

2025-2027 Integrated Programs Application

Section 1: Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.

Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

A Planning Team conducted a comprehensive needs assessment using disaggregated data, identifying key themes and priorities for improvement:

1. Academic Performance and Achievement Gaps

- **Low Proficiency Levels:** OSAS scores remain stagnant, with only 24% proficiency in ELA and 12.7% in Math. High school ELA proficiency declined by 7% with a 74% participation rate.
- **Math Struggles:** Proficiency remains especially low in grades 6, 8, and 11 with single-digit percentages.
- **Growth in Key Areas:** Certain elementary schools improved OSAS scores, and focal groups—Black/African American students, Emerging Multilinguals, and Students with Disabilities—showed notable gains in STAR Reading and Math.
- **CTE Readiness Gap:** While CTE students graduate at high rates (95% for Concentrators, 83% for Participants), only 59% demonstrate reading proficiency and 20% in math, revealing a need for stronger academic alignment in career pathways.

Priority: Expand targeted literacy and math interventions, particularly in middle and high school. Strengthen early intervention strategies to maintain focal group progress.

2. Student Engagement and Rigor

- **Limited Challenge and Engagement:** Only 50% of students feel their teachers challenge them with engaging activities, and 56% feel their teacher helps them tackle difficult content.
- **Concerns About Rigor:** 56% of families and 55% of students believe coursework is rigorous.
- **Instructional Gaps:** Only 31% of staff feel district leaders communicate a clear instructional vision, and 33% see effective district support for school improvement.
- **Lack of Instructional Variety:** At RHS, 49% of students report over-reliance on lecture-based teaching.

Priority: Increase student-centered, engaging instructional methods and professional development to ensure rigor, differentiation, and relevance. Improve district-wide communication on instructional expectations.

3. School Climate, Equity, and Well-Being

- **Safety and Enjoyment:** Only 49% of students feel safe (though up 5% from last year), and 39% enjoy coming to school.
- **Equity and Conflict Concerns:** 63% of staff and 60% of students believe equity practices are effective, but staff discussions on race/bigotry declined by 8%, and willingness to address conflict dropped by 7%.
- **SEL Training Deficit:** Only 35% of staff received social-emotional learning (SEL) training.
- **Counseling Impact Unmeasured:** While referrals for social workers and counselors remain high, effectiveness lacks empirical measurement.
- **45% of students are chronically absent.**

Priority: Enhance student belonging and engagement through culturally responsive practices, conflict resolution training, and SEL integration. Examine root causes for chronic absenteeism.

4. College and Career Readiness

- Strong CTE Graduation Rates: 95% of CTE Concentrators graduate within four years.
- Academic Readiness Gap in CTE: Only 59% of CTE students are proficient in reading and 20% in math, signaling a need for better academic integration.
- Post-High School Uncertainty: While 71% of students expect to graduate, only 63% have a clear post-graduation plan.

Priority: Strengthen academic rigor within CTE programs, embed literacy and numeracy supports, and expand career planning and post-secondary guidance.

Additional requirement if applying with a sponsored charter:

Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Multnomah Learning Academy uses a collaborative, data-driven approach to identify needs and guide improvement efforts. Leadership teams, including administrators, coaches, and counselors, analyze OSAS, MAP, and classroom assessment data to inform instruction and interventions. SEL and behavior teams use TFI scores, attendance, and student surveys to guide social-emotional supports. Monthly MTSS meetings and regular coaching help staff adjust practices. Budget and staffing decisions are aligned to student needs. MLA uses the Oregon Integrated Systems Framework (ORIS) to set quarterly goals focused on leadership, talent development, stakeholder engagement, inclusive practices, and well-rounded learning.

HOLLA embeds student and family voice throughout its decision-making process. Student reflections, progress reports, and family surveys inform planning, including for the 2025-27 Integrated Application. Recognizing that 30% of students have IEPs or 504 plans, and many others are neurodivergent or have experienced trauma, HOLLA secured funding for a school counselor to support SEL and behavioral needs. Family input guides decisions related to curriculum, staff, attendance barriers, and restorative practices. Literacy remains a key priority, driven by early data revealing K–2 reading gaps.

Reynolds Arthur Academy engaged students, staff, families, and board members in its needs assessment process through interviews, surveys, and feedback sessions. The school reviewed multiple data sources, including OSAS, easyCBM, and internal assessments, to identify strengths and gaps. This process highlighted the need to focus on improving ELA and math achievement and creating a culture of safety and respect for all students. The school's improvement efforts center on academic growth and fostering an inclusive, supportive environment.

Section 2: Equity Advanced

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.

The questions in the Reynolds School District Equity Lens for Decision Making were reviewed throughout the comprehensive needs assessment process, and the development of the strategic plan, outcomes and investments. All strategies are centered on creating a more equitable experience for students and families. With the investments in increased Assistant Principals, Restorative Practices TOSAs at Reynolds HS, professional learning in restorative practices and social-emotional learning for staff, as well as increased number of counselors and social workers, the potential impact for students, staff and community in an increased sense of safety is great. These investments allow us to continue to refine our systems to support both physical and emotional safety. Aligned with our efforts to recruit and retain staff who better reflect our student body, including supportive on-boarding, our focal groups of students will hopefully feel more connected.

As an outcome of increased safety and targeted professional development, students will feel more engaged in their school communities. Additional support from Instructional TOSAs, increased opportunities for professional learning on curriculum and instructional strategies, as well as having smaller class sizes, will result in students being more engaged in their learning. Strong Career-Technical Education programs, career-connected learning, and opportunities for

There is a need for on-going student acceleration in the area of literacy and math, and Reynolds is investing in staff that will assist in improving academic outcomes for all students, but most importantly historically marginalized students at the individual school level.

Our ninth-grade students will be supported in their transition to high school by Access classes, increased counselor access, teaming, and additional attendance supports and the percentage of students on track to graduation will increase.

A new strategy is to provide staffing to support language needs for Newcomer Students at Reynolds High School. The number of newcomer students is increasing annually and strategies to help them successfully transition are prioritized.

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?

Throughout the current biennium, Reynolds has prioritized professional development that addresses the academic, social-emotional, and cultural needs of all students, especially focal student groups. Key initiatives include K-5 educator participation in the LETRS program, and science of reading training for classified staff. At all levels, there has been a focus on increasing student engagement and academic discourse.

The Equity Department has led monthly professional development with the District Leadership Team (DLT), focusing on the skill, will, and disposition to lead equity work. This includes building a shared language and strategies to move from reactive to preventative systems. Principals also received PD on exclusionary discipline, manifestation determination, and how to use real-time disaggregated Synergy data to drive equitable outcomes. We provide Mandt (de-escalation strategies for behavior communication) for administrators and classified staff.

Looking ahead, the upcoming biennium will expand and deepen this work with several key initiatives:

- Implementation of a Culturally Responsive PBIS framework to create inclusive, supportive school climates and disciplinary practices
- Examination of the Adolescent Literacy Framework and alignment of instructional systems and strategies.

