies have been designed to give students optimal opportunities to be successful. Below are the categories and descriptors of potential impact.

*Student coaching and support with a focus on the social wellbeing of students - **Impact:** increase students capacity to persist in completing their K-12 education and beyond.

*Increased K-5 individualized or small group instruction - **Impact:** Improve student performance in core subject areas math and literacy.

*Professional development for teaching staff (high impact strategies, culturally responsive teaching, building a positive learning culture) - **Impact:** Increase student engagement in all aspects of learning

*Mental Health Supports - **Impact:** Support the wellbeing of the whole child K-12, leading to increased engagement in school.

*Accessibility to real time data (attendance, assessments,on track to graduate, graduation rates) - **Impact:** Increase teaching staff's ability to act on student needs in a timely manner.

*Programs designed to connect students to the school community (after school programs & summer school) - **Impact:** Increase academic instructional time as well as give students a venue to connect with teachers and friends outside of school .

> · **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 risk with the district's plan is that potentially we may not understand the needs of each student we serve. To know our students' needs, is to understand the barriers they are experiencing to education and connecting with school. Our district is conscious of this potential risk and understands that strong relationships between teachers and students are key to making sure we are able to meet all students' learning needs.

> · **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?**

School administrators, counselors and our Homeless Liaison, work together to ensure students navigating homelessness are supported so that they are able to fully access the educational experiences offered to them. School counselors serve as the main point of contact for our students experiencing homelessness. Counselors coordinate efforts with our Homeless Liaison to provide food, clothing and housing. This is done discreetly with the intent of protecting the student and families' privacy. Additional supports that are available to students are fees and supplies for course work beyond what our general education programs provide. Please see the board adopted policies on our district website regarding students navigating homelessness.

Career and Technical Education (CTE) Focus
> · **What strengths do you see in your CTE Programs of Study in terms of equity and access?**

CTE programs of study (POS) enrollment reflects a diverse student population, although the overall students do not represent our focal group students. We have two female and two male instructors, encouraging and supporting female student enrollment. Proportionally, English language learner (ELL) students have less access due to required enrollment in certain sections of English Language Development (ELD). This is based on their proficiency levels as their elective options are reduced when

having to take an ELD class. Similarly, special education students have less access if in pull-out support classes. Efforts to shift to a more inclusive model will depend on staffing and schedule flexibility as we strive to open the options to all students.

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

As stated in a prior response, removing scheduling barriers due to pull-out support classes in ELD or special education. Certain singleton classes (e.g. AP courses, band, or choir) also can conflict with students having equitable access.

Encouraging a range of representation of historically underrepresented ethnicities is necessary when considering the differences between the school population and CTE POS enrollment.

Removing barriers caused by previously set fees for courses (ranging from $10-$25 a course) is a part of the strategic budget process as the school site council has recommended finding ways to reduce or eliminate fees which may be a barrier for economically disadvantaged students.

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

Recruitment of individual students will be based on evaluation of the student engagement data, counselor identification, and teacher input. Instructors recruit through word of mouth and encourage underrepresented students to talk with peers. Clubs and leadership organizations that are connected to CTE Programs of study are another means of encouraging participation that leads to course enrollment (FFA, FBLA, Yearbook, etc.). Analysis of forecasting data will provide initial results of student interest/requests for CTE POSs. Secondary analysis will be run after scheduling to compare the enrolled percentages for underrepresented populations of students with the interest/request percentages. This will aid in identifying barriers within the schedule that can be assessed and potentially removed to increase access.

- **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?**

Increasing inclusion for special education and ELL students increases access as students from these focal groups are not hindered by losing an elective slot for pull-out classes. Removing the barriers associated with course fees will also increase access for low income students. This is important as many families experiencing poverty do not fill out the free-and-reduced-lunch application, which would entitle them to reduced or no fees.

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).

Elementary
The Molalla River School District's approach to a well-rounded education starts with knowing our students. School principals and staff are intentional about building strong relationships with students. These relationships give insight as to the needs of students. From this insight our Elementary After School Enrichment Program is developed and able to offer high interest sessions to students that also address academic needs. At our elementary schools, we also implement a positive behavior intervention system that addresses the whole child's wellbeing. This system promotes core values and academic excellence as well as student leadership opportunities.

