



25 - 27 Integrated Application

Vernonia SD 47J

3/12/2025

NEEDS ASSESSMENT SUMMARY

Vernonia School District launched its Integrated Planning community engagement process in August 2024, engaging diverse stakeholders. Through surveys, story circles, community sessions, and direct interviews, input was gathered from students, families, staff, and the community. This comprehensive approach ensured the voices of historically underserved students, including those experiencing poverty, homelessness, or disabilities, were centered in decision-making. A five-year review of state and local data sources provided a detailed picture of student performance, engagement, and well-being. Key data sources included SBAC results, 9th-grade on-track rates, graduation cohorts, attendance and behavior trends, school climate surveys, and CTE participation. The district analyzed input from the community through Google and Thought Exchange surveys, family forums, and student story circles.

Emerging Trends and Areas for Growth

Math Gaps:

- Persistent challenges in foundational math skills, particularly in 3rd grade, require intervention, curriculum updates, and additional teacher support.

Raising Expectations:

- Strong community support for increasing academic rigor, particularly in high school mathematics, to align with recent reading gains.

Student Well-Being & Mental Health, SEL Challenges:

- Surveys revealed that nearly 50% of middle and high school students experience feelings of loneliness or anxiety, underscoring the need for expanded SEL programs and behavioral health resources.

Student Voice & Engagement:

- Many students reported feeling disconnected from decision-making, highlighting a need to increase student agency and leadership opportunities.

Safety & Bullying Prevention:

- School climate data revealed ongoing concerns regarding safety and bullying, necessitating proactive behavioral support systems.

Improved Attendance Strategies:

- While attendance has improved through parent engagement and incentives, chronic absenteeism remains a challenge, particularly at the secondary level.

Strengthening Family-School Communication:

- A need for better middle and high school engagement suggests a district-wide unified communication platform could be beneficial.

CTE & Extracurricular Growth:

- Students strongly desire expanded CTE options, including hands-on courses like Home Economics, to enhance career readiness.

Classroom Management & Behavioral Support:

- Teachers require additional training and support to effectively manage student behavior, especially in middle and high school settings.

Mental Health & Counseling Services:

- Increased access to counselors and therapists is needed to support students facing emotional and behavioral challenges.

Data-Driven Decisions:

- Budget & Strategic Investments

Needs assessment results have directly informed district planning and budgeting priorities, ensuring investments align with community-identified needs:

- Mathematics Achievement: Allocating funds for curriculum updates, intervention strategies, and additional FTE for math instruction.

Mental Health & SEL:

- Expanding counseling services and strengthening SEL programming to support student well-being.

CTE & Career Pathways:

- Maintaining CTE course offerings and enhancing real-world learning opportunities.

Engagement & Attendance:

- Strengthening family communication through community engagement efforts and communication tools and developing incentive-based attendance programs.

Behavioral & Instructional Support:

- Investing in professional development and additional staff to improve classroom management and student support systems.

By leveraging comprehensive data and stakeholder input, the district has identified and prioritized key areas for improvement in our plan and budget. Focusing on academic rigor, student well-being, and engagement ensures that resources are allocated equitably, fostering a learning environment where all students can succeed.

EQUITY ADVANCED

The Vernonia School District integrates the Oregon Equity Lens into its planning and budgeting by prioritizing resources and strategies that address the needs of historically underserved students. This approach ensures that decision-making processes are student-centered, data-driven, and focused on closing opportunity gaps.

During the budgeting process, we analyze student achievement data, demographic trends, and input from families and educators to allocate funds equitably. We prioritize investments in SEL programs (Wayfinder for grades 6-12 and Positive Action for K-5), trauma-informed training for staff, and culturally responsive teaching strategies to support focal student groups.

Key activities and strategies from our outcome/strategies Smart sheet include:

- Culturally Responsive Teaching Training: Professional development sessions equip educators with tools to engage diverse learners effectively.
- Trauma-Informed Practices: Ongoing staff training to create supportive environments for students affected by trauma.
- Targeted Academic Interventions: Additional instructional support for focal students, including individualized literacy and math interventions.
- Family and Community Engagement: Increased outreach efforts to foster strong partnerships with families of focal students, ensuring their voices inform decision-making.
- Student Support Services: Expansion of mental health resources, counseling services, and mentoring programs to address social-emotional and academic needs.

By embedding the Oregon Equity Lens in our planning, we ensure that every student—especially those from historically underserved backgrounds—has access to the support and opportunities needed to thrive.

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?

