



ODE Integrated Program Reporting 25-27

Prepared by: Todd Miller- Superintendent

Date: School Board Meeting: 4/9/2025

Describe the needs assessment process you engaged in, and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used (including CTE-related information if you have a CTE program). Explain how the needs assessment and state and local data have informed specific decisions for this plan and budget.

Data analysis has played a vital role in evaluating programs and student learning. By examining data across all students and subgroups, we identified strengths, areas of growth, and areas needing further support. Input was gathered from students, families, staff, and the broader community through surveys, forums, and direct interviews, ensuring that the perspectives of historically underserved students—those facing poverty, homelessness, or disabilities—were prioritized in decision-making.

A review of state and local data provided a comprehensive view of student performance, engagement, and well-being. Sources included SBAC results, 9th-grade on-track, graduation rates, dropout rates, attendance, behavior trends, student belonging connection and engagement surveys, parent surveys, and staff input. Community input was collected through surveys, community engagement and discussions, and student voice.

Emerging Trends and Areas for Growth

- **Attendance:** Data shows continued and ongoing attendance concerns across many student groups. Data in this area is not improving.
- **Increasing Rigor:** Support for increasing rigor in english/language arts, mathematics, thinking and collaboration.



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- **Improved Reading and Math State Scores:** This first starts with increased participation for the tests. We also see lack of interest in the tests, adding to our lower scores.
- **Counseling Services and Mental Health:** Increased access to counselors and therapists is needed to support students facing emotional and behavioral challenges, as well as, supporting post-secondary transition and skill building.
- **Student Engagement:** Students reported feeling disconnected from decision-making, highlighting a need to increase student agency and leadership opportunities. This engagement needs to also be addressed by relevancy of courses and options, such as, electives, CTE courses, college opportunities, etc.
- **Strengthening Communication to Families:** A need for more timely and comprehensive communication, adding family engagement opportunities and making the ones we have more meaningful.

Data-Driven Decisions: Budget & Strategic Investments

Needs assessment results have directly informed district planning and budgeting priorities, ensuring investments align with community-identified needs:

- **Reading and Math Instruction and Curriculum:** Allocating funds for curriculum updates, additional FTE for math instruction and interventions courses or programs and specialist staffing to support instructional improvements and rigor.
- **Counseling, Mental Health and SEL:** Expanding counseling services and behavior support to strengthen SEL programming to support student well-being, while adding greater support for college and career planning.
- **CTE & Career Pathways:** Maintaining CTE course offerings and enhancing real-world learning opportunities.
- **Engagement & Attendance:** Strengthening student engagement and connection to school, and family communication through community engagement efforts and communication tools.



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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.

Santiam Canyon uses the following Equity Filter to assess programming and determine priorities and strategies:

We strive to STAND TOGETHER for all students to feel a sense of belonging, connection and engagement at Santiam, and that they feel proud of their growth and work. When planning and making decisions, ask the following questions to ensure decisions are not inadvertently creating barriers for students.

SET OUTCOMES

- *What outcomes are we working to achieve?*
- *What assumptions are we bringing into the issue?*

CENTERING MULTIPLE PERSPECTIVES

- *Who has been included in the decision-making process?*
- *Who is affected by this decision and/or action?*
- *Are you centering multiple perspectives and key stakeholders who are impacted by this decision?*

ATTEND TO UNINTENDED OUTCOMES

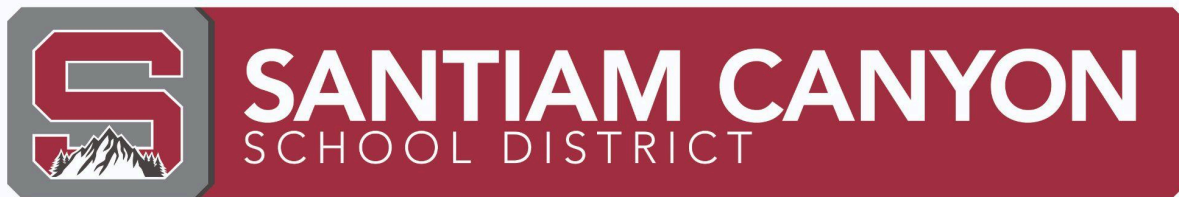
- *What are the potential unintended outcomes?*
- *What are the barriers to more equitable outcomes?*
- *How will you address impacts or unintended outcomes?*

COMMUNICATE

- *How will you ensure communication takes place in an inclusive, culturally responsive and responsible manner?*

EVALUATION AND AWARENESS

- *What other possibilities for this decision and/or action were explored?*
- *How will feedback from stakeholders be collected?*
- *How will you evaluate your decision and/or action?*



During the budgeting process, we analyze student achievement data, demographic trends, and input from families and educators to allocate funds equitably and greater support those students in need and focal student groups.

