



District or Independent Charter with CTE 25-27 Integrated Application Template

**Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you're working from the correct application template.*

Please make a copy of your application template.

Needs Assessment Summary

- 1. Please offer a description of 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, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) *Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)***

The Clatskanie School District (CSD) conducted a comprehensive needs assessment using stakeholder feedback and five key data metrics—third-grade literacy, ninth-grade on-track rates, four-year and five-year graduation rates, and attendance—disaggregated by race, ethnicity, and gender. We also considered the Perkins CTE Stoplight Report to review CTE participation and vitality. These metrics will measure the progress of the 2025-2027 Integrated Guidance Plan. A committee of teacher leaders, administrators, classified staff, and the Superintendent analyzed five years of data to identify achievement gaps among focal student groups compared to all students.

Stakeholder input was central to the needs assessment process. Feedback was gathered through two community-wide surveys, Story Circles and empathy interviews with focal student groups, four community meetings, a staff and student survey, pre-service staff discussions in August, and the development of an updated district mission, vision, and board goals. Story Circles and empathy interviews at Clatskanie Elementary School (CES) and Clatskanie Middle High School (CMHS) engaged students in grades 6-12, particularly those from focal groups, to

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

discuss their school experiences and provide feedback on potential investments. Focal groups included students with disabilities, LGBTQ2SIA+ students, Hispanic/Latino/Latina/Latinx students, American Indian/Alaska Native students, Asian students, Black/African American students, and students impacted by foster care, food insecurity, or correctional systems.

From the data review and stakeholder input, key themes emerged. There is strong support for a well-rounded education, including music, physical education, and mental health services. Stakeholders emphasized the continued importance of investments from the 2023-2025 Integrated Guidance Plan. Persistent achievement gaps in focal student groups highlight the need for targeted interventions and resources.

To address these findings, the plan includes continued funding for music and PE at CES and CMHS, a full-time counselor at CES, and special education teachers at both schools to support students with disabilities. Additional staffing will support reading and math interventions, including a reading specialist at CES, a math education assistant at CMHS, and an advanced math teacher. Small-group interventions will be implemented for students with disabilities and at-risk students. AVID professional development and membership will be expanded for grades 5-12, incorporating AVID strategies into CES. The plan also includes resources for CTE supplies, SchoolLinks for career exploration, Running Start tuition at Lower Columbia College, and additional elementary teachers at CES to reduce class sizes and improve early literacy outcomes.

The plan prioritizes professional development on research-based instructional strategies, collaborative teacher teams, and Response to Intervention/MTSS systems. CES will expand reading intervention and coaching, while CMHS will strengthen math interventions and advanced learning opportunities. By addressing high-priority needs through targeted interventions and professional development, CSD aims to ensure equity, access, and opportunity for all students. This collaborative process strengthens CSD's commitment to supporting its diverse student population.

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.**

The Clatskanie School District (CSD) applied the Oregon Department of Education Equity Lens in planning and budgeting for the 2025-2027 Integrated Guidance Plan. This framework ensured the district addressed disparities, prioritized resources for focal student groups, and aligned strategies with equity, inclusion, and cultural responsiveness.

CSD prioritized students with disabilities, LGBTQ2SIA+ students, students of color, and those impacted by poverty, foster care, or correctional systems. Stakeholder engagement was key, with input gathered through community and staff surveys, focus groups, and meetings to amplify underrepresented voices. Data-driven decision-making played a crucial role, as the district analyzed attendance, academic achievement, and graduation rates to identify and address gaps.

Stakeholder engagement activities included community surveys and meetings with students, families, and community leaders. Targeted discussions with historically underserved populations ensured their perspectives informed district planning. Staff also contributed through surveys and pre-service planning sessions.

The plan includes academic supports such as additional reading and math intervention staff, ninth-grade on-track monitoring, and smaller class sizes at CES. Mental health investments include a full-time counselor at CES and trauma-informed training for staff. Advanced learning opportunities and Career and Technical Education access have expanded, including AVID program funding, Running Start tuition, and CTE resources for low-income students. Enrichment opportunities, such as summer school and small-group interventions, will provide extra student support.

By applying the Equity Lens, CSD has developed an inclusive plan that prioritizes equity, access, and opportunity for all students.

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?

The Clatskanie School District (CSD) has developed a professional development plan to support the cultural, social-emotional, and academic needs of all students, with a focus on focal student groups. This plan equips staff (Teachers, Classified, Administrator) with the skills, knowledge, and resources necessary to create inclusive and engaging learning environments.

To strengthen cultural and social-emotional supports, CSD participates in the Columbia County Belonging Collaborative, providing ongoing training to foster culturally responsive school environments. Social-emotional learning (SEL) programs include Wayfinder at CMHS, which builds self-awareness and purpose, and Purposeful People at CES, which develops emotional regulation and character. Additionally, small social-emotional groups led by the CES counselor provide targeted interventions for students in need.

