

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

Please make a copy of your application template.

Needs Assessment Summary

1. Describe 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. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Due to the size and location of our district and strong community involvement with our school, the needs assessment process is an ongoing living conversation with rich dialogue in multiple arenas throughout the year. With four out of five board members as parents of our eleven students, it makes our monthly board meetings filled with discussion around our student and school needs. This discussion is based on data but with sensitivity to protect student identification and observations that informs us all on making equity based decisions on strategic planning and resource allocation. In addition, our community events are attended by the whole community. Staff, students, parents, and board members work side-by-side at multiple gatherings throughout the year. As a community we are in constant communication in regards to our school needs. Areas we are focusing on are educational experiences outside of our community and social/peer interactions.

Equity Advanced (250 words or less per question)

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

When reviewing our equity lens tool we decided to concentrate on our two main barriers to providing an optimal education to our students. Those being our geographical isolation and student population size. Our plan has activities in place that address limited access to educational and social experiences from living in a remote area. Our hope is that providing extra opportunities to learn and experiences will remove those barriers for all students.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

We rely heavily and appreciate the Eastern Oregon REN and the professional development they provide and support. Adel takes advantage of the EOREN's rural collaboratives, Step Up to Writing, and other PD. We use the ESD to provide additional support and training in the RTI process and Character Strong program. Staff is currently enrolled in a conscious discipline training. The district supports training in Dyslexia and attending conferences for a staff member regularly.

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

We provide transportation and/or cover fees as necessary for all students for school and events out of town. We are a school district of 11 students k-8, in an isolated supportive community that acts as a family. We carpool, provide summer transportation to town for activities, and support youth programs by offering school district space for the activities.

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

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

We are working on implementing our new curriculum with fidelity and are looking to add a para. This para will potentially support early literacy work by supplementing our 2 certified staff either through tutoring or allowing certified staff to work with students more directly with early literacy.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning.

No narrative response required. A Smartsheet link will be provided.

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? ☒

Adel School aligns our curriculum with the state approved curriculum and are current on the state's curriculum adoption schedule. We utilize and partner with our ESD curriculum specialist to ensure our curriculum is exemplary.

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

Students are routinely screened and data is collected on each student's progress. School staff along with ESD specialists collaborate to drive the instruction to meet each student's needs. Our district/school screens three times per year using 3 different platforms to better triangulate the data, ensuring quality instruction. Targeted progress monitoring is applied as needed to ensure

instruction is challenging and meaningful. Teachers are well aware of the culture of the community and families. This allows instruction to revolve around the students' experiences and lifestyle. Understanding students' learning styles allows teachers to utilize multiple presentation mediums (print, audio, video) to engage all students.

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? ☒

The school is the community center and events are well attended by all families of the community even those whose children never or no longer attend the school. All families are close and do things as a group. There is an EOY BBQ planned and all neighbors attend along with our Christmas Play. The school board prepares and cooks a full course dinner for all community members for the Christmas play..

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

We have a small library, in addition we regularly purchase new books each year. We contract with the ESD for a certified librarian to visit our school and give us support and feedback on our Library, there are quarterly meetings with this librarian. This spring/summer we will apply for a library grant which will allow us to improve our library.

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

Utilizing our SEL specialists from ESD, this specialist is in direct communication with our staff regarding student SEL needs as well as addressing specific student needs in regard to students who experience depression, anxiety, stress, and challenges with dysregulation. This specialist serves not only as the direct line for teachers regarding effectiveness but is also the implementer/teacher of the district's SEL program and adjusts the program as necessary.

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? ☒

Staff is knowledgeable with all standards in all disciplines. Students are routinely screened on standards, and data is collected on each student's progress. Our district/school screens three times per year using 3 different platforms to better triangulate the data, ensuring quality instruction. Students who are identified as needing intervention are discussed at staff meeting and an individualized instruction plan is put in place. We use the RTI model to work our interventions in areas that are needed by the student. After 6-8 weeks of interventions, screening is redone, and adaptations to the RTI plan are made. Our district follows policies and procedures in place that allow students to move at an academic pace that meet their needs. Our curriculum was selected for its ability to allow the students pace to not be a barrier to learning no matter the focal group. For students who have exceeded standards, Adel teachers look for ways to integrate their talents and skills into engineering projects, as well as presentations for the community. We also recognize that students who exceed literary standards and work with community partners to gain experience in using their abilities. We support and compete in the EOREN math and science challenges yearly, and our EOY field trip is an educational themed event. We are currently moved into our new STEM lab and are working diligently to obtain funds to purchase STEM curriculum and equipment.

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?

As a small school in a rural isolated community our school is the center of the community. Seven out of the 11 students' parents are on the school board. We have regular student presentations at board meetings, and the whole community shows up for school events. We have 100% participation at parent teacher conferences.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)
- Students of color and families of students of color

- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____

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

The school hosts events such as our winter program that puts students, staff, board, parents and community members together. These events can be assessed and conversations take place at an anecdotal level that look at the needs of the district with results/feedback being addressed at board meetings quickly and directly where board, superintendent and staff are present. Such events give the board a good perspective of what is taking place in the district and working with the administration and staff on how best to address areas of concern. These events cross all focal groups and often provide food and babysitting in order to allow involvement for families. In addition, our certified staff hold parent conferences with notes being taken that allow for direct feedback on particular students' needs as well as addressing district critiques from the parent perspective.