- Ongoing Tier 2 Reading Intervention training to meet the needs of students requiring targeted support.
- A focus on Oracy—developing academic language, vocabulary, and discourse strategies to improve student engagement and access to rigorous content.
- New TEVAL training and calibration to ensure principal evaluations are consistent, equity-centered, and aligned with district goals.
- Deepening equity-focused training to include building-level implementation strategies.

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

Reynolds School District addresses the needs of students experiencing homelessness, emphasizing a commitment to avoiding stigmatization and ensuring equitable access to education and services. Key points include:

Policy JECBD: Reaffirmed in September 2022, this policy ensures that students experiencing homelessness can access the education and services necessary to meet academic standards. It establishes a district liaison dedicated to McKinney-Vento services.

Supportive Staffing: A central liaison, supported by social workers and an assistant, focuses on connecting students and families to resources such as transportation, housing, and basic needs (e.g., food, clothing, laundry). Building-based social workers and counselors act as direct contacts for families, facilitating identification, service connections, and basic needs support.

Policy and Plan Adjustments: Attendance and discipline policies have been revised to accommodate the unique challenges faced by students experiencing homelessness. These policies contribute to a monitoring system that identifies early warning indicators for these students.

Professional Development: The district collaborates with the Multnomah Education Service District (MESD) to provide ongoing training and technical assistance for staff, ensuring effective support for students in need.

This comprehensive approach demonstrates the district's commitment to creating a supportive and inclusive environment for all students."

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

Efforts to ensure opportunities for all students to participate in Career and Technical Education (CTE) programs that are traditionally considered male- or female-dominated focus on creating equitable access, addressing stereotypes, and fostering an inclusive environment.

Work-Based Learning Opportunities:

Reynolds High School and Reynolds Learning Academy emphasize work-based simulations, workplace examples, and community-based learning, ensuring that students gain practical, real-world experience in their chosen fields.

Integration of Employability Skills:

Employability skills, as outlined by Oregon's standards, are integrated into coursework and across various content areas. This holistic approach ensures students are prepared for diverse career paths.

Commitment to Accessibility and Inclusion:

When establishing partnerships or projects, the schools carefully vet collaborators to ensure alignment with equity, diversity, and inclusion guidelines set by the district, state, Oregon Department of Education (ODE), and Bureau of Labor and Industries (BOLI). Collaborating with organizations that advocate for diversity in the workforce can provide additional resources, internships, and scholarships tailored to underrepresented genders.

Supportive Scheduling:

The shift to a block schedule helps enhance workplace learning and concurrent enrollment opportunities, allowing more students to access these experiences and benefit from industry partnerships.

Supportive Learning Environments:

Creating safe and welcoming spaces for all students in non-traditional fields encourages participation. This includes program culture, addressing discrimination, and culturally-responsive practices.

Section 3: Well Rounded Education

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

Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Our program review and assessment of implementation led to minimal changes in the program plan. At the end of the 2024-25 school year, all elementary teachers will have completed their LETRS training. In the 23-25 biennium, we have focused on oral language, foundational skills and reading models based in research. Elementary educators have been refining their routines in ECRI and honing their skills in direct and explicit instruction. Teachers who have already completed LETRS training reviewed and deepened their understanding on Volume 2. For the 25-27 biennium, the focus will shift to writing, comprehension, and building vocabulary and background knowledge. We will be focusing on a Routine for Explicit Teaching of a New Word and the Comprehension Planning Checklist from LETRS. Learning about and integrating the Science of Writing and writing in response to texts is an area of growth.

A few notes on indicators in Core Instruction and Assessment:

Educators avoid "curricular chaos" by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.

- k/1/2 support the core - no replacement or intervention programs that have different pacing, curriculum scope and sequence, instructional routines.
- We continue to refine and align the elements and timing of the core reading blocks.

All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.

- Teachers received professional development in Depth of Knowledge (DOK) and sheltering instruction.
 - Focusing on moving away from the mentality that "students can't read and can't access grade level texts."
- Finding more opportunities for students to access texts regardless of word reading ability.

Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.

- This is an area of opportunity/growth.

Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students' literacy development.

- Reynolds is no longer using STAR assessments at elementary. Acadience gives us the data we need. We also use the LETRS phonics survey.
- Grade levels implement Tier I Core Review Meetings three times a year after Universal Screening.
- We continue to train principals to train teachers to live it out in PLCs.

We are seeing the impact in our Acadience data. Students are outperforming and growth is higher than the 23-24 cohort. The midyear composite score for kindergarteners is 13% higher than the midyear composite for kinders last year. And 1st graders are nearly 10% higher. Kinder growth is 17% higher than last year. Grades 2-5 are all also outperforming the 23-24 cohort.

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?

Reynolds has a robust and inclusive process for curriculum adoption and implementation, ensuring alignment with standards and responsiveness to community and student diversity. Key Steps in the Curriculum Adoption and Implementation Process:

Inclusive Committee Formation: Involves teachers, staff, and administrators from each school, surveys students to incorporate their perspectives, ensuring voice and choice in the process.

Customized Evaluation Rubrics: State rubrics are adapted into a district-specific rubric (RSD rubric) that ensures curriculum selection prioritizes cultural appropriateness.

Selection of State-Approved Materials: Materials are chosen from the approved state instructional materials list. Includes bilingual options (English and Spanish) to support diverse language needs.

Standards Crosswalk and Pilot Testing: A crosswalk is created to articulate alignment with all relevant standards. Pilot testing involves a diverse group of educators and students to gather feedback and assess material efficacy.

Community Involvement and Feedback: Opportunities are provided for community members to review potential instructional materials before final adoption.

Professional Learning: Comprehensive training on the curriculum is offered to both educators and administrators to ensure effective implementation.

Define a Clear Scope and Sequence: For each curriculum, a Scope establishes the breadth and depth of content to be covered at each grade level. This involves identifying key concepts, skills, and competencies for every subject. A Sequence develops a logical order for content delivery that builds upon previous learning and prepares students for future objectives, and ensures all standards are addressed during the year.

Incorporate Core and Supplemental Resources: Evaluate supplemental materials to ensure they enhance and do not contradict or replace the core curriculum.

Conduct Regular Reviews: Adjust scope and sequence based on new standards, emerging educational needs, effectiveness data or stakeholder feedback.

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

Reynolds School District is committed to providing an inclusive, well-rounded education that meets the diverse needs of all students. In the 2024–25 school year, the district has prioritized strengthening Tier 1 Core Support through the implementation of HMH's Into Reading. Reading specialists and classroom teachers collaborate to differentiate instruction, ensuring all learners are supported. A major focus has also been increasing student engagement and academic discourse, emphasizing strategies like “all students talking, all students learning,” using techniques such as choral response, turn and talk, and structured think time.

Professional development for principals has included the distinction between sheltered instruction and designated ELD, with an emphasis on sheltering instruction for English learners. Training highlighted sensory, interactive, and graphic strategies and focused on high-leverage engagement techniques such as repeat, rephrase, reword, and record.

Districtwide, culturally and gender-identity diverse texts aligned to Ethnic Studies standards and Every Student Belongs guidelines have been embedded into instruction. Elementary schools now offer full-time PE, Music, and Media Specialists. A vertically aligned K–12 course catalog supports consistent access to CTE and the Arts. Middle and high school students access a variety of electives and career-focused pathways, including dual credit opportunities through CAL and hands-on programs at RLA such as Computer Science and construction trades.

