

2025-27 Integrated Guidance Application



Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

Applicant:

Jefferson County School District 509J (JCSD)
Institution ID: 2053

Contact Information:

Jay Mathisen, Superintendent
jmathisen@509j.net
(541)475-6192

Application components begin here:

Needs Assessment Summary (500 words or less): Provide a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget.

We have engaged a diverse, multidisciplinary team with the purpose of examining community, staff and student input; and conducting an analysis of disaggregated student performance data which includes trends for our focal groups of English Learners, Students w/Disabilities, Native American and Hispanic/Latino Students. During the fall and winter of 24/25, the team examined district practices, systems health, and program quality in the context of the needs assessment.

Data from community engagement efforts and the Youth Truth survey provided key insights. Respondents highlighted great staff, extracurricular activities, and the incorporation of language and culture as strengths. Areas of improvement included a need for more support for families to help their students, stronger anti-bullying efforts, and improved classroom management. An important takeaway from the Staff Youth Truth was the need for better support for staff in fostering positive relationships within schools.

Data disaggregated by focal groups included reading/math proficiency, graduation rates, attendance, student participation, 9th grade on-track, CTE programs of study, and data on Belonging from Youth Truth. We see positive trends and disparities to address. For example, while 8th grade Native

American and Latino students' math scores have improved and almost returned to pre-distance learning levels, there remains a significant gap compared to their peers. Additionally, while elementary students reported an increased sense of belonging, middle and high school students expressed a decrease in this regard. CTE data was examined, showing strong participation in postsecondary-traditional and non-traditional enrollment for CTE concentrators.

The team categorized findings by Celebrations, What's Working, and What Needs Improvement. Contributing factors behind these trends were then analyzed. Instructional factors considered included effectiveness of support tiers and interventions, teacher professional learning, instructional strategies, and implementation of a clear-and-viable curriculum. Learner factors examined were behavior and attendance. District and school climate and culture factors included recruitment and retention of high quality staff, and safety. Support for families and ongoing community engagement were also emphasized.

The team reviewed investments made during our 2023-25 IP, progress on the LPGTs, and our Jumpstart Biennium Early Literacy Plan. Positive trends in graduation rates, and ninth-grade on-track were acknowledged; and challenges such as low attendance and third-grade literacy were identified. The connection between low attendance and low reading ability was highlighted, with the newly implemented (2024) K-3 Early Literacy Plan being seen as an essential step forward. School counselors, Family Access Network(FAN) advocates, community liaisons, and literacy coaches will play key roles in addressing these needs.

Through this process, it was decided that we will continue strategic planning for investments in the priority needs that emerged during our 2023-25 plan. While progress has been made in areas, the team recognized that achieving desired outcomes requires sustained effort over the coming years.

Priority needs aligned to the Four Common Goals:

1. Support students' mental health and behavioral needs. WRE/EA/SSC
2. Increase academic achievement, rigor, and reduce academic disparities for our students. WRE/EA/SSC
3. Continue implementation of job embedded professional learning communities for staff. WRE/EA/EC/SSC
4. Continue to expand offerings to enhance the well-rounded education of our students. WRE/EA/SSC
5. Enhance the safety and security of schools. WRE/EA/EC/SSC
6. Support authentic incorporation of culture and language. WRE/EA/EC/SSC

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting

During the process of completing the needs assessment and designing our strategies and activities/investments, we applied the following questions from our district equity lens to the decisions being made for strategic planning and resource allocation.

1. Does this decision/action align with the district mission and equity belief?
2. Are those being affected by the decision, included in the process?