Academic and instructional supports focus on curriculum adoptions and professional development. In 2024-25, new math, science, special education, and intervention materials will be introduced, followed by a health curriculum adoption in 2025-26. The AVID program is expanding to grades 5-6 at CES, with continued training for grades 7-12. Staff will also receive training on culturally

responsive teaching and the Sheltered Instruction Observation Protocol (SIOP) to better support multilingual learners.

CSD is strengthening systems of support through Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI) training, enhancing tiered interventions, data-driven decisions, and student progress monitoring. Collaborative teacher teams (PLCs) will focus on analyzing student data, implementing best practices, and designing targeted interventions.

Through this plan, CSD aims to enhance staff capacity, foster inclusive learning environments, and ensure all students receive high-quality education aligned with district goals.

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

The Clatskanie School District regularly reviews and makes changes to policies and procedures that might otherwise be barriers for students navigating homelessness. These include so many things such as the challenge to enroll, attend, have adequate transportation, or even get the additional support needed for school success. In our district we have a McKinney-Vento liaison who ensures students experiencing homelessness are supported at the school level as well as helping to locate community resources. We find ways to transport students to the school, help with clothes and supplies, collaborate with outside agencies, and give students individualized attention to feel included and supported in Clatskanie. We also make sure there are no barriers to any classes, programs, or opportunities for our students navigating homelessness. We know access can be an issue and so are intentional to ensure all types of learning experiences are available and delivered.

Our Homeless Liaison receives regular training in McKinney-Vento practices. They work with our counselors and school staff to identify school-age homeless youth in a non-stigmatizing way. We all ensure the names of students navigating homelessness are confidential. Our best support is found through asking and then listening to the responses of our students who navigate homelessness and then delivering on their suggestions.

4. **Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.**

The two previous answers provided above in regard to recruitment and equity of access and participation are fairly thorough answers to this question. Please remember those responses. In addition, we use our Equity Lens when we make decisions about our CTE programs in an effort to improve access for our focal student groups and for what are typically gender dominated CTE programs. We eliminate or limit prerequisite requirements in our initial Programs of Study classes so we can create a broad opportunity for all students. The schedule we build is always created to remove as many singleton class conflicts as possible so more students have opportunities to

participate in our CTE classes as scheduled. Our CTE teachers have professional development in equity, gender awareness, and the delivery of instruction through culturally and gender relevant teaching strategies. They scaffold their objectives so students can enter into learning as comfortably as possible. They review disaggregated data to monitor participation for equity, inclusion, and gender for possible biases influencing student involvement. In Clatskanie we always work to foster a positive environment that values and respects diversity in our programs. If students need additional support, an accommodation, translation, or resources to fully participate, we provide it for them.

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

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

The Clatskanie School District (CSD) has made significant updates to its literacy program to align with Oregon’s Early Literacy Framework, and has utilized the literacy program review to make decisions which improve our program through strengthening foundational skills, progress monitoring, and targeted supports.

In the 2024-25 school year, CSD readopted its core reading program to align with research-based practices. Staff at Clatskanie Elementary School (CES) and Clatskanie Middle High School (CMHS) received ongoing training to ensure effective implementation. To track student growth, STAR assessments are administered three times per year, while progress monitoring tools such as Freckle, Lalilo, iXL, and Waggle support reading intervention and targeted skill development. A new reading specialist for grades K-2 provides direct student support and coaching for teachers.

The Clatskanie School Board set a goal for 80% of third-grade students to demonstrate reading growth on STAR assessments. To ensure accountability, the board will receive STAR assessment reports three times per year to monitor progress.

Looking ahead to 2025-27, CSD will continue professional development on core reading instruction and intervention tools, use STAR data to refine instruction, and expand early-grade literacy supports. The district remains committed to maintaining alignment with Oregon’s Early Literacy Framework.

These updates aim to improve literacy skills, increase third-grade reading growth, and equip teachers with effective instructional tools. By strengthening literacy instruction and support, CSD is ensuring long-term student success.

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

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?**

The Clatskanie School District works diligently to ensure our curriculum has a well-formed scope and sequence throughout our K-12 continuum. We tie our targeted student learning objectives to all the state and national standards. When we prepare to purchase both basal and supplemental curriculum materials, we go through a thorough and detailed adoption process as set forth in school board policy IIA-AR. Prior to official adoption by our board, a curriculum adoption committee studies the materials to ensure they meet our stated scope and sequence and that the state and national standards are met. Our community is provided with an opportunity to comment on materials prior to adoption. We purchase materials on the state- approved adoption list. We utilize Houghton Mifflin Harcourt for English/Language Arts and Oregon Math.