Middle School
Middle school is a time of exploration. Our district tries to offer a variety of course work and extracurricular options. The course offerings at our middle school have expanded from just three electives to over ten electives. We currently have the following programs: band, choir, visual art, leadership, broadcasting, STEM and Family and Consumer Science. To help expose students to these options, art and STEM are a required portion of their middle school experience. The offerings appeal to students who are musically inclined, artistic, and tactile learners. Complimenting these course offerings are after school clubs. Clubs include Green Team, Book Design, Equality Alliance, Vex Robotics, American Sign Language, Dungeons and Dragons, Textile Design, Ceramics, Chess, Agriculture, Unified Sports, FBLA, Homework Club, Soccer, Track, Sphero Robotics, Boys and Girls Group, and a therapeutic Art group.

High School
Juniors and seniors have opportunities to not only select elective courses of interest, but also have choices in their third (or fourth) year of science courses such as biomedical, engineering, astronomy, environmental science, etc. Students have similar options in social sciences as they can select from courses such as Pacific Northwest History, Native Americans, Current Issues, Psychology, or a variety of AP courses. Our counselors and Career/College Coordinator support students with 1:1 progress checks. Elective college prep courses are also offered to support guided access to federal student aid, scholarships, and college visitations. We are currently re-engineering our academic pathways and processes to create synergism and options between CTE/Career pathways regardless of what a student selects to do after high school. Our fine and performing arts courses provide students opportunities to creatively explore a variety of performance, digital, visual, and other mediums. Our CTE courses are continually renewing and connecting with local partners to connect students with employers as well as work-based learning opportunities.

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 the elementary level K-5 Music is offered as a separate class. Theater, visual arts, media arts, and dance are all incorporated into various subject areas.

The middle school offers a robust fine and performance arts program which includes band, choir, introduction to art, photography, graphic design, ceramics, drawing, and painting. Our media arts include our broadcasting class that produces our weekly video news broadcast. Additionally, we have several clubs that have been offered or are offered such as t-shirt screen printing and school beautification.

At the high school level all fine and performing arts courses are available to students as electives throughout the trimester. Depending on the student forecasting, these courses are offered one or more trimesters a year.

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

Full time librarian assistants are employed at the elementary and middle school level. Library assistants work under the direction of our district certified librarian who resides at the high school . Our certified librarian oversees library systems and processes that are practiced throughout the district.

The district's elementary program offers two sessions a week dedicated to library time. During a student's library experience, they are exposed to books that emphasize topics that are being taught in their general education class. They are also introduced to books that are of high interest for their age group. Our library assistants work hard to bring resources from the Molalla Public Library. They do this by teaching students how to navigate the public library website as well as invite the mobile library to their school. These activities are all centered around building a love of reading.

As part of the middle school's school-wide reading program, Accelerated Reader (AR) is utilized which requires significant labeling of library materials at student levels. AR books are required of students to bring to each class and are to be read when there is down time. Language Arts teachers work closely with our librarian to regularly visit the library for book selection and check out. To enhance our library, a budget is allotted each year from the general fund for new books as well as the money raised by our Scholastic Book fundraiser.

At the high school, there is a part time assistant who assists in supporting students and staff. Our library staff has a consistent funding stream to purchase library books and materials. Ongoing efforts to diversify the collection continue each year during selection and purchasing. Our library is open before, during, and after school for students and staff. Staff can signup and reserve a portion of the library, while others are still able to get a quiet place to read or research as needed. Our library also is the hub for our student devices where students can seek repairs, exchanges, or loaners. Our librarian provides mini-lessons in

classrooms or extended lessons in the library to teach student research skills, strategies, processes, the use of research tools, and resources.

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

Elementary schools across the district follow the same time frame for lunch and recess. All schools provide 20 minutes for lunch and 20 minutes for recess consisting of structured and unstructured games and activities.