<p>process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.</p>	<p>3. Does the proposed action address barriers to equitable outcomes or potentially create new barriers? 4. What information/data are you basing your decision or action upon? 5. How will the impact or outcome be measured?</p> <p>JCSD Equity Lens (adopted by Jefferson County School Board in June, 2021)</p> <p>In the equity lens note-taking tool linked, you will see our key integrated program strategies listed on the left, and then addressed through the lens questions across the top of the tool. Equity lens note-taking tool for needs priorities/strategies</p> <p>All key Integrated Program strategies support our prioritized student groups of English Learners, Students w/ Disabilities, Native American and Hispanic/Latino Students as each is designed to address barriers by focusing on individual student needs and preventing educational interruptions, thus leading toward a more equitable education. Activities such as providing highly qualified teachers, counselors and health staff; providing professional learning and time for teachers to design supports for students; providing engaging and culturally responsive electives and activities, such as language and music classes; and providing safe learning and teaching environments, are a few examples.</p>
<p>2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?</p>	<p>Jefferson County School District professional development that is planned throughout the biennium that addresses the cultural, social, emotional and/or academic needs of students for teachers, staff and administrators includes:</p> <ul style="list-style-type: none"> ● New teacher induction professional development and mentoring for all educators in their first and second years of employment at JCSD - topics include focus on culturally responsive teaching practices, classroom management, engaging with families and community, the PLC at work and multi-tiered systems of support. ● Training for district educators and school leadership on the purpose, pedagogy, and practice of MTSS systems, including tier one scope and sequence, data collection, and intervention strategies. ● Professional learning and guidance for district instructional coaches to serve as MTSS Leads. ● AVID Professional learning for secondary educators and school leadership. Learning topics focus on supporting teachers and administrators in closing the opportunity gap and preparing students for college, careers, and life by providing them with the necessary academic, social, and emotional support. ● Solution Tree professional learning for district educators and school leadership. Learning topics focus on helping educators improve student outcomes by providing resources, professional development, and tools to support school improvement and professional learning communities (PLC)

<p>3. What policies and procedures do you implement to ensure inclusion of children and youth navigating homelessness in all programs and activities?</p>	<p>JCSD policies and procedures are in place that ensure that youth navigating homelessness are not isolated or stigmatized. The district homeless liaison confidently coordinates services and support for our homeless students. Services that are provided based on individual need are:</p> <ul style="list-style-type: none"> ● Transportation provided to and from school, and to and from extracurricular activities, free of charge. ● Ensuring that the students' right to attend their school of origin is honored. ● Ensuring that enrollment in our school occurs immediately even if the student lacks normally required documents, such as immunization records or proof of residence. ● Providing tutors or other academic support. ● Providing basic needs, personal items, and school supplies. ● Referring families to FAN advocates for additional support and networking with community partners. <p>The homeless liaison also educates school staff on homeless students' rights, and provides public notice to homeless families for access to assistance. The notices are available in all schools, and other community locations.</p>
<p>4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.</p>	<p>Jefferson County School District has a strong culture of CTE and elective programs that model a wide range of people in various career fields. We are purposeful in inviting speakers to classrooms, and visiting businesses and job-sites in the community that provide positive examples and show students how accessible careers are to all students from various backgrounds. Being responsive to the needs and interests of our students is of the utmost importance, and we don't apply a one-size fits all solution to providing a broad range of opportunities for students.</p>

Well-Rounded Education (250 words or less per question)	
<p>1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.</p>	<p>No changes-See Program Review SmartSheet link</p>
<p>2. Complete the Early Literacy Allowable Use Descriptions Smartsheet</p>	<p>No changes-See Allowable Use SmartSheet link</p>