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

At each of our schools we have a set of common agreements that are aligned to grade, and subject level standards and curriculum maps. We have developed and are implementing explicit instruction that is culturally responsive, inclusive, structured and intentional. Our teachers provide learning through a variety of strategies and methods that enhance student engagement. They deliver lessons that are experiential, create collaborative participation, provide for choral and individual response, make learning visible, and are at the appropriate rate and level for each student. These practices provide engaging, challenging and intentional learning for students.

Our administrative team provides teachers with professional development and support on a daily basis as well as with periodic intensive days designed to improve instructional delivery. We conduct regular evaluations and walk thoughts with improvement as our goal. Through this process staff receive both formal and informal observation and participate in a SMART goal cycle process. We monitor instruction to ensure it is intentional, engaging, and challenging for all students.

As a baseline, our district targets the standards directly correlated to state expectations and the SBAC assessments that are given in May of each year. We regularly utilize our results from both formative (STAR) and summative assessments (SBAC) to review and then improve our instructional program and delivery.

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?** ☒

To ensure a safe and welcoming educational environment for community members, students, and families our schools and district take several steps. These include: Building relationships: work to build relationships with community members and partners through open communication, regular updates, and collaboration. By establishing a sense of trust and transparency, we can help to create a welcoming environment. Providing clear guidelines and policies: We create clear guidelines and policies for behavior and communication that prioritize respect, inclusion, and safety from violence, gangs, and drug use for all. This can help to ensure that community members and partners feel welcome and valued. This includes our intentionality about utilizing the equity lens as we enter discussions and decision making. Training staff and students: We provide training and resources for staff and students to help them understand and embrace diversity, equity, and inclusion. We also focus on supporting the behavioral and mental health of students. These things combine to create a more welcoming and supportive environment for all. Creating safe spaces: we create physical and virtual safe spaces where community members and partners can engage with the school and each other without fear of judgment or discrimination. This includes designated areas for meetings, events, and other activities. We specifically work to engage not just entitled parents, but with our parents and students representing our focal student groups too. Overall, creating a safe and welcoming educational environment requires intentional effort and ongoing commitment to promoting equity, inclusion, and respect for all community members and partners.

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

In Clatskanie, we have made sure we have trained classified staff in school libraries. They ensure we have current, rich, relevant, engaging, and diverse collections available for our students. At each level (elementary, middle, high) teachers take their classes to the library for instruction on how to effectively utilize this resource. Students learn how to effectively access the variety of resources available there (books, reference materials, and electronic/technology).

Our Library Media Assistants work closely with staff to ensure that the library is open for daily/weekly check out. We ensure students can access these valuable spaces during the day, before school, at lunch, and after school. Accelerated Reading is a component of all grade levels from first grade on.

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

The Clatskanie School District (CSD) is committed to supporting students' mental health through data-driven interventions and evidence-based practices. To monitor effectiveness, the district regularly reviews behavioral data, including trends in Office Discipline Referrals and individualized behavior plans. Universal SEL screenings and targeted assessments help identify students needing additional support. Counselors and staff conduct regular student check-ins using self-reporting tools like surveys and journals. Academic performance, engagement, and attendance data also serve as key indicators of intervention effectiveness.

CSD provides small-group and individual support through SEL groups and counseling sessions, tracking progress in emotional regulation and coping skills. Programs such as Wayfinder at CMHS and Purposeful People at CES are evaluated through student surveys and teacher observations. Suicide prevention and safety lessons are integrated into the curriculum, with staff receiving annual training under Adi's Act and students participating in SEL and child abuse prevention lessons through Erin's Law. These programs support all students, especially those experiencing depression, anxiety, dysregulation, and stress. Regular communication between families and staff ensures a collaborative approach to refining interventions.

Monthly Intervention Team Meetings analyze student progress and adjust strategies as needed. The Multi-Tiered Systems of Support (MTSS) framework aligns interventions with student needs, ensuring targeted and effective support.

Expected outcomes include improved emotional regulation, engagement, and academic performance, along with increased awareness of mental health resources and suicide prevention strategies. CSD remains dedicated to providing students with the necessary support to thrive both academically and emotionally.

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? ☒

In a well-planned and delivered program, many, if not all of the programs for students not exceeding state and national standards are the same for those exceeding state and national standards. A well implemented MTSS/RTI program like we are working to deliver in Clatskanie determines where a student is on the learning and knowledge continuum and provides information on the pathway for additional learning. Again, we utilize the EasyCBM platform or Renaissance Star Reading and Math for progress monitoring and adjustment. We regularly disaggregate data to ensure we are meeting the opportunity needs of our focal student groups, and make appropriate individualized

adjustments to advance student learning. We have a process to identify students for our TAG program, ensure focal student groups are appropriately represented, and create plans for all students who qualify to support their individual learning progress. All of our teachers receive professional development on how to provide students with enrichment and advanced learning opportunities in their regular classrooms. We also offer a variety of advanced course opportunities for students in multiple disciplines at the secondary level.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

CSD is not planning on developing any new CTE Programs of Study.