Key activities and strategies from our outcome/strategies Smartsheet include:

- **Increased staffing for counseling, SEL and mental health:** Increased staffing and training to meet the needs of all students for their mental and behavioral health and for college and career planning.
- **Targeted Academic Interventions:** Additional instructional support to support the growth of all students, particularly focal students, including reading and math skills.
- **Improve student engagement:** By adding more engaging and enriching activities and opportunities, we will see greater engagement and attendance.

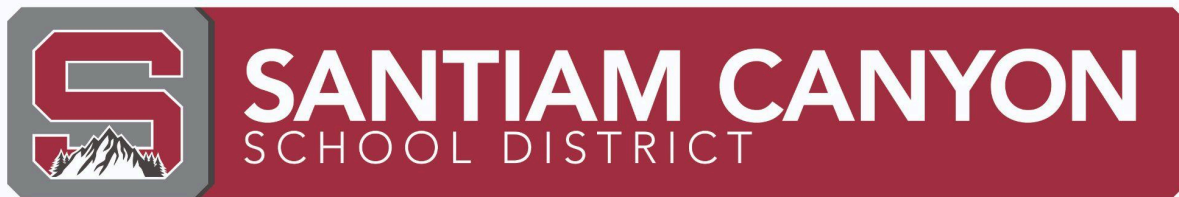
By embedding the Equity Filter in our planning, we ensure that every student—especially those from historically underserved backgrounds—has access to the support and opportunities needed to thrive.

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?

Santiam Canyon School District is committed to providing ongoing professional development and training to ensure that teachers, staff, and administrators are equipped to address the cultural, social, emotional, and academic needs of all students, including focal students.

For staff and administrators, the district prioritizes differentiation of instruction, improving rigor and trauma-informed care practices as a key focus of professional development. These trainings will be delivered through workshops, expert-led sessions, and ongoing coaching to reinforce best practices.

Collaboration and continuous learning will be emphasized through professional learning communities (PLCs) where teachers and staff can share best practices, analyze student data, and develop targeted interventions to support focal students and improve academic outcomes.



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

From board policy to school culture, we foster an inclusive and supportive environment for all students to break down barriers and give them the support they need to succeed in school and life. We find ways to transport students to the school programs of their choice, help with supplies and clothes, collaborate with outside agencies for family support, and give students individualized attention to feel included and supported.

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

Santiam Canyon School District is dedicated to providing all students with fair and inclusive access to Career and Technical Education (CTE) programs, especially in fields where one gender has traditionally been underrepresented. By applying our Equity Filter, we actively identify and remove obstacles that may hinder students—particularly those from historically marginalized groups—from participating in work-based learning experiences. To foster inclusivity and encourage diverse participation in CTE, we have removed prerequisite requirements for introductory and intermediate courses, giving students the opportunity to explore career paths that may have previously felt inaccessible. Additionally, we offer targeted support to ensure these students feel welcomed and confident in pursuing hands-on learning experiences.

Student voices are at the heart of our approach. We prioritize gathering input, responding to concerns, and adapting our programs based on student feedback, leading to more inclusive opportunities and a greater sense of belonging. Our counseling team and school leaders play a key role in keeping students and families informed about available work-based learning experiences, ensuring that every student has the chance to participate. By increasing awareness and access, we help dismantle gender-based stereotypes and create an environment where all students can thrive.

Through these deliberate efforts, Santiam Canyon School District is building an equitable and supportive CTE program that empowers students to confidently explore and pursue their career interests.



