OREGON
**DEPARTMENT OF
EDUCATION**
Oregon achieves . . . together!

Bandon SD 54 25-27 Integrated Programs Application

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)

The district leadership team reviewed comprehensive data, including academic performance, attendance, and demographics, alongside feedback from staff, students, and the community. This approach helped identify key needs and prioritize data-driven actions for improvement which demonstrated a need for: 1) addressing student social-emotional and behavioral needs (K-12) to foster a positive and supporting environment. 2) increasing academic rigor to elevate achievement for middle to high-performing students. 3) improving math achievements at transition grades (4-5 and 8-9).

The CTE committee meets monthly to discuss programs and assess needs. These needs were shared with the Integrated Programs Team and integrated into our plan.

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)**

Equity Advanced (250 words or less per question)

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

The District Integrated Programs planning team conducted a multi-week review of multiple

The ⊠ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response

measures, looking for trends or gaps that were consistent from year to year, highlighting areas of needed growth.

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

Bandon School District plans to offer the following Professional development or training to teachers, staff and administration : ORSN MicroPDs, Character Strong PD, Crisis Prevention Institute (verbal intervention), RTI (Response to Intervention) conference, Multilingual Learners conference, Science of Reading PD from RTI, SpED training specific to roles, CPI-NCI, and Rigor in the classroom.

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

** McKenney-Vento liaison
 ** Provide transportation
 ** Short term lodging support
 ** Waived fee for extracurricular activities
 ** School supplies and materials provided for all students demonstrating need
 ** Clothing and hygiene supplies provided

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

All students at Bandon High School have the opportunity to participate in any or all of the Career and Technical Education (CTE) programs offered, which are intentionally designed to promote inclusion and encourage participation regardless of whether a program is traditionally considered male- or female-dominated. These programs aim to empower students to explore their interests and develop valuable skills in a supportive and equitable environment. Additionally, our 7th and 8th grade students are able to engage in CTE courses through a feeder program, helping to build early exposure and enthusiasm for future career pathways.

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

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

The ⊠ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

We are utilizing customized coaching and professional learning through ODE's early literacy initiative. That will come with customized professional development and coaching for all K-4 teachers with a focus on the science of reading and the current literacy curriculum. All other strategies outlined in our early literacy framework application will remain unchanged.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

3. ⊠ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ⊠

Bandon School District Curriculum Director and the Instructional Materials Adoption Committee reviews and selects instructional materials from the State Board of Education adopted materials list. This is an opportunity for our K-12 curriculum adoption team to review state
approved curriculum options with a lens for our student needs. The curriculum
adoption team consists of teachers from each building K-12 with a specific focus on
transitions between elementary, middle, and high school to ensure a smooth
instructional experience for students. Our process also includes a community
engagement opportunity for review of the two curriculum materials selected by the
curriculum adoption committee prior to the final adoption decision. The committee
decision is then presented to the school board for final approval.

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

Formal and informal teacher observations through the lens of best instructional practice and in line with the Danielson model for teacher evaluation. Our CBA has a detailed process for the evaluation of teachers including a more rigorous observation protocol for probationary teachers. We are moving towards a digital platform (Frontline My Professional Growth Plan) for our employee evaluation documentation.
 o Know every student by name, strength, and need using tools such as NWEA MAP to gain deeper insight into our students' areas of strength and areas of challenge in an effort to ensure that our instructional and behavioral practice is effective and efficient for all focal groups.
 o High quality instruction includes curricula, teaching practice, and learning environments that are standards based, evidence based, engaging, differentiated, culturally responsive, and data driven. We meet these expectations in the following ways:
 ▪ STANDARDS BASED: Our elementary school moved to a standards based report card with proficiency marks in an effort to give a more detailed profile on student achievement. Our middle and high schools

The ⊠ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

have a standards based scope and sequence that is updated monthly to reflect current practice. These are used to determine areas of focus in conjunction with our NWEA MAP data.

▪ EVIDENCE BASED: Our administration team is committed to supporting evidence-based instruction in all settings including providing supplementary materials and a dedicated reading and math specialist to support reading and math instruction at the elementary level. Our focus on social emotional learning and mental health supports is also evidence based as we strengthen
 resilience and problem solving skills in our students to allow them to focus on the learning at hand.