10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

Clatskanie already has CTE programs in partnerships with employers to provide work-based learning opportunities for students. We need to continue growing and exposing more students to these opportunities within their Program of Study. These efforts can be student interest based or led by our CTE teachers.

Our district leadership - the superintendent, high school principal, CTE staff - will prioritize work with the city of Clatskanie, local business/industry, and our CTE consortium to locate additional organizations and employers willing to partner with our district so students can have more work-based learning opportunities. We do offer a strong CTE elective program and Programs of Study that allow students to develop technical skills as well as the important soft skills such as communication, teamwork, problem solving skills and professionalism. We provide a well-rounded education for all students and work to create a breadth of coherent and rigorous opportunities through career certificates, apprenticeships, and college credit. We offer dual credit college courses through partnerships with Clatsop Community College, Western Oregon University, and Oregon Institute of Technology. We also offer a Running Start program in partnership with Lower Columbia College for junior and seniors.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes.

Engaged Community (250 words or less per question)

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?

Over the past two years, Clatskanie School District (CSD) has improved communication and engagement for focal students, families, and staff by prioritizing transparency, accessibility, and inclusivity. ParentSquare streamlines communication, ensuring families receive timely updates. Families and staff have accessed our monthly newsletter which keeps the community informed about district initiatives, student achievements, and events, while increased social media engagement provides real-time updates. Superintendent Coffee & Chat meetings have created opportunities for open dialogue, and expanded after-school events, such as family nights and performances, have increased participation.

Despite these improvements, challenges remain. Some families face barriers due to limited internet access or unfamiliarity with digital tools, making printed materials and in-person updates essential. While progress has been made in language accessibility, additional translation services are needed to support multilingual families. Continued outreach is necessary to engage historically underrepresented groups, and scheduling conflicts highlight the need for virtual and hybrid engagement options.

Moving forward, CSD is committed to expanding translation services, increasing flexible engagement opportunities, growing after-school events, and gathering ongoing feedback to improve outreach. By focusing on inclusivity and accessibility, the district aims to strengthen community partnerships and ensure student success.

**2. Who was engaged in any aspect of your planning processes within these initiatives?
(Check all that apply)**

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth

- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____

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.)

Family and Student Engagement

Clatskanie School District (CSD) has prioritized family and student engagement to ensure diverse perspectives shape district priorities. Story Circles and empathy interviews provided structured discussions where students and families from focal groups shared their experiences and insights. These conversations helped identify needs and guide district strategies.

Community-wide surveys further supported engagement efforts by gathering input on district priorities and focal group needs. The feedback collected from families, students, and staff has been instrumental in shaping district initiatives and ensuring that investments align with community expectations.

Superintendent Coffee & Chat meetings have created an informal space for families to share concerns, ask questions, and engage in meaningful discussions about district plans. These monthly gatherings strengthen connections between leadership and the community while fostering transparency and collaboration.

School-based events at Clatskanie Elementary School (CES) and Clatskanie Middle High School (CMHS) have provided additional opportunities for engagement. Presentations allowed students and families to contribute ideas and offer feedback on district investments, ensuring that decisions reflect the needs of those directly impacted.

Through these engagement efforts, CSD continues to build strong relationships with families and students, creating an inclusive environment where all voices are heard and valued.

Staff Engagement

Clatskanie School District (CSD) has prioritized staff engagement to ensure their perspectives shape district priorities and improvements. Staff surveys provided all classified and certified employees the opportunity to share insights on district strengths, areas for improvement, and future priorities. This feedback played a key role in guiding decision-making and resource allocation.

During pre-service activities, staff participated in discussions about district goals, identifying gaps and opportunities for growth. These sessions fostered collaboration and allowed employees to contribute ideas that support student success. Additionally, the Integrated Plan Review Team, composed of a diverse group of staff members, played a crucial role in analyzing data, reviewing feedback, and refining the district's strategic plan. Their input helped ensure that the plan aligns with both staff and student needs.

To maintain transparency and encourage ongoing contributions, CSD implemented regular staff communication through weekly newsletters and meetings. These updates keep employees informed about district initiatives, policy changes, and opportunities for further engagement.

By fostering open communication and collaboration, CSD continues to create a supportive environment where staff voices (licensed and classified) are valued in shaping the district's future.