<p>3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?</p>	<p>Our process for the adoption of instructional materials, combined with the teacher-teamwork that follows, ensures a clearly stated scope and sequence of learning objectives that are aligned to Oregon standards. Our process includes the following steps:</p> <ol style="list-style-type: none"> 1. Establish an instructional materials adoption committee with teachers and administrators. 2. Facilitate a needs assessment that involves analyzing data, understanding local context, gathering information from stakeholders, and reviewing the cultural responsiveness of our current courses; in order to establish priorities for considering new materials. 3. Facilitate a review of most recent Oregon content standards, research-based findings, and best instructional practices related to the content to be adopted. 4. Facilitate the investigation of Oregon approved materials to narrow options, including the following: <ul style="list-style-type: none"> ● Analyze Ed Reports materials reviews related to state approved materials. ● Utilize the Oregon Department of Education IMET tool related to state approved materials ● Pilot lessons and materials of finalist programs ● Equity team review of finalist programs using district equity lens 5. Facilitate the committee final analysis, decision, and make recommendations for selection. 6. Gain approval of proposed materials by presenting findings to the curriculum council (parents, teachers, and administrators) and then to the JCSD Board for final approval. 7. Create a plan to prepare teachers and leaders to implement the materials and assess the progress of implementation. 8. Facilitate training and teacher work days to adjust existing unit plans and end-of-unit assessments to ensure a clearly stated scope and sequence of essential standards based on Oregon standards.
<p>4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.</p>	<p>JCSD has implemented a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students. One of our primary strategies implemented over the last six years was to strengthen the alignment of our curriculum and classroom instruction to state standards. This alignment initiative was to build a district-wide guaranteed and viable curriculum to ensure instructional equity across all schools. Teams of teachers come together across the district and weekly in schools through our PLC process to select and focus their instruction around essential standards, determine pacing and sequencing of units, and create and analyze end-of-unit assessments. Instructional coaches also play a key role in enhancing classroom instructional practices. These staff members partner with teaching staff and instructional assistants to implement research-based instructional strategies that help foster classroom engagement. In addition, our instructional coaches help facilitate professional learning community meetings. These meetings are essential in informing our teachers' differentiated instructional choices and tired levels of intervention. Finally, our district has implemented a robust K-12 observation/supervision cycle, and implemented programs such as AVID that equip teachers with engaging classroom instructional practices and management strategies. Funding of our PLC process, instructional coaches, and professional development were all valuable investments from our 2023-25 IP that we will be sustaining through the 2025-27 Integrated Programs.</p>

<p>5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?</p>	<p>To create a safe and welcoming educational environment for students, staff and families, we have implemented school board safety and security policies that include guidance for responding to drug use, gangs and violence. We have remodeled the entry of each school which allows visitors to interact safely with staff prior to being granted school entry.</p> <p>It is a district priority to recruit and hire bilingual office staff who know and understand our community. We've added a district communication coordinator to ensure high quality and frequent communication with families in English and Spanish. Tools such as Parent Square (emails, calls, and text messages), monthly district-level family newsletters, and school newsletters are used regularly. Key employees are in place to support students and families, and include a family engagement coordinator, community liaisons, FAN advocates, counselors, mental health specialists, graduation coaches, and translation services.</p> <p>Part of our CIP is an annual family engagement plan for the district and each school. As part of this planning, it is essential to listen to our stakeholders regarding their perceptions of a safe and welcoming environment. One key input piece is the annual YouthTruth Survey that collects feedback from students, families, and staff around key themes including engagement, relationships, communication and feedback, and school safety. 248 of our families completed this survey (10%). We will renew our efforts to encourage more families to participate in this valuable survey, and remain committed to utilizing this resource as we work with school leaders to continue improvement efforts.</p>
<p>6. How do you ensure students have access to strong school library programs?</p>	<p>Jefferson County School District meets all of Oregon's Division 22, 581-022-2340, requirements related to libraries and media services. We have a full FTE certified district librarian who facilitates all the library programs in each school. Each of our schools has their own full FTE staff member dedicated to the library programs.</p> <p>In each school, library staff partner with teachers to provide materials, equipment, and services which support the school district, program and course goals. They also work to equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials.</p> <p>Our library program hosts and participates in two annual literacy engagement events for our students: the first grade annual Gift of Literacy Program, and the Oregon Battle of the Books.</p>