Throughout the biennium, the Vernonia School District is committed to providing ongoing professional development and training to ensure that teachers, staff, and administrators are equipped to address the cultural, social, emotional, and academic needs of all students, including focal students.

For students, the district implements the Wayfinder SEL curriculum for grades 6-12 and the Positive Action curriculum for K-5. These programs focus on fostering social-emotional learning (SEL), self-awareness, and positive behaviors, helping students build resilience, develop a sense of belonging, and improve academic success.

For staff and administrators, the district prioritizes trauma-informed care practices as a key focus of professional development. Training sessions provide educators with strategies to recognize and respond to students impacted by trauma, ensuring that classroom environments are inclusive, supportive, and responsive to student needs. These trainings will be delivered through workshops, expert-led sessions, and ongoing coaching to reinforce best practices.

Additionally, the district will offer professional development on culturally responsive teaching to address the diverse backgrounds of students. This training will equip educators with strategies to create inclusive classrooms that honor students' cultural identities, reduce biases, and promote equity in learning.

Collaboration and continuous learning will be emphasized through professional learning communities (PLCs) where teachers and staff can share best practices, analyze student data, and develop targeted interventions to support focal students and improve academic outcomes. Overall, the Vernonia School District is dedicated to fostering a school culture that supports students' holistic development through structured, research-based professional learning opportunities.

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

From board policy to school climate, VSD fosters an inclusive and supportive environment for all students to break down barriers and give them the support they need to succeed in school and life. We find ways to transport students to the school programs of their choice, help with supplies and clothes, collaborate with outside agencies for family support, and give students individualized attention to feel included and supported in Vernonia. Our community collaboration with the Youth Transition Program and Student Re-Engagement Team has been a massive support for families, which in turn, helps our students engage in school. We have a homeless Liaison, Check and Connect mentors; community supports for vision, clothing, and food resources; a school nurse, a food pantry/ community garden, a "Vernonia Cares" leadership food drive and universal access to families. Of course, we maintain appropriate confidentiality regarding youth navigating homelessness.

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

The Vernonia School District is committed to ensuring all students have equitable access to Career and Technical Education (CTE) programs, particularly those traditionally dominated by one gender. Using the Oregon Equity Lens, we actively remove barriers that may prevent students, especially those from focal groups, from engaging in work-based learning opportunities. To promote inclusivity and break down gender-based CTE participation, we have

eliminated prerequisite courses for entry-level and mid-level CTE classes, allowing students to explore and develop skills in fields where they have been historically underrepresented. We also provide targeted support to help focal student groups access work-based experiences, ensuring they feel welcomed and encouraged.

Student voice is central to our efforts. We actively seek input from students, listening to their concerns and making changes based on their feedback. This has led to more inclusive opportunities and a stronger sense of belonging. Additionally, we ensure all students and families are informed about work-based learning opportunities through our district college and career readiness programs. By promoting awareness and participation across all student groups, we help break down gender-based stereotypes and create a more inclusive learning environment.

Through these intentional efforts, Vernonia School District is fostering a supportive and equitable CTE program, empowering all students to explore and pursue their chosen career pathways.

WELL-ROUNDED EDUCATION

Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

The program review has been updated to align with the Program Review Tool and Oregon’s Early Literacy Framework, ensuring a comprehensive and structured approach to early literacy instruction and intervention. This revision strengthens foundational literacy skills through targeted curriculum purchases, professional development, and coaching support.

To enhance literacy instruction, the district has invested in key curriculum resources. The Reading

Mastery K-3 Curriculum has been purchased to provide structured literacy instruction, while the ECRI Foundational Skills Curriculum will reinforce phonics and fluency. Additionally, Phonics for Reading Training (Virtual Training – Curriculum Associates) will support targeted intervention, complemented by the purchase of Phonics for Reading First–Third Edition Student Consumables for direct student engagement.

Professional development has been expanded to build teacher capacity. The district has contracted Nelia Solberg and Shauna Pitts to provide K-5 literacy professional development. Additional funding has been allocated for K-3 certified staff substitutes to support in-person coaching and classroom walk-throughs. To further enhance instructional effectiveness, K-3 staff will receive 15 hours of extra duty professional development, while grades 4-5 staff will receive extra duty hours for literacy training.

Implementation adjustments have also been made. While the 2023-2025 plan prioritized K-5 certified substitutes for walk-throughs, the 2025-2027 plan expands professional development,

coaching, and intervention strategies. Increased extra duty hours for K-5 certified staff ensure a more structured and intentional focus on literacy instruction. These updates create a stronger foundation for early literacy success, aligning with Oregon’s evidence-based literacy goals.

