

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

Greater Albany Public Schools embarked on an extensive, multi-year engagement and planning to inform the creation of our Strategic Plan. This included surveys of the community, parents, students, and staff. It also included more than 30 focus groups. This work was the foundation that informed the Strategic Plan which was created by a community group. Throughout the leadership changes, the work on the Strategic Plan has continued and was completed, presented, and approved at a school board meeting in June 2022, and re-visited in November. GAPS took this work from the Strategic Plan and built upon it through the Integrated Guidance process. The District's Needs Assessment included multiple sources of data and review. One key aspect that helped in this process was the already established district data routine. This data routine occurs five times a year with key leadership staff, including those who supervise and evaluate schools. The data analyzed in this routine includes attendance, behavior, academic benchmark data, DESSA (social emotional) data, suspension data, grades, on track, demographic data, and all data is disaggregated. This data and these routines helped propel the needs assessment process. We also included summative data that included graduation rates, rates of students in advanced courses, student summative academic data, and multi year trends. Additionally, we included more qualitative data such as student, staff, and parent surveys, along with input from specific focal groups, such as Hispanic Advisory Committee and Parents of Black students.

The results of this Needs Assessment are the following Outcomes, Strategies and Actions that illustrate and align with previous comprehensive work around the district's Strategic Plan.

High-Level Results

Outcomes:

- *Priority One: Equitable outcomes and systems for all students*
- *Priority Two: Social, emotional, and mental health supports.*
- *Priority Three: Rigorous and engaging academics.*
 - **Four-year graduation rate** - ALL students 85% and 87% in 23-24 & 24-25
 - **9th grade on track rate** ALL students 81% and 86% in 23-24 & 24-25
 - **Student participation in advanced coursework** - 77% and 81% in 23-24 & 24-25
 - **Five-year completer rate** ALL students - 95% and 96% in 23-24 & 24-25
 - **Grade three reading** - ALL students 65% and 70% in 23-24 & 24-25
 - Students report at 75% and 80% in 23-24 & 24-25 for ALL students reporting "I feel like I can be myself at school" and "My teachers

care about me".

Strategies:

Priority One:

- *GAPS develops and delivers district wide systems to attract, recruit, grow, and retain a diverse and inclusive workforce reflective of our evolving student population.*
- *GAPS will create and deliver a consistent ongoing professional development plan for each employee centered on equity, diversity, and inclusion that is relevant and has multiple points of entry.*
- *GAPS uses data to identify disparities in academic outcomes and implements research based education models and systems designed to reduce those disparities for each student.*

Priority Two:

- *GAPS will implement an evidence based pre K-12 social emotional learning system to ensure each student gains necessary skills and feels safe, welcome, and valued.*
- *GAPS staffing plan will prioritize and equitably allocate personnel who directly support students' social, emotional, and mental health.*
- *GAPS will support the comprehensive health needs of students and families by establishing and strengthening robust systems and partnerships with local, regional, and state organizations.*

Priority Three:

- *GAPS will deliver a guaranteed and viable curriculum that provides each student with the authentic opportunity to meet Oregon Grade Level and content standards.*
- *Instructional staff will deliver relevant learning that centers students' strengths to develop transferable skills to navigate current and future challenges.*
- *GAPS will facilitate robust opportunities for self discovery that affirm and support students' strengths, identity, interests, and passions through multiple pathways.*

Actions:

- **Priority One; Strategy One:**
 - *Human resources develops equitable recruitment and hiring systems.*
 - *The district will develop and implement practices aimed at supporting and retaining diverse staff.*
 - *The district will broaden and expand our Grow Your Own Diverse Educator program to support current employees and students as they earn their teacher's license.*
- **Priority One; Strategy Two:**