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Community surveys engaged various groups within Clatskanie School District, including parents, guardians, staff, and community members. Parents and guardians provided feedback on accountability, transparency, and how well the district represents community goals. Licensed and classified staff shared insights on Career and Technical Education (CTE) support and the ease of raising concerns. Community members reflected on how welcome they feel at school events and whether district goals align with community needs. Historically underserved individuals addressed structural barriers to equitable engagement, such as funding, language access, and documentation requirements.

Survey results show progress in accountability, transparency, and alignment with community priorities. Scores improved in several key areas, including accountability to families and community members, increasing from 2.33 to 3.73. Transparency and dialogue with community partners rose from 2.17 to 3.64, while the welcoming environment at schools and events improved from 3.25 to 4.27. The ease of addressing concerns with staff also saw growth, moving from 3.00 to 3.82.

While positive strides have been made, continued efforts are needed to ensure equitable access for underserved populations. Strengthening open communication and further aligning district goals with community needs will help build trust and collaboration. Clatskanie School District remains committed to fostering an inclusive and responsive environment that supports all students and families.

Our need to ensure equitable access for underserved populations was our biggest learning.

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

This engagement effort included staff across the district, as reflected in survey responses and pre-service Integrated Guidance activity results.

Certified staff discussed classroom resources, student supports, and program improvements. Classified staff provided input on system improvements and resource allocation. District office, maintenance, and custodial staff contributed perspectives on equity, well-rounded education, and system enhancements. CMHS and CES staff focused on belonging, instructional supports, and strengthening community partnerships.

Key insights from this engagement included:

Equity and Inclusion: Staff acknowledged improvements in HR processes and multilingual accessibility but emphasized the need for further equitable access to programs and resources.

Student Belonging and Support: CMHS staff identified gaps in CTE participation among underrepresented groups, such as students with disabilities and non-athletes, highlighting a need for more inclusive programming. CES staff praised literacy interventions but wanted stronger math supports.

Resource Allocation and System Capacity: Investments in PE, early literacy, and CTE were valued, but staff emphasized balancing these with smaller class sizes and additional mental health resources.

Community Engagement: Open houses and improved communication were seen as positives, but staff stressed the importance of deeper family and community partnerships to align goals.

Staff valued the opportunity to provide input, recognizing collaboration as key to improving district systems and student outcomes. Their feedback will guide resource prioritization, enhance equity efforts, and strengthen the educational environment for all district roles.

Staff valuing the opportunity to provide input was our biggest learning.

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

A leadership activity at Clatskanie Middle/High School engaged 21 students in grades 9–12, representing diverse demographics, including race, ethnicity, LGBTQ2SIA+ status, and varied life experiences.

Students valued WIN classes as a key way to foster belonging, allowing them to connect with peers through shared interests, build friendships, and feel excited about learning. They also emphasized the importance of field trips in strengthening peer relationships and providing hands-on experiences.

Students identified resource challenges, particularly the need for additional math support. With only one math teacher at CMHS, they felt more staff would provide diverse teaching perspectives and better individualized support. They also suggested improvements to the physical environment, including brighter colors, better maintenance of facilities, and more inviting spaces.

They expressed a strong desire for less reliance on laptops and more interactive learning, such as experiments, group discussions, and in-class work time. They viewed this shift as crucial to making learning more engaging post-COVID.

Students reported positive outcomes from the no-cell-phone policy, citing reduced stress, improved moods, and better peer engagement.

This engagement effort reinforced the importance of fostering social and academic belonging through tailored programs, interactive learning, and resource investment. It highlighted how student feedback can drive meaningful improvements in creating an inclusive and supportive school environment.

The importance of fostering social and academic skills was our biggest learning.

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Sixth-grade students at Clatskanie Elementary School participated in an engagement activity to share their perspectives on resource allocation and their sense of belonging under the Integrated

Guidance plan. Students represented diverse backgrounds, including racial and ethnic diversity, varying abilities, and different socio-economic experiences.

Students prioritized maintaining and enhancing programs such as Consumer Studies, Running Start, PE, CTE courses, and special education supports. They identified areas for improvement, including adding art classes, improving lunch options, and introducing practical electives like personal finance and survival skills.

Facility improvements were a common theme, with students suggesting better chairs and desks with storage, a more appealing playground, and adding bathroom doors for privacy. Lowering sports fees was also a priority to increase participation.

Many students expressed a strong sense of belonging at CES, citing friendships, supportive staff, and engaging activities like PE and Math. They shared specific examples, such as feeling welcomed since moving to Clatskanie and receiving peer support.

Students emphasized the importance of having a voice in shaping their school experience. Their desire for hands-on, practical learning and improved facilities reflects their commitment to creating a better learning environment.

This engagement effort reinforced the value of student input in decision-making. Their feedback will help guide resource allocation and strategic planning to enhance both educational opportunities and their overall sense of belonging at CES.

The importance of student input in decision-making was our biggest learning.