4. 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.)

The staff are closely involved in all school engagement as there are only two certified teachers and classified staff, due to the small rural nature of the district. The staff are constantly being looked to provide real time feedback as to the needs of the district and the students it serves.

Evidence of Engagement

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

5. Explain the artifacts submitted and include who was engaged and the learning from these artifacts.

There are fliers for events and board meeting minutes where the events and/or engagements are discussed and analyzed directly. As well as the parent conference notes for each of our students as recorded by the certified staff. These artifacts represent the transparency, involvement and connectedness the school has to the community. The school allows the parents, board members and administration to be closely connected to the students' learning in order to allow for direct knowledge of how their students are educated and provide real time feedback. SEL needs of the students are still a priority, parents enjoyed the support of the district in extracurricular programming, kindergarten transition programs needs to be maintained and continue working on addressing the needs of students on IEP's

Outcome of Engagement

6. 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.

We will need to continue to support much of what is already being done with our grant dollars in regard to programming supported by SIA funds. In addition we may look to add additional support staff to better equip teachers with addressing the high number of IEP students for such a small ADMr.

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

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

As a one-room school district with 11 students, which is located 45 minutes from the nearest town and over two hours from the nearest traffic signal, our logistical practices will not match those of other districts. We are currently staffed with two K-8 teachers. And two staff members who work with our four students in our transition program. The district relies on their local and regional resources to support their staff. Lake ESD and the Eastern Oregon REN provide support for teacher retention in the form of quality PD and mentoring when needed. Our population size and geographic isolation allows us the opportunity to individually know and support our students and staff at a very high level that is not necessarily obtainable at other districts. If a student, staff, or community member sees or has a need the district is able to provide the necessary resources and means to meet that need. The district is supported by the ESD for any special student services needed by certified teachers. All students receive the same opportunities from the same staff everyday of the year.

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

Adel Staff has multiple procedures in place that allow students to understand the expectations and classroom culture. The procedures are practiced and modeled throughout the year. Students are reminded and practices are reinforced as needed. Utilizing our SEL specialists from ESD, students are knowledgeable about alternative measures of self regulation. This allows teachers to keep students in the classroom at all times. We have a safe space in our classroom that students can retreat to when they feel they need a break. Because of our small size, staff to student ratio, and community environment we have little to no major discipline issues. We have yet needed to address student behavior at a level that would require suspensions or expulsions.

3. ☒ 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, including any guidance, counseling, and connections to education plans and profiles. ☒

Our summer program encourages students to look into career exploration through various community partners sharing skills in week long classes. We do various activities for STEAM and STEM that would allow students to see the use of knowledge in career type situations.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

NA

Early Literacy Inventory and Prioritization

1. ~~☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up to date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). No narrative response required.~~ ☒
2. ~~What is the name of the funding source for the 25% match for early literacy? (check all that apply)~~

- ~~• General Fund~~
- ~~• Student Investment Account (SIA)~~
- ~~• State School Fund SSF~~
- ~~• Title I~~
- ~~• Title II~~
- ~~• Title III~~

- ~~• Title IV~~
- ~~• N/A (less than 50 ADMw, no match required)~~
- ~~• Other~~

~~3. If you answered "Other" on #2, please describe below:~~

~~4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)~~

- ~~• Hiring~~
- ~~• Purchasing Curricula & Materials~~
- ~~• High Dosage Tutoring~~
- ~~• Extended Learning Programs~~
- ~~• Professional Development & Coaching~~
- ~~• Other purposes~~

~~5. If you answered "Other" on #3, then please describe below:~~

~~*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades*~~

~~6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:~~

- ~~• Have the lowest rates of proficiency in literacy of elementary schools in the district;~~
- ~~• identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;~~
- ~~• have literacy proficiency rates that have not recovered to pre-pandemic levels~~
- ~~• have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.~~
- ~~• N/A if you have only one elementary school~~

- ~~7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School –xx%]. (write N/A if you have only one elementary school)~~

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Continuing to support small rural remote districts with ODE staffing. Direct ability to contact ODE(grant managers and regional coordinator) with needs has been a huge positive for us. We appreciate the ability to address the needs of our students and staff in a unique way that allows us to be as successful as we are. We continue to ask that ODE understands and appreciates the unique environments of rural frontier schools.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)

Our plan specifically addresses the needs of a small rural school district that is in an isolated community. We are using funds by supporting the staff and curriculum in our transition school by purchasing a curriculum that is the same with our K-8 school and increasing the school week by one day. In our school we are using funds by supporting the staff and the students by providing enriching experiences outside of our communities that promote education learning and social/peer interactions. With our small staff-student ratio 4:11, we are very capable of monitoring our students and their progress towards their needs in regards to programs.

Links

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

Attachments

1. Equity lens utilized
2. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Each of the SSA plans were reviewed as part of your strategic planning.
6. 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.

7. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
8. 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.
9. 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.
10. 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.
11. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
12. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
13. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.
14. 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.