Greater Albany Public Schools Integrated Application

- *Develop and implement a professional development schedule which ensures all staff receive EDI training.*
- *Develop and implement a professional development schedule which ensures all staff receive EDI training.*
- *Provide a variety of professional development opportunities through various models of delivery.*
- **Priority One; Strategy Three:**
 - *Consistently implement the Multi-Tiered Systems of Support (MTSS) model with a focus on equity throughout the district to increase attendance and improve academic, social emotional, and behavioral outcomes.*
 - *GAPS will implement and fund a comprehensive Pre K- 12 approach that aligns high leverage instructional models designed to eliminate academic disparities.*
 - *GAPS uses data to identify disparities in academic outcomes and implements research based education models and systems designed to reduce those disparities for each student.*
- **Priority Two; Strategy One:**
 - *GAPS will use data within our MTSS system to refine and enhance delivery of core SEL lessons, small group instruction, and individual student plans.*
 - *GAPS will identify and implement articulated, skill based curricula focused on eight competencies (self-awareness, social awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking) of social emotional learning and restorative practices.*
 - *GAPS staff will actively engage in ongoing professional learning centered on trauma sensitive practices, restorative practices, and SEL curricula.*
- **Priority Two; Strategy Two:**
 - *GAPS will conduct a needs assessment to equitably allocate social, emotional, and mental health staffing.*
 - *The district will attract, recruit, grow, and retain staff in social, emotional, and mental health positions throughout the district (behavioral support staff, nurses, counselors, special education).*
 - *GAPS will prioritize funding for social, emotional, and mental health staff identified in the district's needs assessment.*
- **Priority Two; Strategy Three:**
 - *GAPS will create and implement an annual assessment system, which will evaluate health needs and partnerships, analyze data, and monitor outcomes.*
 - *The GAPS Health Services Team will grow and formalize partnerships, and maximize funding opportunities, with the goal of supporting health needs of the student community.*

- *GAPS will create and communicate a clear referral system to remove barriers for the school communities in effectively accessing services.*
- **Priority Three; Strategy One:**
 - *Instructional staff will collectively engage in the seven-step Educational Excellence PLC team process.*
 - *GAPS will apply a balanced assessment system that is equitable and comprehensive to inform and evaluate learning. *Balanced Assessment System includes universal screeners K-12, diagnostics and benchmarks 3x annually and summative*
 - *Instructional staff will engage in ongoing, job-embedded professional development which provides the knowledge and structure to implement Oregon grade level and content standards.*
- **Priority Three; Strategy Two:**
 - *GAPS instructional staff will adhere to a common set of proven instructional strategies and standards of practice with targeted scaffolds and frequent feedback.*
 - *GAPS will foster a district wide culture of dignity, belonging, and safety characterized by high expectations and high support focused on students strengths and assets.*
 - *GAPS staff will deliver learning focused on student success in critical thinking, communication, collaboration, conflict resolution, and problem solving in a diverse society.*
- **Priority Three; Strategy Three:**
 - *GAPS will remove barriers and eliminate the opportunity gap by involving all students in STEAM, advanced courses, CTE programs, and a wide range of electives.*
 - *GAPS will provide all students equitable early and continuous college and career exploration supports to strategically pursue their future aspirations.*
 - *GAPS will ensure co-curricular opportunities for each member of our diverse student body to enhance the learning of interpersonal skills, connection to school, and social justice.*

Data Sources

During our original Strategic Planning process, our community engagement process included community forums, focus groups, an on-line survey and a Strategic Planning Team. We received over 1200 responses. We conducted 30 focus groups and 4 community forums that included: undocumented families/students, retired community, students at each level, Spanish speaking students, alternative high school students/parents, preschool parents, foster parents, parents of students without stable housing, students no longer engaged in the system, school board, all school administrators, our Career Technical Education Committee, EL parents, City Council/City Executives, Business leaders, parents of students with disabilities, Cabinet, and staff groups.

