

INSTRUCTIONS FOR SCHOOL/DISTRICT

This template deck is a resource for applicants to turn and adapt and use in presenting their Integrated Application as covered under, [Aligning for Student Success: Integrated Guidance 2025-27](#).

This resource is designed for governing boards but could, often with translation, be used for communicating to families and the communities served.

Questions?

Contact your ESD Liaison or email ODE.ELI@ode.oregon.gov

Clatskanie School District 6J



2025-27 Integrated Application Presentation to Governing Board

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Purpose for Presentation

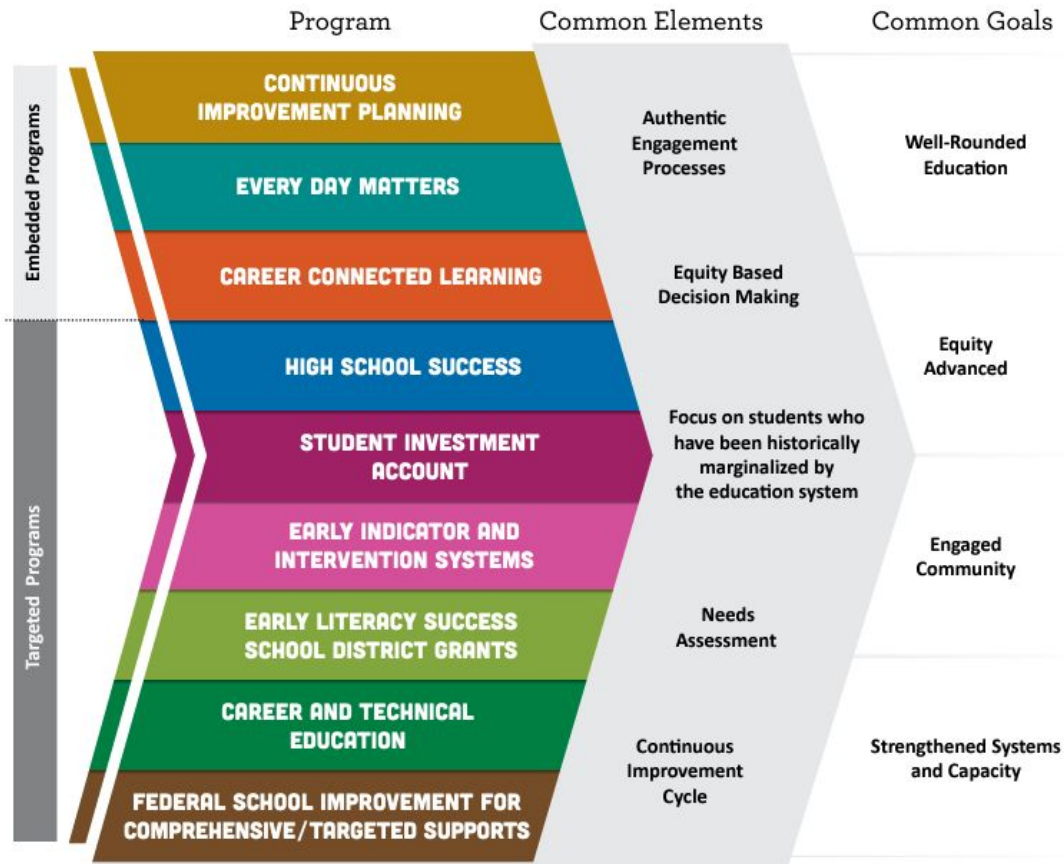
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet our Planning Team Members

Danielle Hudson, Superintendent

Kara Burghardt, CES Principal

Laurie Maughan, CMHS Principal

Joanne Kallunki, CMHS Assistant Principal

Jaime Erwin, CMHS Teacher and CEA President

Elsa Jauron, Bus Driver and OSEA President

Charlie Sittloh, CES Teacher and CEA Representative

John Hazapis, CMHS Teacher

Trinity Cassell, CES Teacher

Shannon Emerson, Superintendent and Board Secretary

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making

- Applied Oregon's Equity Lens to planning and budgeting decisions.
- Engaged focal student groups, staff, and families through surveys, story circles, and discussions.
- Eliminated CTE course prerequisites to expand access for historically underserved students.
- Allocated funds for multilingual resources and culturally responsive teaching.
- Expanded mental health supports, including a full-time counselor at CES.
- Monitored data to ensure interventions address disparities in literacy, attendance, and graduation rates.