Our students at the middle school have a 30 minute lunch period that is broken down into two 15-minute segments. The first 15 minutes is for eating and the second 15 minutes is for play. Students who need more time to eat can stay in the cafeteria to finish. To ensure maximum efficiency with eating time, the lunch staff utilizes student volunteers and has prepared baskets ready for students for a fast selection process.

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

At the elementary level, teachers are encouraged to incorporate STEAM practices when teaching science and math. Project based learning is applied to these two areas as well. Current plans for developing "Maker Spaces" in each elementary school are underway. These spaces will promote exploration and invention by using STEAM practices.

At our middle school, it is expected that all class work includes critical thinking. STEAM is supported in our building by requiring all students in the 6th grade to take a trimester of art (if they are not in band or choir). Additionally, during their 7th-grade year, students are required to take a trimester of art and a trimester of STEM. The STEM program includes an Advanced STEM course, Automation and Robotics (PLTW), as well as a robotic club.

At the high school, STEAM learning experiences occur beyond electives and the regular school day. MHS students engage in project-based learning in their core classes, applying concepts, knowledge, and skills to real-world situations. In some situations, it's not so real-world as in the case of our Escape Molalla that is the culmination of a year-long Integrated Physical Science course where students apply their learning to survive a zombie apocalypse in the school. Students apply 21st Century skills throughout their school day, collaboratively analyzing historical primary sources and creatively problem-solving current problems based on their learning. Reading, writing, speaking, and listening are content levers, and students practice these skills to communicate with peers and capture their learning in a variety of print, presentation, representation, and other formats. Staff seek opportunities to connect students with other programs such as the collaborative planning between certain CTE courses and the arts.

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.

The Molalla River School District does not rely on published curriculum materials to provide programs that align to state standards. We consider ourselves the experts in knowing our standards and selecting materials to fit our students' learning needs. Many core subject areas have an established district-wide "projection map" (document that identifies when in the year specific standards will be taught). If a particular subject does not have this document, then standards are reviewed and participating teachers on the adoption team are asked to create a "Year at a Glance" document that includes standards before proceeding in the adoption process.

Once the adoption team has acclimated their thinking regarding standards, they look at the options of curriculum materials reviewed and approved by the state of Oregon as well as the accompanying rubric. From there, the adoption team selects two to three curriculum programs to take through a vetting process. This process includes creating a rubric that represents categories from the state as well as categories that represent what is important to students, teachers, and the community. These additional categories are created from gathered input of these stakeholders that is collected through a survey.

As the adoption team looks at materials, they give careful consideration to the topics on the rubric. This includes how clearly the materials align to state standards. Materials are rated by a scoring system.

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

Our process for ensuring classroom instruction is intentional, engaging, and challenging lives within the cycle of improvement. Each month, the Molalla River School District has designated time where teachers meet in "Professional Learning Communities". During their time together they look at achievement data representative of the current standards they are teaching. From their data they set goals for student learning, identify engagement strategies to apply to their classroom instruction, and locate or design formative assessments that will serve as indicators of student's learning growth.

School administrators practice follow up strategies by looking for posted "Learning Targets" in each classroom as well as doing classroom drop-ins and leaving feedback.

Professional learning opportunities are periodically offered to support this work.

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

In an effort to strengthen our early childhood coordination and integration, our district will continue to seek partnerships in this work. Currently, partnerships include the Clackamas County Education Service District and Head Start programs.

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

A middle school student's transition to high school begins by establishing relationships with high school counselors. Counselors spend time getting to know students in the middle school setting, guiding them through the forecasting and planning process. In the late summer, our 9th Grade Academy is offered. This is a program open to all incoming freshmen. The program focuses on the skills of a successful student. The high school team extends additional encouragement to participate to students who fall within our focal groups or who are characterized by early warning indicators. Those who participate in the 9th Grade Academy earn an initial .5 credit. The intent of this credit is to set students up for early success. As a final step in transitioning our freshman before school officially begins, we have a freshman assurance day where incoming freshmen are paired up with Link Crew Leaders. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience.

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?

Elementary
At the elementary level we rely on a multi tiered system of support framework to monitor student progress in the core subject areas of math and literacy. This tiered system is grounded in standards based core instruction and has a diagnostic component that monitors student progress three times a year. The diagnostic helps identify students who are struggling. Interventions are then implemented to support students. The intensity of the instruction increases depending on the students' learning needs. While students are receiving interventions, their learning progress is monitored.