Focus groups were facilitated by members of cabinet and were small group conversations that centered on the six questions asked in the online survey. We partnered with local businesses, community groups, organizations, parent clubs, nonprofits, other government entities and our family and community liaisons to coordinate focus groups to meet the community where they gathered. Many of our focus groups were hosted exclusively in Spanish and intentionally held in spaces where the community felt safe. The six questions we asked in our survey and in our groups were:

- *What work makes you most proud of the district and/or your local school?*
- *What is the one biggest change, improvement, offering or adjustment you suggest the district should make over the next five years?*
- *What are some core beliefs you believe should be represented in the district's new strategic work?*
- *How can the district better serve all students, including our students of color, Native American students, students with disabilities, students learning English and students in poverty?*
- *How can the district better connect with our diverse stakeholders to increase communication and involvement and help them gain a greater sense of ownership in our public schools?*
- *What else would you like to suggest that has not been mentioned so far?*

We intentionally held focus groups for our marginalized populations and reviewed the data with a focus on those perspectives.

Our Strategic Planning Team met for 26 hours over the course of 5 months to review data, draft mission, vision, values and beliefs for the district, as well as goals for the future. Our Strategic Planning Team consisted of 17-20 members that represented staff, students, parents, community, retirement communities, business partners, NAACP, community college, EL families, parents of color, housing coalition, county mental health, AVID, and school administrators.

Since the original outreach we have continued with our meetings with Parents of Black students, participation in the regional Hispanic Advisory Committee through our Director of EDI, participation in the Regional Racial Equity Group, and surveys of staff, students and parents in the thousands. We also used our District Data Routine data five times a year with disaggregated data by school.

The data and information listed above informed our district's equity-based decision making in the following ways:

- *Informed participation in our internal work group who put specific tasks, activities and metrics to the strategies.*
- *Considered specific focal group student data and the outcome goals*

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you’ll put in place to monitor progress toward addressing those needs.

Investments made through the “Aligning for Student Success” initiatives and the need or issue they address in the “Your District/School”’s four-year plan:

Priority One: Equitable outcomes and Systems for ALL students

- Investment Equity - Develop and implement a professional development schedule which ensures all staff receive EDI training.
 - Professional Development funds through SIA
 - This action will address the need to ensure all staff receive EDI professional development.
- Investment Equity - Director of Equity, Diversity, and Inclusion
 - Maintain a 1.0 Director of Equity, Diversity, and Inclusion
 - This action supports the creation of a professional development plan and schedule for all staff to receive regular professional development that is differentiated, specific to equity.
 - This also allows for continued management of Latino/Indigenous Success Grant which allows the position of an Omsbudperson to serve students at the secondary level.
 - This action also supports the Human Resources strategies of recruiting, retaining, and hiring staff that matches the diversity of our student population.
- Investment Multi-Tiered Systems of Support for students - Increase student outcomes, eliminate outcome gaps and increase student success.
 - Maintain a 1.0FTE Curriculum Coordinator through SIA funding.
 - This action will continue to address supporting Instructional Coaches and Teachers on Special Assignment establishing, implementing and maintaining the data processes and procedures necessary for MTSS implementation.
- Investment Multi-Tiered Systems of Support for students - Increase student outcomes, eliminate outcome gaps and increase student success.
 - Maintain FTE of Elementary Instructional Coaches SIA funding.
 - This action will continue to support schools in implementing MTSS and the necessary interventions for students.

Priority Two: Social, emotional, and mental health supports Investments

- Investment Mental Health and Social/Emotional Supports - Maintain and Increase FTE for counselors, and maintain and increase community partnerships with mental health organizations

Greater Albany Public Schools Integrated Application

- Maintain Elem Counselors FTE through SIA funding
 - This action will address the need to have at least one counselor, mental health professional, or social worker at every school in the district. Counselors help implement and deliver social emotional supports, groups and lessons to students.
- Maintain \$200,000 for Mental Health partnerships with Linn County Mental Health and other partner organizations
- Maintain 1.0 FTE District Health Coordinator and 1.0 FTE Director of Comprehensive Health Services
 - This action allows the district to continue the systems of support and supervision to maintain and grow our FACT center. The FACT center supports our students and families in need with a staff of 5 Social Workers. This team serves our McKinney Vento students, our foster care students, and supports schools in the needs that arise from clothing, to housing, to transportation.
- Maintain funding for Sources of Strength - Suicide Prevention Program
 - This program is supported K-12 district wide schools.
- Investment Behavioral Supports - Elementary and Middle School Behavior Deans
 - Maintain Elem and Middle School Behavior Dean positions FTE through SIA funding
 - This action addresses the need to have behavioral support at each school in the district.

