Amity SD 4J 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)

Amity USD engaged in a multitiered needs assessment that included state and local assessments, interviews with staff, students and parents, and the YouthTruth survey. Based on the results, it was determined that the strategies that are already in place and funded by the Integrated Plan are supporting our desired outcomes. Minimal changes were made to the existing outcomes. For example, math and reading achievement was updated to separate out Early Literacy programs from ELA and math outcomes. Our local data shows that our Early Literacy program has increased ELA achievement, and that state data is lagging behind current student achievement levels. Our state and local data showed that an emphasis needs to be placed on math achievement, and additional strategies were added to support this need. Interviews with parents and administrators revealed that there is a need to support students during major school transitions. Therefore, the kindergarten preparation program will be expanded, and additional programs at the ES-MS and MS-HS levels will be added. In order to support all of our students, especially those facing socioeconomic disadvantages, the Amity School Board agreed to utilize funds from the integrated programs to ensure all students are able to participate in school sponsored activities. Results from the YouthTruth survey showed that high school students feel that they need more mental health support. Therefore, the outcome to support SEL was expanded to include secondary students in addition to elementary students. Our CTE programs are thriving, and additional programs are being developed by staff to support student interest and needs to have on the job experience prior to graduation. Our 9th GOT and graduation rates are exceeding our expectations, and the programs in place to support students will continue to receive funding.

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)**

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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.

All data collected and reviewed during the planning and budgeting process were disaggregated by subgroups. As needed, additional activities and funds were prioritized to support at risk populations. For example, socioeconomic and ELL populations were identified as needing extra support. Activities in Strategy B5 directly support our ELL populations. Activities in Strategy B1 direct funds to identify students who are struggling academically and provide immediate interventions using the MTSS process.

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?

Administration at all buildings has planned PD and training to support SEL curriculum implementation embedded in the classroom curriculum at all grade levels. In addition, staff are recieving regional support from the WESD to address the local health, wellness, and drug awareness needs. Student interest has driven an increase in academic professional development sought by secondary teachers to improve their practice and develop new curriculum based on student need.

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

Amity SD employs a homeless liaison for family outreach and sets aside Title I funds to provide financial relief for allowable activities that support McKinney-Vento identified students and sure they are able to fully participate in school and school activities.

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

CTE feeder programs in the district are led by females, showcasing first hand that females are welcome and can achieve in CTE programs of study.

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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.

Amity will continue to monitor the programs that have been put into place and adjust as needed to meet the needs of students. Minimal changes were made to the existing outcomes. For example, math and reading achievement was updated to separate out Early Literacy programs from ELA and math outcomes. Our local data shows that our Early Literacy program has increased ELA achievement, and that state data is lagging behind current student achievement levels. Our state and local data showed that an emphasis needs to be placed on math achievement, and additional strategies were added to support this need. Interviews with parents and administrators revealed that there is a need to support students during major school transitions. Therefore, the kindergarten preparation program will be expanded, and additional programs at the ES-MS and MS-HS levels will be added. In order to support all of our students, especially those facing socioeconomic disadvantages, the Amity School Board agreed to utilize funds from the integrated programs to ensure all students are able to participate in school sponsored activities. Results from the YouthTruth survey showed that high school students feel that they need more mental health support. Therefore, the outcome to support SEL was expanded to include secondary students in addition to elementary students. Our CTE programs are thriving, and additional programs are being developed by staff to support student interest and needs to have on the job experience prior to graduation. Our 9th GOT and graduation rates are exceeding our expectations, and the programs in place to support students will continue to receive funding.

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? ☒

All curriculum is evaluated by teaching staff and building level administration in order to ensure alignment and appropriate scope and sequence. Once this process is completed, the request for adoption is submitted to the district office, where it is again reviewed for compliance.

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

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Building administration works with teacher teams to design professional development centered around effective teaching strategies, including differentiation. Peer teachers work together in small groups to discuss student success and how to overcome identified barriers to student success.

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? ☒

We maintain multiple open lines of communication with all parents, using various modes. We make sure that all school personnel are easily accessible to parents and that all important information is available in home language.