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?

VSD ensures that curriculum design and adopted materials across all content areas maintain a clearly stated scope and sequence of K-12 learning objectives, fully aligned with state and national standards. Curriculum purchases are made collaboratively with content-area staff and administration, selecting materials from the state-approved adopted list. This ensures compliance with Common Core State Standards (CCSS) and alignment with student learning needs. Additionally, input from the community and school board is encouraged to promote transparency and inclusivity in the selection process. To maintain curriculum effectiveness, we conduct periodic reviews to assess its impact on student learning. Student progress is monitored to ensure growth toward state standard proficiency, and adjustments are made when needed. Professional development plays a critical role in maintaining alignment and instructional effectiveness. Through Professional Learning Communities (PLCs) and data teams, educators continuously evaluate curriculum effectiveness, analyze student achievement data, and refine instructional strategies. These ongoing collaborative efforts ensure that all students receive high-quality, standards-aligned instruction throughout their K-12 journey.

By integrating stakeholder input, continuous professional learning, and data-driven curriculum reviews, the Vernonia School District guarantees that instructional materials effectively support student growth while remaining aligned with state and national learning objectives.

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

The Vernonia School District ensures classroom instruction is well rounded, intentional, engaging, and challenging by implementing a structured and equitable approach. Using the Oregon Equity Lens and targeted universalism, we provide high-quality instruction tailored to support academic and social emotional growth for all students, with a focus on focal student groups.

Our Multi-Tiered System of Support (MTSS) in grades K-8 is at the core of our instructional design. In elementary schools, we prioritize early literacy development to build a strong academic foundation. Students engage in daily PE, free play, and weekly library programs. Teachers integrate art and CTE elements into lessons, while our TAG program ensures inclusivity in student identification.

At the middle school level, we reinforce MTSS interventions in reading, math, and SEL outcomes, emphasizing skill development and subject mastery. Students participate in PE and

health education on alternating days, and the library remains a central learning hub available before, during, and after school. A variety of electives, including art, technology, music, and CTE courses, enrich student learning experiences.

High school instruction centers on graduation readiness and postsecondary preparation. Students have access to PE, health, music, diverse electives, and co-curricular athletics. Our CTE programs, college and career readiness initiatives, and advisory groups provide structured support for future planning. Across all levels, our libraries foster literacy, research, and student engagement, ensuring a well-rounded and intentional educational experience for every learner.

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?

Vernonia School District is committed to creating a safe and welcoming educational environment through proactive policies, community engagement, and structured support systems. This approach ensures that students, families, and community members feel secure, valued, and empowered.

Clear Policies & Enforcement:

- The district enforces a zero-tolerance policy for drugs, gang activity, and violence, regularly updating policies with community input. Anonymous reporting systems allow individuals to share concerns confidentially, ensuring timely interventions. PBIS reinforces positive behavior, promoting accountability and conflict resolution.

Prevention & Education:

- Social-emotional learning (SEL) programs like Wayfinder foster self-regulation and emotional resilience. Anti-bullying initiatives, including digital citizenship training and student-led discussions, cultivate respect and inclusion.

Safe & Inclusive School Environment:

- A strong adult presence—teachers, administrators, and security personnel—creates safety and mentorship. Trauma-informed, culturally responsive training ensures staff effectively support all students. Security measures, controlled entry points, and student-designed inclusive spaces enhance campus safety.

Family & Community Partnerships:

- Family engagement events focus on drug prevention, online safety, and mental health, ensuring families play an active role in student success. Collaborations with law enforcement and community organizations provide additional support. Safe transportation, after-school programs, and mentorship opportunities reduce risk factors.

Data-Driven Decision Making:

- Regular climate and safety surveys guide targeted interventions. Analyzing discipline, attendance, and engagement data ensures fair practices. The district embraces open

communication, equity-focused decision-making and inclusive values, reinforcing a welcoming environment for all. Ongoing efforts enhance safety and belonging, ensuring every student thrives.

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

Our school district utilizes classified employee staff in both elementary and secondary library/media centers. All elementary students have dedicated and consistent library time (30 minutes/week) to learn how to use the library and check out materials and resources. At junior/senior high school, some courses use the library and materials regularly, while others may use it situationally for books and other media checkouts and learning. Our libraries are beautiful spaces with ample collections open to students at lunch and after school. Our school district utilizes classified employee staff in elementary and secondary library/media centers, which a licensed staff member supervises). We also have access to more resources through our local library and ESD support.

