



Needs Assessment Summary

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

Our comprehensive needs assessment is an ongoing process that includes reviewing and analyzing student data using common metrics such as regular attendance, 3rd grade ELA, 9th grade on-track, four-year graduation and five-year completion. We review and analyze specific High School data, such as CTE participation and labor market trends, to engage stakeholders such as business, post-secondary and industry around quality, impact, and program alignment. District administrators have met with the principals from our four schools currently in targeted improvement status to identify priorities.

Using our equity lens, we target resources to invest in programs and program areas that specifically address identified gaps for historically underserved students. Key to the needs-assessment process is ongoing family engagement, including gathering input and offering culturally responsive activities and opportunities. This work aligns with our Strategic Plan and Equity Plan.

We implemented the following community engagement strategies to enhance the needs assessment process and make progress toward the four common goals of the Aligning for Student Success Plan (Integrated Plan), including Equity Advanced, Engaged Community, Well-Rounded Education and Strengthened Systems and Capacity. The strategies aimed to collect authentic and meaningful feedback from all stakeholders.

First, we conducted an online survey, receiving more than 2,000 responses from students, families, staff, and community members. Commonly identified strengths included school culture, commitment to equity, and supportive learning environments. Commonly identified areas to improve included clear and shared focus and parent/community engagement. Other areas for improvement included high academic expectations, relevant learning experiences, safety, and career exploration options (CTE, STEM, electives, etc.)

Second, we facilitated 12 community forums, attracting 53 participants, to share information about what we currently offer through the programs housed under the Integrated Plan, as well as collect participant feedback about our strengths and areas for improvement. Three of the forums were for the general public; the remaining forums were for culturally specific groups, including Latinx, Spanish, African-American, Somali, Slavic, Vietnamese, and Chinese.



Among all community forum groups, the areas primarily identified for investments included student safety, social-emotional and mental health supports, electives and career explorations, and improved communication. Specifically, suggestions for improvement included:

- adding supports to reduce school bus related harassment/bullying
- adding fences/gates around schools
- adding more electives and exposure to career pathways
- adding more credit recovery classes for 11th and 12th grade
- clarifying consequences for behavior issues and consistent implementation
- reviewing district and school websites to ensure consistency and accessibility
- adding supports for recently arrived English learners

Third, we reviewed 2021-22 YouthTruth school climate survey data. Students and families highly rated characteristics such as relationships and academic excellence; lower rated characteristics included safety and school culture.

Finally, our leadership met to review the results of our community engagement analysis and compare results to recent trend data in the five common metric areas as well as specific high school data as mentioned. Our board met to review our Integrated Plan and Budget on February 9, 2023 and to review it again and approve it on March 9, 2023.

Plan Summary

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

Through the needs-assessment process, we identified several priorities which will be addressed in our Integrated Plan and Budget:

- Ensure optimal class sizes to address the need for more productive learning environments and deeper connections and relationships with students to improve academic and social-emotional learning. We will focus on engaging, rigorous, and culturally responsive teaching practices by investing in key staff such as additional elementary teachers and instructional assistants, including for structured learning classrooms
- Recruit and retain highly qualified instructional assistants to address the dire need for more support staff. A formal training program will provide initial and ongoing training and mentoring



- Improve graduation rates, on-track to graduation status, dropout prevention efforts, college and career readiness, college level opportunities, and academic success, particularly through participation in CTE. Key staff include but are not limited to: Graduation Mentors, Transition Mentors, a Re-Engagement Specialist, a Data Analyst, CTE Teachers, Social Workers and Media Specialists. We will:
 - cultivate community, post-secondary and business partnerships;
 - foster positive adult-student and peer mentoring strategies (especially for freshmen);
 - invest in industry standard equipment and facilities;
 - encourage participation in summer programming for core and elective classes
 - provide social-emotional support; and
 - recruit more students to CTE, advanced placement and college-level courses, including those who have been historically underserved
- Strengthen community partnerships and increase learning opportunities, e.g. through Schools Uniting Neighborhoods (SUN) in partnership with Multnomah County and culturally responsive community organizations such as IRCO who provide after school programming, targeting students needing the most academic assistance, including students who have been historically underserved
- Provide a well-rounded education through investments in physical education, health education, and our Community Sports and Recreation program
- Address the need for health and safety, including mental and social-emotional health, by having counselors in all buildings
- Implement highly effective school improvement strategies and resources

Data teams at the district and building levels will monitor progress for continuous improvement and make adjustments to the Plan as needed. These include but are not limited to staff such as: Cabinet, Principals, Data Analysts, Re-Engagement Specialists, Graduation Mentors, counselors and teachers.

Equity Advanced

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

There are strengths in terms of equity and access from a district-level down to a program level.

The Director of Equity and Inclusion expanded the Grow Your Own program, in partnership with higher education and MESD. The program recruits, trains and retains educators of color to ensure staff reflect our diverse student body. A Staff of Color Affinity Group meets with leadership to ensure their voices are integrated into decision making and support new educators.



The Equity Department conducts Town Hall interviews with principals and building Equity Leaders where staff discuss their building's school climate, needs and equity goals. Staff continue to participate in Diversity, Equity and Inclusion (DEI) professional development.

As an example of program-level equity and access, the Community Sports and Recreation program has been blossoming with SIA funds over the last few years. Per the Program Coordinator:

"We went from one middle school team for three schools to three teams, one for each school. We have over 600 kids signed up for basketball...One student who [doesn't speak] joined a fifth-grade basketball team. He is progressing and learning how to communicate with his teammates and coaches. We have a student with Downs Syndrome playing on a team and loving every second...Community Sports and Recreation helps to put our kids on a good trajectory socially, emotionally and physically."