Through these targeted efforts in curriculum, instruction, and engagement, Reynolds continues to create inclusive, responsive learning environments where every student is seen, supported, and empowered to thrive.

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?

Reynolds School District (RSD) is committed to ensuring a safe and welcoming environment for all students, families, and community members. Guided by the district's Equity Policy and Every Student Belongs Policy, RSD actively works to eliminate bias and promote inclusion. Individuals can report bias incidents using the Bias Incident Report Form or by contacting any district leadership team (DLT) member.

The DLT is also engaged in a year-long professional learning initiative focused on transforming systems to enhance safety and belonging. This effort is supported by ongoing collaboration between school sites and the RSD Equity Department to turn learning into meaningful action.

To ensure safety from drugs, gangs, and violence, RSD enforces clear policies:

Policy JFCG/JFCH/JFCI prohibits the use, possession, or distribution of drugs, alcohol, tobacco, or inhalant delivery systems on school grounds or at school events. Violations may result in suspension, expulsion, or law enforcement referral.

Policy JFCF bans harassment, intimidation, bullying, cyberbullying, teen dating violence, and retaliation. Students or staff found in violation face disciplinary action.

Policy JFC defines expected student conduct, including zero tolerance for threats, violence, or weapons.

RSD also partners with community organizations to offer prevention and treatment resources, such as those provided by LifeWorks NW.

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

To ensure students have access to strong library programs, we focus on several key strategies:

Equitable Staffing: We ensure that every school has a dedicated Library/Media Specialist, with elementary students receiving library instruction twice a week. At the secondary level, we support the role of Media Assistants who assist with digital literacy and ensure libraries meet the evolving needs of students.

Comprehensive Library Collections: We prioritize expanding and diversifying our library collections by providing funding through Title IV SSAE. This includes ensuring a range of reading materials that cater to different reading levels, languages, and cultural backgrounds. The goal is to make sure every student finds materials that reflect their identity and interests.

Inclusive and Culturally Relevant Resources: We review and update library collections to ensure they are culturally responsive and aligned with K-12 library standards. This involves offering books that represent diverse races, cultures, and experiences, promoting an inclusive and enriching learning environment.

Digital Literacy Integration: Through the work of Media Assistants, we integrate digital literacy skills into the library program, preparing students for the demands of the 21st century. This includes making digital resources and virtual learning materials accessible.

Collaboration with Educators: Library/Media Specialists work closely with classroom teachers to support curriculum needs and ensure that library resources are effectively integrated into classroom learning.

By focusing on these areas, we aim to create strong, accessible library programs that support student success, foster a love of reading, and bridge achievement gaps.

Section 4: Engaged Community

What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, we have made several meaningful improvements to engage more authentically with our community, particularly focal students, families, and staff. We introduced a district-wide budget prioritization survey to elevate community voice in financial decision-making. Monthly newsletters now provide consistent, accessible updates on key initiatives and opportunities for involvement. In addition, we continued targeted listening sessions with focal student groups, including neurodivergent students, to better understand and respond to their unique experiences and needs.

These efforts reflect a broader commitment to equity and inclusion, ensuring that historically underrepresented voices help shape our school improvement work. While these steps have strengthened communication and built trust, significant barriers remain. Chief among them is the linguistic diversity of our community—over 105 languages are spoken in the district, making truly inclusive outreach a persistent challenge. Additionally, we lack a district-wide or school-level infrastructure for sustained, two-way community engagement. Without consistent systems to gather, analyze, and respond to student and family input, we risk missing critical insights that could drive improvement.

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.)

Listening sessions with high school students, parent groups and culturally-specific Community Based Organizations that work with our families and students.

Surveys (both budgetary and perceptual) to staff, family members and students - disaggregated results.

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.)

Surveys (both budgetary and perceptual) to all staff.

Series of meetings with Association members.

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.

Key themes are (in ranked order): Academic success, staff wellness and retention, safe and well-maintained facilities, student support systems, school safety and security, robust and culturally-specific community partnerships. These continue to align with our current outcomes and priorities in our plan, and support the continuation of the current strategies and investments.

Section 5: Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

Recruitment Practices:

- Develop Strategic Institutional Relationships: Establish connections with universities and colleges offering programs aligned with our hard-to-fill hiring needs. Share hiring needs proactively and build pipelines to support student teachers.

- Enhance Relationship-Based Recruitment: Engage in mock interviews, participate in campus visits, and invite potential candidates to school or district events to connect with educators and staff.
- Expand Relationship Networks: Leverage current staff, teachers of color, and community members to build networks that strengthen ties with communities of color and attract diverse candidates.

Hiring and Selection Practices:

- Publish Vacancies Early: Advertise openings as early as possible to attract a larger pool of candidates and secure hires before the school year ends.
- Engage Diverse Staff in Hiring: Involve staff of color in the recruitment and selection process to ensure a more inclusive approach.
- Address Implicit Bias: Train administrators and educators to recognize implicit bias and use behavior-based interviewing techniques, allowing candidates to demonstrate potential through past experiences.
- Use Comprehensive Evaluation Criteria: Analyze applications holistically, incorporating multiple measures to evaluate qualifications beyond certifications, education, and experience. Include performance-based tasks in assessments.

Onboarding and Retention:

- Provide Robust Induction Support: Offer access to an intranet with essential resources and system information, along with ongoing professional development and learning opportunities.
- Foster Inclusion and Belonging: Promote diversity through training programs and affinity spaces to support tolerance, inclusion, and acceptance.
- Strategically Place Educators for Success: Ensure a balanced distribution of leadership and experience across schools to maximize effectiveness.
- Maintain Competitive Compensation: Offer competitive salaries, benefits, and professional development opportunities to support career growth and retention.

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

RSD ensures that all students, including focal students, are taught by effective, highly qualified teachers through the following integrated systems of support:

1. Professional Development: District-wide coordinated professional development, including LETRS training for all elementary teachers, training on sheltered instruction and culturally responsive teaching practices.
2. Ongoing Teacher Support and Mentorship: Teachers are paired with mentors and receive ongoing feedback and professional development to foster continuous growth in their practice, particularly those in high-need areas.
3. FTE Allocations: Adequate staffing allows time for data teams to meet, analyze student data, and make instructional decisions based on student needs.

4. Coaching Support: The Department of Multilingual Education provides professional development, coaching, and resources for ELD teachers. The Special Education Department assigns program administrators and TOSAs to assist educators with best practices. Sheltered instruction coaches help align strategies to support all learners into district professional development, as well as provide school and individual coaching.

5. Collaboration and Data-Driven Decision Making : Teachers collaborate through professional learning communities and data teams allowing for the sharing of best practices and resources to support student success. Regular analysis of student performance data through formative assessments and progress monitoring ensures that instructional strategies are tailored to meet the needs of all students, especially those at risk.

6. Classroom Observations and Feedback: Regular classroom observations and coaching sessions provide teachers with actionable feedback to enhance their instructional practices and ensure high-quality teaching. We are currently revising the Teacher Evaluation Rubric and adopting CEL 5D+.

