



Greater Albany Public School District Integrated Guidance Plan 2025-2027

Summary of Needs Assessment

District staff reviewed our investments in Early Literacy, Early Indicator and Intervention Systems, High School Success, and the Student Investment Account to identify which strategies and investments had proven success, which investments needed revision, and how we should gather information to determine new goals for programming, activities, and investments. In addition, we utilized longitudinal data to identify essential areas for improvement in order to identify high leverage strategies and investments that have proven success at impacting outcomes for student performance and success.

Our district is committed to increasing our regular attendance rate at all levels. Additionally, we are committed to developing key systems to address student safety, well being, and sense of belonging through creating inclusive environments that honor the strengths of each student. As such, we will continue to invest in mental health, behavior interventions and supports, and an effective MTSS system that utilizes data to determine intervention systems that develop high functional academic environments and safe spaces where students can thrive.

Through student performance data and empathy interviews, we became aware that not all students have the same academic outcomes and experiences and therefore we will continue to support programs that aim to close achievement gaps with our identified focal groups. We will also utilize this information to create spaces that represent our student body to include the recruitment and retention of staff, create spaces where all students can see themselves as a member of the school community, and school communities where all stakeholders are represented.

At the elementary level, we continue to emphasize third-grade reading proficiency and building systems K-3 that enhance our instructional model and intervention systems. At the middle school level, we will expand co-curricular options for students so they feel more connected to the school community as well as providing essential curricular improvements to meet their academic needs. At the high school level, we are focused on improving on-track graduation rates, ensuring on-time graduation, and preparing students for post-secondary opportunities through enhanced CTE offerings and facilities, and accessing advanced level coursework and college articulated classes.

Equity Advancement

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

In our planning and budgeting process, we applied an equity lens to ensure resource allocation prioritizes our most historically underserved students. Using disaggregated school-level data, we identified disparities in enrollment, language background, socioeconomic status, and special education needs. This informed funding decisions, ensuring high-need schools received additional staffing and programming while budget reductions remained equitable and balanced.

To support prioritized focal student groups, we protected bilingual and dual-language programs, invested in wraparound services, and strategically recruited diverse educators. Schools with the highest concentrations of emergent bilinguals, low-income students, and students of color received targeted resources, including mental health supports and cultural liaisons. Budget reductions followed a tiered approach, ensuring under-resourced schools were not disproportionately affected. Additionally, we emphasized transparency and accountability by conducting equity impact reviews and engaging community stakeholders in decision-making. Our commitment to student access, and success remained central, with funding maintained for the Welcome Center for Language Access, and other integral programming. Through these strategies, we ensured that funding decisions aligned with district policies and equity commitments while fostering student achievement, belonging, and well-being.

This equitable approach to funding transcends funding sources to include the Literacy Grant, High School Success, and Title funding. Specifically, we balance Title funding to support the schools with the most need as we have developed a weighting system to provide the most support to the schools with the most diverse populations.

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?

Planned professional development will focus on cultural responsiveness, social-emotional learning, equity-centered leadership, bilingual support, and community engagement to address students' cultural, social, emotional, and academic needs, particularly focal students as identified by each school's comprehensive needs assessment. Training initiatives include culturally responsive teaching practices in partnership with West Ed's Culturally Responsive Systems Team. This cohort-based model, structured by level, will be implemented over multiple years. We will continue providing professional learning on trauma-informed and restorative practices along with bias incident response to promote student well-being and belonging. Through the development of a student safety and discipline committee we will redesign our approaches to student discipline and safety. This will include the development of a shared philosophy on discipline, exclusionary practices, restorative practices, and a behavior matrix that will be universally implemented across all buildings.

Administrators will engage in equity-centered leadership training through the Equity Collaborative with Jamie Almanzan in partnership with the district's EDI Director and Assistant Superintendent. Bilingual

and ELD staff will receive additional IEP translation training and immigrant student support strategies to strengthen multilingual student services and provide additional support to dual identified students and their families. The District will expand family outreach workshops, listening sessions, and community events to deepen engagement and trust with families. A data-driven approach to school improvement will continue to refine building level focus ensuring equity-focused decision-making, reduced bias-related incidents, and stronger student engagement. These initiatives aim to improve academic outcomes and foster a more inclusive, safe, and trusting school environment.

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

Response Part 1 GAPS utilizes 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 training, 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.