2. What needs were identified in your district or school in terms of equity and access?

The following are examples of needs identified in our district in terms of equity and access. We will build on our foundation of support for all areas:

- Increase exposure to career pathways, invest in CTE resources and electives to create relevant and interesting learning experiences for all students, and increase the number of historically underserved students in CTE programs.
- Add support for recently arrived English learners. Currently, the Multilingual Programs and Equity Department employs specialized staff, including interpreters, translators and Family Navigators to assist families and students with a variety of educational needs as well as wraparound support, e.g. connections to culturally responsive community-based organizations, e.g. IRCO and Latino Network, providing assistance with basic needs as well as parent cafes and family nights.
- Review district and school websites to ensure consistency and accessibility. Currently, counselors funded by the SIA grant have worked to update their counseling webpages and promote services. For example, Floyd Light Middle School's counseling webpage <https://sites.google.com/ddouglas.k12.or.us/flmscounseling/home?pli=1> explains which services are available and how to access them.

3. Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

The DDSD Equity Lens is on pages 17-19 of our [District Equity Plan](#).



4. Describe how you used this tool in your planning.

The School Board Racial Equity Committee examines racial equity and recommends policy action. The Committee drafted a five-year Equity Plan approved by the Board in 2019. Included in the District Equity Plan is the Equity Lens (see pgs. 17-19).

The Equity Lens is used as a guide for making decisions. It considers the following:

- Alignment with the District's mission and vision
- Systems of oppression that may exist
- Positive and negative effects on populations affected
- Unintended consequences
- Ignoring or worsening the situation
- Inclusion of affected population in the decision-making process
- Other possibilities explored
- Sustainability

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

The potential impact of DDS's strategic investment is ultimately an increased graduation rate for all groups, reduced academic disparities among historically underserved groups (closing the opportunity gap), and a positive perception of school culture.

Monitoring for continuous improvement will reveal how investments are impacting target groups so that decisions do not ignore or worsen existing disparities or produce unintended consequences. This includes collecting data on race, ethnicity, native language, etc. Various school leaders and staff have also been assigned diversity, equity, and inclusion (DEI) action items per the Strategic Plan. Outcomes and feedback from all types of students and families, regardless of background, will illuminate how we may modify strategies to better meet needs.

6. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The greatest barrier we face which could negatively impact our ability to meet the longitudinal growth goals is staffing. Many of the positions we will invest in have been challenging to fill, as neighboring districts are hiring similar positions and the job market is very competitive. Another barrier is establishing the professional development time necessary to implement programs with fidelity over time.



7. What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Annually, counselors, secretaries and administrators complete training to identify students experiencing homelessness. Employees are also required to complete an online SafeSchools Training on McKinney-Vento, the federal funding that ensures homeless youth have the same equal access to education as other students, including how to discreetly report on a student's living situation.

Annually, counselors check in with families previously identified as experiencing homelessness to determine if they need support. For new students, the registration form has key questions for follow-up identification. Our McKinney Vento Liaison and building counselors work with families to connect families to basic needs and wraparound support. The liaison also facilitates a county McKinney Vento Liaison meeting to stay current on training, share resources, and engage in networking to support students moving within the county.

CTE Focus

1. What strengths do you see in your CTE Programs of Study in terms of equity and access?

Each fall, CTE teachers meet to review their program data from the Achievement Data Insight (ADI) system. This year, they noted strengths and areas for growth in their programs of study in terms of equity and access and compared the data to 2019-2020. In general, the High School has also intentionally increased representation of non-traditional participants in its CTE promotional materials (videos, newsletters, banners and fliers). Additionally, students express their interests and requests that help to inform the creation of the High School master schedule.

With HSS and other funds, we have successfully operated a middle school CTE camp for the past several years, introducing younger students to CTE as they rotate through different hands-on activities such as culinary, engineering and construction. The camp is free, including entry, food and transportation, reducing barriers to access for all students. Students complete a survey where they can provide feedback for continuous improvement.

CTE teachers have noted these strengths:

- The number of female-identifying students participating in the Automotive program of study has increased by three percent since school year 2019-20
 - The change of the course title from Automotive 1 to Basic Automotive Care could be a contributing factor to the increase in female-identifying student participation
- Female-identifying student participation has increased by two percent in Metals Manufacturing (there is a female-identifying teacher for this program of study)



- African American student participation has increased from 2.8% to 5.8% in Computer Information Systems
- There are more female-identifying students represented in Technical Theatre (66.7%) than the total high school population (47.6%)

2. What needs were identified in your CTE Programs of Study in terms of equity and access?

CTE data analysis has allowed the High School to identify needs in CTE Programs of Study in terms of equity and access. These include:

- Increasing access for non-traditional students at the middle school level to CTE programs of study
- Increasing access for male-identifying students (currently 22.7%) for the Health Sciences program of study
- Increasing access for male-identifying students for the Education program of study; a new secondary education class has the potential to attract this population

3. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

The David Douglas High School is a large, comprehensive high school fed by three middle schools. Middle school and high school staff collaborate to intentionally design and implement inclusive and equitable recruitment strategies. Experiential learning is a cornerstone of the recruitment strategy for middle school students. Career exploration and individualized academic counseling for all students supports high school students in pursuing CTE coursework. Some examples of recruitment strategies include:

- One-week eighth grade Coding Camp held prior to ninth grade forecasting
- Sixth grade CTE after school open house
- Career Center and CTE Coordinator attend middle school career fairs
- Annual CTE Summer Camp for middle school students
- Career Center programming (including two, full-time support staff and coordinator)
- Advisory forecasting goal setting
- Diverse marketing strategies including a CTE video, CTE program-specific banners, and newsletters
- Culturally-specific parent events/nights
- Student-friendly [Program of Study flow charts](#)
- Link Crew student leadership program promotion of CTE programs to ninth grade students in Advisory classes
- Inclusion of high school counseling staff in CTE professional learning through CTE-specific conferences
- Translating documents in our district's top five languages



4. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Through HSS and other funds, we have funded, and are dedicated to, continued professional development in culturally affirming teaching strategies and restorative practices to reduce implicit bias among faculty and staff. By mitigating implicit bias and promoting educational equity, students will have access to highly effective instruction and curriculum and will encounter fewer barriers to access accelerated learning and CTE. We have also committed to training staff in Restorative Practices and Relationship-Centered Learning as presented by National Educators for Restorative Practices.