Community Engagement Highlights

Focal Groups Engaged:

- Students with disabilities, multilingual learners, LGBTQ2SIA+ students, low-income families, and historically underserved racial/ethnic groups.
- Engagement included anonymous surveys, focus groups, and community meetings to protect privacy.

Privacy & Safety Considerations:

- Ensured anonymity in surveys and feedback forms.
- Used small-group settings for sensitive discussions.
- Maintained confidentiality in reporting findings.

Community Engagement Highlights

Engagement Strategies & Activities:

- Story Circles and empathy interviews for firsthand student and family insights.
- Superintendent Coffee & Chat sessions for open, informal discussions.
- School-based presentations and engagement nights at CES and CMHS.
- Culturally responsive outreach, including multilingual communication.

Community Engagement Highlights

Key Learnings & Impact on Planning:

- Mental health supports expanded based on feedback, including hiring a full-time CES counselor.
- Early literacy interventions enhanced with additional reading specialists.
- CTE access improved by removing course prerequisites.
- Student belonging and inclusion strengthened through AVID expansion and SEL programming.

Community Engagement Highlights

Key Learnings & Impact on Planning:

- Mental health supports expanded based on feedback, including hiring a full-time CES counselor.
- Early literacy interventions enhanced with additional reading specialists.
- CTE access improved by removing course prerequisites.
- Student belonging and inclusion strengthened through AVID expansion and SEL programming.

Community Engagement Highlights

The biggest takeaway from the community surveys is the district's progress in fostering stronger accountability, transparency, and alignment with community goals. Notable improvements were observed in perceptions of:

- **Accountability to families and community members** (average score increase from 2.33 to 3.73).
- **Transparency and dialogue with community partners** (average score increase from 2.17 to 3.64).
- **Welcoming environment at schools and events** (average score increase from 3.25 to 4.27).
- **Ease of addressing concerns with school staff** (average score increase from 3.00 to 3.82).

This engagement effort highlighted that while significant strides have been made, ongoing focus is needed to ensure equitable access and address barriers for underserved populations. Building on the strengths of open communication and alignment with community goals will further solidify trust and collaboration between the district and its stakeholders.

Needs Assessment Highlights

Key Learnings from Grade Bands:

- **Early grades (K-3):** Strong literacy supports needed; added reading specialists.
- **Middle grades (4-8):** Increased demand for engaging, hands-on learning.
- **High school (9-12):** Greater focus on career pathways and CTE access.
- **All grades (K-12):** Maintain music and PE supports.

Needs Assessment Highlights

Insights from Focal Groups (Privacy Ensured):

- **Students with disabilities:** Need for small-group interventions and inclusive CTE access.
- **Multilingual learners:** Strengthened language supports and culturally relevant curriculum.
- **Economically disadvantaged families:** Addressed barriers to transportation and extracurriculars.

Needs Assessment Highlights

How Data Informed Planning:

- Expansion of AVID and SEL programs.
- Increased access to CTE courses and Running Start.
- Investment in mental health supports, including a full-time counselor at CES.
- Maintain previous investments made from the 2023-25 Integrated Guidance Plan.

These priorities emerged:

Strengthening early literacy and math interventions

- Expanding reading and math support services
- Implementing STAR assessments to track progress
- Providing targeted small-group interventions

Expanding access to Career and Technical Education (CTE) and postsecondary readiness

- Removing barriers to CTE course enrollment
- Strengthening partnerships with local industries and colleges
- Increasing Running Start and dual-credit opportunities

These priorities emerged:

Enhancing social-emotional learning and mental health supports

- Expanding SEL programs in elementary and secondary schools
- Hiring a full-time counselor at CES
- Providing trauma-informed training for staff

Increasing teaching practices that foster a sense of belonging

- Expanding professional development to meet the individual needs of students
- Strengthening support services
- Engaging families through outreach

These priorities emerged:

Reducing barriers to student success through equitable resource allocation

- Addressing transportation and participation costs for extracurricular activities
- Ensuring equitable access to academic and enrichment programs