<p>7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?</p>	<p>Monitoring the effectiveness of interventions for students experiencing depression, anxiety, stress and challenges with dysregulation is guided by our behaviour RTI process in schools. Educators, counselors, behaviour specialists and other school staff use a combination of data collection methods that include classroom observations, anecdotal records, student self-reports, frequency counts, and other progress monitoring strategies to track progress toward specific goals. Data then informs next steps and adjustments made to better meet student’s needs.</p> <p>We will be utilizing resources from the Oregon Department of Education Intensive Coaching Program to evaluate where our behavior MTSS can be made more robust, and take steps to better ensure students are supported by interventions that meet their needs.</p>
<p>8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>Identifying and supporting all students with academic needs is a major focus of our work. We have several measures that assess growth to inform our instruction and interventions/extensions. Elementary schools administer benchmark assessments in reading(DIBELS-3x), math(MAPGrowth-3x), and writing(samples-3x). Middle grades take benchmark assessments in reading and math (MAPGrowth-3x).</p> <p>Our students take end-of-unit assessments to assist in identifying and supporting students who are not yet proficient in Tier One essential standards aligned to Oregon standards. In addition, teachers use a variety of formative assessments to determine students’ unique needs and necessary supports.</p> <p>Each school has daily time in their master schedule to allow students extra time and support for essential skills they are not yet proficient in. Some schools call this WIN Time (What I Need).</p> <p>We will be utilizing resources from the Oregon Department of Education Intensive Coaching Program to evaluate where our MTSS can be made more robust, and take steps to better ensure students, including those in focal student groups, are supported by appropriate interventions and extensions.</p> <p>Our high schools have Early Warning Teams who review recommendations weekly for students needing support. Teams are in place to support credit deficient students, including a team dedicated to freshmen only. Finally, we have graduation coaches who work with students and families who are in jeopardy of not graduating.</p> <p>Our district strives to create enriching academic experiences and supports for all students who have exceeded Oregon content standards. We offer a K-12 Talented & Gifted (TAG) program, and AP/dual-credit courses through various university partnerships.</p>
<p>9. If planning to develop a new CTE Program of Study,</p>	<p>Currently, JCSD is developing a new Health Care Occupations CTE Program of Study. During summer and fall of 2024, we received a CTE Revitalization Grant and an Oregon Health Authority Workforce Pathways Grant. Funding from the CTE</p>

<p>please name the intended program to be started, timeline, and the steps taken or to be taken.</p>	<p>Revitalization grant has allowed us to begin growing a new Health Sciences CTE program that both Madras High School and Bridges High School students can access. We've hired a .5 FTE Health Care Occupations teacher and hope to expand this position to full time in fall of 2025. This will allow us to serve our diverse student population while partnering with Central Oregon Community College, St. Charles Medical Center, and the Confederated Tribes of Warm Springs Indian Health Services Health and Wellness Center, along with various other medical providers across the county. The new Health Sciences CTE program will allow students to pursue various certifications with COCC. As the Madras COCC campus expansion comes to fruition, there will be opportunities locally for students to pursue certifications in nursing assistant and medical assisting as well as be on track to complete a nursing degree.</p> <p>The Oregon Health Authority Workforce Pathways Grant is providing funding to give scholarships to our high school seniors pursuing health care careers, as well as to cover costs for dual credits and college contracted courses provided in-district.</p> <p>In addition, we continually follow the focus of our regional workforce investment board, and are working to strengthen and build up our programs in automotives, construction, manufacturing, and technology.</p>
<p>10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.</p>	<p>Our district partners regionally with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities.</p> <p>However, work-based learning is much more inclusive than just internships. We are working to help CTE teachers identify what work-based learning opportunities also exist within their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience. Our CTE Programs of Study are aligned to the ODE state standards which are work-based learning focused and include:</p> <ul style="list-style-type: none"> *Adhere to workplace practices *Exhibit personal responsibility and accountability *Practice cultural competence *Demonstrate teamwork and conflict resolution *Communicate clearly and effectively *Employ critical thinking to solve problems *Demonstrate creativity and innovative thinking *Demonstrate fluency in workplace technologies *Plan, organize, and manage work *Make informed career decisions

	We provide access to the Central Oregon Skilled Trades Fair, YouScience, access to Career Tree in our Future Centers, as well as career guidance.
11. Do your students have the opportunity to earn CTE college credit while in high school?	Yes