Additionally, CTE teachers will participate in a CTE-specific equity training presented through MESD in addition to the annual data analysis and program-specific professional learning that is supported by Perkins V and HSS.

Teachers and counselors work together to identify and reduce or eliminate potential barriers to participating in CTE. Individual forecasting appointments ensure students make informed decisions regarding their course selection process. Student-led conferences provide parents with the opportunity to look at their student's forecasted classes and discuss student career and educational interests. In addition, we have designed CTE facilities to have ADA-compliant workspaces.

Well-Rounded Education

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

We provide students with a well-rounded education through instructional practices, course topics, curriculum design and student skills development. The following programs and activities, provided through SIA funds, are important outlets in terms of physical and social emotional learning (SEL), wellbeing, and health and safety:

- Schools Uniting Neighborhoods (SUN) is a free, culturally responsive after school program for K-12 students. Activities vary by building and season, but prior examples include: gardening, arts and crafts, sports, and LEGO robotics. Partners include: Metropolitan Family Services; Immigrant Refugee Community Organization; Self Enhancement, Inc; El Programa Hispano Católico; Portland Parks and Recreation; Multnomah County; and the City of Portland. Most students who participate are at risk of academic failure and/or historically underserved



- Community Sports and Community Recreation are popular, well-attended physical education programs for third through eighth graders and include: football, volleyball, boys' and girls' basketball, wrestling and track. We provide staff and equipment as well as waives fees, eliminating barriers to participation, especially for historically underserved students
- We have invested in licensed PE teachers and specialists to ensure that elementary and middle school students get regular, weekly exercise and health content to address prevalent issues such as obesity and the need for SEL, including but not limited to increasing confidence and self esteem. We adopted the SPARK curriculum and schools have received the curriculum and training
- Middle School PE and Health Teachers cover the health triangle (physical, mental/emotional, social health), nutrition, disease, substance abuse, SEL, safety and sexual health. Skills-based learning includes decision making and self-management

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

We provide arts disciplines in elementary and secondary grades through integration of content and as separate classes:

- High School Fine Arts classes offer credits
- The High School Art Program develops students' understanding and skills. Students experiment with materials and develop a critical evaluation of the world and other artists' work. Classes include: General Art, Portfolio Studio Art, Adaptive Visual Arts, AP Drawing, AP 2D and 2D Art and Design, Jewelry, Crafts, Photography, Calligraphy, Ceramics, and Sculpture
- The Howard F. Horner Performing Arts Center is a state-of-the-art facility housing a renowned and comprehensive theatre program offering hands-on opportunities. Classes include: technical stagecraft, theatre history, dramatic literature, costume and make-up, directing and theatre management. The Theatre Department offers extracurricular activities such as student-directed one-act plays and large productions open to the entire student body
- High School music includes performances, listening, rhythm, and creative activities to assist students in developing attitudes of discipline and aesthetics, skills, and discrimination in listening. The Music Program offers knowledge of the fundamentals of form, harmony, phrasing, history, literature, and musician-ship. Classes include: Concert and Marching Band, Chorale music, String and Concert Orchestra, and Vocal and Instrumental Jazz studies. Band, orchestra and choir count as credited classes and are open to all students
- There are licensed music teachers in all elementary schools
- We offer instrumental music starting at fifth grade, and grades 5 through 12 offer band and orchestra



- Community partner Oregon Ballet Theatre provides summer programming and the SUN after school program provide arts

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

We employ two certified Librarians/Media Specialists and several Library Media Assistants (LMAs) to support all grade levels. They provide and maintain media services, including a strong digital component, to augment instruction. Media Specialists instruct students in the effective use of the media center, its materials and equipment. This includes research skills at appropriate grade levels. Media Specialists interpret the media program to students, teachers, administrators, and the community, and provide assistance to building staff.

Librarians participate in professional learning, e.g. through membership in the Oregon Library Association, to inspire lesson ideas and ensure best practices for the library's role in supporting students' education. LMAs receive individualized support from the librarians. At the elementary level, the LMAs deliver lessons aligned to National School Library Standards. Elementary students visit the library on a rotating basis, checking out books and engaging in lessons.

Library staff make book purchases every year to ensure there are new books for children as well as diversity in content so that children see themselves reflected in the literature. Staff work on special projects such as collaborating with the Title VI program staff, including the Director of Multicultural Programs and Equity, to enhance and expand the collection of K-12 books authored by Native Americans. Students can also use their student identification card at the Multnomah County Library to provide further access to a wide variety of materials. An Instructional Materials and Library Support Specialist assists librarians to order, catalog, and distribute books and repair supplies.

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

We ensure that students have adequate time to eat, move and play. K-12 students have a range of 20-35 minutes provided for lunch. Elementary students have PE classes up to three times per week; they also have recess. The District adopted the SPARK curriculum and all schools have received the curriculum and training. All fourth and fifth grade students swim at the David Douglas Aquatic Center as part of their PE curriculum.

We have recently expanded PE at the preschool level; children have access to PE two times per week. They play during the day, including on developmentally-appropriate outdoor play equipment. Middle school students alternate between health classes during part of the year and PE classes; they also have recess.



Out-of-school-time activities include: Community Sports and Community Recreation programs, swimming (including after school and during the summer), wrestling, basketball, football, track and field, volleyball and more. The SUN after school program also offers opportunities for movement. For example, this winter at Floyd Light Middle School, SUN is partnering with Chill-Portland, an organization committed to exposing youth to snowboarding.

High School PE classes provide students with opportunities for active participation, and to learn about mental, social and physical well-being in our society. The knowledge, social courtesies, and skills developed in games, sports and other activities, may be used presently and in adult life. Students may take up to two PE classes per semester. Students also have access to out-of-school time activities such as: athletic competition, rugby, swimming, football, wrestling and other activities.