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

Vernonia School District monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through a comprehensive, data-driven approach. The district tracks participation rates and engagement levels in Wayfinder's social-emotional learning curriculum, empathy interviews, belonging surveys, and story circles. Wayfinder student self-assessments measure pre- and post-intervention growth in self-awareness, empathy, collaboration, and self-care. Additionally, the district monitors attendance, disciplinary incidents, and academic performance as indirect indicators of emotional and behavioral regulation.

To understand the perceived impact of interventions, the district gathers qualitative feedback from students, parents, and staff through focus groups and anonymous surveys. Insights from empathy interviews guide program adjustments and support strategies. Regular progress monitoring meetings involve the school counselor, mental health therapist, and teaching staff to review individual student progress and adjust intervention plans as needed. The district uses a multi-tiered system of support (MTSS) framework to address student needs at various levels of intervention. Outcome evaluation includes comparing belonging survey results over multiple years to identify trends and improvements in student connectedness. Teachers and counselors assess changes in emotional regulation and social skills through direct observation.

To ensure continuous improvement, the district regularly reviews and revises the SEL curriculum, empathy interview process, and story circle facilitation based on collected data and feedback. New strategies or tools are piloted and evaluated before full implementation. This structured approach allows the district to provide responsive and effective support for students' social-emotional well-being.

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?

At Vernonia School District, we utilize both formative and summative assessment data to determine appropriate academic support and enrichment for all students. Our systems are aligned with CCSS standards, ensuring scope and sequence consistency across all core subjects while emphasizing differentiation in the classroom.

Through our MTSS framework in grades K-8, we provide targeted interventions in reading and math, incorporating Science of Reading-aligned strategies to support struggling students. Our PLC teams regularly review disaggregated data to identify gaps and ensure equitable access to interventions and enrichment opportunities, addressing potential implicit biases in our systems.

For advanced learners, we develop individualized TAG plans and offer differentiated instruction to challenge students within the classroom. Our teachers receive ongoing professional development to integrate enrichment strategies, ensuring that all students, and especially those in our focal student groups, have opportunities to excel. We also provide online course options and utilize enrichment programs such as IXL, Read Naturally, and leveled readers to support advanced learning.

Beyond the classroom, we actively work with students to enroll in advanced coursework, including AP and college-level classes. By continuously analyzing data and refining our instructional approaches, we ensure that every student—whether in need of additional support or greater challenges—receives the resources necessary to reach their full potential.

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.

Vernonia School District is not developing any new CTE program of Study for the 25-27 biennium.

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

Vernonia School District is committed to expanding work-based learning opportunities for all students, with a focus on removing barriers for our focal student populations. We offer diverse career-connected experiences, including our student-run coffee shop, fire science partnerships with the local fire department and EMS, trade and career events, and job shadowing through our CTE program with Pearson CAT. Additionally, students participate in Women in Trades, Manufacturing Day with OMIC, and PCC Preview to explore post-secondary pathways. To ensure equitable access, we have eliminated prerequisite classes for entry- and mid-level CTE programs, allowing more students to engage in hands-on learning earlier. We actively listen to our focal student groups to identify barriers and implement solutions, such as providing additional support in accessing work-based experiences.

Our college and career readiness programs educate students and families about these opportunities, ensuring that all students, regardless of background, can explore careers aligned

with their interests and goals. By continuously refining our approach based on student feedback and data, we create inclusive, real-world learning experiences that prepare students for success beyond high school.

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

Vernonia has dedicated itself to improving students' academic and technical skills by implementing exceptional learning experiences in a well-rounded education. We have taken all our general and grant-funded programs to create as many diverse opportunities as we can afford to support academic achievement, enrichment, and CTE. Our broad CTE program allows students to use this learning in core courses and postsecondary classwork. We even pay for all college-level course opportunities for our students. We are pursuing dual credit articulation for Fire Science through Clatsop Community College and welding and manufacturing through

Portland Community College. Our programs have an ongoing relationship with OMIC Training Center, and we are moving toward building a bridge for our students to complete OMIC summer internships. These are all challenging, relevant, rigorous, coherent, and integrated programs.

ENGAGED COMMUNITY

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, Vernonia School District has made significant strides in strengthening community engagement, particularly among focal students, families, and staff. Family engagement has grown dramatically, increasing from approximately 15 attendees at engagement events to over 400 per event. Additionally, over 90% of our staff now actively participate in these events, fostering stronger connections between families and schools.