Response Part 2 GAPS utilizes 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 training, 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. MKV intakes ensure that needs are identified and students are linked to programs and activities that can increase positive outcomes.

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

The District has committed resources, professional learning, and a data driven focus to increase enrollment in CTE programs for non-traditional participants. Through the incorporation of a CTE wheel (9-week rotations through multiple CTE programs) at both high schools for ninth graders, all students will have the opportunity to experience a range of career and technical education programs to increase both interest and enrollment. CTE programs of study are highlighted during forecasting season to increase enrollment and opportunity. The District has expanded CTE programs of study over the past biennium to offer a wider range of programming and scheduling opportunities for all students. Additionally, each of our comprehensive high schools review schedules to ensure our English language learners and students on IEP's have access to advanced level coursework, especially CTE programming. During this last biennium, our alternative high school, Albany Options, was able to increase the role of their construction pathway within their school. This program has established itself in our community through community based projects and provides opportunities for all students, especially female students who would not traditionally enroll in the construction field.

Well Rounded Education

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

Our district continues to rely on and refine our MTSS practices for early literacy, which includes triannual benchmark testing, data-driven instructional goals, intervention review processes, and clear district expectations for all tiers of instruction. Our elementary instructional coaches and administrators receive ongoing literacy training, and we have been able to train more classroom teachers through Glean and CORE Learn. Particularly in schools with instructional coaches, we are seeing significant improvements in literacy scores. We have made overall improvements in teachers' data literacy, fidelity in using our district-approved curriculum, and how we target our summer programs for early literacy. We have been working with ORTLi to improve our tier 3 interventions, including the use of observational data. Challenges include inconsistent and low paraprofessional staffing levels, limited elementary library access, and the need for systematic, ongoing, districtwide professional development. We are responding to increased teacher requests for resources to work with multilingual students and to better support both writing and vocabulary development.

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?

Our district has a process for implementing newly revised state standards that is driven by teacher teams. It includes reviewing the state standards, making decisions about standards prioritization and alignment across grade levels and courses, deconstructing prioritized standards into student-friendly unit learning targets, adopting instructional materials that align to state and national standards, and creating/revising district wide course projection maps for teaching all standards. Our district is also transitioning to the UW Center for Educational Leadership's 5D Rubric, which includes evaluating teachers on having daily learning targets connected to standards. At the elementary level, we have common summative assessments for reading and math units. At the high school level, we also update planned course statements as part of this process.

All course projection maps, as well as elementary common summative assessments, are reviewed and updated annually by teacher teams, incorporating their colleagues' feedback.

The district curriculum process, as described above, is tied to ODE's schedule for updating content area standards and adopting instructional materials. We have also needed to delay adoption of some instructional materials for budgetary reasons. As a result, different content areas are at different stages in the process and the work is ongoing.

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

Several of our elementary schools have been trained and utilize the QTEL lesson design system to ensure there are intentional and engaging lessons that utilize several modalities for instruction. In addition, all of our secondary schools are AVID schools, with SAHS being a National Demonstration Site, and utilize key engagement strategies schoolwide. GAPS K-8 schools, and Albany Options High

School focus time on transformative SEL lessons to ensure we are addressing the whole child. SAHS and WAHS utilize an advisory model where SEL lessons are delivered based on anchor lessons by grade level as well as relevant topics based on immediate needs of the building. Finally, GAPS has adopted the Center for Education Leadership's CEL 5D+ and 5D Instructional Framework as the evaluation system. Over the course of this year there has been monthly professional development followed with classroom walkthroughs for each of the five dimensions. This intensive system of observation and feedback will continue in the 25/26 school year to ensure all staff are familiar with, and receive feedback on their instruction.

For new teachers there is a week long New Teacher Academy with between 30-70 teachers participating the past two years. The academy focuses on high leverage instructional practices, supports and structures, and includes time with mentor teachers. There are new teacher mentors for each instructional level during the first two years of service. In addition, instructional coaches and teachers on special assignments are available to all teachers at the building and District levels.

