



Siletz Valley Schools 25-27 Integrated Application

Needs Assessment Summary

Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

We reviewed our formative assessment data, our state assessment data, surveyed our parents, staff, and students twice and gathered input at public meetings. We determined that we could invest in resources to raise student's expectations for post high school work by increasing access to college while in high school. We noticed that we were below state averages in all areas which told us we needed to look at the basics, starting in K - and fine tuning staff skills and focus on student growth.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

We identified our focal group by looking a data across student demographic groups. We identified questions we needed to ask staff, students, parents, and our board to identify key areas that we should apply resources in order to change outcomes. We asked stakeholders for ideas to help us close achievement and attendance gaps. We turned their suggestions into action plans. In our plans, we will utilize Tribal community resources (tutoring, prevention and recovery services, home support programs, WEX (work experience parents to work) in classrooms, office, food preparation, and cultural/language resources). The majority of our student body are tribal members, most here, but some are registered with

other tribes. We will utilize county resources, and are building capacity for a "resource navigator" to help staff, students and families have a place to go / person to contact when help is needed.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Staff will learn to use culturally relevant materials, Culturally relevant strategies , and how to ensure high expectations / be a warm demander , improve classroom environments and student voice and engagement - Daily 5 approaches to allow students to have more direct teacher contact daily, tutoring throughout the day for K-3 students.

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

We meet weekly with a McKinney-Vento liason who works with students navigating homelessness to ensure the needs are being addressed for students to make it to school and be included. Our Superintendent is part of the Indian Child Welfare Team, and works with other leaders to ensure resources are available for students. In school, we make sure students know they can connect with staff members who can help them access resources as needed. We also have an open policy in regards to the use of the school's showers, washing machines as well as an onsite food pantry for families. Academically, when they need time to catch up (sometimes a nap) there is a room they can access to get tutoring help, for a staff member to advocate for them with their teachers, and to support them in their skill development of managing the emotions of trying to stay focused on today and the future and not give up hope. There is also Student Support staff for all students - K-12. Students that need support receive it in class or in another space, depending upon need.

Well-Rounded Education (250 words or less per question)

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1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.

Not applicable

2. Complete the Early Literacy Allowable Use Description Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

We recently adopted the HMH Math curriculum K-12 as well as the Amplify Reading Curriculum K-8 which follows all state aligned standards. In order to do this, there are frequent dept. meetings where the teams research and/or bring to the table suggestive curriculum. Then opportunities are taken in order to sample various lessons to make final decisions. It was important to the teams to choose a curriculum that would align/assist with all k-12 grades in order to create a universal consistency with students' education in the school.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

With reduced staffing this year at each level, preservice time will be spent reformatting K-12 Curriculum Maps , scope and sequence, interim assessments, project based learning, differentiation planning tools, and teacher resource review. In addition, staff will develop a parent engagement and communication plan to encourage constant communication and support for students.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

We set standards and expectations in our school similar to the workforce of the community which shows that where we are here to support students with their needs, we are a public entity and students and adults need to be professional and safe when they enter the doors of the school. We response to this, we have a solid security system installed, all non staff persons check in with office and signs are

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posted of reminders for safety. We have informal networks of staff and students who pay attention to students clues and communications and report immediately when something sounds or feels unsafe. We have diversion programs during the school day run by the Tribe for all students, and afterschool supports for students with addiction issues.

6. ☒ How do you ensure students have access to strong school library programs? ☒

We have an ever growing library in which we stock every year. In addition, all of our K-5 students have a weekly library course in which they access the library with an instructor. Our teachers also frequently visit the local library on walking field trips. Every 4th grader next year will start the year signing up for a library card. We continue to build our library with books that support each child's development into a well rounded person.

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

Connected to our budding MTSS team, our SpEd team, SEL team, and SST will be using Sources of Strength to help staff and students struggling with emotions/events/ and other triggers. A network is envisioned by the end of the year where everyone can have someone they can count on when feeling low.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

Our Gifted Education Coordinator will be using Nagleri tests this year to identify gifted students, and differentiation tools in each classroom will help each teacher translate the data into an annual plan to address their needs. Our SpEd Coordinator will follow a similar process and help staff plan lessons to support students learning goals. This year was the first year we had almost 100% participation in state tests, and we can use the data to examine programs, student needs, and provide teachers and parents/guardians resources to address those needs at home and at school.

Engaged Community (250 words or less per question)

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1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

We have held community events that bring in families to increase participation, We share foods, both traditional foods and school foods and honor Elders. We create a welcoming environment and ask the community to help us plan events

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

We used the Youth Truth survey twice this year to get information about student and parent experiences at our school - we used this information to not only write the plan, but to check to see if the plan matched what we saw in the surveys.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Informal coffees, parent meetings, whole school events, surveys, board meetings, conferences, Literacy nights, Title night,, Cultural events. Many of our community members are staff, so they played an important role in communications.

Outcome of Engagement

7. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

We need to keep the community engagement to a monthly meeting at the minimum - sometimes we have events more frequently, but setting aside time to listen is important to our community.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems

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are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

We are ensuring that our new staff (and current staff) learn and reflect on culturally responsive education, culturally relevant resources, SB13 materials, and time to learn and celebrate who we are.

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

We have implemented a new drumming circle in our school for students K-12 as a release when students are feeling overwhelmed or stressed. In addition, we continue to access our culture room for beading which gives opportunity for students to engage creatively. We also utilize a circle of justice practice which has students who are making poor choices the opportunity to better their school by mentoring, working to clean up the school grounds and volunteer in other areas.

3. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles. ☒

Career Fair for Elementary, ASPIRE MS/HS, College site visits, HS Students attend the Newport HS College and Career Fair, contract with Oregon CIS (online career exploration activities), FAFSA Nights with Oregon Coast Community College and ASPIRE, Dual-Credit courses and Early College courses offered, Participate in the CTE Fair at Oregon Coast Community College, Classes are encouraged to invite guest speakers to enhance the unit being studied.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

Early Literacy Inventory and Prioritization

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For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

General Fund

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

5. If you answered “Other” on #3, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].

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Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

This process is very comfortable once you work through it and we appreciate the effort that created this format - the focus on equity should continue until there are nearly invisible achievement gaps - and all students are welcome and successful at school.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

The vision for our plan to help staff create safe environments where children want to be, and provide them with the skills and support to grow at or above grade level each year. We want a strong focus on early literacy and confidence building as students and families grow with us at school.

***Additional requirement if applying with a sponsored charter:* Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Assurances

Assurance 1: You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

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- **Guarantee of Assurance 1:** True

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).

- **Guarantee of Assurance 2:** True

Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of Assurance 3:** True

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of Assurance 4:** True

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of Assurance 5:** True

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

- **Guarantee of Assurance 6:** True

Assurance 7: You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

- **Guarantee of Assurance 7:** True

Assurance 8: Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

- **Guarantee of Assurance 8:** True

Assurance 9: You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

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- **Guarantee of Assurance 9:** True

Assurance 10: You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

- **Guarantee of Assurance 10:** True

Assurance 11: You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

- **Guarantee of Assurance 11:** True

Assurance 12: You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

- **Guarantee of Assurance 12:** True

Assurance 13: If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

- **Guarantee of Assurance 13:** True

Assurance 14: You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

- **Guarantee of Assurance 14:** True

Assurance 15: You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

- **Guarantee of Assurance 15:** True

Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

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- **Guarantee of Assurance 16:** True

Website: <https://www.siletzschoools.org/integrated-grant-application>

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