Middle School
In the subject areas of math and literacy we have two main assessment tools that we use to monitor student performance. In the area of math we use iReady and Edulastic. Edulastic provides assessment data on students' achievement of grade level standards. This tool also provides a platform for common assessments. The iReady diagnostic is also applied to math. It provides support and guidance as to appropriate interventions for students.   In the area of language arts, we use Accelerated Reader (AR) and Achieve3000. Each student has an AR goal which is based on the number of books a student reads and the difficulty of text. Achieve3000 provides data on the student's lexile level which gives the teacher insight as to the students reading mastery. This allows the teacher to provide the appropriate support. Additionally, Achieve3000 is a differentiated program that provides relevant non-fiction (in most cases) material to the students. The teacher uses this platform to enhance their instruction and ensure all students have the appropriate background knowledge to move forward with the classroom content.

Our supported education teachers as well as our English Language Development teacher utilize the data from AR and Achieve3000 to help shore-up lagging skill deficits. Achieve3000 in particular provides insight on student level reports that allow for appropriate IEP goal setting and intervention.

<u>High School</u>
Currently, our district uses Schoolzilla as the data tool for early warning indicators. This allows for the identification of students at any grade level. With this information teachers collaboratively plan for intervention and support as appropriate for the student. We are continuing to improve our teaching and learning tools, by seeking out tools such as iReady math diagnostic, to gather formative and growth data on student progress towards goals. Working with this data through Schoolzilla enables the progress monitoring of student focal groups. This allows for implementing responsive interventions as well as system wide changes that might impact a variety of groups or school culture.

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

In an effort to make certain all students are taught at a level of learning that is challenging and rigorous, our district works to ensure core instruction is grounded in state and national standards. For students who are exceeding these standards, the following takes place;
-At the K-8 level, teachers differentiate instruction, while continuing to focus on standards. Currently our district has built vertically aligned grade level "projection maps" for the subject areas of English Language Arts and Math. These established standard based maps give teachers a better understanding of the depth of learning that takes place at the next grade level. Having this information helps plan for students who are excelling.
-Students who are consistently excelling in specific subject areas or overall academic performance are monitored for a "Talented and Gifted" (TAG) identification. For students who qualify as TAG, a "Personal Learning Plan" is prepared. This plan is developed collaboratively with a TAG Coordinator, classroom teachers, parents, and students. Careful considerations are given to students who fall into our student focal groups. District TAG Coordinators are intentional about recognizing barriers that may stand in the way of students performing at the level they are capable of achieving.
-At the high school level, students who exceed are offered advanced placement classes. Offerings may include coursework offered at the high school or at times, Clackamas Community College. Fees and supplies are paid for by the district.

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?

In an effort to give our students every opportunity to be exposed to career options, we've hired a new career/college coordinator this year and she is expanding our outreach, information, and opportunities. She has established a Google Classroom that every student (by grade) has access to for resources. Specific activities (e.g. trade union, college, armed service recruiter, etc.) are listed on the site and calendar. She serves as the main point of contact and coordinator for all of these groups and is actively expanding outreach to local industry. We are seeking to join the county consortium group to share industry partners through Group Trail. She has planned a career fair for April that will involve prospective employers and interested students. She also has participated in ASPIRE training and we are re-implementing the program and opportunities. The counseling department is exploring CIS and other planning tools to renew our academic planning and career connections. These activities will be embedded within our grade-level homerooms next year. In CTE POS, we are engaging local partners to identify areas of growth, industry recognized certifications, and work-based learning opportunities.

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

As part of the program updating, we are re-tooling the academic planning and CTE pathways. With an intentional focus on career readiness, students and families will receive new marketing documents that will exhibit the pathways and the associated courses available in CTE POS as well as related courses in other electives and core courses. These documents and visuals will be available in target languages for our focal group students and families. These documents will be effective tools during IEP meetings when discussing high school plans and transition services.