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

The Equity, Diversity, and Inclusion (EDI) Department ensures that students, families, and community members experience a safe, welcoming, and inclusive educational environment, free from violence, gangs, and drug use. Recognizing that community challenges impact schools, the Director of EDI collaborates with the Albany Police Department's Diversity Team to provide guidance and support, strengthening relationships that foster trust, prevention, and intervention. To build system-wide capacity, the EDI Department provides equity trainings for administrators, equipping leaders to navigate critical conversations with families and staff. Bias incident response protocols ensure incidents are reported, tracked, and addressed, with quarterly board reports keeping the community informed. We host cultural events, support student-led culture clubs, and conduct empathy interviews to understand student experiences. Through culturally responsive walkthroughs, we assess how schools look, feel, and sound, evaluating student engagement, representation in curriculum, and whether spaces reflect empowering narratives or harmful stereotypes. By embedding these strategies, we create safe, affirming, and inclusive learning environments where all students can thrive.

Through our partnership with the Albany Police Department we implement a community policing model. The District and APD have committed to two full time school resource officers that serve all buildings within the District. In addition to providing a safe learning environment, our SRO's often attend specialized meetings to connect students and families to wraparound services. Our District's high schools work closely with probation officers to support youth who have been adjudicated in order to meet the goals of their probation and work towards earning a high school diploma.

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

GAPS has certified librarians in each high school. These positions teach digital literacy and provide online resources for students, collaborate with teachers to support curriculum and instruction, and manage and develop the high school library collections. Our District Librarian position is .17 FTE, and provides professional development and resources, works with our curriculum team, manages our library website and online catalog system, and supports libraries at the elementary and middle level to the extent possible within that contracted time. Elementary and Middle Schools have a classified staff

member that manages the library resources and all schools utilize their libraries for instruction and free choice reading options.

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

Our K-8 schools use a multi-tiered system of supports (MTSS) that includes universal benchmark testing for reading and math triannually. We have a core review process after each benchmark assessment window, where teachers first discuss the data by grade level and focal student groups, and then set common Tier 1 instructional goals and school performance improvement goals. The data is also used to determine which students need further diagnostic assessments to determine if they would benefit from Tier 2 interventions. Our MTSS system for K-8 reading includes frequent progress monitoring for all students in reading intervention programs, periodic reading intervention review meetings, and Tier 3 individual problem solving plans for students who continue to struggle. We have worked with Oregon Response to Instruction and Intervention (ORTII) to make continual MTSS improvements. We also made a major revision to our district TAG plan in fall 2023, which has included improved teacher training and reviewing our district TAG identification and performance data annually.

We are working to improve our options for math interventions and our systems for identifying high school students who need additional academic support. Some of our schools provide math interventions. Currently, both SAHS and WAHS have developed ninth grade teacher teams that regularly evaluate data to improve ninth grade on-track rates. In the 2025/26 school year, both schools will implement ninth grade teams that include math, science, and language arts teachers matched with student cohorts to more effectively track student progress and provide interventions where needed.

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

The District partners with Linn Benton Community College as a member of our CTE Consortium. Dale Moon, our CTE Consortia point person works to engage local community college and industry with our three high schools.

Both SAHS and WAHS host Early Childhood Education programs that are inclusive of preschool lab settings. Additionally, both schools offer a cadet teaching program. Students gain hands-on learning experiences volunteering in our middle and elementary schools by developing age appropriate lessons, working with a mentor teacher, and implementing theory in practice.

The construction programs at SAHS and Albany Options offer work-based learning while building to-spec sheds to market and sell in our community. WAHS's Health Occupations program of study provides students with work experience in a field related to health occupations. Goals are typically set cooperatively by the student, teacher, and employer as they participate in rotations in the Albany community. WAHS's culinary arts program provides a restaurant based lunch service to staff, while SAHS runs a student store through their marketing program.

Over the next biennium, GAPS will work with the Albany Chamber of Commerce to reboot the school to work pipeline in the goals of developing a pre-apprenticeship program at all three high schools. This

program will provide students the opportunity to build a portfolio of completed skills, pass their BOLI certification, and complete an interview with local trades leaders upon program completion. This will enable them to qualify for apprenticeship programs in the building and manufacturing trades.

Engaging 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, we have deepened our connection with students, families, and staff by centering trust, accessibility, and cultural affirmation through the implementation of school based focal groups. We launched Latino and Black Student Unions, held Spanish-language family events, strengthened bilingual staff training, and provided bias response and sanctuary law education to administrators and families. These efforts have empowered voices, created belonging, and built bridges between schools and our cultural communities. However, immigration-related fear, a need for more diverse educators, and ensuring all staff feel confident in equity work remain as challenges. We continue to listen, adapt, and advocate for every student's safety, well-being, and success.