Through multiple feedback avenues, including Thought Exchange, story circles, and community surveys, we have ensured that over 70% of our focal student and adult populations contribute to shaping district priorities. This continuous engagement has built trust between the district and families, leading to increased student attendance, decreased behavioral issues, improved 9th-grade on-track success, and higher graduation rates.

Despite these achievements, challenges remain. One ongoing barrier has been fully engaging staff in the importance of community involvement. While participation has improved, ensuring all staff understand the value of these efforts remains a priority. Moving forward, we aim to deepen staff buy-in through professional development and structured opportunities for meaningful participation. By fostering trust, collaboration, and shared ownership of student success, we are committed to strengthening our community partnerships even further.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.

To engage focal students and families throughout the planning process for the Oregon Integrated Guidance Plan, Vernonia School District implemented the following strategies:

- Story Circles and Empathy Interviews – These facilitated small-group discussions and one-on-one interviews allowed focal students and families to share their lived experiences, concerns, and priorities. This qualitative data helped shape district goals by ensuring that the voices of historically underserved communities were at the center of decision-making.
- Thought Exchange and Community Surveys – The district utilized interactive digital platforms and direct surveys to collect broad input on district priorities. These tools provided real-time feedback, identified emerging themes, and ensured that focal groups had multiple opportunities to contribute to the planning process in accessible ways.
- By leveraging these strategies, the district maintained active engagement with focal communities, ensuring that the Oregon Integrated Guidance Plan reflected their needs and aspirations.

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.)

To engage district staff (teachers, classified staff, administrators) throughout the planning process for the Integrated Plan, Vernonia School District implemented a collaborative, data-driven approach.

District Data Review – Staff from CTE, special education, the equity team, administrators, the SEL Director, and community members participated in reviewing key district-wide data. This analysis included CTE participation, college and career readiness, 9th-grade on-track success, staff and community budget surveys, student performance, attendance, engagement trends, and early intervention systems. By examining these metrics, staff identified student needs and provided targeted insights to shape district priorities.

Integrated Planning Review and Development of Priorities – Through structured meetings, staff collaborated to refine the Integrated Plan based on data findings. Discussions focused on aligning strategies with district goals, particularly in strengthening CTE pathways, enhancing college and career readiness, and improving early intervention systems. Staff contributions ensured initiatives remained student-centered and equitable across all populations.

By engaging both classified and certified staff in data analysis and strategic planning, the district fostered a shared commitment to student success. This collaborative approach strengthened staff investment in the Integrated Plan and ensured district initiatives were guided by meaningful, evidence-based decision-making.

Outcome of Engagement

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.

Over the past two years, we have made significant strides in engaging with our community, particularly with focal students, families, and staff. Recognizing the value our community places on transparency and collaboration, we have prioritized open communication and meaningful involvement. One key improvement has been the expansion of our Family Engagement Nights, which now highlight academic growth, CTE pathways, and AP and college options. These events provide families with direct access to resources and school leaders, fostering stronger partnerships.

Additionally, we have strengthened our student voice initiatives by incorporating student-led discussions and empathy interviews, ensuring that their perspectives shape school decisions. We learned from the community that increasing opportunities for involvement in school-sponsored activities builds trust with district staff, which in turn fosters greater support for student engagement in the classroom and school setting.

For staff, we have implemented professional development focused on culturally responsive practices and bias training, addressing concerns about equitable engagement. The use of disaggregated data to identify and support focal student groups has also guided our intervention efforts, reinforcing our commitment to equity and inclusion. One important thing we learned from staff engagement was the increased opportunities for staff to interact with families, improved communication, and the staff's willingness to be open with families regarding a student's progress or academic needs, which leads to greater student engagement and success in the classroom.

Despite these improvements, barriers persist. Some families continue to experience challenges accessing school events due to transportation or scheduling conflicts. Additionally, overcoming historical mistrust in the system remains a gradual process, requiring continued relationship-building efforts.

Moving forward, we will refine our outreach strategies, explore flexible engagement options, and deepen our collaboration with community partners. By maintaining transparency and prioritizing inclusive engagement, we will strengthen our school-community connections and improve educational outcomes for all students.

The input we received from students, the community, and staff caused us to alter our plan by expanding our Family Engagement Nights to focus on academic growth, CTE pathways, and AP and college options, ensuring families have direct access to resources and school leaders. We strengthened student voice initiatives through student-led discussions and empathy interviews, allowing their perspectives to shape school decisions. For staff, we prioritized professional development in culturally responsive practices and bias training while also using disaggregated data to support focal student groups. Increased staff-family interactions improved communication, fostering greater trust and student success.