▪ ENGAGING: One effort to increase engagement has been the integration of more technology including 1:1 devices for all students, the addition of SMART Screens in all classrooms K-8 and in targeted classrooms at the HS. We also have a K-12 focus on social emotional learning to increase the strength of our connections between students and teachers.

▪ DIFFERENTIATED: Differentiated instruction occurs on many levels including formal IEP and 504 plans for eligible students, TAG extension opportunities, Title I services at elementary, and EL services for eligible students. Our elementary school also has a Walk to Read and March to Math MTSS intervention model to provide the most rigorous support to our earliest
 learners. Teachers work within the classroom to provide differentiated instruction based on data collected through our district-wide assessment protocol and classroom measures including curriculum-based and formative assessments for progress monitoring.

▪ CULTURALLY RESPONSIVE: Our libraries are a central focal point in each building and lead our culturally responsive educational endeavors with celebrations throughout the year highlighting literacy connections to cultural celebrations. Teachers continue this effort through standards-based
 instruction that included multicultural exposure through the use of our state approved curricula and extension materials.

▪ DATA DRIVEN: Our elementary school has implemented a multi-tiered system of supports including reading and math intervention with data meetings on a 6 week rotation to ensure flexible placement in intervention groups. We have implemented a K-12 district assessment protocol (NWEA MAP) and provided training for all certified teachers in the use of the system and data analysis to support data-driven instructional decisions for all focal groups.

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

* Collaboration with local law enforcement
 * Professional development and training for staff
 * Clear expectations of front office staff to be the "face" of building/district
 * Clean and maintained facilities

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

* Weekly library offered to all students K-8

The ⊠ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

* Classroom libraries K-12
 * Comprehensive libraries available in all buildings
 * Book Fairs
 * Encouraging AR reading
 * Literacy program providing books for students K-4

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

We are monitoring the effectiveness with the use of Student Study Team (SST) meetings, data team meetings, weekly check-ins with district mental health therapists, monitoring attendance, and weekly meetings with behavior specialists.

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

Identification begins with regular Data Team meetings and Student Study Team meetings, where teachers and specialists collaboratively review individual student progress and identify those in need of additional support. We utilize district-wide assessments and NWEA (Northwest Evaluation Association) data to track academic performance over time, allowing us to pinpoint specific areas where students are struggling. This comprehensive approach ensures that academic concerns are caught early and that interventions are based on accurate and current data.

Once students are identified, we implement targeted supports designed to meet a range of academic and technical needs. In grades K-4, we offer Reading Intervention and Double Dose literacy support, supplemented by Education Assistants in all Reading and Math classrooms. These assistants provide small group and one-on-one instruction to reinforce foundational skills. For 5th and 6th grades, an Education Assistant is assigned to support students across all subjects, with a strong emphasis on Reading and Math.

At the middle school level (grades 7-8) and high school, SPED Education Assistants are assigned to core classes as well as electives to assist students with Individualized Education Programs (IEPs). This inclusive model ensures that students with diverse learning needs receive help in the least restrictive environment.

At the high school, we provide Credit Recovery programs and a supported Study Hall, allowing students to make up credits and receive academic support during the school day. Across K-12, we emphasize differentiated instruction to meet students where they are, tailoring lessons to various learning styles and levels. 504 accommodations and Special Education services are also provided to ensure students with identified needs receive the necessary tools and support to succeed.

We facilitate targeted family/student/teacher conferences at all grade levels to align goals, share progress, and adjust supports as needed.

The ⊠ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

N/A

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

Bandon High School offers a range of Career and Technical Education (CTE)-defined work-based learning experiences designed to prepare students for success in high-demand careers. Students can earn credit through the Wildland Firefighter Type 2 course, which provides both technical training and hands-on experience in fire science and emergency response. Additionally, students have the opportunity to participate in work experience programs, including job placements with Cedar Ridge Builders, where they gain practical skills as construction laborers in a real-world setting. To broaden career exploration, the school hosts presentations from trade schools such as WYOTECH and Universal Technical Institute (UTI), introducing students to post-secondary pathways in the skilled trades.
In partnership with Recruit Hippo and the Southwestern Oregon Workforce Investment Board, Bandon High School connects students with regional workforce development resources, including access to internships and career planning tools. Students also attend an annual Career Fair where they engage directly with employers and training programs. To expand these opportunities, the district is planning to take students to the Southern Oregon Career Expo in Canyonville this fall, offering exposure to a wider variety of careers and industries. Additionally, CTE instructors are actively working to bring more industry professionals into the classroom next year, enhancing student engagement and aligning instruction with current workforce needs.