Improving student engagement, attendance, and overall well-being

- Implementing attendance interventions and support systems
- Expanding AVID and college readiness programs
- Increasing access to after-school and community engagement opportunities
- Providing a well-rounded education with Music and PE for all students
- Expanding advanced math options at CMHS to support high-achieving students

Our intended outcomes are:

By implementing these priorities, we aim to achieve the following outcomes:

- Increased third-grade literacy rates through targeted interventions and assessments
- Higher ninth-grade on-track rates, leading to improved four- and five-year graduation rates
- Expanded career pathways and postsecondary opportunities through CTE and Running Start
- Improved mental health support with increased SEL programs and access to counselors

Our intended outcomes are:

By implementing these priorities, we aim to achieve the following outcomes:

- Learning environments across all grade levels where students have a sense of belonging
- Greater student engagement in elective activities, including Music and PE
- Reduced attendance barriers and increased student participation in academic programs
- Stronger alignment between community, staff, and student needs through ongoing engagement

These key strategies will help us achieve our intended outcomes:

These specific strategies will help us achieve our intended outcomes:




- Expand literacy and math interventions, including small-group instruction and specialist support
- Implement STAR assessments to monitor student progress and refine interventions
- Increase access to CTE by removing prerequisites and enhancing industry partnerships
- Support postsecondary readiness through Running Start and dual-credit opportunities
- Hire additional counselors and expand SEL programs to improve student well-being

These key strategies will help us achieve our intended outcomes:

These specific strategies will help us achieve our intended outcomes:

- Provide professional development on practices that support students' sense of belonging
- Strengthen attendance interventions and engagement efforts to reduce chronic absenteeism
- Enhance Music and PE programs for a well-rounded student experience
- Increase advanced math offerings at CMHS to support high-achieving students
- Expand family and community engagement through Superintendent Coffee & Chat sessions and school events

Integrated Plan Award Amounts

Integrated Guidance Bud... ▾ 		
Integrated Guidance Program ▾ 	2025-26 Budgeted Amount ▾ 	2026-27 Budgeted Amount ▾
Student Investment Account (SIA)	\$783,362	\$815,232
High School Success (HSS)	\$197,707	\$205,777
Early Literacy (EL)	\$61,705	\$64,224
Early Indicator Intervention System	\$1,977	\$1,977
Total Award Amount	\$1,044,750	\$1,087,209

Key Investments: Personnel

Personnel Expenses			
Position	2025-26 Salary and Benefits	2026-27 Salary and Benefits	Integrated Program Fund
1.0 CES PE Teacher	\$79,525	\$81,295	SIA
1.0 CMHS PE/Health Teacher	\$89,221	\$91,004	SIA
1.0 Special Education Teacher	\$83,408	\$85,769	SIA
1.0 CES Music Teacher	\$89,715	\$91,864	SIA
0.55 CMHS Consumer Science Teacher	\$56,021	\$57,615	SIA
1.0 Elementary Teacher- Class Size Reduction	\$84,392	\$86,486	SIA
1.0 Elementary Teacher- Class Size Reduction	\$79,525	\$81,795	SIA
1.0 CMHS Advanced Math Teacher	\$83,408	\$85,769	SIA
1.0 CES Counselor	\$83,408	\$85,769	SIA
0.35 Early Literacy Specialist	\$44,558	\$45,831	SIA
0.45 Early Literacy Specialist	\$57,289	\$58,926	EL
1.0 Ninth Grade on Track Teacher	\$135,210	\$139,176	HSS
0.14 FTE AVID Teacher	\$16,213	\$16,676	HSS
Total Personnel Expenses	\$981,893	\$1,007,975	

Key Investments: Non-Salary

Non Salary Expenses			
Expense	2025-26 Budgeted Amount	2026-27 Budgeted Amount	Integrated Program Fund
Supplies for Manufacturing Programs of Study	\$8,500	\$8,500	HSS
Supplies for Natural Resources Programs of Study	\$8,500	\$8,500	HSS
AVID Membership and PD: CMHS	\$15,000	\$15,000	HSS
Online intervention material subscriptions	\$2,000	\$2,000	EL
Early Literacy Professional Development	\$2,416	\$3,298	EL
Academic Tracking Software	\$1,977	\$1,977	EIIS
Professional Development	\$8,000	\$0	SIA
AVID Membership and PD: CES	\$2,071	\$0	SIA
Resources to use when working with students	\$4,184	\$4,184	HSS
LCC Tuition Costs	\$10,000	\$13,741	HSS
Total Non Salary Expenses	\$54,148	\$48,699	