Recognizing ongoing challenges such as transportation barriers and historical mistrust, we are refining outreach strategies, exploring flexible engagement options, and deepening community partnerships to ensure continued progress in fostering inclusive and transparent engagement.

STRENGTHENED SYSTEMS AND CAPACITY

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

Recruiting quality educators has been challenging due to the rural nature of our district and the statewide teacher shortage. In addition to traditional recruitment methods, we have prioritized growing our own educators by supporting local staff and community members in advancing their careers. This approach emphasizes diversity and ensures that staff represent our student focal groups. We offer tuition reimbursement and incentives for instructional assistants with BA degrees to become licensed teachers, increasing our pool of qualified educators. Additionally, student representatives participate in teacher hiring, ensuring that student voices are part of the selection process.

To support new staff, we provide a structured onboarding process that includes mentorship and collaborative teacher teams. Our teacher mentor program offers real-time support to teachers new to the district or on restricted/emergency licenses. This program has successfully helped new teachers develop instructional strategies, classroom management skills, and confidence, leading to retention for 2-3 years.

Ongoing high-quality professional development ensures continued growth for all staff. Administrators receive training focused on staff support, evaluation, and instructional improvement to foster a culture of excellence. Additionally, we follow a diligent evaluation process to maintain instructional quality and support teacher development.

Our intentional onboarding, mentorship, and professional development efforts have strengthened staff retention and built a community of educators committed to student success. Through these strategies, we ensure that all employees contribute meaningfully to our students' learning experiences.

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

In Vernonia Schools, we implement PBIS behavioral systems, aligning with Oregon's Integrated Guidance framework. This includes behavioral support and classroom management training for all staff to ensure positive, consistent interactions with students. Incentive programs are used to reinforce positive behaviors, fostering a supportive school culture.

Our approach focuses on reducing exclusionary discipline practices, in line with Oregon's emphasis on keeping students in class. We prioritize positive adult interactions and individualized behavior support plans over suspensions or removing students from core learning. Involving students and families in success plan development ensures that student voice is central to problem solving, contributing to a safe and supportive learning environment. We regularly disaggregate data on attendance, discipline events, and

detention/suspension/expulsion rates to identify any overrepresentation of focal student groups. When disparities are found, we take corrective action through professional development, systems reviews, and bias training. These efforts support Oregon's goals of equity and inclusion, ensuring that our schools are positive, inclusive environments where all students can succeed.

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.

The Vernonia School District offers diverse career exploration opportunities through both our high school curriculum and CTE pathways, starting before and continuing throughout students' enrollment in CTE Programs of Study. Our middle school features a CTE-based enrichment period, introducing students to potential future careers in fields such as computer coding, CAD, metal fabrication, photography, wood production, and fire science. CTE Perkins Programs of Study are in place, offering career-connected learning and required work-based learning (WBL) opportunities that align with Perkins' career education objectives. These programs engage students in real world job-related learning experiences, which are integrated into the course sequences of CTE offerings. Perkins funding supports ongoing teacher development and resources to enhance WBL opportunities.

Work-based learning is a key priority within our district's CTE efforts. Teachers are actively involved in consortium training and collaborative activities to continuously improve the WBL experience. High school counselors play a critical role, guiding students and their parents through their educational journey and ensuring that each student's academic path aligns with their future goals, whether in higher education, vocational training, or career readiness. These comprehensive supports are designed to equip students and their parents with the skills, knowledge, and experience necessary for the student to succeed in their chosen careers.

VSD has developed a STEAM program at the elementary level that supports our CTE programming career explorations at the middle school. We do not have any systematic approach to career education at the elementary level.

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.

- NA

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. Early Literacy Inventory.

- Reading Mastery K-3 Intervention Curriculum
- ECRI Foundational Skills Enhancement Curriculum- University of Oregon
- Phonics for reading Training- Virtual Training- Curriculum Associates
- Renaissance Learning Platform & Reading Intervention tools
- Internally lead Coaching K-3 Staff PD, admin teacher learning walks, and collaboration
- NWRESD PD Science of Reading and MTTTS implementation
- Phonics for Reading First - Third Level- Student consumable Books, K-3
- Phonics for Reading First - Third Level- Student consumable Books, K-3
- Curriculum Adoption- HMH Into Reading
- Core Materials Journeys Houghton Mifflin Harcourt
- Supplemental Materials Heggerty Literacy Resources, LLC
- Assessments Star Reading Renaissance Learning, Inc.
- Assessments Star CBM Renaissance Learning, Inc.
- Supplemental Materials ECRI University of Oregon Center on Teaching & Learning
- Supplemental Materials Step Up to Writing Voyager Sopris Learning

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:

- NA

4. Please do your best to mark which of the following categories best describe how you are using your matching funds?

- Professional Development & Coaching
- Purchasing Curricula & Materials

5. If you answered "Other" on #4, then please describe below:

- NA

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

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

- NA

FEEDBACK

How can ODE support your continuous improvement process?