11. ⊠ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ⊠

* Pre-apprenticeship programs
 * Exposure to different types of welding and metal fabrication
 * Exposure to a multitude of manufacturing processes
 * Dual credit opportunities in science, math, Spanish, writing, and more
 * Continuing teacher professional development

Engaged Community (250 words or less per question)

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

The ⊠ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

We have made several key improvements, including offering a variety of times and locations to better meet the needs of our community, expanding elective options at the middle school level, and increasing professional development opportunities for classified staff. Additionally, we now utilize NWEA MAP data to inform and guide intervention groups at both the elementary and middle school levels.

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

The district leadership team reviewed comprehensive data, including academic performance, attendance, and demographics, alongside feedback from staff, students, and the community. This approach helped identify key needs and prioritize data-driven actions for improvement which demonstrated a need for: 1) addressing student social-emotional and behavioral needs (K-12) to foster a positive and supporting environment. 2) increasing academic rigor to elevate achievement for middle to high-performing students. 3) improving math achievements.
The strategies the team used to engage focal groups and their families in the development of this plan: Surveyed Students and Families:
Targeted surveys gathered input from focal group students and their families, helping to identify strengths, challenges, and areas for program improvement.
Family Engagement Events: These events provided opportunities for two-way communication, allowing families—especially those from historically underserved groups—to share feedback, access resources, and collaborate on student success.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Multiple strategies were utilized to gather input and foster collaboration. Regular discussions were held during staff meetings, where updates were shared and feedback was encouraged. Career and Technical Education (CTE) meetings provided targeted opportunities for staff to align program goals with broader district initiatives. Data Team meetings were leveraged to analyze student data collaboratively, connecting it to the integrated plan's goals and identifying areas for improvement. Additionally, staff surveys were distributed to capture a wide range of perspectives, ensuring all voices were heard and considered in shaping the final plan.

Outcome of Engagement
11. 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.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

We learned that our community and staff don't share the same concerns, which has made it challenging to align the district's goals with desired student outcomes. While staff often focus on day-to-day instructional needs and classroom-level supports, community members tend to prioritize broader issues. District Professional Development planning will address both community and staff concerns. We allocated some of our funding to belonging activities, which has helped foster a sense of unity between community and staff. Our CTE programs continue to thrive due to the continued budget support and funding towards these programs.

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

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

To recruit, onboard, and retain high-quality educators and leaders, we have implemented a variety of systems and strategies. Our expanded professional development program supports ongoing growth for all staff. We also have a "Grow Your Own" program, helping to cultivate local talent for future teaching and leadership roles. For national exposure, we utilize Frontline Recruitment and Hiring, while Frontline My Professional Growth helps staff track and enhance their professional development.
We partner with our Educational Service District (ESD) to develop CTE-certified instructors, and we provide mentoring programs for both certified and administrative staff to foster ongoing support and leadership growth. Additionally, we collaborate with our local hospital and city to create workforce housing, ensuring affordable and adequate housing options for educators and staff. To further attract and retain talented personnel, we have also increased our wages. Advisory teachers work closely with students throughout their entire high school journey, helping to guide and support their academic and career aspirations.

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

* CharacterStrong SEL curriculum K12
 * Restorative justice practices implemented K12
 * Student Support Specialist and Trauma Informed School Systems work K12
 * Discovery SEL addition at HS
 * ACEs training for all staff

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

Students have the opportunity to engage in hands-on learning through courses in manufacturing, welding, woodworking, and drafting, which help them connect with real-world industries. Additionally, we provide access to a dedicated academic advisor who specializes in college and career readiness, guiding students through career exploration and preparation. At the middle school level, we offer a variety of expanded elective options, including Career and Technical Education (CTE) courses, to support career exploration and development.
To further enhance career awareness, we organize CTE-focused career fairs that feature industry guest speakers and presentations. Students also benefit from visits to community colleges, providing them with valuable exposure to post-secondary education and career pathways. These offerings are designed to foster awareness, exploration, and preparation for students as they begin to explore future career opportunities.