Engaged Community (250 words or less per question)	
1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?	<p>We have created a district engagement calendar to be an all-in-one record of activities. This calendar has helped us take a system-wide look at our processes to identify areas needing more effort, or not previously considered. For example, elements of JCSD new teacher training focus on equipping educators with culturally responsive family engagement strategies. Previously, we did not consider this as engagement levels 3-4. The calendar has helped broaden our view of the ways we authentically engage.</p> <p>We gave our Youth Truth survey earlier in the school year which led to higher response rates. The deeper response pool leads to more reliable data this year. Our high school staff response rate is lower than we would like, so we will continue to work with leadership to provide time and increase understanding of the value of staff input.</p> <p>We've expanded our student listening process this year to hear more student voices. In December we visited 242 students, grades 5-12, in 11 classrooms including our focal student groups, to gather authentic feedback and perceptions about school experiences.</p> <p>Improvements we would like to make include developing strategies to better communicate our efforts, and the value of participating. While it increased slightly from last year, this year's family participation rate for the Youth Truth was 10%. We know we need to do more to encourage greater participation. Ideas include increased social media/newsletter promotion of engagement, that includes both data celebrations and areas of growth, and actions taken resulting from the efforts.</p>
2. List the strategies used to engage with focal students and families about the	Activities used to authentically engage with focal students and families include the JCSD Back To School Family and Community in-person/online school improvement survey-September, 2024; Warm Springs community input/Impact Aid data walk-October 24, 2024; Madras Latinx community engagement input data walk-January 28, 2025; and JCSD grades

<p>integrated plan throughout the planning process. (at least two strategies are required)</p>	<p>5-12 student listening sessions-December 9-16, 2024.</p> <p>Strategies utilized were face to face listening sessions, focus group data walk/input sessions, in person and online surveys</p>
<p>3. 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)</p>	<p>Activities used to authentically engage with JCSD staff include the JCSD/HDREN Staff Listening Sessions - August, 2024; the JCSD Leadership Strategy & Design sessions - September, 2024; and the JCSD Youth Truth staff online survey - October, 2024.</p> <p>Strategies utilized were collaborative design sessions, face to face listening sessions, and online surveys.</p>
<p>Outcome of Engagement</p> <p>4. 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.</p>	<p>This extensive community engagement process with over 1000 responses, along with staff comments, data, and survey results, helped define themes and areas of need for our Integrated Programs plan. In addition, we reviewed our student data which highlights areas of stability, areas of success, and opportunities for growth to help improve efforts to attain excellence and equity for all our students. Themes from the community feedback were presented to multiple groups to prioritize the list of key investments and areas for growth. The areas that surfaced for improvement were each considered and addressed within our list of priority needs.</p> <p>The greatest strengths identified by stakeholders:</p> <ol style="list-style-type: none"> 1. Classes and grades going well 2. After school activities 3. Great staff and school community 4. Communication 5. Opportunities for enrichment and hands-on learning at high schools. 6. Dual language programs 7. Counselors and mental health support available to students. 8. Language and culture incorporated into our schools. 9. Clean, safe facilities and schools 10. Increase of bilingual staff and supports <p>Recommended areas for improvement identified by stakeholders:</p> <ol style="list-style-type: none"> 1. Academic Support (both for students and for families to help students) 2. Improved communication 3. Language barriers in schools and programs 4. Better management, supervision, work around bullying and holding students accountable

	<ol style="list-style-type: none"> 5. Increase social and cultural understanding of communities and best practices 6. Higher standards and expectations, more rigorous courses 7. Students struggling with relationship with adults at school 8. Help for students with peers, friends or social issues 9. Help for students with stress, mental and physical health
--	---

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

<p>1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?</p>	<p>Several important systems are in place in JCSD that are helping us recruit, support and retain high quality educators and administrators, including those who are representative of our student population and community. JCSD has developed a recruitment process for educators of color which includes a presence at job fairs and universities that are located in regions where the population has demographics more closely matching ours in Jefferson County.</p> <p>We are recipients of the ODE Grow Your Own Educator Grant. Career pathways in this grant include the Native and Dual Language GYO program and the Early Childhood Education High School CTE Path in partnership with the Confederated Tribes of Warm Springs, George Fox University, and Central Oregon Community College. This significant investment has allowed us to create an early childhood education CTE program in our high school and provide dual credit core teacher ed courses at no or low cost to our students, staff and community members. This and other GYO pathways help ensure that our teachers are from our community and students see themselves in our teaching staff.</p> <p>Another important system is teacher induction & mentoring for all teachers in their first and second year in our district. The induction course centers around the study of Zaretta Hammond’s <i>Culturally Responsive Teaching and the Brain</i> and provides job embedded support for teachers.</p> <p>An additional support is a Perkins grant-funded, new CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their program of study area. We also provide sub/mileage reimbursement for learning walks for all CTE teachers.</p> <p>A tiered retention compensation plan is in effect for employees hired in hard-to-fill positions</p>
--	--