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

The student survey results indirectly demonstrate engagement with both certified and classified staff by reflecting how students perceive their interactions, support, and learning environment.

Students appreciate opportunities to voice their opinions to teachers, with an average score of 3.81, showing teachers are creating spaces for student input. However, comfort in asking for help in class scored 3.56, highlighting a need to strengthen teacher-student relationships and ensure full academic support.

Students rated staff support for basic needs at 4.52, reflecting the critical role classified staff play in creating a safe and supportive environment.

The survey also revealed cross-staff impact. Students feel welcomed at school and events, with a score of 3.85, indicating effective staff efforts in fostering inclusivity but showing room for

improvement. Respectful treatment of all students by teachers and staff was also rated at 3.85, reinforcing the importance of equitable and respectful interactions.

These results emphasize the need for collaboration between certified and classified staff to ensure students feel supported both academically and personally. Enhancing teacher-student communication and peer connection opportunities are key next steps. This artifact highlights how staff contributions directly shape student experiences and provides actionable feedback for continuous improvement.

The impact of staff on the success of our students was our biggest learning.

10. Response required only if applying with a sponsored charter. If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

Clatskanie school district does not sponsor a charter school.

Outcome of Engagement

11. 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.

The engagement process, which included surveys, story circles, and discussions with students, staff, and families, revealed several key insights. Both the community and staff emphasized the importance of fostering meaningful relationships and a sense of belonging through programs like WIN classes and field trips. Ensuring equitable access to resources, particularly for students with disabilities and those facing socio-economic challenges, was also a priority.

Feedback highlighted the need for continued investment in programs that enhance student experiences, including Career and Technical Education (CTE), Consumer Studies, early literacy, and mental health supports. Additionally, participants identified physical improvements such as updated classrooms, better lunch options, and more accessible facilities as key areas of focus. There was also a strong desire for more hands-on, collaborative learning experiences to balance technology-based instruction.

Staff valued being included in decision-making and appreciated transparent communication about district plans and resource allocation. Based on this input, the district prioritized Integrated Guidance (IG) funds for expanding math support, maintaining early literacy initiatives, and ensuring

equitable resource distribution. Efforts to promote belonging, including expanding WIN classes and increasing diverse representation in programs like CTE, were also prioritized.

To sustain engagement, the district remains committed to regular listening sessions, surveys, and feedback loops, ensuring community and staff voices continue to shape district strategies. This collaborative approach strengthens the district's ability to create an inclusive, equitable, and high-quality learning environment.

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

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

Recruiting educators, especially diverse educators, has been a significant challenge. Some positions seem nearly impossible to fill. This is something we have had to work at harder each year. We attend job fairs and advertise online to fill positions. Where we advertise, the job descriptions we post, and the hiring processes we use, all send messages to educators' representatives of focal student groups. We intend to send messages which are well received, welcoming, and supportive. Locally, we have simplified pathways for our classified staff and community members to earn certification. We have found recruiting in these places to be more successful. Besides outreach, our work includes supporting them with course work as well as guidance through the TSPC process. Once we have successfully hired, we begin the work of onboarding and retaining. Our community and district are unique and when staff arrive, we want to provide them with every opportunity at navigating successfully. We mentor new staff with experienced employees, provide quality professional development regarding district programs, and impart our unique set of community agreements. Our new teachers and administrators learn about the district programs and systems we use to enhance student learning. Our administrators provide supportive feedback designed for teacher improvement through our evaluation process. We continue learning (teachers and administrators) in regard to equity and our own implicit bias. We desperately need to hire and retain culturally and linguistically diverse teachers and administrators on behalf of all students, especially our focal student groups.

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

To start with, our district is committed to hiring only the very best teachers who have the skills to work with all students. We maintain the quality standards and rely on the "highly qualified" teacher requirements set by TSPC. When assigning students into the various classes we are purposeful. We

consider membership in our focal student populations, cultural diversity, poverty, academic need, and student behaviors when placing students. We always want to ensure our students who need the most help are receiving it from our most experienced and capable teachers. If staff need additional support to meet the needs of specific students within their classrooms, we provide it. At times, we do have teachers who are not meeting our expectations. When this occurs, we support them to improve their instruction/effectiveness, or to find other work opportunities. Our district is not large with about 50 students per grade level. Often that means just two teachers at an elementary grade, or a few teachers in any one subject at the secondary level. One strength of a district or schools of this size is that we really know the strengths and weaknesses of our teachers. This allows us to effectively place students with their best match.