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

Our current early literacy models are already reflective of Oregon’s Early Literacy Framework and the Program Review Tool. Our plans are not changing for early literacy and grant programming, but as always, we will continue to fine tune our work through continued PD and work in the PLC model and best practices in instruction.

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?

SCSD guarantees that curriculum development and instructional materials across all subjects follow a well-defined K-12 learning progression, fully aligned with both state and national standards. Curriculum selections are made through a collaborative process involving content-area educators and administrators, ensuring that adopted materials come from the state-approved list. This process upholds compliance with Common Core State Standards (CCSS) while prioritizing the needs of students. Additionally, input from the community and school board is welcomed to promote transparency and inclusivity in curriculum decisions.

To ensure ongoing curriculum effectiveness, regular reviews are conducted to evaluate its impact on student achievement. Student progress is closely tracked to measure growth toward state proficiency standards, allowing for adjustments as necessary. Professional development is a key component in maintaining instructional quality and alignment. Through Professional Learning Communities (PLCs) and data teams, educators consistently assess curriculum effectiveness, analyze student performance data, and refine teaching methods. These collaborative efforts ensure that all students receive rigorous, high-quality instruction that aligns with learning standards throughout their educational journey.

By integrating feedback from stakeholders, fostering continuous professional growth, and conducting data-driven curriculum evaluations, SCSD ensures that instructional materials



effectively support student success while remaining aligned with state and national learning goals.

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

SCSD ensures that classroom instruction is comprehensive, purposeful, engaging, and academically rigorous through a structured and equitable approach. By applying our Equity Filter and targeted universalism strategies, we deliver high-quality instruction that fosters both academic achievement and social-emotional development, with a focus on supporting historically underserved student groups.

At the elementary level, we emphasize early literacy to establish a strong academic foundation. Students benefit from physical education, music, and weekly library programs, while our TAG program promotes inclusive identification and support for advanced learners.

In middle school, we strengthen MTSS interventions in reading, math, and social-emotional learning to support skill development and subject mastery. Students participate in PE and health education, with the library serving as a key resource available throughout the day. A diverse range of electives, including art, technology, music, and CTE courses, enhances student engagement and learning opportunities.

At the high school level, instruction focuses on graduation readiness and preparation for future pathways. Students have access to physical education, health, music, a variety of electives, three CTE pathways, and college courses fully funded by the district. Additionally, extracurricular activities, clubs, and athletics provide valuable opportunities for personal growth and leadership.

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?



Santiam Canyon School District is committed to creating a safe and welcoming educational environment through inclusive and safety-oriented policies, community engagement, structured support systems and building a connection between staff and students. This approach ensures that students, families, and community members feel secure, valued, and empowered.

A welcoming environment for students and families is the first step to safety. We also have strict rules for unsafe behaviors that are taught to all students, so they know the expectations. With a connection of staff and students, we also emphasize safety by giving students the space and safety to speak up, for their safety and the safety of others.

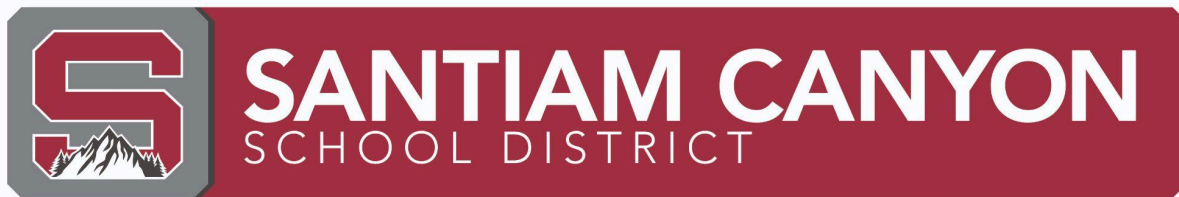
How do you ensure students have access to strong school library programs?

Our school district utilizes classified employee staff in both elementary and secondary library/media centers. All elementary students have dedicated and consistent library time (30 minutes/week) to learn how to use the library and check out materials and resources. At junior/senior high school, some courses use the library and materials regularly, while others may use it situationally for books and other media checkouts and learning. Our libraries are beautiful spaces with ample collections open to students at lunch and after school. Students also use the library to check out technology and other needed items. The space has tables and comfy seating, making it a space that students want to visit.