<p>2. What systems are in place to ensure that focal students are being taught by effective</p>	<p>We strive to have a highly qualified, caring, engaging, and experienced teacher in front of all students. There are a number of procedures in place to ensure that every JCSD teacher is qualified. These processes include monitoring of teacher licensure in partnership with Oregon TSPC, ensuring every teacher on a conditional license is also enrolled in a teacher preparation program, and coordinating a robust Grow Your Own program focused on preparing future teachers</p>
---	---

<p>and highly qualified teachers as frequently as other students?</p>	<p>who represent the diversity of our students.</p> <p>Our school administrators implement a number of strategies to prevent students from having ineffective, inexperienced, or out-of-field teachers. These include placing our most experienced teachers in courses where students have the highest needs, as well as providing both school level and district professional development regarding research-based instructional strategies. Teacher shortages have impacted our once deep applicant pools so we have created systems to support teachers that are new to the profession. Our teacher induction and mentoring program supports all teachers in their first and second year in our district. This program includes weekly check-in with a mentor, individualized support plans, and monthly professional development with other new teachers in our district. We employ four Special Education Instructional Coaches/Behavior Specialists to provide special education teachers mentoring that helps support them in meeting the unique demands of teaching students with disabilities. With this comprehensive mentoring program, even if a teacher is new, we know that they are equipped with the tools, strategies, and support necessary to properly teach all students.</p>
<p>3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.</p>	<p>Our schools have a variety of structures in place in their MTSS for behavior to analyze disciplinary referrals, suspensions, and expulsions. These include the use of data collection tools to keep track of disciplinary incidents and often include the type of infraction, response and outcomes of interventions. All schools use two features of our PowerSchool SIS. State reported offenses that lead to suspensions and expulsions are tracked in the State Reported incident feature, and less serious referrals and behavior issues are tracked in the Log Entry PowerSchool feature. Both allow for disaggregating information by focal groups.</p> <p>We also have schools in our district that use the PBIS School-wide Information System (SWIS) that allows schools to collect behavior referral data and make active, data-driven decisions. This system also allows disaggregation of information by focal groups.</p>
<p>4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?</p>	<p>JCSD has staff in schools that support students and families who are transitional between long term care and treatment, youth correctional education programs, and juvenile detention education programs. Supports for all students in our district are individualized based on student need. Each of our schools has a full time counselor on staff, behavior programs, and facilitates multi-tiered systems of support for academics and behavior. Our Warm Springs K8 school has a mental health specialist on staff, we have a drug and alcohol counselor that serves all our secondary schools, and we host a Mosaic Medical student clinic on campus at Madras High School, that provides mental and physical health support. We have a number of valuable community partnerships that also help support our students in schools: Community Counseling by Best Care, Jefferson County MDT, and the Jefferson County Prevention Task Force.</p>
<p>5. How do you support students and families in the</p>	<p>JCSD integrates support for students prior to kindergarten. We offer a “Jump Start” summer acceleration for kindergarten students. This program provides a three week orientation experience in August, and familiarizes students with their</p>