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

We operate with the belief that a systematic approach to creating the behavior we want, and reducing behavior we don't want, is an important part of our work as educators. So, we have implemented a PBIS system as a component of a larger MTSS/RTI model. We can't expect students to know what we have not taught them. We therefore, teach the behaviors we want in each school setting. A reward system is in place to reinforce positive behaviors, and a reteaching model is ready if needed. We teach simple and basic rules for our students to remember - be safe, be respectful, be responsible, be kind. At each school level (HS, MS, Elementary) we have agreed upon behaviors, rewards, and discipline approaches. As part of our PBIS/MTSS/RTI approach we examine discipline data to determine where and when negative behaviors take place, and disaggregate it to find any discrepancies for our focal student groups. If we find discrepancies, we set to work to rectify them in real time. Only our administrators can remove a student from the classroom with detention, suspension, or expulsion. Our intent is to keep students in class and learning whenever possible. Our administrators are well trained at reducing removal practices for all students with special attention to our focal student groups. They have received professional development in bias training, equity, and the impacts on learning for lost instructional time for students who need the most support.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

At this time Clatskanie School District has not had any students transitioning between LTCT sites, YCEPs, and JDEPs to schools. When this situation presents itself for the first time. We plan on having our support team (administrator, counselor, school psychologist, home room teacher, probation officer if appropriate) meet with the parent and student to discuss what supports they might need to improve their success. We will implement the supports agreed to then monitor and adjust over time. We would have the team discuss progress weekly until the student is clearly experiencing positive outcomes and communicate with the family on progress.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

We coordinate with the NWRESD for all children in the EI/ECSE program and ensure IFSPs are reviewed for appropriate action. School staff attend IFSP meetings at the preschool level and meet with the preschool teachers in June to determine the needs and strengths of the incoming kindergarteners. We conduct Kindergarten enrollment nights and promote KinderKamp at those events. KinderKamp takes place in August provides transition support for our kindergarteners.

The transition process between the elementary and our middle school is nearly identical to the transition between the middle school and high school. Teachers meet and discuss each child to smooth the transition. In May we work through the forecasting process for Mid/High school classes and schedules. Students and their families receive detailed information about the school program, the classes/courses available, and how their choices prepare our students for future success. Administrators, and counselors lead this process. Students travel to the facility for tours and exposure to the various opportunities, expectations, and to begin learning the physical layout. Our SPED students visit the new school more frequently to acquaint themselves. At the high school level, We provide post-secondary planning through our classrooms and through the counseling center. We arrange visits with college admission counselors, community colleges, the military, the trades, and bring in guest speakers. We also offer trips to visit community colleges, universities, and the trades. Our CTE Programs of Study provide detailed experiences and information advanced training and employment opportunities.

6. 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 and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

At CES, students engage in career exploration at all grade levels, building awareness of different professions and skills needed for future success.

At CMHS, students have access to career resources, including online databases, labor market trends, employment outlooks, and educational pathways. Career exploration opportunities are integrated into academic and elective courses, helping students make informed decisions about their future. Students receive career guidance, academic counseling, and support in identifying potential employment and training opportunities.

Providing career exploration and guidance requires a collaborative effort involving educators, counselors, employers, and community partners to ensure students are prepared for their chosen pathways.

7. *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.

Our District is not required to engage in Tribal Consultation.

Early Literacy Inventory and Prioritization

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.*

This question requires an update to the K-3 Literacy curriculum and materials on the Smartsheet.

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

- General Fund
- Student Investment Account (SIA)**
- State School Fund SSF
- Title I**
- Title II
- Title III
- Title IV
- N/A (less than 50 ADMw, no match required)

Other

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)

Hiring

Purchasing Curricula & Materials

High-Dosage Tutoring

Extended Learning Programs

Professional Development & Coaching

Other purposes

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:

Have the lowest rates of proficiency in literacy of elementary schools in the district;

identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;

have literacy proficiency rates that have not recovered to pre-pandemic levels;

have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.

N/A if you have only one elementary school

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%].
(write N/A if you have only one elementary school)

N/A

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

The Clatskanie School District (CSD) is committed to belonging, access, and student success. Support from the Oregon Department of Education (ODE) can enhance CSD's continuous improvement efforts in the following ways:

- 1. Technical Assistance & Professional Development**

- Provide training in culturally responsive teaching, trauma-informed practices, and equity-based instruction.
- Support implementation of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI).
- Offer leadership training in strategic planning and data analysis.

- 2. Data Tools & Analysis**

Ensure access to disaggregated data for identifying trends and gaps.

- Develop dashboards integrating attendance, assessment, and behavior data.

- 3. Funding Flexibility & Support**

- Provide clear grant guidance and flexible funding models to address rural challenges.

- 4. Curriculum & Assessment Support**

- Share recommendations for evidence-based instructional materials.
- Train staff on assessment tools to inform instruction.

- 5. Collaboration & Networking**

- Facilitate peer learning networks and community engagement models.

- 6. Support for Focal Groups**

Develop resources for historically underserved students and promote inclusive practices.