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

N/A

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Title I

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

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

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

Other Purposes (please describe below)

5. If you answered "Other" on #4, then please describe below:

Reading Specialist

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

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

Not applicable if you only have on elementary school

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

N/A

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

ODE can play a vital role in supporting our continuous improvement process by ensuring continued funding that allows us to sustain and enhance our initiatives over time. In addition, expanding the ability to add multiple users to the application platform would promote more collaborative planning. Early Literacy requirements need to be streamlined to reduce duplication, and help us more effectively complete the plan.

Plan Summary

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

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)

Overview of the Plan

The district's plan aims to create an inclusive and supportive learning environment that addresses the academic, social-emotional, and career readiness needs of all students. The vision focuses on fostering growth in foundational skills, personal development, and preparing students for both academic success and post-secondary opportunities. This approach includes a strong emphasis on early literacy, as well as the integration of Career and Technical Education (CTE) programs to ensure students are well-prepared for future careers. The plan builds on the strengths identified in the needs assessment while targeting areas that require further attention, ensuring a comprehensive and responsive educational experience.

Vision of the Plan

The vision of this plan is to equip every student with the skills and support they need to thrive academically, socially, and professionally. A core component of the plan is early literacy, ensuring that students develop solid reading foundations in the early grades (K-3). By focusing on early literacy, the district aims to close achievement gaps early, setting all students on a path toward success in subsequent academic years. Alongside this focus on literacy, the district is committed to fostering academic rigor, especially in critical subjects like math, and preparing students for future careers through CTE offerings.

Addressing Strengths and Areas for Growth

The needs assessment provided valuable insights into the district's strengths and areas for growth. A significant strength is the district's ongoing success in early literacy, supported by a dedicated literacy coach and professional development grounded in the science of reading. These initiatives have already begun to improve reading instruction in K-3 grades, providing students with the skills they need to succeed academically.

However, the assessment also revealed several areas that require attention, such as the need to support students' social-emotional and behavioral well-being, increase academic rigor for both middle and high-performing students, and address math achievement gaps, particularly in transition grades (4-5 and 8-9). The plan seeks to address these needs through targeted interventions and enrichment opportunities that will support all learners, regardless of their starting point.

Role of CTE

A key aspect of the plan is the expansion of CTE programs, which aim to provide students with the practical skills and knowledge they need for successful careers. These programs are

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

11

designed to expose students to a range of career pathways, equipping them with critical thinking, problem-solving, and technical skills that are essential in today's workforce. By integrating CTE into the overall educational experience, the district ensures that students are not only prepared for higher education but also for meaningful careers in various industries.

Longitudinal Performance Growth Targets (LPGTs)

The plan also aligns with the district's Longitudinal Performance Growth Targets (LPGTs), which focus on measuring student progress over time. These targets are designed to track the growth and success of all students, using data to inform instructional decisions and interventions. The district will monitor student progress through regular assessments, ensuring that teaching practices are responsive to each student's needs. This data-driven approach allows for the targeted allocation of resources and professional development, ensuring that students receive the support they need to meet both academic and behavioral goals.

Through this approach, the district seeks to create a more responsive, inclusive, and academically rigorous environment that prepares students for success in both their academic careers and beyond. By addressing early literacy, CTE pathways, student engagement, and social-emotional development, the plan provides a holistic strategy for supporting all students.

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)**

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).
Guarantee of assurance 2: True

3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Guarantee of assurance 3: True

4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
Guarantee of assurance 4: True

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.
Guarantee of assurance 6: True

7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
Guarantee of assurance 8: True

9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
Guarantee of assurance 9: True

10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
Guarantee of assurance 10: True

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
Guarantee of assurance 11: True

12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data
Guarantee of assurance 12: True

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
Guarantee of assurance 13: True

14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.
Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.
Guarantee of assurance 16: True

Website: https://bandon.k12.or.us/wp-content/uploads/2025/04/Integrated-Programs-Plan.pdf

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.