<p>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?</p>	<p>school's campus, key staff members, daily routines, and school expectations. We are in year four of offering preschool classrooms to our community through the Preschool Promise Grant. 36 students participate in the program housed at Madras High School. Each spring, our fifth graders spend a day at the middle school becoming acquainted with school and staff. In the fall, we bring 6th graders to school a day early for WEB (Where Everyone Belongs). Students are given an additional opportunity to meet staff and participate in engaging community building activities.</p> <p>In August we host a 3-week Summer Bridge program for 9th graders. The focus is on building community, self-awareness, and leadership through Decision Skills training. The 9th graders also begin school a day early, and are hosted by Link Crew mentors. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout their 9th grade year.</p> <p>Transition from high school to postsecondary success is individualized to students' unique goals. The high school has a Future Center with a full-time coordinator, graduation coach, and two counselors. The staff works collaboratively with each student to develop their postsecondary education plan, visit and apply to colleges/trade schools, and assists with scholarships.</p>
<p>6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.</p>	<p>In Jefferson County School District we utilize Naviance, a comprehensive college and career readiness system that helps us align student strengths and interests to assist students in reaching their goals for career and post-secondary. Naviance serves as a career navigation tool providing information on employment outlook, education/training, and skills used on a daily basis. We have Naviance in place for our grades 6-12 students.</p> <p>Our schools promote CTE programs and course offerings prior to forecasting classes each year. Regionally, we support informational videos, 8th Grade CTE Days, and various other CTE recruitment opportunities. These allow all students to see and get a hands-on feel for what CTE programs have to offer as well as to see what careers they could move into upon completion of the CTE program or after additional postsecondary training/education.</p>
<p>7. For districts required to</p>	<p>Our Central Oregon school district is unique in its diverse regional and demographic makeup. We encompass Metolius,</p>

<p><i>engage in Tribal Consultation only:</i> 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.</p>	<p>Madras, and Warm Springs; the Confederated Tribes of Warm Springs; and the Big Muddy-Washington Family Ranch. Of our 2,740 students, 35% are Native American, 32% Latino, 31% White, and 2% Other.</p> <p>JCSD provides new teacher induction and mentoring for all district educators in their first and second years of employment at JCSD. For first year teachers, this includes a week long August induction, ongoing monthly meetings and side by side job embedded mentoring in schools. One of the primary induction and mentoring outcomes is to orient teachers new to our district, area, and community to bring about an awareness of how to best meet the needs of students in our unique communities. Topics include helping teachers understand and embrace the diverse culture of the school district, connecting students' in-school experiences with out-of-school living, assisting teachers in building their cultural sensitivity and awareness, as well as helping to build their teacher tool kit with culturally responsive teaching and trauma informed practices. We also focus on strategies for engaging with families, and building family/school partnerships that demonstrate honor and value for all.</p>
---	--

Early Literacy Inventory and Prioritization (250 words or less per question)	
<p>1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory.</p>	<p>No changes-See Program Review SmartSheet link</p>
<p>2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)</p>	<p> <input type="checkbox"/> <i>General Fund</i> <input checked="" type="checkbox"/> <i>Student Investment Account (SIA)</i> <input type="checkbox"/> <i>State School Fund (SSF)</i> <input checked="" type="checkbox"/> <i>Title I</i> <input checked="" type="checkbox"/> <i>Title II</i> <input type="checkbox"/> <i>Title III</i> </p>

	<input type="checkbox"/> <i>Title IV</i> <input type="checkbox"/> <i>Other</i>
<p>3. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)</p>	<input type="checkbox"/> <i>Hiring</i> <input type="checkbox"/> <i>Purchasing Curricula & Materials</i> <input type="checkbox"/> <i>High-dosage Tutoring</i> <input type="checkbox"/> <i>Extended Learning Programs</i> <input checked="" type="checkbox"/> <i>Professional Development & Coaching</i> <input type="checkbox"/> <i>Other Purposes</i>
<p>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:</p>	<input type="checkbox"/> <i>Have the lowest rates of proficiency in literacy of elementary schools in the district;</i> <input checked="" type="checkbox"/> <i>identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;</i> <input checked="" type="checkbox"/> <i>have literacy proficiency rates that have not recovered to pre-pandemic levels;</i> <input type="checkbox"/> <i>have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.</i> <input type="checkbox"/> <i>N/A if you have only one elementary school</i>
<p>7. List the elementary schools that are receiving Early Literacy Funds or resources, and the approximate percentage of funds going toward each.</p>	<p>JCSD schools receiving Early Literacy Funds are Madras Elementary School-25%, Buff Elementary School-25%, Metolius Elementary School-25% and Warm Springs K-8 Academy-25%. Each school receives .5 FTE funding of their literacy coach.</p>