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

Schools use data cycles within PLCs and student study teams to review, disaggregate and analyze disciplinary data to look for trends or opportunities for improvement. Principals receive a monthly report via email of any students with disabilities who have been suspended or expelled to assist them in tracking exclusionary discipline. Special education program administrators follow up with school teams to ensure behavior intervention plans are in place to support students.

In the 2024-25 school year we provided additional professional learning to our principals on exclusionary discipline, formal and informal removals, and manifestation determination processes.

RSD has partnered with the East Multnomah Outreach Prevention Intervention (EMOPI) regarding students who are up for expulsion due to weapons possession. This Ceasefire partnership is an initiative designed to reduce gun violence through a coordinated, collaborative approach.

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

A transition coordinator works with LTCT, YCEP, and JDEP programs to ensure a smooth reentry. School counselors, social workers, and McKinney-Vento liaisons provide additional support. Students receive a personalized transition plan covering academics, credit needs, and behavioral supports, developed through coordination meetings with families and partners. Schools ensure immediate enrollment and follow ORS 326.580 for timely transfer of records, including IEPs and 504 plans. Students have access to credit recovery programs, online learning, and alternative education to stay on track for graduation. Schools implement trauma-informed practices, counseling, and behavioral interventions in collaboration with mental health partners. Families are involved in planning and connected to community resources like housing, employment, and mentoring.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades?

From middle grade to high school? From high school to postsecondary education and/or workforce?

For incoming kindergarteners, we partner with DDS to access IFSP data and begin pre-registration in the spring, enabling school teams to observe and develop IEPs before fall. A two-week Early Kindergarten Transition (EKT) program is offered at many elementary schools, prioritizing students without preschool experience to ease the start of school.

To support the move from elementary to middle and middle to high school, principals collaborate on aligned programming, transition events, and school visits. Counselors, specialists, and teachers meet to review student strengths and needs.

9th Grade Counts, a summer bridge program, and enrollment in AVID or Access classes ensure every freshman receives academic and social-emotional support.

The Department of Multilingual Education (DOME) supports English learners through a thoughtful forecasting process, ensuring access to appropriate ELD courses and a wide range of electives—especially for newcomers.

At the high school level, the College and Career Center (CCC) provides guidance on college and career planning, including admissions, financial aid (FAFSA/ORSAA), scholarships, Oregon Promise, and career exploration.

Students with disabilities are supported through the Youth Transition Program (YTP) and Summer Works, which offer pre-employment training and paid work experiences. For students ages 18–21, our Community Transition Program offers job skill development through volunteer work and student-run enterprises like a greenhouse and coffee cart.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?

Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

Career readiness courses are available to all students at RLA and RHS, with support from community partners to provide career fairs, site visits, job connections, interviews, job shadows, guest speakers, internships, and pre-apprenticeships. School counselors, youth transition specialists, vocational rehab specialists, school-to-career coordinators, and teachers work together to guide students toward their post-secondary goals.

At RHS, the College and Career Center is open for drop-in visits, offering students access to tours, expositions, and career fairs. Freshmen in Access class use Naviance to set post-secondary goals and build personalized learning plans.

Section 6: Early Literacy

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.

What is the name of the funding source for the 25% match for early literacy?

Student Investment Account (SIA)

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

High Dosage Tutoring

If you have more than one elementary school and/or schools serving elementary grades, 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:

Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (PL 114-95 129 Stat 1803) base in part on literacy score

If you have more than one elementary school and/or schools serving elementary grades, 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)

Woodland Elementary School - 16%
Salish Ponds Elementary School - 15%
Fairview Elementary School - 15%
Margaret Scott Elementary School - 16%
Wilkes Elementary School - 23%
Hartley Elementary School - 16%

Section 7: Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Reynolds School District's plan is grounded in the belief that every student deserves equitable access to high-quality learning experiences and inclusive support systems. Rooted in our needs assessment, this plan addresses both persistent challenges and emerging strengths—particularly in supporting historically underserved student groups and strengthening Career and Technical Education (CTE) pathways.

Our vision centers on amplifying student voice, eliminating barriers, and fostering high expectations through actionable strategies that support both academic and well-being outcomes. Outcome A focuses on removing systemic barriers while honoring the voices of marginalized populations. By reducing class sizes (A1), increasing targeted supports for ninth grade students (A3), and expanding CTE and dual credit offerings (A2, A4), we aim to improve engagement, on-time graduation, and access to postsecondary opportunities. These strategies directly strengthen our CTE programming by ensuring students are not only college-ready but also career-prepared through work-based learning and industry-aligned experiences.

Outcome B ensures our educators are well-supported throughout their careers with professional learning that emphasizes collective efficacy and high-impact instruction (B1). Continued investment in math, literacy, and language support through a dedicated Math TOSA and the Model Teacher Program (B2) ensures that educators have the tools and mentorship necessary to meet diverse student needs.

Outcome C addresses equity in instruction by providing diverse instructional materials, culturally responsive teaching, and inclusive access for newcomer students (C1–C3). Media Specialists and extended learning opportunities (C4) ensure students have access to engaging, relevant, and personalized content that reflects and values their identities.

Outcome D promotes a safe, healthy, and supportive learning environment. Through increased restorative practices staff (D1), expanded mental and behavioral health services (D2), and strong family engagement structures (D3), we are building the foundation for long-term student well-being and academic resilience.

This comprehensive plan addresses areas identified in the needs assessment, including attendance disparities, academic achievement gaps, limited access to CTE, and the need for stronger staff development. It also aligns directly with our co-developed Local Plan Goal Targets (LPGTs) and Local Optional Metrics, particularly by improving access and outcomes for focal students in CTE pathways, boosting ninth-grade success, and expanding opportunities for dual credit and work-based learning.

Through these interconnected strategies, we aim to create a system that is responsive, inclusive, and academically rigorous—where every student thrives.

Additional requirement if applying with a sponsored charter:

Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Multnomah Learning Academy uses a collaborative, data-driven approach to identify needs and guide improvement efforts. Leadership teams, including administrators, coaches, and counselors, analyze OSAS, MAP, and classroom assessment data to inform instruction and interventions. SEL and behavior teams use TFI scores, attendance, and student surveys to guide social-emotional supports. Monthly MTSS meetings and regular coaching help staff adjust practices. Budget and staffing decisions are aligned to student needs. MLA uses the Oregon Integrated Systems Framework (ORIS) to set quarterly goals focused on leadership, talent development, stakeholder engagement, inclusive practices, and well-rounded learning.

HOLLA embeds student and family voice throughout its decision-making process. Student reflections, progress reports, and family surveys inform planning, including for the 2025-27 Integrated Application. Recognizing that 30% of students have IEPs or 504 plans, and many others are neurodivergent or have experienced trauma, HOLLA secured funding for a school counselor to support SEL and behavioral needs. Family input guides

decisions related to curriculum, staff, attendance barriers, and restorative practices. Literacy remains a key priority, driven by early data revealing K–2 reading gaps.