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

This is a huge opportunity for growth. As captured in the Clackamas County CTE survey, no responding businesses are partnered with our high school or middle school. As we work through each pathway and engage local partners, we want to ensure our students are getting work-based experiences in the CTE courses they are enrolled in. As a district, we are investigating the use of Group Trail to increase our opportunities to connect with partners beyond Molalla. Schoolwide, we are discussing specific work readiness soft skills and how we can evaluate students on these as course standards in all classes, not just CTE.

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.

Shifting the focus of our message from "college-readiness" to "career-readiness" places college as another step in the workforce-readiness progression. Students who choose a pathway to enter the workforce after high school should not be on a different track. Instead, they will be learning side-by-side with college-bound students in preparation to seek further career-specific education before entering their chosen career. As part of each CTE pathway, students will also take electives in other CTE POS such

as an intro to business to provide a well-rounded understanding of their roles and responsibilities within a small or larger corporation, or have a working knowledge of small business and personal finances through a business accounting course. Many of our dual-credit courses were lost this last year due to staff mobility; however, we are encouraging and supporting staff in gaining additional experience and necessary courses to increase our dual-credit offerings.

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

Pursuing industry recognized certificates (IRC) are critical for students to achieve self-sufficiency in identified careers. Our efforts to provide welding certification to students is our first step in establishing IRCs for each of our CTE POS. The opportunity to be certified by an industry representative and have evidence of proficiency will benefit students in each of our POS. Once the metals/welding pathway is established, it will serve as an example for other POS to align with preparing students to enter the workforce. Our college/career coordinator is also seeking industry visitations and opportunities for students to be onsite in their chosen careers. These experiences will provide a better understanding of the workplace before beginning a career.

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

Currently we are developing a 6-12 experience that ties in computer science, robotics, engineer-design, and technology. This experience is primarily run through after-school programming, but is growing rapidly. Encouraging preparation from nontraditional ethnicities and genders is part of the recruitment process. Similarly, we are seeing an increase in Hispanic/ Latino and female students enrolling in our metals program. Similarly, an increase of male students in our Foods and You culinary classes is another area where CTE participants are engaging with non-traditional fields. Our focus continues to be on readiness, knowing that emerging technologies, resources, and needs will continue to reshape existing programs and introduce new fields. If we teach and provide opportunities to develop flexible and adaptive students, they will be prepared to respond to changes.

Describe any new CTE Programs of Study to be developed.

At this time, we do not anticipate developing any new programs of study.

Engaged Community

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

Our district is continuing to seek out ways to reach all voices. Currently we are in the process of a final analysis of our Focus Group Experience Surveys (1,700 respondents).   Overall, In this round of

engagement efforts, we used a variety of methods. One of the barriers we continue to run into when pulling together focal groups is a low number of participants for in person gatherings. We recognize as a district that it is our responsibility to find ways in which these numbers can be improved. Better communication and strategic timing are two ways in which we will work to resolve this issue. Establishing an engagement calendar of events for the year will also be used to improve participation in the coming year.

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

We see all of our stakeholders as essential to our work and will continue to find ways to seek their voices and build partnerships. The district will make extra efforts to continue to seek the voices of our students and parents that identify with our focal groups (English earners, students living in poverty, students with disabilities). Our district will also continue to put forth efforts in expanding our partnership with the City of Molalla's Regional Emergencies Operations Planning Department as well as our local Molalla Senior Center. The Molalla Aquatic Center is also a community partnership we value. We will continue to work with the center in an effort to provide learning experiences for our students.

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

ODE can support our improvement efforts by allowing time to establish processes and routines that support engagement efforts.

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

The Molalla River School District leads with inclusive messaging that all community members are welcome. The district stands by our board policy regarding harassment and discrimination.   This policy supports our efforts in creating a safe and welcoming environment for all. At the school building level, school administrators are intentional about welcoming families, students and when appropriate community members.

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

In the district's planning with Molalla River Academy, it was determined that the best partnership structure for this integrated planning cycle would be Scenario #3: District Sponsored Charter: Partially Administered as defined by the Oregon Department of Education. Within this partnership model, Molalla River Academy has conducted their own community engagement, needs assessment, and plan development process. MRA has also provided the district with their "Continuous Improvement Plan" that includes school goals supported by gathered data.