<p>Feedback: How can ODE support your continuous improvement process?</p>	
<p>Regionally, over \$100,000 ESD/SSA technical assistance dollars were used to support our engagement efforts, the writing and reporting tasks for the 23-25 biennium, and coordination of engagement, planning and writing for the 25-27 Integrated Programs application. The addition of an integrated guidance TOSA (Liaison) through the Jefferson County ESD has been an invaluable partner for us in development of this integrated guidance. It would be beneficial if ODE could increase their commitment to the financial lift of these engagement efforts, completion of the full application and budget requirements, and</p>	

completion of reporting obligations. Additionally, continued development of processes for sharing best practices would be beneficial to our district and region.

Plan Summary: (500 words or less): 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.

JCSD is a Central Oregon district that includes Metolius, Madras, and Warm Springs; the Confederated Tribes of Warm Springs; and the Big Muddy-Washington Family Ranch. We have 10 schools: (2)high schools, (1)6-8, (2)K-8, (3)K-5, (1)pre-school and (1)K-12 online. Of our 2,740 students, 35% are Native American, 32% Latino, 31% White, and 2% Other. Our diverse population combined with persistent barriers associated with poverty, and the fact that segments of our population have historically been underserved, directly impede our students' academic success. Not all JCSD students have the same access to equitable education, as our disaggregated data reveals disparities between the academic achievement of student groups. The work of transforming our education system to create an equitable and personalized experience for all students is an extensive and ongoing process. JCSD's plan celebrates our areas of strength of 9th grade on track and four and five year graduation rates, and will continue to build upon them. We will use the next biennium's IP funding to sustain impactful investments from our 2023-25 plan and add new investments based on our needs assessment and community feedback. The identified needs and the investments we will make to address them are described below. (T) indicates the activity is in tiered planning which allows us to proactively anticipate and consider future modifications.

To meet priority need #1-Student mental and behavioral health:

*School counselors, FAN Advocates, health room assistants, behavior and special education specialists, and (T)special education/behavior support FTE.

To meet priority needs #2-Academic achievement, rigor, and reduction of academic disparities for our focal group students, with specific focus on K-3 literacy; and #3-Continued implementation of job embedded professional learning communities for staff:

*School instructional coaches/interventionists, K-2 early literacy coach FTE, CTE coordinator, district AVID coordinator, data dashboard/early warning system, Future Center coordinator, Native American Liaison, graduation coaches, Naviance counseling/career software, professional learning, PLC facilitators/school learning coordinators, COCC dual credit contracted services (T)K-2 class size reduction, (T)AVID and PLC professional learning

To meet priority needs #4-Expanding offerings to enhance the well-rounded education of our students, and CTE goals that include developing more fully the academic knowledge and technical skills of secondary students:

*Elementary music teachers, CTE teachers, land lab lease for agriculture students, Extended Learning Programs director, (T) additional elementary music teacher and CTE teacher

To meet priority need #5-Continuing to enhance the safety and security of our schools:

*Districtwide behavior support and special education specialists FTE, (T)districtwide behavior and special education support FTE

To meet priority need #6-Supporting authentic incorporation of culture and language:

*Native American liaison

Our ongoing commitment to the investments outlined above will assist us in work toward addressing our co-created LPGTs, as we take necessary steps to focus on improving early grade literacy progress (LPGT measure - 3rd grade reading), number of high school students staying on track to graduate (LPGT measures - ninth grade on-track, and four & five year graduation rates) and increasing the number of students who regularly attend school (LPGT measures - regular attenders).

Links and Attachments:

1. [Outcomes and Strategies](#)
2. [Integrated Planning and Budget Year 1 \(2025-2026\)](#)
3. [Integrated Planning and Budget Year 2 \(2026-2027\)](#)
4. [Equity lens utilized](#)
5. [Tribal Consultation Worksheet](#)
6. [Affirmation of Tribal Consultation](#)

Assurances:

- You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
- You have taken into consideration the Quality Education Commission (QEC).
- Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
- Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- Each of the SSA plans were reviewed as part of your strategic planning.
- You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.
- Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

- You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
- You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
- You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- If literacy funds are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
- You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.