The Oregon Department of Education (ODE) can enhance the continuous academic improvement process by streamlining reporting and data collection systems to better support districts in setting and achieving student-learning goals. One effective approach is the development of a data-driven platform with structured drop-down menus tailored to key academic progress indicators, allowing for efficient tracking of student performance, instructional strategies, and intervention outcomes. This streamlined system would minimize the need for extensive narrative responses, requiring only targeted updates when instructional plans are adjusted. By prioritizing concise, focused reporting, small districts—particularly those with limited administrative capacity—would gain more time to analyze student achievement data and implement evidence-based instructional improvements.

Furthermore, ODE can strengthen academic planning by fostering structured collaboration between districts and local stakeholders, ensuring that school improvement plans are informed by community and educator input. This collaborative approach would enhance alignment between state academic priorities and district-level strategies, ultimately leading to more effective teaching and learning. By simplifying reporting requirements, ODE would enable district leaders to dedicate more time to instructional leadership, data-informed decision making, and professional development—critical components of sustained academic progress. This shift would not only reduce administrative burdens but also empower districts to focus on advancing student achievement and fulfilling the core mission of continuous school improvement.

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.

Through Integrated Guidance planning, Vernonia School District has blended resources from the SIA HSS, ELSSDG, and EIS to offer all students a well-rounded educational experience built on targeted universalism. The following integrated guidance priorities emerged based on disaggregated data, community engagement feedback, our CIP, the Equity Lens, QEM, Student Success Plans, and evidence-based practices.

Community Feedback Data:

- Responses emphasize the need to focus on core academic subjects like reading, writing, and math while avoiding perceived political indoctrination.
- Better teacher retention through incentives, improved communication between teachers and parents, and more support for students with behavioral and academic challenges. Suggestions include implementing evidence-based practices, enhancing community engagement, and increasing extracurricular and elective options.
- Concerns about school lunches, student safety, and the effectiveness of current programs were also raised.
- Respondents seek higher educational standards, better resources, and a supportive environment for students and staff.
- Maintain current CTE program offerings and look to expand to Consumer Science CTE options. College and Career Readiness- focus on Technical/ Trades.
- District-Wide Attendance Focus.
- K-12 increases academic rigor in core subject areas, specifically math.
- Expand extracurricular programming.
- Hiring and retaining high-quality Teachers/Competitive Salaries

Student Feedback:

- Access to therapist/counselors.
- Access to CTE at the middle school level.
- Access to therapists/counselors for small groups.
- Create a safe space in the school for LGBTQIP2SAA students.

Strategies developed through braiding and blending investments:

- Expand learning opportunities through CTE, Dual Credit Options, College and Career readiness supports, and increase core course options, providing a well-rounded education.
- Increase achievement in Math and ELA by adopting a math curriculum and increasing staffing support in general education and intervention classes through targeted universalism.
- Increase attendance and student engagement for all K-12 student groups to 90% by developing a culture of safety and respect that supports students' and adults' social, emotional, and physical well-being.
- Provide social-emotional learning options with increased access to counselors/therapists, SIA, HSS, and EIS funding priorities for the next two school years.
- Increase the graduation rates to greater than 90% for all student groups.
- Increase the number of 9th-grade students on track to graduate to 90%.

Alignment with 25-27 LPGTs

The plan is structured to impact the district's LPGTs directly:

- Graduation Rates: Maintaining CTE pathways, increasing career counseling, and strengthening core academics will help raise the four-year graduation rate to 84.04% and the five-year completion rate to 91% by 2026-27.
- 9th Grade On-Track: Early interventions and expanded instructional support aim to improve the 9th-grade on-track rate to 77%.
- 3rd Grade ELA Proficiency: By adopting new curricula and providing targeted literacy interventions, the district seeks to increase proficiency to 33.1%.
- Attendance: Building a culture of engagement and support will drive attendance rates above 66.65%.