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

SCSD uses DESSA social emotional data gathering three times a year for all k-5 students. We then survey all 6-12 grade students twice a year about engagement, connection, belonging and self-reflection. Additionally, the district monitors attendance, disciplinary incidents, and academic performance as indirect indicators of emotional and behavioral regulation.

To understand the perceived impact of interventions, the district gathers qualitative feedback from students, parents, and staff through focus groups and anonymous surveys. Regular progress monitoring meetings involve the school counselor, mental health therapist, and teaching staff to review individual student progress and adjust intervention plans as needed. The district uses a multi-tiered system of support (MTSS) framework to address student needs at various levels of intervention.



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?

We utilize both formative and summative assessment data to determine appropriate academic support and enrichment for all students. Our systems are aligned with CCSS standards, ensuring scope and sequence consistency across all core subjects while emphasizing differentiation in the classroom.

Classroom teachers, intervention teams and specialists work with building administration to identify students in need of intervention, and finding solutions to greater support these students. As a small school district, we can work on students as individuals, but we can also look at focal groups to see if there are trends that need to be addressed.

By continuously analyzing data and refining our instructional approaches, we ensure that every student—whether in need of additional support or greater challenges—receives the resources necessary to reach their full potential.

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

No new programs coming. We currently have Industrial Arts, Culinary and Hospitality, and Health Occupations

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

We are committed to expanding work-based learning opportunities for all students, with a focus on removing barriers for our focal student populations. We offer diverse career-connected experiences and partnerships with local businesses. We also seek out trade shows and fairs to take students who self-identify with interest in them.

To ensure equitable access, we have eliminated prerequisite classes for entry- and mid-level CTE programs, allowing more students to engage in hands-on learning earlier. We actively listen to



our focal student groups to identify barriers and implement solutions, such as providing additional support in accessing work-based experiences.

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?

Improving student and parent voice has been an area of focus. We now have a regular survey we give to students twice a year. This survey is given to all students, and able to be disaggregated into groups. Our parent survey is new this year, and can again be disaggregated into groups. These surveys raise the voice of all families into their experience at Santiam and for programming and improvements.

We still find that in-person attendance for family events is low as well as public board meetings. We do have strong survey participation and, as a small town and district, informal discussions and conversations at school, at sporting events and other events and around town continue to be an excellent place to gather information and give voice to families and the community.

Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

To engage focal students and families throughout the planning process for the integrated plan, Santiam Canyon School District utilized the following strategies:

- Community Surveys – Using digital platforms and direct surveys, we gathered broad community input on district priorities. These tools allowed for real-time feedback, highlighting common themes and concerns, including focal group inputs. This data-driven approach ensured that decisions were reflective of the community’s needs and expectations. By implementing these strategies, we maintained strong engagement, ensuring that student and family perspectives were central to the planning process.
- Business community
- CTE Regional Coordinators
- Classified staff
- Community leaders
- Families of students with disabilities



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- Licensed staff (administrators, teachers, counselors, etc.)
- Regional Educator Networks (RENs)
- School volunteers (school board members, budget committee members, PTA/PTO members, parent advisory group members, etc.)
- Student Voice Survey - connection, belonging, engagement and programming

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.)

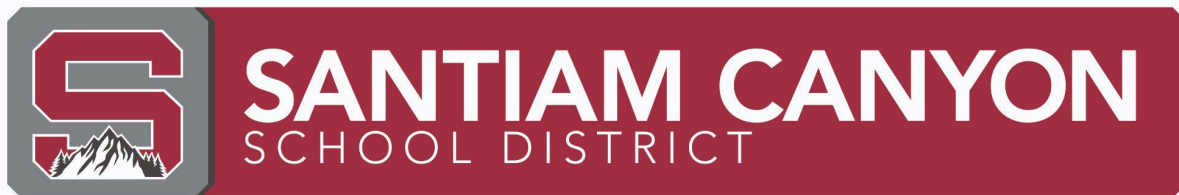
To engage focal students and families throughout the planning process for the Oregon Integrated Guidance Plan, Vernonia School District implemented the following strategies:

- *Student Voice Surveys* – All students in grades 6-12 were given the opportunity to participate in an anonymous survey that asked demographic questions for us to disaggregate data into focal groups. The data comes directly from our students to direct us in our work on social emotional, instructional, programming, counseling and career planning and their sense of belonging and connection.
- *Community Surveys* – The district utilized direct surveys to collect broad input on district priorities. These tools provided feedback, identified emerging themes, and ensured that focal groups had multiple opportunities to contribute to the planning process in accessible ways.