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.)

☐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.)

☐Business community

X☐Regional Educator Networks (RENs)

☐Local Community College Deans and Instructors; Local university deans and instructors

X☐Migrant Education and McKinney-Vento Coordinators

☐Local Workforce Development and / or Chambers of Commerce

X☐CTE Regional Coordinators

☐Regional STEM / Early learning Hubs

☐Vocational Rehabilitation and pre-Employment Service Staff

☐Justice Involved Youth

☐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

  ☐Community group meeting

X☐Collaborative design or strategy session(s)
☐Community-driven planning or initiative(s)
X☐Website
X☐CTE Consortia meeting
☐Email messages
☐Newsletters
☐Social media
X☐School board meeting
☐Partnering with unions
☐Partnering with community-based partners
X☐Partnering with faith-based organizations
☐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?

 The uploaded artifacts consist of Youth Truth Surveys (Staff, Families & Students), Staff Experience Survey, a sample of a school Summary Needs Assessment, individual phone calls to families (responses), and our fall migrant agenda with input notes. These artifacts were selected because they represent a variety of ways in which we collected input from our stakeholders including those who identify within our three focal groups.

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.

Two of the strategies used to engage our student focal groups were individual phone calls home and the Youth Truth Surveys. Principals were asked to coordinate phone calls that were focused on asking families how their student's learning experience was going and what could be done to improve. Phone calls were made to a selective group. This gave families an opportunity to directly speak to someone in the district. The survey data provided students and families an opportunity to give input in a less direct way, which may be preferred by some. These two strategies fall within the consult level of community engagement.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Two strategies that were used to engage staff were their participation in the needs assessment process at the school level and their survey responses to both Youth Truth Surveys and the Employee Experience Survey. Both of these strategies fell within the consult level of community engagement.

The needs assessment process included mostly the teaching staff at each school. Final outcomes from this process were then shared with school site councils that consist of parents, administrators, and lead teachers. This process was led by principals and included the following steps: 1)Review of student achievement and learning experience data 2) Identifying celebrations and urgencies 3)Looking at "why" the urgencies may be occurring 4) Brainstorming solutions that transpired into "Continuous Improvement Plan" goals with accompanying strategies for each school.

The Youth Truth Surveys looked at the staff's experiences related to the following themes: engagement, relationships, culture, and belonging. The Employee Experience Survey focused on the following themes: employee support, employee feedback, work environment, having a voice, expectations, and district communication.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
In reviewing our data from 2022 Youth Truth Surveys (Families & Staff), Winter 2023 Parent/ Caregiver Experience Surveys, Winter 2023 Employee Experience Surveys, and Winter 2023 Focus Group Notes the following learning has been noted;
Community & Family
When compared to the previous school year (2021) responses
-Questions related to relationships (respect related to students and staff) had a significant drop in positive responses.
-Questions related to culture (fostering shared goals, respect of backgrounds, fairness and diversity) also reflected a significant drop in positive responses.
-The drop in School Safety positive responses was also noted.
-Although the majority of respondents gave a score of 4 (Agreed) , confirming they received positive phone calls, emails, or notes about their child, questions that fell under this theme also got the highest response to strongly disagreeing.
-When looking for areas with the most strongly disagree ratings, regularly receiving feedback from the school on how well their child was learning as well as receiving any kind of positive comments from the school about their child had the strongest. It should be noted that scores of agreement surpassed strongly disagreed.

Staff
-YT Questions related to respect and culture had a significant drop in positive responses at the secondary level.

-Employee Experience Survey questions reflected a stronger response of mixed feelings related to resource allocation and effectiveness as well as creating a culture of success and a sense of pride than any other categories.