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

We prioritize STEAM, a part of our [Student Achievement and Growth](#) mission and vision, by incorporating components at all grade levels. Key examples include:

- PK-5 garden programs in partnership with Grow Portland; fifth grade field trips in partnership with Zenger Farms; and a community garden at the High School in partnership with Portland Parks and Recreation
- Engineering design projects in elementary science curriculum
- Inquiry and research projects with science themes in elementary Language Arts curriculum
- STEAM is embedded in the 11 CTE programs of study offered at the High School which also reach down to the middle schools in the form of MakerSpaces, an annual CTE Summer camp, and Ninth Grade Counts summer programming. CTE programs feature hands-on learning, critical thinking, problem solving, and teamwork. DDS uses a variety of federal, state and local funds to support staff, professional learning, supplies and industry-standard equipment, construction/renovation and building community partnerships
- The High Cross-disciplinary projects in sixth grade with Science/Math (Alice Ott Middle School) and Science/Social Studies (Floyd Light Middle School)
- Cohort of cross-disciplinary teachers engaging in critical thinking and communication through writing Claim Evidence Reasoning at Ron Russell Middle School
- CTE and design courses related to STEAM at Fir Ridge (alternative High School) campus
- The K-8 summer school curriculum focuses on project-based learning and features a Camp Invention Curriculum as well as programming through partners such as the Oregon Ballet Theatre, Grow Portland and Outdoor School through MESD.



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

We follow a detailed process for ensuring the adopted curriculum consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards. As an example, here is the process for the Language Arts adoption beginning in spring 2021 and ending in August 2022:

- Adoption Committee is formed. Leadership includes the Director of Curriculum and Instruction, Assistant Director of Title Programs, Middle School Improvement Coordinator, and Online Curriculum Integration Coordinator. Third through fifth/middle school grade student survey is administered
- Summer book study for professional learning: “Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy,” by Gholdy Muhammad
- High school student survey administered; Grades 1 through High School student empathy interviews
- Anti-racist, anti-bias training; ODE vetting process; Science of reading; Review data and DDS priorities (based on surveys, interviews, DDS Equity Lens, research, trainings, ODE EdReports)
- Asynchronous Committee work that includes reviewing and ranking publishers
- In-person publisher presentations; Committee narrows down to two publishers to pilot
- Coordinate pilots (DPAs, demo accounts)
- Provide demo access to Board and community; publishers host informational sessions
- Teachers pilot five to eight lessons per publisher; collect stakeholder feedback (students in pilot, non-piloting teachers, and community)
- Curriculum consensus (review scoring rubric; review feedback)
- Present to Board for approval at Board meeting
- Negotiate contracts and order materials
- Optional training opportunities
- Training for teachers on adopted curriculum including aligning pacing of the curriculum to the standards and needs of the students

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

We use the Professional Teaching Standards outlined in the Danielson Framework. The heart of this framework is Engaging Students in Learning (Standard 3C), embedded in all Professional Learning (PL). Elementary schools have three dedicated instructional coaches to support language acquisition and development, instruction, and behavior support for all teachers. These roles include analyzing data and supporting teachers to engage every student, including those with disabilities. Secondary school teachers enhance engagement and the cultural relevance of lessons through regular PLTs and PL sessions.



We are an MTSS district with dedicated systems for data collection, analysis and data-based decision-making. This process reviews the strength of core instruction and if the instructional environment meets students' needs.

We ensure access to grade level content with proper scaffolding using the core adopted curriculum aligned to state standards. We take a student-centered and relationship-centered approach to ensure that students see themselves in the curriculum, are represented in the materials, that the classroom environments celebrate students and their culture, and the content is engaging. An example of a proposed class for next year is a science class on gastronomy for High School juniors and seniors that not only complements the CTE culinary program, but also engages students in hands-on activities through field trips, demonstrations, cooking, research, and application.

Administrators participate in regular and ongoing PL to learn more about culturally relevant teaching practices and are leading teachers in their building with this work. This includes setting measurable goals and providing timely feedback to teachers following classroom observations.

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

Our Early Learning Administrator oversees early childhood education and has more than 20 years of experience working with the Multnomah Early Childhood Program (MECP) across multiple districts. We were awarded a contract with the State to provide MECP regionally, ensuring early interventions and special education. As mentioned in the last question of Strengthened Systems and Capacity, we are on track to expand preschool to all elementary schools by fall 2023, as well as create a preschool center to serve students who will also roll up to our elementary schools.

The preschool design is grounded in research by childhood experts including:

- Inclusive setting for students with developmental disabilities
- Developmentally appropriate, state-aligned curriculum
- Child assessments
- Monthly family engagement activities
- More than 20 hours of annual professional development per staff member
- Competitive wages and benefits
- Nursing

We participate in the P-3 Schools Project, P-5 Home Visit Project, and Early Kindergarten Transition. Partners include the State's Early Learning Division, Multnomah County, Preschool Promise, Preschool for All, the Portland Children's Levy, other funding such as ESSER and culturally responsive community partnerships such as IRCO and Latino Network. The Mill Park Elementary preschool classrooms partner with ODE's Early Childhood Technical Assistance program (ECTA).



Early learning partnerships help close the educational opportunity gap, targeting families with a lower income, children with disabilities, and diverse families. In 2020-21, we opened our first bilingual (Spanish/English) preschool classroom at Lincoln Park Elementary, targeting native Spanish speakers. We currently serve 185 students who speak 22 different languages.

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

See response to “Strengthened Systems and Capacity,” question 7.

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

In addition to academic counseling and guidance, our data teams review and analyze academic data and Achievement Data Insight (ADI) data to track effectiveness of interventions for students who are not meeting national standards. These teams also implement activities that align with multi-tiered systems of support. The High School Success Team (teachers, administrators and relevant support staff) meets regularly to review data and determine if student interventions and supports are effective.

Students and families are involved in the evaluation of interventions and supports. Examples include: home visits, calls, one-to-one attention and relationship building, transportation to school, general health assessments, direct communication regarding expectations and conduct, and connection to school activities. Additionally, student-led conferences resumed in person this spring. Students and parents met with advisory teachers to review student progress towards graduation, reflect on the year, and determine the need for additional academic or social emotional support.