In addition to building based outreach, we have developed a collaborative steering committee that utilized licensed, classified, and administrative staff that serves as a feedback loop to identify and implement professional learning needs of both licensed and classified staff based on student performance. In addition, the District has developed a student safety and behavior team that meets three times per year to evaluate behavior data to better meet the needs of both students and staff. Through input from the District behavior committee, we will be focusing on the development of a student safety and behavior handbook that will include our philosophy on discipline, restorative practices, and establish a district wide behavior matrix with all to be implemented with fidelity across all buildings.

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

Culturally Affirming Student Spaces – Latino and Black Student Unions provide students with leadership, connection, and advocacy opportunities, ensuring their voices guide curriculum and school climate improvements.

Targeted Family Engagement Events – Our Spanish-language legal rights event offered trusted, critical information on asylum, green cards, and ICE concerns. Food and childcare removed participation barriers, creating a safe and welcoming space for all. These meetings happen bi-weekly at 6 different school sites.

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.)

Equity-Centered Professional Development – Bilingual staff, teachers, and classified employees received cultural competency, bias response, and IEP translation training to ensure students feel seen, supported, and advocated for.

Administrator and Office Manager Training – School leaders learned about sanctuary laws, student rights, and proactive equity strategies to create safe, welcoming, and legally informed school environments.

Collaborative Steering Committee - Licensed, classified, and administrative staff have had the opportunity to provide input on school programming, professional learning, and support schools need. This has been accomplished through the development of District survey tools on workplace satisfaction, interest based surveys on professional learning, the selection of a new teacher evaluation model, and feedback regarding programming across the District.

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.

Our community engagement efforts have reinforced the need for stronger support for our growing Latino population, marginalized youth, and deeper family and community outreach. Latino families need better language access and culturally responsive resources, so we will continue to prioritize the work from the Welcome Center and strengthen partnerships with community organizations. Marginalized youth require greater advocacy and safety, leading us to enhance bias response efforts and build trust-based partnerships with Student Resource Officers. Families have also asked for more two-way communication, highlighting the need to fill The Student and Community Engagement Specialist role.

Additionally, the Educational Equity Advisory Committee (EEAC) must drive systemic change, not just advise. By integrating its work into hiring, policy, and student safety initiatives, we ensure equity is embedded at every level. Through continued engagement, we will remain adaptable and accountable to our students, families, and staff.

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?

We help develop our new teachers by pairing them with mentors specific to their level or content. They also participate in our New Teacher Academy Week and monthly New Teacher Academy Nights. Our mentors are provided with facilitation resources and trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being. GAPS has made a significant commitment to addressing this issue by hiring a Diversity Recruiter. Currently, we partner with LBL ESD through a Grow Your Own program and have built partnerships with local universities to get GAPS staff endorsed as certified educators, focusing specifically on diverse candidates. We have also established a teacher pathway for students that attend any of the high schools in the Greater Albany School District.

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

Our school district engages in staffing practices that ensure our focal group students are taught by teachers who are experienced in their field and receive professional learning and curriculum training to

support them in teaching all students. One system that ensures this occurs is the current use of Early Literacy funds to support staff development in our Title I and BEP schools.

We implemented a new evaluation system: 5 Dimensions of Teaching and Learning Instructional Framework. Time was spent in collaboration with teachers and administrators learning together Purpose, Student Engagement, Classroom Environment & Culture, Curriculum & Pedagogy, and Assessment for Student Learning. Administrators spent time calibrating with each other by doing learning walks in classrooms together with other administrators. We are working with our collaborative steering committee to ensure ongoing learning and sustainability.

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

Greater Albany partners with the Linn County Juvenile Department in an intergovernmental agreement utilizing Title I-D funds to provide Transition Services to at-risk youth who are leaving detention and returning to their home schools. A Transition Specialist supports students transitions by completing academic assessments for placement into classes when leaving the detention center. The specialist contacts home schools to share assessment information and collaborates with the home school to develop a transition plan based on the individual student needs. The goal of this work is to support students and families in re-engaging in the educational process at their home school. This process begins while the youth is in detention to develop a plan for success with the students educational goals in mind.

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

We have Pre-K programs in four of our Title I elementary schools. We also support an ESD program through ECSE for students as young as two and a half. Preschool students have the opportunity to participate in the GAPS preschool transition program and the GAPS Kindergarten transition program. We provide a Kindergarten Orientation at our schools to show the building, classrooms, and introduce teachers. Students in our Pre-K programs also visit kindergarten classrooms in their preschool building.