-High Frequency Comments from the Staff Experience Survey are as follows:

- Positive feelings expressed regarding working relationships with building principals
- Peer recognition amongst teachers for their care and commitment towards student success
- Staff comments regarding a strong collaborative teaching team
- Several comments that a positive school culture was currently being worked on
- Concern about some teachers not being held accountable to policies and expectations
- Being short staffed is putting a strain on teachers
- Asking for consideration of how we are preparing students for beyond their K-12 education
- Concern regarding student discipline and attendance
- Several comments regarding improving facilities and building safety
- Request for further training of SPED Staff

Impact on planning

After gathering and synthesizing what we learned from our community, our district leaders reviewed existing outcomes and strategies related to the six integrated initiatives. After the review, it was determined that these outcomes and strategies continue to support the urgencies identified in our needs assessment. In most cases, our strategies have only been fully implemented in the last six months due to limitations placed on school districts related to the pandemic. It is the district's intent to continuously monitor the effectiveness of activities that support each strategy and make adjustments if necessary.

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

As stated early, this is an area of opportunity as we have limited connection with partners in a structured way. Currently, students can receive up to 1.5 elective credits for working during school. We have informal connections with a few local businesses who serve as guest speakers and informal consultants for our student store and other activities (FFA, FBLA, etc.). As part of our academic planning and pathways renewal, we will change the activities associated with student work credit to include reflection and written analysis. These activities will connect their career pathway and exploration to their work experiences in meaningful ways. This will result in earned credits. We are anticipating that involving a greater number of local businesses, which can be challenging in a small community, in our Industry Recognized Credential (IRC) selection and pathway renewal will generate interest and support for embedded work-based learning and externships.

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.

The Molalla River School District does not receive this funding.

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

Molalla River School District uses the traditional recruiting methods prominent in Oregon School Districts including posting our vacant positions to various websites and listservs, attending local job fairs to meet candidates, and word of mouth of our current employees who can sometimes be our best recruiters.

In an effort to retain our best employees, we strive to be competitive with other districts our size in the salaries and benefits we offer. Recently, we successfully used funds from the HB 4030 Recruitment and Retention Grant to offer a variety of incentives including retention bonuses, additional tuition reimbursement grants to add endorsements and finish degree programs for difficult to fill positions, the addition of teacher and instructional assistant mentors to assist new staff members, and higher rates of pay for substitutes who commit to working more than ten days per month.

We also added an additional in-service day this year in February to provide additional professional development to staff and we are providing regular and ongoing training for our instructional assistants.

In an effort to increase the number of educators who are representative of our student population, we have been working closely with Oregon State University to establish a "Grow Your Own" program. This program allows classified staff members to coordinate their work and school schedules and their student teaching requirements in order to maintain their salary and benefits while they pursue their teaching degrees. We hope to grow the program to begin earlier implementation through an in-district CTE program at the high school level, but that idea has not yet been fully developed.

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?

At the elementary level, when multiple teachers are in each grade level, students are placed with teachers that best suit their learning needs. It is common practice for principals to collaborate with classroom teachers or specialists who know the student best to make decisions on classroom placement for the upcoming school year.

At the secondary level, counselors take an active role in creating student schedules that reflect needed learning support. Student progress is monitored by counselors and success coaches to ensure they are on track to graduate. Counselors and coaches are purposeful in building strong rapport with students so that they are better able to match their learning needs with the most well suited teachers.

In particular at the high school level, focal group students' progress is monitored by a variety of individuals and teams: community liaison, ELL staff, counselors, teachers, success coach, attendance team, grade level teams, activities/athletic staff, and the student behavior team. Intentional data review of student demographics and progress occur at different intervals, cross-referencing the data for intersectionality between groups. Administrative supervision and evaluation monitors teacher-effectiveness, addressing areas for growth and concern through instructional coaching, management, and disciplinary processes as appropriate. We work closely with our human resources department to ensure staff are appropriately licensed and certified as content experts and teachers who bring unique experiences and skills.

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

Throughout our K-12 system, behavior data is monitored through school behavior teams and their established data systems. During the review process, students' needs are discussed and intentional efforts are given to how we look at our focal groups of students. Our K-8 Schools use Positive Behavior Intervention Systems of Support as a framework for ensuring a foundation of expectations is established as well as plans for interventions.