Reynolds Arthur Academy engaged students, staff, families, and board members in its needs assessment process through interviews, surveys, and feedback sessions. The school reviewed multiple data sources, including OSAS, easyCBM, and internal assessments, to identify strengths and gaps. This process highlighted the need to focus on improving ELA and math achievement and creating a culture of safety and respect for all students. The school's improvement efforts center on academic growth and fostering an inclusive, supportive environment.

How can ODE support your continuous improvement process?

Provide timely and accessible data tools that help districts monitor progress toward Local Plan Goal Targets (LPGTs), especially disaggregated data related to focal student groups in areas such as ninth-grade success, CTE participation, and dual credit attainment. Real-time access to meaningful data will strengthen our ability to make responsive, data-informed decisions.

Offer guidance and technical assistance in implementing and sustaining high-impact practices, including culturally responsive pedagogy, effective PLC structures, and systems for monitoring Tier 1 and Tier 2 instruction. Support with evidence-based strategies for newcomer students, multilingual learners, and students with disabilities will also be essential.

Strengthen cross-agency partnerships that connect districts to resources in workforce development, higher education, and community-based mental health services. Expanding connections to regional career technical education and work-based learning opportunities will allow us to deepen our CTE pathways and better serve students transitioning to the workforce.

Continue and expand funding flexibility that allows districts to invest in what works locally—including staffing for class size reduction, restorative practices, extended learning time, and mental health services. Sustainable funding models are key to maintaining the outcomes outlined in our plan.

Create opportunities for district collaboration and shared learning, especially through networks or communities of practice focused on equity, CTE, and ninth-grade success. Learning from other districts engaged in similar work can accelerate innovation and help scale effective practices.

Activity ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Early Literacy Success Allowable Use Code	ELIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code
		Total Allocation								
		Unbudgeted (Autocalculate)								
		Total Budgeted Amounts (Autosum)								
1		Indirect/Administration (3.86%)								690
2	D1	Assistant Principals			18 Other: Other staff position not listed (include staff title in activity line)				H&S	113
2	D1	Benefits for above							H&S	2XX
3	D2	Social Workers			9 School Counselor/School Social Worker				H&S	111
3	D2	Benefits for above							H&S	2XX
4	D2	Counselors			31 School Counselor/School Social Worker			DP STA	H&S	111
4	D2	Benefits for above						DP STA	H&S	2XX
5	A1	Elementary Classroom Teachers			24 Elementary Teacher				RCS	111
5	A1	Benefits for above							RCS	2XX
6	A1	Elementary Music Teachers			6.36 Fine & Performance Arts (art/music/theater/dance)				RCS	111
6	A1	Benefits for above							RCS	2XX
7	A1	Elementary PE Teachers			1.34 Health/PE/Athletics				RCS	111
7	A1	Benefits for above							RCS	2XX
8	A1	Middle School Math Teachers			4 Math				RCS	111
8	A1	Benefits for above							RCS	2XX
9	A1	Middle School ELA Teachers			2 Language Arts				RCS	111
9	A1	Benefits for above							RCS	2XX
10	A1	Middle School Science Teachers			1 Science/Technology/Social Science/ Computer Science (not CTE POS)				RCS	111
10	A1	Benefits for above							RCS	2XX
11	A1	Subs for Elementary and Middle School Teachers (lines 11-22)							RCS	31X
12	C2	Elementary Media Specialists			22 Library & Media				WRE	111
12	C2	Benefits for above							WRE	2XX
13	C1	Kindergarten Educational Assistants			41.4375 Other: Other staff position not listed (inclu SGHDT				RCS	112
13	C1	Benefits for above				SGHDT			RCS	2XX
14	C1	Subs for Kinder EAs				SGHDT			RCS	31X
15	D2	Autism and Behavior Specialist			2 Special Education (all positions)				H&S	111
15	D2	Benefits							H&S	2XX
16	A2	Career Technical Education Teachers			6 CTE: Approved/Start Up Program of Study (Applied Arts)			CTE STA *Start Up/Approved CTE POS*		111
16	A2	Benefits for above						CTE STA *Start Up/Approved CTE POS*	2XX	
17	A2	Subs for CTE Teachers						CTE STA *Start Up/Approved CTE POS*	31X	
18	A2	Equipment maintenance stipend for CTE Teachers						CTE STA *Start Up/Approved CTE POS*	13X	
19	A5	HS Attendance Intervention Specialists & Secretary			12 Other: Other staff position not listed (include staff title in activity line)			CTE STA *Start Up/Approved CTE POS*		112
19	A5	Benefits for above						CTE STA *Start Up/Approved CTE POS*	2XX	
20	A3	RHS Access Teachers			9.34 Other: Other staff position not listed (include staff title in activity line)			CTE STA *Start Up/Approved CTE POS*		111
20	A3	Benefits for above						CTE STA *Start Up/Approved CTE POS*	2XX	
21	A3	Subs for Access Teachers						CTE STA *Start Up/Approved CTE POS*	31X	
22	C4	Night School Teacher			2 Multiple Subjects Teacher (middle/high school)			CTE STA *Start Up/Approved CTE POS*		111
22	C4	Benefits for above						CTE STA *Start Up/Approved CTE POS*	2XX	
23	A2	Trades Crew Leader			2 Career Exploration (Applied Arts)			CTE STA *Start Up/Approved CTE POS*		112
23	A2	Benefits for above						CTE STA *Start Up/Approved CTE POS*	2XX	
24	C3	Newcomer Language Support at RHS			4 Other: Other staff position not listed (include staff title in activity line)			CTE STA *Start Up/Approved CTE POS*		112
24	C3	Benefits for above						CTE STA *Start Up/Approved CTE POS*	2XX	
25	A3	Ninth Grade Success Team and Access Team meeting additional pay						CTE PL *Start Up/Approved CTE POS*	13X	
25	A3	Benefits for above						CTE PL *Start Up/Approved CTE POS*	2XX	
26	D3	Family Engagement Supplies and Materials (AVID Senior Award Night)						CTE ESF *Start Up/Approved CTE POS*		410
27	A2	HSS pass-through to Center for Advanced Learning for 0.5 ADM for enrolled students						CTE OCG *Start Up/Approved CTE POS*	31X	
28	A2	Field Trips - fees						CTE OCG *Start Up/Approved CTE POS*	31X	
28	A2	Field Trips - transportation expenses						CTE OCG *Start Up/Approved CTE POS*	33X	
29	A4	Exam Fees - Driver's Ed, BYU Language Exams						CTE OCG *Start Up/Approved CTE POS*	31X	
30	A4	Tuition - Middle College						CLO OCG *Must lead to college credit*	31X	
31	A2	Cognia Fees						CTE ESF *Start Up/Approved CTE POS*	31X	
32	A2	CTE Consumable Supplies						CTE ESF *Start Up/Approved CTE POS*		410
33	A2	CTE Nonconsumable Supplies						CTE ESF *Start Up/Approved CTE POS*		460
34	A2	CTE Equipment Repairs						CTE ESF *Start Up/Approved CTE POS*	31X	
35	A2	CTE Facilities Improvements						CTE ESF *Start Up/Approved CTE POS*	5XX	
36	A2	CTE Curriculum						CTE ESF *Start Up/Approved CTE POS*	4XX	
37	B1	Multi-Tiered System of Support Subscription for the Student Information System					STF		31X	
38	C1	Educational Assistants to Support Literacy and Math			10.6 Other: Other staff position not listed (include staff title in activity line)					112
38	C1	Benefits for above							2XX	