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

In MS and ES, library access is built into the student's weekly schedule and each library is managed by a fully-trained, dedicated staff member. At the HS, the library is accessible to students throughout each school day as well as before and after school hours.

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

Students who have a diagnosis are covered under our 504 and IEP processes. Staff monitor the progress of these students as well as students experiencing mental health challenges during monthly grade level team meetings. During these meetings, the teams discuss academic success and challenges and what changes may need to be made to best accommodate the student. Emphasis is placed on continuous communication with parents, students, staff and counseling staff to ensure every student feels supported.

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? ☒

Teacher teams meet by grade level to review student data and determine instructional needs, contacting parents when additional support beyond the traditional classroom environment is needed. Other support personnel such as counselors, academic support specialists or instructional assistants are often included, especially when they have an existing relationship with the struggling students. Grade, attendance and behavior data are all considered. Parents are included in all decisions that are made. Exceeding:Teacher teams meet by grade level to review student data and determine instructional needs, contacting parents when additional support beyond the traditional classroom environment is needed.

Curriculum is adjusted accordingly for high achieving students, course placement changes are considered, as well as the possibility of courses from local higher educational institutions.

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, continuing current programs.

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

Through relationships our CTE teachers have built with business and industry- Amity High School students will work closely with industry professionals to learn how work is done in business. Amity School District CTE Teachers engage in continuous professional development to learn industry standards and update the equipment in our classrooms to industry standards.

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. ☒

CTE students have the opportunity to earn college credit through the Chemeketa Community College Pre-Apprenticeship program.

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?

Over the past two years, our ELL family liaison has improved our ability to reach our spanish speaking households, increase awareness of and participation in school activities and academic conversations. The parent teacher associations at both the elementary and secondary levels have grown in the number of participants. The middle school began distributing a monthly newsletter to families to increase awareness of school programs and announcements.

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.)

Amity SD actively sought input from students and parents across the district through our Youth Truth survey, sending messages about the need for the survey through multiple modes of

communication and in the home language of the student. Direct contact was made with parents at elementary social events, district wide sporting events, parent associations, and conferences. All students were provided time in school to complete the survey and provide their input.

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

The Amity union president presented to all staff concerning the importance of effective communication with administration about their needs as staff and advocating for the needs of their students. Administration provided inservice time for all staff to complete the YouthTruth survey and provide input to determine district wide and building level needs. Staff were invited to participate in and end of the year interviews with their building level admin to review successes and challenges, as well as needed PD for the following year.

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.

With the addition of the YouthTruth Survey, we gained new baseline data to utilize to monitor community perceptions over the next two years. This survey allowed us the opportunity to see what we are doing well, and where improvements are needed. Building level administrators will work together over the coming school year to improve and build upon existing processes for effective building level communication with staff, streamlined policies and procedures, and support the mental health needs of our students.

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? ☒

When possible we grow our own for positions of need. We use traditional advertising, but also make direct contact with education programs in order to recruit teachers in areas of need. We host numerous student teachers each year, many of which have become staff later with the district. Salaries are supplemented for hard-to-fill positions. An active mentor program has been very useful in helping first year teachers successfully navigate their entry into the profession and deepen relationships with other teachers. In order to ensure that students with the highest needs have access to experiences, highly qualified teachers, building level administrators work with grade level

teams to plan the master schedule tailored to student needs.

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

Within the PBIS system, expectations are identified for each area and are explicitly taught to the students as a whole at least 3x per year. Areas of the school and incidents are monitored to see what specific areas or groups of students continue to need support and reteaching. Within the PBIS system, students are recognized for doing what they are supposed to be doing and for going above and beyond. Through the use of PBIS, all students know what to do and why and are recognized for positive behavior, so they are more apt to follow the expectations and not be removed from the classroom for misbehavior. Practices used to help students remain in the classroom include but are not limited to: Warrior WOWs, Warrior Tickets, Positive Behavior Referral, 4:1 positive reinforcement, 1:1 support, and collaborative conversations. As a district, we are focusing on SEL and culturally responsive teaching as key components of our district's beliefs and values. Our staff have received training on ACES, SEL and PBIS practices and implement them in the classroom. Staff, district wide, have been trained or will be trained in Mandt de-escalation strategies and Collaborative Problem Solving. As a result, our discipline policies and practices are focusing on restorative justice and collaborative problem-solving. Disciplinary practices are being replaced with practices that focus on teaching appropriate behavior and keeping the students in the classroom, when possible.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