At the high school, we rely on restorative and positive behavior support and intervention practices to address student disciplinary infractions. We have immediate response plans to respond to teacher requests for support when a student is struggling. With the help of counselors, our goal is to engage students in restorative dialogues to be able to re-enter the class as soon as possible.Through transparent practices with students, staff, and families, we establish consistent expectations that focus on protecting a positive teaching and learning environment for all. Students in specific focus groups may have additional support, adjusted plans based on needs, and/or access to staff mentors and advocates to process and reflect. Teams continually monitor engagement and early warning indicator data for focal student groups as well as unidentified students experiencing challenges. Even when students are removed from instruction, efforts to support students' education are maintained by office staff. Students are provided with work to stay current and access to support staff for tutoring/assistance as needed during in-school consequences.

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

When planning for professional development, consideration is given to both academic achievement and the culture and climate of the school. The administrative team looks at achievement data and behavioral data to determine the strengths and weaknesses of their individual schools. District leaders are frequently involved in these data review processes. From this work, professional development strategies and activities are established. Principals involve their teaching staff in similar processes to review data at

their individual buildings. This data review work influences the professional goals teacher's set for themselves.

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

Providing feedback and coaching comes in a variety of modes within our improvement cycle. Often the research based strategy is presented to teachers and they are given time to practice in their classrooms. They are also given time to collaborate with like grade or subject area peers and compare the effectiveness of their implementation. The use of student data as well as their own observations are considered and adjustments are made to the teaching strategies the teacher is implementing. While this cycle of improvement is taking place, principals are often doing "drop-ins", walk throughs and/ or formal observations. With these different styles of observations comes different types of feedback. The formal observation consists of pre and post conferencing between the principal and the teacher. . Drop-ins and walkthroughs generate feedback that is in a less formal format. The less formal observations vary depending on the principal.

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?

At the elementary level, school administrators and teachers monitor and support students who are not making academic progress through the use of a "Multi Tiered System of Support". This system is grounded in core instruction that is directly linked to state standards. For the subject areas math and reading, we use schoolwide diagnostic assessments three times a year. These assessment tools give us an opportunity to measure students academic growth in a timely manner so that we are able to respond to their learning needs. For our students who are performing in the lowest 20%, we provide tiered interventions which includes additional instruction and support. This tiered intervention model is fully implemented in the subject area of literacy and is currently being developed for the subject area of math.

At the secondary level counselors, administrators, and teachers partner to monitor students academic progress. For those students not making the progress they should, they are offered additional support that comes in the form of schedule adjustments and include classes that can better support their learning. Students are also connected with an adult in the school that checks in with them frequently.

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?

In an effort to ensure a smooth transition from early childhood programs to kindergarten our elementary schools host the following events;

- Kindergarten Roundup - This event is hosted in the spring for incoming kindergarteners. During this event, families and students are given the opportunity to visit their future school, meet their teachers, and ride a bus. As students and families enjoy this event, they are provided with information and resources.
- Partnership with Todos Juntos - Our largest elementary school, Molalla Elementary, hosts an after school program with Todos Juntos. This program focuses on kindergarten students who need additional support.
- Kinder Readiness Week - Prior to the beginning of school, kinder students at our largest elementary school are given the opportunity to participate in a half day program that focuses on what it is to be a student.
- Early Childhood Program - Molalla high school serves as a site for an early childhood program sponsored by Clackamas Community College. This program is for preschool aged children and focuses on getting students ready to enter kindergarten.

At the secondary level, each spring, students transitioning from elementary or the middle school are given an opportunity to visit their new campus for the upcoming school year. In the late summer, before the start of school, students have the opportunity to participate in a 6th grade only day or 9th Grade Academy (four day program prior to official start of school). Both of these experiences focus on welcoming students and establishing what it means to be a successful learner. In addition, at the middle school, our 6th graders are paired with a WEB Leader (Where Everyone Belongs). This partnership program lasts throughout the year. The focus of the program is to acclimate 6th graders to thrive in a middle school setting.

Before these opportunities are offered to students, background work is taking place. This work starts with counselors, teachers, and principals reviewing student data and identifying those students who will need additional support during the transition. Parents are also brought into the planning process. This information is shared with the students upcoming school in an effort to make the transition as smooth as possible.

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
·   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.