39 C1	Math teacher for math intervention classes at Lee MS	1	Math			111
39 C1	Benefits for above				2XX	
40 D2	Add SpEd Secretary at RHS	0.666	Special Education (all positions)			112
40 D2	Benefits for above				2XX	
41 C1	Reading Specialist	0.3	Literacy Coach/Specialist/or Interventionist (Early Literacy)			111
41 C1	Benefits for above				2XX	
42 C1	Intervention and Acceleration Programs for Reading and Math			WRE		410
42 C1	Intervention and Acceleration Programs for Reading and Math			WRE		460
42 C1	Intervention and Acceleration Programs for Reading and Math			WRE		470
43 B1	Additional Pay for PLCs and Data Teams				13X	
43 B1	Benefits for above				2XX	
44 B2	Substitutes for Professional Learning Conference Attendance (contract with ESS)				31X	
44 B2	Training Fees for Professional Learning (PLC, equity, SEL)				31X	
44 B2	Travel Fees for Professional Learning (PLC conference)				34X	

Activity ID #	Outcome and Strategy	Activity	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	ELIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
		Total Allocation		\$555,512.08	\$735,191.08	\$24,651.57	\$2,617,914.22	\$9,941,080.10	\$13,874,349.05
		Unbudgeted (Autocalculate)		\$0.00	-\$0.00	\$0.00	\$0.00	\$0.00	\$0.01
		Total Budgeted Amounts (Autosum)		\$555,512.08	\$735,191.08	\$24,651.57	\$2,617,914.22	\$9,941,080.10	\$13,874,349.04
1		Indirect/Administration (3.86%)			\$27,323.68	\$916.19	\$97,295.87	\$369,464.37	\$495,000.10
2 D1		Assistant Principals	9					\$1,293,168.00	\$1,293,168.00
2 D1		Benefits for above						\$665,063.62	\$665,063.62
3 D2		Social Workers	4.5					\$413,489.18	\$413,489.18
3 D2		Benefits for above						\$233,078.30	\$233,078.30
4 D2		Counselors	15.5				238058.85	\$972,960.49	\$1,211,019.34
4 D2		Benefits for above					218731.69	\$543,918.00	\$762,649.69
5 A1		Elementary Classroom Teachers	12					\$1,213,225.16	\$1,213,225.16
5 A1		Benefits for above						\$650,097.80	\$650,097.80
6 A1		Elementary Music Teachers	3.18					\$256,560.83	\$256,560.83
6 A1		Benefits for above						\$151,415.11	\$151,415.11
7 A1		Elementary PE Teachers	0.67					\$70,730.17	\$70,730.17
7 A1		Benefits for above						\$37,535.17	\$37,535.17
8 A1		Middle School Math Teachers	2					\$176,112.51	\$176,112.51
8 A1		Benefits for above						\$99,115.43	\$99,115.43
9 A1		Middle School ELA Teachers	1					\$75,878.49	\$75,878.49
9 A1		Benefits for above						\$45,136.51	\$45,136.51
10 A1		Middle School Science Teachers	0.5					\$50,000.00	\$50,000.00
10 A1		Benefits for above						\$30,000.00	\$30,000.00
11 A1		Subs for Elementary and Middle School Teachers (lines 11-22)						\$30,000.00	\$30,000.00
12 C2		Elementary Media Specialists	11					\$1,213,620.29	\$1,213,620.29
12 C2		Benefits for above						\$638,140.68	\$638,140.68
13 C1		Kindergarten Educational Assistants	20.3125		\$341,383.43			\$316,267.24	\$657,650.67
13 C1		Benefits for above			\$326,693.16			\$240,475.93	\$567,169.09
14 C1		Subs for Kinder EAs			\$39,790.81				\$39,790.81
15 D2		Autism and Behavior Specialist	1					\$101,205.69	\$101,205.69
15 D2		Benefits						\$54,421.13	\$54,421.13
16 A2		Career Technical Education Teachers	3				\$250,173.01		\$250,173.01
16 A2		Benefits for above					\$146,675.43		\$146,675.43
17 A2		Subs for CTE Teachers					\$5,000.00		\$5,000.00
18 A2		Equipment maintenance stipend for CTE Teachers					\$19,299.22		\$19,299.22
19 A5		HS Attendance Intervention Specialists & Secretary	6				\$225,906.22		\$225,906.22
19 A5		Benefits for above					\$166,309.52		\$166,309.52
20 A3		RHS Access Teachers	4.67				\$423,722.41		\$423,722.41
20 A3		Benefits for above					\$239,810.75		\$239,810.75
21 A3		Subs for Access Teachers					\$8,000.00		\$8,000.00
22 C4		Night School Teacher	1				\$112,270.38		\$112,270.38
22 C4		Benefits for above					\$62,136.56		\$62,136.56
23 A2		Trades Crew Leader	1				\$41,480.40		\$41,480.40
23 A2		Benefits for above					\$19,543.91		\$19,543.91
24 C3		Newcomer Language Support at RHS	2				\$91,000.00		\$91,000.00
24 C3		Benefits for above					\$70,000.00		\$70,000.00
25 A3		Ninth Grade Success Team and Access Team meeting additional pay					4000		\$4,000.00
25 A3		Benefits for above					500		\$500.00
26 D3		Family Engagement Supplies and Materials (AVID Senior Award Night)					1500		\$1,500.00
27 A2		HSS pass-through to Center for Advanced Learning for 0.5 ADM for enrolled students					10000		\$10,000.00
28 A2		Field Trips - fees					2500		\$2,500.00
28 A2		Field Trips - transportation expenses					500		\$500.00
29 A4		Exam Fees - Driver's Ed, BYU Language Exams					3000		\$3,000.00
30 A4		Tuition - Middle College		60000			100000		\$160,000.00
31 A2		Cognia Fees					1500		\$1,500.00
32 A2		CTE Consumable Supplies					7000		\$7,000.00
33 A2		CTE Nonconsumable Supplies					4000		\$4,000.00
34 A2		CTE Equipment Repairs					5000		\$5,000.00
35 A2		CTE Facilities Improvements					40000		\$40,000.00
36 A2		CTE Curriculum					3000		\$3,000.00