Priority Three: Rigorous and engaging academics Investments

- Investment CTE - Maintain CTE Programs and Increase Participation
 - Maintain CTE FTE spent through High School Success funds. These include 19 FTE including band, woods, metals, computers, art, and many, many more.
 - This action addresses the desire to remove barriers and eliminate the opportunity gap by involving all students in STEAM, advanced courses, CTE programs, and a wide range of electives.
 - This action will increase options in the school Master Schedule, eliminating barriers to participation for all students, especially those who are also scheduled into other services to meet their individual, educational needs.
- Investment Student Opportunities for Self-Discovery and Interest
 - Maintain the elimination of student sports fees, \$280,000 through SIA funding.
 - This action will continue to increase opportunity and remove barriers for student participation.
 - Maintain funding through SIA of Middle School Extracurricular Activities.
 - This action will continue to provide opportunities for students to participate in some athletics and extracurricular clubs at the middle school level.
- Investment in high- leverage curriculum
 - Addition in the tiered budget process for future potential
 - This action will address the need for research-based, high-leverage curriculum for students to engage in rigorous, supported, learning.

Equity Advanced

(250 words or less per question)

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

The strengths in our district in terms of equity, and access, includes the work of our Equity, Diversity, and Inclusion Director, the professional development he offers, and the partnerships he has forged. This year all administrators have received multiple professional development sessions that center access, equity, and bias. Many district level executive team members, excluding the Superintendent, attended the Courageous Conversations National Summit and Beyond Diversity training. The data routine that examines student outcomes by school and level includes our EDI Director and regularly uses an equity lens to examine data and resource solutions. In addition, our district has partnered with outside trainers and organizations to elevate our PD opportunities, offer individual coaching of leadership, and to further differentiate the learning opportunities for staff, acknowledging that staff are in different places in the work.

All district administrators will receive training this year on bias and the hiring process in order to ensure our district is engaging in equity based hiring practices, and not simply falling back on its tradition of hiring who you know. The district has also hired an Ombudsperson for secondary students through the Latino/Indigenous Student Success Grant, and has also hired a diversity recruiter. The diversity recruiter will help the district be intentional about diversifying its workforce.

District Adopted EQUITY LENS

Our Equity Lens is a series of questions that we use as a district when making decisions. We have been using it at the central office and more regularly at some schools. We hope to use it at the Board level, Cabinet level and District Leadership level. It requires leaders to pause and examine the unintended benefits and consequences of decisions. It forces decision makers to look at decisions through the lens of who may not benefit and answer the questions why. Asking these types of questions and using an Equity Tool is brand new for this district, both in terms of the School Board and internal Leaders. We are new in this journey and have progress to make in ensuring that all systems that are created are accessible by all to the success of all.

Our entire plan is actually centered around these three tenets of academic rigor, social, emotional, and mental health, and equity. You'll notice the plan calls out specific strategies and activities that support these main three tenets. We have been able to hire staff to support the mental and emotional needs of students in a way we haven't been able to previously. We would like to continue to do this and expand even more. Ensuring that we have school counselors available to students throughout their K-12 career is the first step. Further partnering with outside agencies to provide service in schools and wrap around services to families is another step in our layered approach. We intended to hire behavior specialists and have them available at every school so students get behavioral support in school from the very beginning was an important step. In terms of academic achievement we intend to invest resources in furthering

Greater Albany Public Schools Integrated Application

the work of high quality teaching through AVID, QTEL and instructional coaches. We need to build better internal capacity within our system to propel ourselves to excellent instruction consistently throughout the system. We have invested effort, time and money into continued professional learning with the specific goal of increased quality of instruction with a focus on specific populations of students.