All students in DDSD are issued a Chromebook to support learning activities in academic and non-academic settings.

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

We continue to fund a robust Talented and Gifted (TAG) program at the elementary level. Students have the opportunity to attend full day TAG programming every other week throughout the year. At the middle schools and high school, Honors and Advanced Placement classes are offered to extend student learning and opportunities.



CTE Focus

1. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

We provide career exploration opportunities, career guidance and academic counseling before and during CTE enrollment. First, students are encouraged to access the on-site, comprehensive Career Center, open daily for students to explore opportunities such as career days and fairs, field trips, industry and work experiences, senior planning, financial aid (including loans and scholarships) and more. Career Center staff inform and recruit students for opportunities through social media, the High School's website, Advisory classes to share and present opportunities, visiting culturally-specific family nights, bulletin board/announcements, emails to families, and more.

Second, CTE instructors meet with counselors prior to forecasting. Instructors share changes that will help with forecasting and retaining students. Counselors meet with students through two individual meetings annually where they co-create a personalized plan. CTE students follow a specific scope and sequence of classes that is unique to their program of study.

Many CTE programs help to fulfill the requirement of a 1.0 Career Credit for graduation by offering mock interviews for the student's chosen program(s) of study. Students create an industry-explicit resume and interview with the High School's industry and business partners. Students have sometimes been hired from these encounters.

Finally, staff coordinate multiple opportunities for middle school students to learn about and get involved in CTE. This includes sending out forecasting information in our top languages, sharing a video of electives, including CTE to incoming ninth graders, and offering a fun, hands-on, annual CTE Middle School Summer Camp for rising seventh and eighth grade students.

2. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

In addition to the strategies listed above, the following includes methods of providing information to student focal groups and their families:

- CTE newsletters
- DDHS-specific newsletters
- ParentSquare messages sent in multiple languages
- Forecasting information sent to families in our top six languages
- Comprehensive School Counseling curriculum and meetings
- Culturally-specific parent nights / events



- Career Center staff and CTE Coordinator attending middle school events
- Eighth grade tours for all three middle schools
- Middle School Code Camp at all three middle schools
- Advisory classes and Student-led Conferences
- Ninth Grade Counts summer program offering CTE electives
- CTE Summer Camp for middle school students
- CTE programs featured on slides in cafeterias during lunchtime
- Culturally-specific afterschool clubs and extracurricular activities assist in advertising CTE classes (Black Student Union, Latinx Student Union, Indigenous Student Union, Pride Club, Asian Student Union, Mock Trial, Health Occupations Student Association (HOSA), and IRCO RISE)

3. How are you providing equitable work-based learning experiences for students?

All students enrolled in a CTE Program of Study have access to work-based learning through school-based enterprises and service learning opportunities including Dee's Corner Café, The Kilt student-run restaurant, DD Preschool, Natural Resources partnerships with industry business partners, Blood drive with American Red Cross, and theater productions. Additionally, in our work-based learning opportunities in Culinary Arts and Education, we pay for all program completers to earn post-secondary college credits.

Multi-tiered support staff, including special education case managers and counselors, coordinate with CTE teachers to ensure that multiple pathways for success exist in work-based learning experiences that meet the diverse needs of our student body. Teachers and administrators collaborate to create and implement culturally-responsive teaching strategies, curriculum, interventions, and assessments. Our CTE Programs of Study seek industry business partners that reflect our student population as well as historically underrepresented populations in their particular industry.

CTE Programs of Study also allocate resources equitably to provide every student with access to a high-quality curriculum, support, facilities, and other industry-related and educational resources. Additionally, teachers and administrators assess student achievement data to reveal the impacts of current budgeting to ensure programs, services and investments promote equity, improve participation, and support student leadership development.

4. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Students' academic and technical skills are improved in a variety of ways:



- Students that participate in CTE Programs of Study are challenged and engaged in college-level coursework and practicum (e.g. DD Preschool for Education Program of Study)
- The High School partners with several post-secondary institutions so that students can earn dual credit at no cost to them
- A few examples of subjects that constitute a well-rounded education include: digital literacy, algebra and robotics, Black and Latinx studies, and advanced math. The High School offers 11 CTE programs of study including: Automotive, Business Management, Computer Information Systems, Construction, Culinary Arts, Early Childhood Education, Engineering, Health Sciences, Manufacturing, Natural Resources and Technical Theatre.
- Students have access to industry-standard equipment to increase their proficiency in the skills that are specific to the industry that makes them instantly marketable
- Students participate in hands-on experiential learning
- Industry partners visit the campus, demonstrate skills and work with students; some also provide resources such as curriculum, donations, supplies and equipment

5. What activities will you offer to students that will lead to self-sufficiency in identified careers?

The High School offers activities and opportunities to students that lead to self-sufficiency in identified careers such as:

- Career and financial planning
- Career exploration within a program of study
- Mock Interviews
- Resume building
- Experience working on industry-standard equipment
- Project-based learning that builds soft skills needed in the workforce
- Intentional dual credit opportunities to ensure that students are gaining useful courses on their transcripts

6. How will you prepare CTE participants for non-traditional fields?

The High School prepares CTE participants for non-traditional fields in the following ways:

- There is overlap in the knowledge and skills included in CTE programs that allow students to experience different aspects of career pathways
- We intentionally focus on attracting students to our programs who might be considered non-traditional students, e.g. female students in traditionally male fields
- Middle school CTE opportunities and Ninth Grade Counts CTE expose students to non-traditional careers
- Marketing and promotional tools are inclusive and representative of all students
- Career Center events include non-traditional career organizations



- There is a continued effort to recruit and retain instructors that represent the student population and non-traditional careers

7. Describe any new CTE Programs of Study to be developed.

The High School currently has 11 programs of study at its single comprehensive high school and is not planning to add any additional programs at this time; however, trends, labor market needs, and student interest changes over time. The High School Leadership Team and CTE Coordinator will continue to look at data and analyze who is taking what type of classes and attempt to increase the number of underrepresented student populations served through intentional outreach and promotion. Including an interest survey for students in the forecasting process could inform future course decisions and planning so the High School can meet its goal of increasing the amount of overall student participation.