37 B1	Multi-Tiered System of Support Subscription for the Student Information System			\$23,735.38	\$23,735.38
38 C1	Educational Assistants to Support Literacy and Math	5.3	208272.67		\$208,272.67
38 C1	Benefits for above		90462.88		\$90,462.88
39 C1	Math teacher for math intervention classes at Lee MS	0.5	33986.62		\$33,986.62
39 C1	Benefits for above		14565.69		\$14,565.69
40 D2	Add SpEd Secretary at RHS	0.333	13031.87		\$13,031.87
40 D2	Benefits for above		9638.77		\$9,638.77
41 C1	Reading Specialist	0.15	17560.28		\$17,560.28
41 C1	Benefits for above		9528.82		\$9,528.82
42 C1	Intervention and Acceleration Programs for Reading and Math		22500		\$22,500.00
42 C1	Intervention and Acceleration Programs for Reading and Math		3000		\$3,000.00
42 C1	Intervention and Acceleration Programs for Reading and Math		8347.48		\$8,347.48
43 B1	Additional Pay for PLCs and Data Teams		24900		\$24,900.00
43 B1	Benefits for above		4717		\$4,717.00
44 B2	Substitutes for Professional Learning Conference Attendance (contract with ESS)		2000		\$2,000.00
44 B2	Training Fees for Professional Learning (PLC, equity, SEL)		13000		\$13,000.00
44 B2	Travel Fees for Professional Learning (PLC conference)		20000		\$20,000.00

Activity ID #	Outcome and Strategy	Activity	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	ELIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)
		Total Allocation			\$765,198.88		\$24,651.57	\$2,724,767.86	\$13,861,456.78
		Unbudgeted (Autocalculate)		\$0.00	-\$0.00		\$0.00	\$0.00	\$0.01
		Total Budgeted Amounts (Autosum)		\$0.00	\$765,198.88		\$24,651.57	\$2,724,767.86	\$13,861,456.77
1		Indirect/Administration (3.86%)			\$28,438.93	\$916.19	\$101,267.13	\$384,544.55	\$515,166.79
2 D1		Assistant Principals	9					\$1,323,168.00	\$1,323,168.00
2 D1		Benefits for above						\$695,063.62	\$695,063.62
3 D2		Social Workers	4.5					\$443,489.18	\$443,489.18
3 D2		Benefits for above						\$263,078.30	\$263,078.30
4 D2		Counselors	15.5				313058.85	\$1,002,960.49	\$1,316,019.34
4 D2		Benefits for above					246614.07	\$573,918.00	\$820,532.07
5 A1		Elementary Classroom Teachers	12					\$1,243,225.16	\$1,243,225.16
5 A1		Benefits for above						\$680,097.80	\$680,097.80
6 A1		Elementary Music Teachers	3.18					\$286,560.83	\$286,560.83
6 A1		Benefits for above						\$181,415.11	\$181,415.11
7 A1		Elementary PE Teachers	0.67					\$80,730.17	\$80,730.17
7 A1		Benefits for above						\$47,535.17	\$47,535.17
8 A1		Middle School Math Teachers	2					\$196,112.51	\$196,112.51
8 A1		Benefits for above						\$119,115.43	\$119,115.43
9 A1		Middle School ELA Teachers	1					\$85,878.49	\$85,878.49
9 A1		Benefits for above						\$55,136.51	\$55,136.51
10 A1		Middle School Science Teachers	0.5					\$57,000.00	\$57,000.00
10 A1		Benefits for above						\$33,678.19	\$33,678.19
11 A1		Subs for Elementary and Middle School Teachers (lines 11-22)						\$30,000.00	\$30,000.00
12 C2		Elementary Media Specialists	11					\$1,213,620.29	\$1,213,620.29
12 C2		Benefits for above						\$638,140.68	\$638,140.68
13 C1		Kindergarten Educational Assistants	21.125		\$361,383.43			\$316,267.24	\$677,650.67
13 C1		Benefits for above			\$335,585.71			\$240,475.93	\$576,061.64
14 C1		Subs for Kinder EAs			\$39,790.81				\$39,790.81
15 D2		Autism and Behavior Specialist	1					\$101,205.69	\$101,205.69
15 D2		Benefits						\$54,421.13	\$54,421.13
16 A2		Career Technical Education Teachers	3				\$250,173.01		\$250,173.01
16 A2		Benefits for above					\$146,675.43		\$146,675.43
17 A2		Subs for CTE Teachers					\$5,000.00		\$5,000.00
18 A2		Equipment maintenance stipend for CTE Teachers					\$19,299.22		\$19,299.22
19 A5		HS Attendance Intervention Specialists & Secretary	6				\$225,906.22		\$225,906.22
19 A5		Benefits for above					\$166,309.52		\$166,309.52
20 A3		RHS Access Teachers	4.67				\$423,722.41		\$423,722.41
20 A3		Benefits for above					\$239,810.75		\$239,810.75
21 A3		Subs for Access Teachers					\$8,000.00		\$8,000.00
22 C4		Night School Teacher	1				\$112,270.38		\$112,270.38
22 C4		Benefits for above					\$62,136.56		\$62,136.56
23 A2		Trades Crew Leader	1				\$41,480.40		\$41,480.40
23 A2		Benefits for above					\$19,543.91		\$19,543.91
24 C3		Newcomer Language Support at RHS	2				\$91,000.00		\$91,000.00
24 C3		Benefits for above					\$70,000.00		\$70,000.00
25 A3		Ninth Grade Success Team and Access Team meeting additional pay					4000		\$4,000.00
25 A3		Benefits for above					500		\$500.00
26 D3		Family Engagement Supplies and Materials (AVID Senior Award Night)					1500		\$1,500.00
27 A2		HSS pass-through to Center for Advanced Learning for 0.5 ADM for enrolled students					10000		\$10,000.00
28 A2		Field Trips - fees					2500		\$2,500.00
28 A2		Field Trips - transportation expenses					500		\$500.00
29 A4		Exam Fees - Driver's Ed, BYU Language Exams					3000		\$3,000.00
30 A4		Tuition - Middle College					100000		\$100,000.00
31 A2		Cognia Fees					1500		\$1,500.00
32 A2		CTE Consumable Supplies					7000		\$7,000.00
33 A2		CTE Nonconsumable Supplies					4000		\$4,000.00
34 A2		CTE Equipment Repairs					5000		\$5,000.00
35 A2		CTE Facilities Improvements					40000		\$40,000.00
36 A2		CTE Curriculum					3000		\$3,000.00

37 B1	Multi-Tiered System of Support Subscription for the Student Information System		\$23,735.38	\$23,735.38
38 C1	Educational Assistants to Support Literacy and Math	5.3		\$0.00
38 C1	Benefits for above			\$0.00
39 C1	Math teacher for math intervention classes at Lee MS	0.5		\$0.00
39 C1	Benefits for above			\$0.00
40 D2	Add SpEd Secretary at RHS	0.333		\$0.00
40 D2	Benefits for above			\$0.00
41 C1	Reading Specialist	0.15		\$0.00
41 C1	Benefits for above			\$0.00
42 C1	Intervention and Acceleration Programs for Reading and Math			\$0.00
42 C1	Intervention and Acceleration Programs for Reading and Math			\$0.00
42 C1	Intervention and Acceleration Programs for Reading and Math			\$0.00
43 B1	Additional Pay for PLCs and Data Teams			\$0.00
43 B1	Benefits for above			\$0.00
44 B2	Substitutes for Professional Learning Conference Attendance (contract with ESS)			\$0.00
44 B2	Training Fees for Professional Learning (PLC, equity, SEL)			\$0.00
44 B2	Travel Fees for Professional Learning (PLC conference)			\$0.00