Additionally the following are strengths in our system:

- On-line and alternative education options are available for students to access high level core and enrichment instruction when scheduling barriers do arise.*
- High schools are leaning into the Corrective Action Plan and providing professional development, through a partnership with West Ed, to all high school staff, that is centered on equity for students.*
- **What needs were identified in your district or school in terms of equity and access?**
 - Student participation and achievement data shows that students who are learning English, students who are Hispanic/Latino, and students who experience disabilities are accessing programs, and are meeting the academic requirements at lower rates than the overall population.*
 - Regular use of the equity lens at the board and leadership level.*
 - Professional development opportunities for all staff that is required, and differentiated for adult learners.*
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
 - It is attached.*
- Describe how you used this tool in your planning.

The Equity Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan.

- *District Team participation – The District Team developing our Aligning for Student Success Plan included classified, licensed and administrative staff as well as representative community members who are parents, partners, and have vested interests in our students, including those who are part of focal student groups.*
- *Priorities and Strategy Development*

Greater Albany Public Schools Integrated Application

o This Equity Lens was used to create and examine the strategies and priorities of the plan. Asking who decisions have the potential to unintentionally benefit or harm, with serious analysis of the accompanying data, was an integral part of the process.

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

Use of these funds will have significant academic impact for ALL our students, including those in focal student groups.

- *Priority One Equitable systems and outcomes for ALL students- These strategies focus on being intentional about hiring staff of color and bilingual staff. They also focus on implementing an MTSS system that can quickly and efficiently support students in need. Lastly, this priority focuses on Equity training for all staff in all positions regularly, and in a differentiated approach.*
- *Priority Two Social, emotional, and Mental Health Supports - These activities are all directed at creating a department that has a structure of support to students, families, and schools. These include counselors, social workers, grant funded liaisons, social emotional learning, and a FACT Center.*
- *Priority Three Engaging and rigorous academics - These activities focus on developing highly effective PLCs to achieve collective efficacy, which is research based. It also focuses the district on having a standard set of best practices that are shared K-12. Additionally, it focuses on providing all students with a sense of belonging, where they can explore their talents and interests, and bring their whole identity with them to school.*
- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The uncertainty of upcoming budgets, and the desire to fund general responsibilities through these funds is a risk. Significant change for how we monitor and approach students in the 9th and 10th grade will be necessary. A significant effort to systematically address student need and attendance avoidance will be areas of opportunity.

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?
 - Policy JECBD
 - GAPS utilizes the following supports to provide information to children, youth and families navigating homelessness.
 - District Homeless Liaison provides support for students through direct services, and support for staff through trainings, that are trauma-informed and sensitive to the special needs of these students and families.

- Title I set-aside dollars
- Elementary, MS, HS Counseling support through direct, scheduled, weekly contact and intervention;

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Our district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art and music. Our elementary schools have music and art teachers who deliver classes to classrooms at least once per week. Our middle school and high school schedules are created so that all students have access to these types of courses. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing.

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Elementary: We have music and/or art teachers at the elementary level who meets with every class once/week to give them access to a better understanding of art, art concepts, music, to play and sing, and to see if this is something they want to pursue as they reach middle school and high school levels.

Middle School: Middle School has choir and band teachers who deliver different levels of music instruction. We also have art teachers who deliver multi-modal art lessons and concepts.

High School: We have opportunities for students in band, jazz band, marching band, and different levels of choir. We have art teachers who provide several different types of art instruction including drawing, painting, multimedia, and ceramics/pottery. We have theater teachers and both of our high schools put on several plays and musicals every year.

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

We have certified librarians in each high school. We have used SIA funds to hire at least a half-time librarian in each middle school, and a district library coordinator. These positions help implement digital literacy skills, digital citizenship and tools needed to help students, help teachers, and keep the library up to date with resources. The District Library Coordinator

provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system.

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

Students have lunch and recess/recreation at the elementary and middle school levels. High school lunches are at least 35 minutes long and allow students to eat and socialize in multiple locations.