In addition, the District recently passed a multimillion-dollar bond that will in part be used to invest in a new Future Careers Center at the High School, creating a state-of-the-art facility for science, technology, engineering and industrial arts. This aligns with efforts to increase visibility and access to industry standard facilities and equipment for CTE programming.

Engaged Community

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

Community engagement is one of the four priorities described in David Douglas' Strategic Plan. Specifically, to foster a trusting, welcoming and inclusive community, we will empower families, community members, staff and students by providing equitable access for all voices to be heard, with particular focus on underserved families. The District's Equity Statement related to community reads: "Equity means all families and students feel heard and valued in our school communities, with special focus toward Black, Indigenous, and People of Color (BIPOC), and those striving for equal access." Using the levels of community engagement spectrum provided in the Aligning for Student Success guidance, our district has performed primarily at level 4.

Barriers to participation include time constraints of stakeholders as students, staff, families and community members lead busy lives with many obligations at school, work and in the home. For this reason, we created a variety of platforms for stakeholders to provide input, including online and in-person opportunities. In addition, opportunities to provide feedback are offered in a variety of settings and languages to encourage participation, including culturally specific events. We will continue to collect feedback from our students, families, staff, and community members to better understand the ways we are effectively engaging and ideas to improve our practices.



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

We will continue to cultivate partnerships for:

- Objective data analysis, e.g. with Multnomah Education Service District (MESD);
- Student and family groups such as the Black Student Union, Indigenous Student Union, Latino Student Union, groups for Somali and Muslim students, and parent groups such as PadresUnidos;
- Organizations leading equity work, best practices (especially culturally responsive practices), inclusion, diversity, and expertise in their fields, including but not limited to: City of Portland, Eastern Oregon University, IRCO, Latino Network, Multnomah Early Childhood Program, Metropolitan Family Services, Mt. Hood Community College, Multnomah County, Native American Youth and Family Center, Portland State University, REAP, Self Enhancement Inc., SUN, Trillium Family Services, Unite Oregon, and Warner Pacific University.

3. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

As other school districts can attest, collecting, analyzing and integrating stakeholder input is a significant undertaking, requiring time and resources of school staff as well as the groups for whom we are trying to engage. We appreciate the technical assistance that ODE and MESD provided throughout the process. ODE can support continuous improvement through ongoing technical assistance as well as additional resources, including funds to engage all groups.

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

We ensure the safety of community members and partners, and welcome them in several key ways:

- Regarding Covid-19 and other risks, we partner with MESD and follow their Communicable Disease Management Plan. We also follow ODE and OHA guidelines.
- The Multilingual Programs and Equity department's staff engages families and community partners on a daily basis to keep them informed, invite them to activities and events, listen to and address their concerns, and obtain feedback for decision making and continuous improvement.
- We use emails, robocalls, social media and ParentSquare for safety alerts and to engage families.
- Staff, including community partners, have badges. All visitors are required to sign in.



- With bond funds, we will expand double-entry vestibules and update intercom and fire alarm systems.
- Secondary schools have campus monitors and we partner with a security company after hours.
- Contracts with community partners keep their members and our students and members safe
- Key staff use radios and are trained in Building Safety Plans.
- We use [SafeSchools](#) (now Vector Solutions), a school-related, mandatory, safety training system for employees and volunteers to complete annually. Topics include but are not limited to child abuse, sexual conduct, cyber bullying and homeless children awareness. Volunteers and employees are required to pass criminal background checks. Families can voluntarily complete some SafeSchools trainings.
- We participate in a county multidisciplinary team to address serious concerns of violence and sexual incidents in schools.
- Trained administrators and staff use SafeOregon to report bullying, racism, discrimination, harassment, violence, threats and drugs.

5. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

We sponsor a public charter school, Arthur Academy, who was invited to participate in our online survey and review trend data as part of the needs-assessment process. In addition, Arthur Academy's Executive Director and Principal met with our staff to review current investments and identify priorities.

Arthur Academy distributed the online family survey in multiple languages. They also spoke with families via phone interviews/calls, choosing families from the focal groups (students of color; students with disabilities; emerging bilingual students; other students who have historically experienced academic disparities). The survey and phone calls gave the SIA team a plethora of data to review and then inform outcomes and strategies. Arthur Academy's SIA investments include staffing for K-5 small group instruction and staffing for SEL.

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+



- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- CTE Regional Coordinators
- Community leaders

7. How were they engaged?

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- Email messages
- Social media

Evidence of Engagement

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

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

The artifacts we uploaded were selected to demonstrate the information we presented to students, families, staff and the community, and the manner in which we facilitated conversations to create space for feedback and input from our stakeholders. Using the guidance provided by ODE, we have chosen to engage with our community in collaborative ways, in order to create greater trust with our community and build collective ownership, accountability, and transparency in our work.



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

We utilized community forums and surveys to engage students and families. These strategies were used because they have been successful strategies to collect feedback in the past, showing high levels of participation. Two surveys were used, the first being the YouthTruth survey, which collects student and family voice regarding engagement, school culture, relationships, instructional effectiveness, social-emotional learning, academics, college readiness, and so on. The second survey was locally developed and aligned to the four common goals of the Integrated Plan.

In addition, we hosted 12 community forums and facilitated discussions aligned to the common goals of the Integrated Plan, and asked participants for feedback, ideas, suggestions, and input regarding what we are doing well, and what areas need improvement. Finally, after first presenting a draft of the narrative, plan and budget to the Board on February 9, DDS D posted these materials to the website and invited community feedback (through multiple channels, including ParentSquare). The community was then invited to provide public comment during the March 9, 2023 Board meeting.

These engagement methods fall approximately in level 4 of the community engagement spectrum.

3. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We executed the following collaborative strategies to engage with staff. The rationale for using these strategies is based on prior success with these strategies, staff's particular closeness to the work at hand, and providing a variety of ways in which staff could provide feedback. These strategies fall on approximately level 4 of the community engagement spectrum.

- January 2023: Cabinet engaged principals of schools identified for CSI/TSI in developing a plan, budget and measurable outcomes for their schools.
- January 2023: The Director of Technology engaged all principals in providing feedback on the fall 2022 survey, fall community forum results, district longitudinal data, and their knowledge, experience, and perspective as a building/district leaders
- October and November 2022: DDS D conducted an online survey to better understand the experiences of families, students, staff, and community members in our schools. The survey asked three demographic questions and eight questions related to learning and school culture experiences using a 4-point Likert scale to rank level of agreement with provided statements. Approximately eight percent of staff responded to the survey.



- Fall 2022: CTE teachers were surveyed to get their feedback on programs of study, including reviewing data such as attendance and student demographics, noticing trends, and making suggestions for continuous improvement, e.g. how to recruit more historically underserved students

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

As described in the needs-assessment section of our application, the primary takeaways from community and staff input included increased student safety, increased social-emotional supports, increased electives and career exploration opportunities, and improved communication. These needs are aligned to the goals of the DDS D Strategic Plan and Equity Plan.

CTE Focus

1. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

The High School has a variety of active business and industry partnerships that are essential to building and maintaining work-based learning programs and experiences. Partnerships are integral to sustaining and continuously improving upon the quality and integrity of the CTE programs of study.

Advisory boards are a platform for this work and other CTE planning. They are an opportunity for partners to provide input on course knowledge and skills, equipment, facilities, future direction, and opportunities. Industry and business partners also serve as consultants on Instructor Appraisal Committees (IAC) in the CTE licensure process.

We host community partners on campus to provide mutually beneficial opportunities where partners provide feedback about student skills and facilities, present demonstrations, and have opportunities to engage with students, including mock interviews and career fairs. Partners and CTE staff and administrators collaborate to: develop work-based learning opportunities; adopt procedures and curriculum; buy equipment to attain industry standards based on partner expertise and consultation; and engage students through guest speaking, facility tours, internships and more.

The High School hosts an annual celebration with its existing and new industry and business partners at a Partnership Breakfast. This event allows partner representatives a chance to provide in-person insight into programs and student populations. We highlight student and program successes. Students and CTE teachers also participate; for example, Culinary Arts students design the menu and prepare the food for the event using the upgraded and revitalized commercial kitchen, taking advantage of a hands-on, real world opportunity.



Affirmation of Tribal Consultation

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

N/A. DDSD receives less than \$40k in Title VI funding and has fewer than 50% AI/AN students.

Strengthened Systems and Capacity

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

We strive to recruit, onboard, develop and retain quality educators and leaders, including classroom teachers and principals. Here are some key strategies, in collaboration with classified and licensed unions, using funds such as: SIA, the GYO/Teacher Pathway Partnership Grant, ESSER III, and the Educator Recruitment and Retention Grant:

- The Director of Equity and Inclusion is expanding the Grow Your Own (GYO) program, recruiting and retaining those seeking to serve as licensed educators at DDSD, especially those of color. GYO partners with post-secondary institutions and MESD to provide financial assistance, professional development, pathway advisors, and a Staff of Color Affinity Group.
- We provided a retention bonus in 2021-22 and are planning an attendance bonus in 2022-23.
- Building Leaders will be trained to provide day-to-day support to licensed and classified staff. We created an Instructional Assistant training program to considerably expand and enhance basic support for new hires. Two Paraeducator Mentors and Professional Learning Coordinators train and support all paraeducators in four focal areas: 1) Fostering and sustaining positive relationships with students and providing effective PBIS; 2) Supporting multilingual learners; 3) Best practices to support students with IEPs; and 4) Effective engagement and instruction for small groups.
- A strong onboarding process for new administrators includes individual attention and mentoring with the Assistant Superintendent and Director of Education as well as other Cabinet members to ensure long-term success. Frequent meetings assess needs, remove barriers, strengthen leadership, develop skills, discuss staffing needs and establish a trusting relationship.



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

We aspire to ensure that all students, including historically underserved students, are taught by effective, experienced, and appropriately assigned teachers.

To identify disparities, administration and educators review disaggregated data of student performance as measured by Key Performance Indicators (KPI) at specific grade levels, e.g. reading and math scores, attendance, discipline/behavior data, school climate survey data and on-track-to-graduate status.

Multiple processes are in place to address these disparities. A few examples include:

- Focus Area 4 of our Strategic Plan targets highly effective instruction that integrates academic and social emotional learning to address all children's needs. We will meaningfully include and honor diverse students, families, and teachers in the process of selecting and evaluating curriculum materials and professional development as well as ensuring high-quality and ongoing training, resources, and time for teachers and staff. We will also build strong partnerships with community organizations, businesses, career and technical colleges so that each student has a clear pathway and the culturally-specific supports they need to succeed within and beyond high school.
- The Grow Your Own program, described in question 1, recruits and retains a more diverse workforce, reflective of the student population, for licensed educator positions
- The Beginning Teacher Mentor Program provides new teachers with ongoing support, including in special education. Teachers receive instruction, training, and observational feedback in classroom management and culturally responsive management practices. They reflect on and refine their practice, engaging in analysis of student work to identify strategies to support differentiated learning opportunities.

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

The Student Services department, with funding in part from the federal School Climate Transformation Grant, has long-term objectives to improve school climate, including:

- Reach fidelity district-wide with Positive Behavior Intervention Supports (PBIS) as measured by the School-Wide PBIS TFI (Tiered Inventory Tool);
- Decrease the use of disciplinary measures, when appropriate, that lead to in-school and out-of-school suspensions;



- Decrease incidents of students exhibiting disruptive behavior that result in in-school and out-of-school suspensions, specifically students with disabilities and students of color; and
- Increase positive relationships between students and teachers.