	OUTCOMES & STRATEGIES		FSI	CTE	EIIS	HSS	SIA
	Outcome-A	In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.					
Strategies	A1	Ensure lower class size averages through additional teaching staff.					x
	A2	Enhance career technical education and work-based learning opportunities for high school students.				x	
	A3	Provide staffing and planning time to support ninth grade students on track.				x	
	A4	Increase dual credit opportunities for high school students.				x	
	A5	Provide targeted attendance supports and interventions through specialized staff.				x	
	Outcome-B	We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes					
Strategies	B1	Implement Professional Learning Communities focused on high effect instructional practices and collective efficacy.				x	x
	B2	Provide professional learning opportunities focused on high effect instructional practices and collective efficacy.	x				
	Outcome-C	We will interrupt bias and microaggression in instructional practices.					
Strategies	C1	Provide instructional staffing and supplies to support core reading and math programs.	x				x
	C2	Provide access to diverse resources and media literacy through Media Specialists.					x
	C3	Provide staffing to support language needs for Newcomer Students.					x
	C4	Increase opportunities for extended day and year learning, as well as flexible and personalized learning.				x	
	Outcome-D	We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors					
Strategies	D1	Ensure well rounded education through additional administrative and restorative justice staff.				x	
	D2	Provide increased and equitable access for students and families to social, mental and behavioral health supports through increased mental and behavioral health staff and services.				x	x
	D3	Implement family engagement and partnership opportunities.				x	x

Tiered Planning

Outcome and Strategy	Activity	Partnership	FTE	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code
	Total Budgeted Amounts (Autosum)									
A2	Social Workers		+ or -	School Counselor/School Social Worker					H&S	111
A2	Benefits for above								H&S	2XX
A2	Counselors		+ or -	School Counselor/School Social Worker				DP STA	H&S	111
A2	Benefits for above							DP STA	H&S	2XX
A1	Elementary Classroom Teachers		+ or -	Elementary Teacher					RCS	111
A1	Benefits for above								RCS	2XX
A1	Middle School Math Teachers		+ or -	Math					RCS	111
A1	Benefits for above								RCS	2XX
A1	Middle School ELA Teachers		+ or -	Language Arts					RCS	111
A1	Benefits for above								RCS	2XX
A1	Middle School Science Teachers		+ or -	Science/Technology/Social Science/ Computer Science (not CTE POS)					WRE	111
A1	Benefits for above								WRE	2XX
C3	Kindergarten Educational Assistants		+ or -	Other: Other staff position not listed (include staff title in activity line)		SGHDT			RCS	112
C3	Benefits for above								RCS	2XX
C1	Educational Assistants to Support Literacy and Math		+ or -	Other: Other staff position not listed (include staff title in activity line)						2XX
C1	Benefits for above									31X
E3	Americorps Fee for MYC							CTE OCG *Start Up/Approved CTE POS*		31X
E2	Trades/Industry Certifications							CTE OCG *Start Up/Approved CTE POS*		31X

Early Literacy Allowable Uses

Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)
Professional Development	SY 25-26 SY 26-27	District (internally led)	Administrators Teachers	Monthly	Assessment - Benchmark/ Progress Monitoring/ or Summative Assessment - Formative Assessment Practices Background Knowledge Core Curriculum Implementation Foundational Skills PD for administrators on leading for literacy Reading Comprehension Supporting Multilingual Learners Vocabulary Writing

Allowable Use	Year(s) of Programming: (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)	HDT: Duration (select one)	HDT: Frequency (select all that apply)
High Dosage Tutoring	SY 25-26 SY 26-27	District (internally led)	Licensed Teachers Qualified Tutors	During School (Cannot be during regular core instruction)	Group Size Will Vary Between 1 and 4 Students Per Tutor	>20 Weeks	2x Per Week 3x Per Week 4x Per Week 5x Per Week

Allowable Use	Year(s) of Programming: (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: Program Description
Extended Learning	SY 25-26 SY 26-27	Other	Open School Liberators	Qualified Tutors	After School	Before/After School Literacy-Focused Programming

Allowable Use	Year(s) of Programming: (select all that apply)	ExtL: Entity (select one per row)	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: Program Description
Extended Learning	SY 25-26 SY 26-27	District (internally led)	Licensed Teachers	Summer	Summer Intensive Reading Program

Early Literacy Inventory

Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K	1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR	Planned Changes or Updates
Supplemental Materials		Lexia English licenses	Lexia Learning Systems	No	Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	No change
Core Materials		ECRI - Into Reading	University of Oregon Center for Learning	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	May	2022	No change
Core Materials		Into Reading	Houghton Mifflin Harcourt	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	State Board of Education Adoption	Houghton Mifflin Harcourt Publishing Company HMH Into Reading (Grades K-2)		May	2022	No change
Core Materials		Heggerly	Literacy Resources	No	Print		TRUE						Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	May	2022	No change
Supplemental Materials		UFLI Magnets	Kling Magnetics	No	Print		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2023	No change
Intervention/Acceleration Materials		UFLI	FCRR	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2023	No change
Intervention/Acceleration Materials		Corrective Reading	McGraw Hill	No	Both Print and Digital						TRUE	TRUE	TRUE			July	2006	No change
Intervention/Acceleration Materials		Phonics for Reading	Curriculum Associates	No	Both Print and Digital					TRUE	TRUE	TRUE	TRUE			July	2006	No change
Intervention/Acceleration Materials		SIPPS	Collaborative Classroom	No	Both Print and Digital						TRUE	TRUE	TRUE			July	2023	No change
Other	Professional Development	LETRS Professional Learning and materials	Lexia Learning Systems	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	No change
Other	Professional Development	Acadience PD	Acadience Learning	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2023	No change
Other	learning management system	SeeSaw	SeeSaw Learning	No	Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	Discontinuing
Assessments		Acadience Reading	Voyager Sopris Learning	Yes	Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	No change
Intervention/Acceleration Materials		Handwriting without Tears	Learning without Tears	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2012	No change
Supplemental Materials		Handwriting without Tears	Learning without Tears	No	Both Print and Digital		TRUE	TRUE	TRUE							July	2012	No change
Assessments	Technology and Paper Based Assessment	Indicadores Dinamicos del Exito en la Lectura (IDEL 7th Edition)	Center on Teaching and Learning: University of Oregon and Amplify (Data Platform)	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE						July	2017	Not using IDEL as of 2024-25 SY. Using Acadience Fundamental. No change
Core Materials		Morphe Magic	95% Group	No	Both Print and Digital						TRUE	TRUE	TRUE			July	2024	
Assessments		Acadience Espanol	Voyager Sopris	Yes	Digital		TRUE	TRUE	TRUE	TRUE						July	2023	No change
Intervention/Acceleration Materials		Rewards	Voyager Sopris	No	Both Print and Digital						TRUE	TRUE	TRUE			July	2006	No change
Intervention/Acceleration Materials		Sound Sensible	EPS Learning	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2021	
Intervention/Acceleration Materials		Spire	EPS Learning	No	Both Print and Digital			TRUE	TRUE	TRUE	TRUE	TRUE				July	2021	