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

Elementary teachers have access to Mystery Science kits that are fully stocked and prepped for use throughout the year to integrate into their content. These kits provide hands-on opportunity to explore concepts that are connected to units of study. Lego robotics clubs are extracurricular clubs at the elementary and the middle school level. Also at the middle school Paxton/Patterson labs are used as an elective option for middle schoolers to explore STEAM skills and knowledge. At the high school level there are multiple opportunities through a robust selection of elective and CTE courses, as well as interest based clubs.

- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Our district has recently outlined a new, rigorous curriculum adoption process. The process begins with teacher teams identifying and aligning the standards of the content, course, and grade level incorporating any new standards. The process is driven by teacher teams and requires a curriculum mapping process, scope and sequence, Projection maps, and alignment both K-12 and between schools. There is significant work left to do at the high school level aligning the two high schools with their courses, their course catalogs, their curriculum and their course sequences. Using SIA funds to hire a Curriculum Coordinator to facilitate and ensure these processes has been critical. State adoption recommendations are utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners.

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

We have a week long New Teacher Academy Annually with between 30-70 teachers participating in the past two years. The academy focuses on high leverage instructional

practices, supports and structures, and includes time with mentor teachers and new teacher mentors.

We have a new teacher mentor for each instructional level for the first two years of a teacher's start in the district. This is in addition to the instructional coaches and teachers on special assignments available to all new teachers at their building and at the district level.

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

We have four pre-k programs that are part of four of our Title I elementary schools. We also support a pre-school that serves students as young as two and a half, and in partnership with the ESD to support students served through ECSE.

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

At each transitional level, care is taken to provide ample and clear communication with both parents and students. In the homeroom, students work on several different aspects of what it means to be a successful student and citizen. Lessons through Naviance around career exploration, self-directed goals, as well as, social emotional well being are also delivered through homeroom in grades 6-8.

For middle school transition each of our middle school administrators and counselors visit their feeder elementary schools to provide students with information on how middle school works, what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselors to choose their class schedule.

For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college visits multiple times to provide early enrollment opportunities.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Each of our schools have teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We need to break down the data by the focal student groups and compare it with the overall data. The team works with staff to identify what is working and what is not working for those students. In our middle schools we are implementing MTSS systems and have reading interventions available, and some math

interventions. We have established and solid MTSS systems at the elementary school level. We need to establish 9th grade teams that meet frequently to look at 9th grade on track data.

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

We have an established process for identifying TAG students through non-language based assessments given to all students and have TAG plans developed and updated annually. Our district offers a myriad of services to our TAG students to enhance their learning during and after school. We provide enrichment opportunities during the school day such as Battle of the Books and Lego Robotics. We offer after school opportunities such as Lego Robotics and Family Nights. Our secondary students are offered advanced courses, AP and College Now courses in multiple content areas.

Engaged Community

(250 words or less per question)

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

We have engaged in meaningful and authentic pre-pandemic engagement and we need to get back to Superintendent Advisory committees of specific focal groups. We also need to have regular meetings that include and center student voices and student groups. It would be good to reinstate quarterly district parent meetings with the Superintendent.

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

Through our use of SIA funds to support a Director of Comprehensive Health Services and the Director of Equity, Diversity, and Inclusion have propelled forward our success in forming partnerships. We have partnerships, grants, and FTE surpassing half a million dollars, all in additional service for our students. This includes services such as a housing liaison, health navigators, mental health services, Latino/Indigenous Success Grant, and McKinney Vento grant awards.

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

We continue to find ways to honor the identity, language and culture of all of our students and families. Families and students deserve to see themselves reflected in the educational environment and the school. We continue to make progress enriching our libraries, our physical spaces, and authentic invitations to families.

- Who was engaged in any aspect of your planning processes under this guidance?