The primary activities to meet these objectives, within a Multi-Tiered System of Support (MTSS), are contracting with organizations with expertise in mindfulness and restorative practices to train staff through professional development, as well as rolling out a district-wide mindfulness curriculum. We are tracking progress and data within the PBIS TFI which shows a 70% reduction in incidents since 2019-20 that led to in-school/out-of-school suspensions. The TFI is being conducted twice this school year, including fall/winter and spring in order not to delay interventions that are identified through schools' data-driven action plans for continuous improvement.

We are in the process of trying to correlate reduced suspensions with recently implemented interventions, e.g. restorative practices and mindfulness; this correlation was interrupted by the pandemic. Now that we are back in person, we are providing technical assistance for restorative practice implementation and mindfulness, as well as MTSS as we work with school teams to embed all work within an MTSS framework.

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

We adhere to the principles of Professional Learning (PL) as outlined in ESSA and defined by Learning Forward, the national PL association, by designing PL that is:

- Integral to school improvement that ensures staff have the skills to help students meet academic standards and succeed in a well-rounded education.
- Sustained, differentiated, intensive, collaborative, job-embedded, data-driven, and classroom-focused.
- Relevant for improving teachers' knowledge of/practice with: subject matter, understanding how students learn, student work/achievement analysis, classroom management skills, evidence-based instructional strategies; and effective use of technology.
- Measurable in terms of impact on teacher effectiveness and student outcomes.

PL examples include:

- PL Teams, including TOSAs who review student data, receive teachers' feedback and support them on an ongoing basis
- Standards in practice and curriculum training
- Data analysis and assessment
- Classroom walk-throughs



- Immersing teachers in practice with direct feedback
- Lesson study, books groups, classes and lab classrooms
- Mentoring and differentiated school coaching based on data, user voice, experiences and evidence-based practices
- Trainer of trainers
- Reflection and follow-up conferences

Educators have protected PL time and daily prep time. The impact of PL and feedback from participants are collected, analyzed and reported back to stakeholders. A team analyzes teacher, student, and parent survey data to help guide and set PL priorities. This data informs ongoing PL plans to meet teacher needs.

We have high expectations for principals as instructional leaders and have added an Administrator Academy and follow-up administrator meetings once per month, focusing on principal and District administrators' PL.

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

Elementary schools have dedicated coaches to support language acquisition, core instruction and student behavior for all teachers. Coaches include analyzing data and supporting teachers in best practice strategies. In addition, district-level Teachers on Special Assignment (TOSAs) specialize in different content areas and coach and support all levels of teachers in their implementation of best practice strategies. Administrators meet monthly to observe and review instructional leadership practices with the Director of Education. Administrators also meet regularly throughout the year to observe classroom instruction, calibrate observation strategies, and brainstorm strategies for providing actionable feedback.

As mentioned in question 2, Focus Area 4 of our Strategic Plan targets highly effective instruction that integrates academic and social emotional learning to address all children's needs. Part of this includes integrating teachers' input in the process of selecting and evaluating curriculum materials and professional development as well as ensuring high-quality and ongoing training, resources, and time for teachers and staff. Examples of training include but are not limited to anti-racist and culturally responsive instructional practices to engage diverse learners in academic learning. Systems and supports will be put in place at the district level and in each building for teachers to meet these objectives. Administration will provide regular and positive teacher feedback on quality and effectiveness of professional development offerings. Concerns flagged in feedback will be effectively addressed.



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

We have robust systems in place to monitor student outcomes, identify students who are at academic failure, and employ resources to address needs.

Data to inform decisions about instructional practices within an MTSS framework:

- Key Performance Indicators, e.g. attendance, discipline, core assessments and on-track status
- “Progress Towards ELP” school and student-level report
- ODE “School Level At-A-Glance” report, including assessment, attendance and PBIS data
- Monthly data reports
- An on-track/early warning database captures data such as: grades, attendance, credits, discipline and behavior, and participation in CTE and advanced placement

Strategies to support students and teachers for continuous improvement:

- Data Analysts review and synthesize data for use by Cabinet, principals and building-level teams
- Teachers participate in PLTs to collaborate with specialists and peers, review data, make decisions and plan lessons
- Cabinet and the Curriculum Team provide ongoing support to buildings for the design, implementation and evaluation of SIPs
- Elementary schools participate in data-driven MTSS meetings. Participants include teachers and specialists
- High school administration, academic advisors, counselors, social workers, Graduation Mentors, a Re-Engagement Specialist and math TOSAs, among other key staff, review, analyze and share students’ on-track-to-graduation data to identify students at risk. Staff implement interventions, connecting students to classes, out-of-school programming, and specialized staff or culturally responsive community partners on site.

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

Through city, county and state grants, we are on track to offer preschool at all elementary schools by fall 2023. A bond will create a robust preschool center, with those students also rolling up to kindergarten at DDS, ensuring access to preschool for more disadvantaged families. We also provide early kindergarten transition programming. Through the Multnomah



Early Childhood Program, we have vital connections to EI-ECSE, including for children with special needs. Culturally responsive partners provide wraparound services.

With a variety of funding, including HSS, other ODE funds, federal and General Funds, we provide comprehensive elementary, middle and high school transitions as well as programming targeting unfinished learning:

- Elementary and middle school staff collaborate on issues related to academics, placement, behavior, attendance, special needs, and mental health.
- Elementary students take middle school tours.
- Families attend back to school nights and conferences.
- We provide hands-on, K-8 summer learning in collaboration with community partners.
- Freshmen participate in Ninth Grade Counts, an evidence-based bridge program.
- Middle school students participate in a hands-on CTE summer camp and will soon have access to an after-school program.
- The middle schools support transition through dedicated Transition Mentors and WEB, "Where Everybody Belongs," a middle school transition program.
- The High School supports transition through Graduation Mentors and Link Crew, a mentoring program targeting freshmen.
- High School summer school features academics, credit retrieval and hands-on electives.
- We collaborate with post-secondary partners to provide dual credits, tuition assistance and tours.
- We collaborate with industry to provide real world CTE experiences

Attachments Completing Your Submission

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

Assurances



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

After Application Submission

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