Middle school administrators and counselors visit feeder elementary schools to provide information about middle school expectations, electives, and describe the forecasting process. Each middle school hosts a family night so parents and students can tour the building, learn about elective programs, and meet sixth grade teachers. The first day of school is for sixth graders only and each building utilizes eighth graders to facilitate small groups, lead activities, and welcome sixth graders.

Comprehensive high schools host eighth grade visits during the school day and a family night so parents and students can tour the building and learn about electives, athletics, and activities. The first day of school is exclusive to ninth graders and upperclassmen facilitate small groups, lead activities, and welcome ninth graders. SAHS and WAHS are establishing ninth grade teams to cohort students for transitional support.

Students have daily access to a College and Career Center (CCC) staffed with a specialist to aid in the transition from high school to post-secondary options. Through the CCC, students and families can get assistance completing the FAFSA, apply for college, learn about apprenticeships, or the military.

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.

All high schools have a College and Career Center (CCC) staffed with a specialist to provide support, awareness, and opportunities for students to explore career options that include apprenticeship programs, direct entry into the workforce, and the military. For the transition from high school to post-secondary, our CCC provides many opportunities for students to meet with technical schools and colleges and universities from around Oregon. Our local community college visits multiple times to provide early enrollment opportunities.

All high schools have CTE approved programs of study. AOS hosts a construction program, SAHS has 9 programs of study, and WAHS has 11 programs of study. We plan to have all courses and programs of study published in our course catalogs. Additionally, we will publish articulated programs through the schools' websites highlighting CTE courses and programs that are available for students. Finally, each pathway will include post secondary options, opportunities, and earning potential.

Counselors develop advisory lessons for students that include a range of content to develop work related skills such as building a resume, cover letter, and interviewing skills. Additionally, the counseling staff develops lessons to assist students during forecasting time to select courses that align with their four year plan that includes a CTE program of study. All high schools use the Oregon CIS program for four year planning and college and career readiness. SAHS and WAHS host career fairs with presentations given by business and community members. Albany Options partners with Linn Benton Community College to access career events. At the elementary level, counselors integrate lessons on careers into SEL lessons and engage students in career exploration topics throughout the year.

Plan Summary

The Integrated Guidance plan will target three focal areas. GAPS will focus on effective support for all students, especially those who have been traditionally marginalized, as well as staff through effective professional development. Secondly, GAPS will focus resources to ensure all students have access to a well rounded education. Finally, there will be an extensive focus on ensuring all students are college and career ready upon graduation.

The first component of our integrated guidance plan is ensuring that all students, especially those who are traditionally underserved and who show academic performance gaps are supported. The key system that will be supported include further developing our MTSS systems and associated interventions for attendance, behavior, and academics. In order to effectively support staff, we will

continue to provide mentor teachers for our newest staff members to provide high quality instructional practices. In addition, we will develop a robust professional development plan that focuses on enhancing instructional strategies, especially for ELD and Special Education students. Next, we will commit resources to K-8 schools to enhance specials such as band, choir, and art as well as after school programming for middle schools. Enhancing opportunities for students that connect them to the school community beyond academics is essential for long term success. Finally, we will be developing a student safety and discipline handbook in order to articulate our philosophy on discipline practices, highlight restorative practices K-12, and articulate a discipline matrix that will be implemented across the District to guide our work.

Our second area of focus will be providing a well rounded education for all students. This will include a comprehensive K-12 SEL curriculum that both meets the needs of students and aligns with our student safety and discipline handbook. Also, much of our work will be focused on purchasing curricula that follows the state adoption timeline, is relevant, engaging, and meets the needs of all students. While working through the process of adoption, we will continue to align all content areas both vertically and horizontally for seamless transitions through our K-12 system. Finally, we will continue to invest in our CTE programming at the high school level. Through these investments, students will not only experience a well rounded education, but will also develop critical employability skills.

Our final focal area is to produce college and career ready graduates. Through the process of four year planning, beginning in the eighth grade, students will have an articulated plan for their high school experience. We will continue to evaluate our advanced level courses to make sure we are enhancing both access and outcomes for all students, especially those who have traditionally not engaged in advanced placement or college articulated courses. Finally, we will continue to build systems of success for our ninth graders as they enter high school. This will include developing a house model for all ninth graders so we can effectively track their progress, build capacity for their long term success, and identify interventions that will help them stay on track to graduate.