- 7. Continuous Improvement Coaching**

- Assign ODE coaches to support implementation of CSD's Integrated Plan.

- 8. Streamlining Reporting**

Reduce redundant reporting and develop automated tools to ease compliance burdens.

- 9. Policy Advocacy for Rural Districts**

- Advocate for policies that address staffing, transportation, and resource limitations.

By offering these supports, ODE can empower CSD to focus on delivering high-quality, equitable education for all students.

Plan Summary

1. 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) **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)

The Clatskanie School District (CSD) Integrated Guidance Plan (2025-2027) is designed to ensure equitable access to high-quality education, address key areas of growth, and align with the district’s long-term goals. The plan is based on a comprehensive needs assessment that examined student performance data, stakeholder feedback, and resource allocation to identify strengths and areas requiring improvement.

The plan builds upon previous investments and prioritizes academic achievement, career readiness, and student well-being. Five key data metrics—third-grade literacy, ninth-grade on-track rates, four-year and five-year graduation rates, and attendance—serve as benchmarks for measuring progress. The district engaged students, families, and staff through surveys, community meetings, and structured interviews to align investments with community needs.

The plan envisions an inclusive, well-rounded education that strengthens literacy, Career and Technical Education (CTE), and mental health supports. Stakeholder feedback reinforced the need for continued investments in music, physical education, mental health services, and CTE expansion. Persistent achievement gaps among focal student groups, including students with disabilities, multilingual learners, and those facing economic hardship, highlight the necessity of targeted interventions. To address these needs, CSD will maintain funding for music, PE, and mental health supports, including a full-time counselor at CES. The district will strengthen literacy and math supports by adding a reading specialist, a math education assistant, and an advanced math teacher. AVID professional development will expand for grades 5-12, integrating AVID strategies at CES. The plan also provides CTE resources, SchoolLinks career exploration tools, and Running Start tuition to improve postsecondary readiness while reducing class sizes at CES to improve early literacy outcomes.

Expanding access to CTE programs remains a priority. To remove barriers, the district has eliminated prerequisite requirements in initial CTE courses to allow broader access. Collaboration with local industry partners has been strengthened to provide work-based learning opportunities. CTE teachers will receive equity-focused professional development to promote inclusion, and enrollment data will be monitored to ensure equitable representation across student groups.

CSD has aligned its plan with Longitudinal Performance Growth Targets (LPGTs) to improve third-grade reading proficiency, ninth-grade on-track rates, and graduation rates. The district will use STAR assessments to track student progress and adjust interventions, enhance early literacy programs through high-dosage tutoring and teacher coaching, and strengthen MTSS and RtI systems to ensure timely academic and behavioral interventions. Summer school and small-group interventions will be expanded to support struggling students, while attendance data will be monitored to reduce chronic absenteeism.

This Integrated Guidance Plan reflects CSD's commitment to equity, student success, and continuous improvement. By prioritizing targeted interventions, expanding career pathways, and strengthening student supports, the district ensures all students, especially those in focal groups, receive the resources needed to thrive academically and personally.

Links

1. Outcomes and Strategies
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. Early Literacy Inventory
7. Early Literacy Allowable Use Descriptions

Attachments

1. [Equity lens utilized](#)
2. Community engagement artifacts
 - a. [January IG Staff Survey Results](#)
 - b. [January IG Staff Survey](#)

- c. [CMHS IG Survey August](#)
 - d. [CMHS IG Survey August Results](#)
 - e. [CES IG Survey August](#)
 - f. [CES IG Survey August Results](#)
 - g. [CSD District Office, Bus Garage and Maintenance & Custodial IG August Survey](#)
 - h. [CSD District Office, Bus Garage and Maintenance & Custodial IG August Survey Results](#)
 - i. [CMHS Student IG Meeting Presentation](#)
 - j. [CMHS Leadership Meeting Notes](#)
 - k. [CES Student IG Meeting Presentation](#)
 - l. [CES Leadership Meeting Notes](#)
 - m. [November Community Survey](#)
 - n. [November Community Survey Results](#)
 - o. [January Community Survey](#)
 - p. [January Community Survey Results](#)
 - q. [December Student Survey](#)
 - r. [December Student Survey Results](#)
 - s. [In-person Meeting Demographic Data](#)
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
 4. Optional - Perkins Needs Assessment Documentation
 5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
 - a. [CTE Program Planning](#)
 6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
 7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
 8. District Charter Program Agreement (DCPA), if applicable
 9. Memorandum of Understanding (MOU), if applicable

Assurances

- 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.

- You have taken into consideration the Quality Education Commission (QEC).
- Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- 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.
- Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- Each of the SSA plans were reviewed as part of your strategic planning.
- 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.
- Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- 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.
- 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.
- 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.
- You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- 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.
- 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.