Prior to high school, staff visit the Middle and Late Elementary classrooms and talk about opportunities in High School and how they relate to high demand/high wage careers. During high school, students are exposed to guest speakers in classrooms, Field Trips, Non profit volunteer opportunities, Industry Connected classroom projects Industry recognized certification. To ensure all students are supported Amity High School offers an ASPIRE program to help students explore college and career with an adult mentor from the community. The district sponsors College/ Career Days at the High School. Our CTE Director schedules community members to guest lecture in classrooms. For example, in our Electrical class- a local Electrician comes in once a week to work with students and create the direction for the week. Our teachers collaborate to create opportunities for students in a variety of careers to ensure students are exposed to a broad range careers they may choose to pursue in their future.

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

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who will be involved in programs under this guidance have been properly trained to carry out such programs.

Staff engage in professional development with tribal members annually to integrate into the curriculum at each building.

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)

Student Investment Account (SIA)

3. If you answered "Other" on #2, please describe below:
4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Hiring
Professional Development & Coaching

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

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

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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:
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?

Please continue to streamline communication to grant administrators, superintendents, and business managers.

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)

With strategic funding, intentional staffing, and a unified vision, Amity School District will create a responsive, inclusive, and high-achieving educational system. This plan positions our students not only to meet academic standards, but to thrive as engaged citizens, innovative thinkers, and lifelong learners. With a strong foundation in equitable access, academic excellence, and whole-child development, our strategy is guided by a commitment to ensure every student—regardless of background—has the tools, support, and opportunities to thrive from early learning through graduation.
Central to our vision is the expansion of equitable access to Career and Technical Education (CTE) and dual credit opportunities. We will implement and enhance CTE classes with state-of-the-art equipment and real-world career exploration experiences. Students will benefit from hands-on learning aligned with workforce needs, while dual credit and advanced coursework across disciplines will provide a pathway to college and career readiness. Through the ASPIRE

program, dedicated academic and career coaches will offer personalized support, ensuring every student has a clear plan and the guidance to achieve it.

To raise achievement in Math and English Language Arts (ELA), we will increase staffing and reduce class sizes, offering targeted academic interventions and enrichment. Professional development will equip staff to use data-driven strategies that meet the diverse needs of learners. Investment in instructional materials, technology, and collaborative planning time will enhance consistency and effectiveness across grade levels, particularly in math alignment efforts.

In elementary grades, our plan supports early literacy, numeracy, and foundational skills through additional staffing, intervention programs, and access to high-quality resources. A Spanish specialist will work with Hispanic/Latino students and families to boost achievement and strengthen communication, ensuring linguistic and cultural responsiveness in instruction and outreach.

We are committed to offering all students a well-rounded education that includes the arts, STEM, and physical education. These programs will be supported with the equipment and supplies needed to maximize student engagement and learning outcomes. Additionally, equitable access to extracurricular activities and school-sponsored events will ensure that all students benefit from holistic development.

Maintaining a high school graduation rate above 94% remains a priority. We will support 9th grade on-track data teams, offer robust credit recovery options, and employ dedicated personnel to monitor progress and partner with families. Transitional support for key milestones—kindergarten, middle school, high school, and post-graduation—will be bolstered through focused programs such as transition camps, grade-level readiness initiatives, and staff collaboration time.

Student well-being is the foundation of success. Our plan ensures access to physical and mental health services, ongoing social-emotional learning, and proactive behavioral support. Staff will receive training and resources to create safe, inclusive, and supportive environments. Our facilities will be maintained to promote safety and health across all learning spaces.

With strategic funding, intentional staffing, and a unified vision, we will create a responsive, inclusive, and high-achieving educational system. This plan positions our students not only to meet academic standards, but to thrive as engaged citizens, innovative thinkers, and lifelong learners.

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).
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

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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 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.

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Guarantee of assurance 16: True

Website: not posted yet. will post after signed by board