We will monitor our progress through quarterly reports to the school board on our strategies. Data will be gathered and disaggregated to ensure these strategies will meet the needs of our focal student groups. Other yearly data (i.e., OSAT results and graduation rates...) will also be reviewed and disaggregated.

ASSURANCES

- 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.**
Guarantee of assurance 1: True
- 2. You have taken into consideration the Quality Education Commission (QEC).**
Guarantee of assurance 2: True
- 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
- 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
- 5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.**
Guarantee of assurance 5: True
- 6. Each of the SSA plans were reviewed as part of your strategic planning.** Guarantee of assurance 6: True

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

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

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.

Guarantee of assurance 9: True

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

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

12. 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

Guarantee of assurance 12: True

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

Guarantee of assurance 13: True

14. 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 14: True

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

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.

Guarantee of assurance 16: True

25-27 INTEGRATE PLANNING BUDGET

25-27 Integrated Planning Grant Budget	Total Activity Budget 2025-26	Total Activity Budget 2026-27	2025-27 Biennium Activity Budget
Total Allocation	\$920,310.58	\$957,804.70	\$1,878,115.28
Unbudgeted (Autocalculate)	\$0.00	\$0.00	\$0.00
Total Budgeted Amounts (Autosum)	\$920,310.58	\$957,804.70	\$1,878,115.28
Graduation Coach- College and Career Readiness	\$110,004.00	\$122,369.15	\$232,373.15
Metals CTE Teacher	\$95,341.92	\$79,026.09	\$174,368.01
Hiring Instructional Assistants- Student support	\$148,567.00	\$156,724.80	\$305,291.80
Middle School Textbook Adoption	\$10,000.00	\$21,000.00	\$31,000.00
High School Textbook Adoption	\$36,800.00	\$37,514.30	\$74,314.30
Forestry/ Construction Teacher (CTE)	\$130,304.00	\$139,246.73	\$269,550.73
Vernonia Family Academy Online Program Secretary/ Instructional Assistant	\$72,795.00	\$74,389.69	\$147,184.69
High School Advanced Math Teacher	\$79,650.00	\$94,390.23	\$174,040.23
Community Engagement Activities	\$2,500.00	\$2,500.00	\$5,000.00
Engineering Teacher	\$130,598.00	\$135,339.94	\$265,937.94
ACT/ PSAT/SAT Testing	\$2,000.00	\$2,000.00	\$4,000.00
District Technology Resources	\$0.00	\$0.00	\$0.00
Educational Learning Supplies and Materials	\$4,000.00	\$4,000.00	\$8,000.00
CTE Manufacturing and Construction Training and materials	\$24,000.00	\$15,000.00	\$39,000.00
Oregon Data Suite EIS data Management system	\$4,704.66	\$4,704.66	\$9,409.32
Administrative Cost	\$0.00	\$0.00	\$0.00
College and Career Readiness Instructional Materials and Supplies	\$500.00	\$500.00	\$1,000.00
Robotics 9-12, entry fees, travel, supplies	\$3,000.00	\$1,000.00	\$4,000.00
Willamette Promise/Dual Credit Options 9-12	\$1,000.00	\$1,000.00	\$2,000.00
Student Success Initiatives 9-12	\$1,500.00	\$1,500.00	\$3,000.00
CTE Manufacturing and Construction Training	\$499.80	\$500.00	\$999.80
Reading Mastery K-3 Intervention Curriculum	\$10,000.00	\$10,000.00	\$20,000.00

ECRI Foundational Skills Enhancement Curriculum- University of Oregon	\$10,000.00	\$10,000.00	\$20,000.00
Phonics for reading Training- Virtual Training- Curriculum Associates	\$600.00	\$600.00	\$1,200.00
Renaissance Learning Platform & Reading Intervention tools	\$13,005.98	\$13,005.98	\$26,011.96
Internally lead Coaching K-3 Staff PD, admin teacher learning walks, and collaboration	\$5,500.00	\$5,500.00	\$11,000.00
NWRESD PD Science of Reading and MTTTS implementation	\$5,000.00	\$5,000.00	\$10,000.00
Phonics for Reading First - Third Level- Student consumable Books, K-3- (219 students.)	\$400.00	\$400.00	\$800.00
Phonics for Reading First - Third Level- Student consumable Books, K-3- (219 students.)	\$400.00	\$400.00	\$800.00
Curriculum Adoption- HMH Into Reading	\$17,640.22	\$20,193.13	\$37,833.35