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

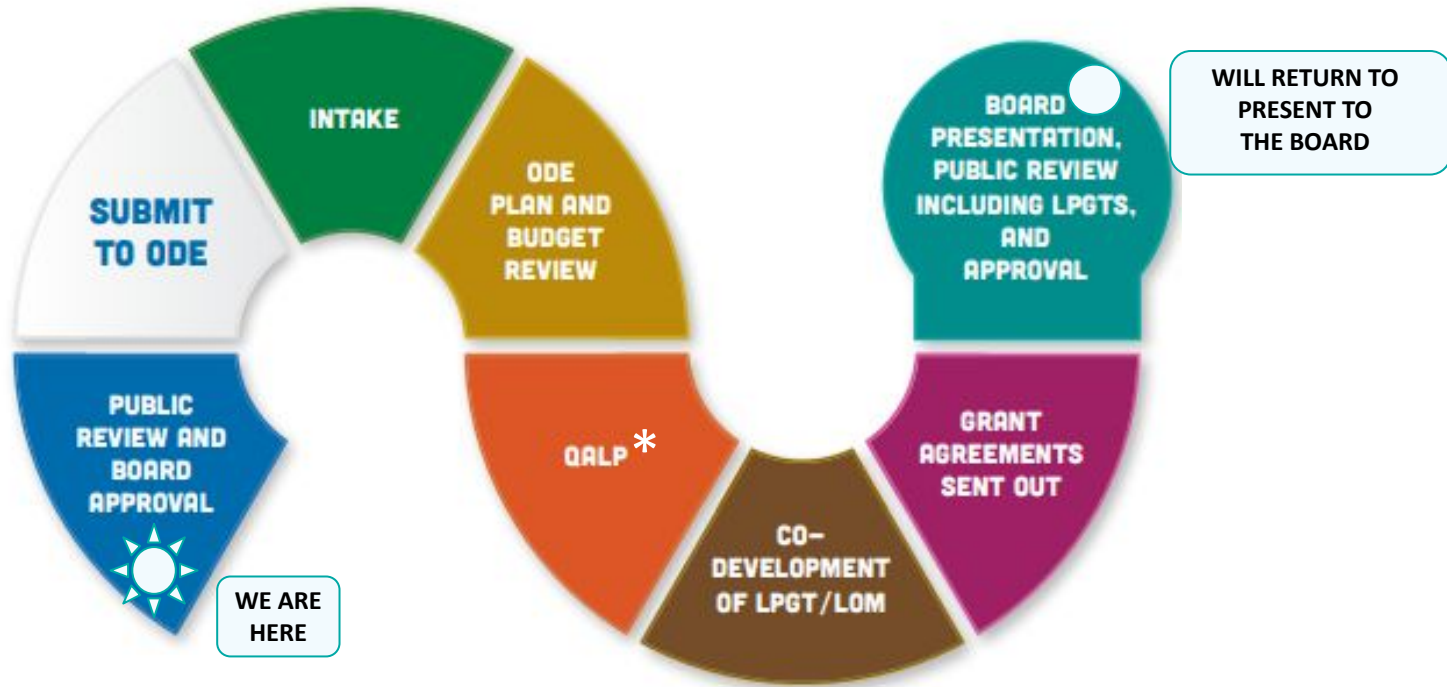
*Grantees may also set local optional metrics

How we understand success

School Board Goals:

1. *Improving Attendance* - At the end of 2027-28 school year, 90% of students in grades K-12 will attend regularly.
2. *Improving Graduation Rates* - At the end of the 2027-28 school year, 90% of seniors will graduate with their four-year graduation cohort.
3. *Improving On Track to Graduate* - At the end of the 2027-28 school year, 90% of all 9th-grade students are on track to graduate.
4. *Improving Early Literacy* - By the 2027-28 school year, 80% of 3rd grade students will test as Proficient on the English Language Arts STAR Assessment.

What Happens Next?



Questions & Comments