(Check all that apply)

- X Students of color
- X Students with disabilities
- X Students who are emerging bilinguals
- X Students who identify as LGBTQ2SIA+

Greater Albany Public Schools Integrated Application

- Students navigating poverty, homelessness, and foster care
 - Families of students of color
 - Families of students with disabilities
 - Families of students who are emerging bilinguals
 - Families of students who identify as LGBTQ2SIA+
 - Families of students navigating poverty, homelessness, and foster care
 - Licensed staff (administrators, teachers, counselors, etc.)
 - Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
 - Tribal members (adults and youth)
 - School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
 - Business community
 - Regional Educator Networks (RENs)
 - Local Community College Deans and Instructors; Local university deans and instructors
 - Migrant Education and McKinney-Vento Coordinators
 - Local Workforce Development and / or Chambers of Commerce
 - CTE Regional Coordinators
 - Regional STEM / Early learning Hubs
 - Vocational Rehabilitation and pre-Employment Service Staff
 - Justice Involved Youth
 - Community leaders
 - Other Retirement Communities_____
- How were they engaged?
(Check all that apply)
 - Survey(s) or other engagement applications (i.e., Thought Exchange)
 - In-person forum(s)
 - Focus group(s)
 - Roundtable discussion
 - Community group meeting
 - Collaborative design or strategy session(s)
 - Community-driven planning or initiative(s)
 - Website
 - CTE Consortia meeting
 - Email messages
 - Newsletters
 - Social media
 - School board meeting
 - Partnering with unions
 - Partnering with community-based partners
 - Partnering with faith-based organizations
 - Partnering with business

Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

These artifacts demonstrate the different survey items and responses that highlight strengths and areas of opportunity for our district.

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

To engage our focal students groups we focused on two different types of engagement. First, we utilized the data from our student surveys. Because our students' perception of school is related to their academic outcomes, we needed to know how they were feeling and wanted to ask in a safe way. This data provided us with a better understanding of what we needed to do to support our students.

Secondly, we did interviews with our focal student groups that centered on the previously outlined questions. This allowed them to just share what changes they felt were needed and how adults could better support them and their families. It allowed us to better pinpoint the needs of our students.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

We heard loudly that students, families and staff needed more support with mental health, and behavior. This is reflected in our plan of increasing these positions and partnerships. We also heard that engagement needed to happen at times that families and the community could participate and having multiple opportunities and ways to engage was better, virtual, in person, etc.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

We helped develop our new teachers by pairing them with mentors specific to their level or content. They also participate in our New Teacher Academy. These mentors are provided with facilitation resources and trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being.

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

We do not have a process for this in schools or the district currently that is separate from the Title I requirements.

Year two of this plan will include the creation of 9th grade teams at each of our high schools that meet regularly in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team leads will use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement. We will also increase communication between the high schools and middle schools in order to improve the transition between levels. This includes sharing successful strategies implemented, and earlier identification of students needing additional support.

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

Our elementary and middle schools implement school wide PBIS. Additionally, a small team regularly engages in behavior data analysis.

We need our teams to include disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data. Our Secondary Director is currently the only check in the system that pushes principals to consider their overuse of exclusionary disciplinary practices.

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

Through frequent input and feedback into needs and areas of growth.

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

Our district is exploring using the CEL approach and having administrators participate in regular training from the Center for Educational Leadership which focuses on developing a common understanding of quality instruction through the use of effective observations and feedback.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

The implementation of MTSS systems ensure that regular progress checks happen to identify students in need of support and intervention. These teams also meet regularly to determine if the students progress is sufficient or if additional interventions should occur. Through the continued strengthening of MTSS systems, students will receive interventions early so that gaps in skill do not persist or worsen as students matriculate through the system.

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

At each transitional level, care is taken to provide ample and clear communication with both parents and students. At the Early Childhood to Kindergarten level we provide a Kindergarten Orientation where families are invited to come to their school to see the building, their classrooms, and meet the teachers. The same can be said for elementary to middle school and middle school to high school, though at each increasing level we try to provide more agency for the student and their engagement in their own education.

For middle school transition each of our middle school administrators and counselors visit their feeder elementary schools to provide students with information on how middle school works, what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselors to choose their class schedule.

For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college visits multiple times to provide early enrollment opportunities.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets
- Affirmation of Tribal Consultation

Assurances

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

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.