By leveraging these strategies, the district maintained active engagement with focal communities, ensuring that the Oregon Integrated Guidance Plan reflected their needs and aspirations.

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.

Over the past two years, we have made strides in engaging with our community, particularly with students and families directly through surveys asking them about their experience at Santiam. Recognizing the value our community places on transparency and collaboration, we have prioritized open communication, meaningful involvement and individual experience feedback.



Student engagement and attendance- lower attendance rates and chronic absenteeism match with student engagement survey results. Our students and families report high connection with our staff, which shows growth in belonging and connection, but continued work in engagement and instructional strategies is needed to support these data points. Continuing with our engaging and hands-on learning opportunities of CTE courses, music, etc allows students this engagement they are wanting.

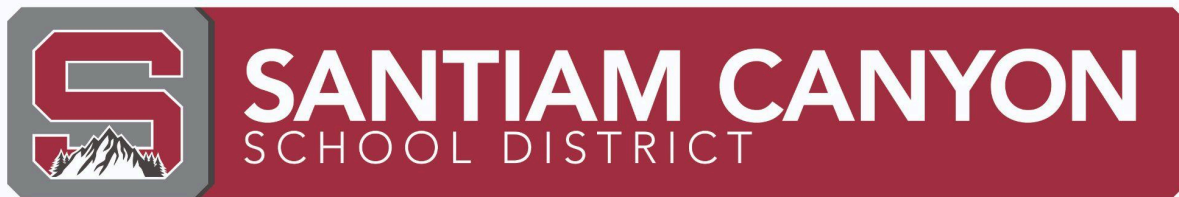
Reading and math assessment results- engagement extends into our math and reading assessment improvements, in both providing high quality instruction and with students and families highly engaging in the assessment process. Work needs to continue to improve our reading and math skills and scores for all students. PD and support in best practices, differentiation, reading instruction, math instruction, engaging instructional practices, collaborative learning and individualized supports.

Post-Secondary supports- Parent and student surveys show that we need more outreach with our students to get them prepared for post-secondary life: college and career. This work is related to engagement, which supports many other areas of instruction, but supports our students' need to have the skills and knowledge to be successful after high school.

Parent engagement- continued improvements in our partnership with families continues as a focus, as we need to work as a community to support our students' academic success, mental health and college and career goals.

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

Recruiting quality educators has been challenging due to the rural nature of our district and the statewide teacher shortage. In addition to traditional recruitment methods, we have prioritized growing our own educators by supporting local staff and community members in advancing their careers. This approach emphasizes diversity and ensures that staff represent our student focal groups. We offer tuition reimbursement and incentives for instructional assistants with BA degrees to become licensed teachers, increasing our pool of qualified educators. Additionally, student representatives have participated in staff hiring, ensuring that student voices are part of the selection process.



Ongoing high-quality professional development ensures continued growth for all staff. Administrators receive training focused on staff support, evaluation, and instructional improvement to foster a culture of excellence. Additionally, we follow an evaluation process to maintain instructional quality and support teacher development. We survey all staff annually to determine staff needs and desired PD.

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

We implement PBIS behavioral systems, aligning with Oregon's Integrated Guidance framework. This includes behavioral support and classroom management training for all staff to ensure positive, consistent interactions with students. Incentive programs are used to reinforce positive behaviors, fostering a supportive school culture.

Our approach focuses on reducing exclusionary discipline practices, in line with Oregon's emphasis on keeping students in class. We prioritize positive adult interactions and individualized behavior support plans over suspensions or removing students from core learning.

We regularly disaggregate data on attendance, discipline events, and detention/suspension/expulsion rates to identify any overrepresentation of focal student groups. When disparities are found, we take corrective action through professional development, systems reviews. These results are discussed with the school board in public sessions regularly as well.

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

We are dedicated to ensuring a smooth and supportive transition for students moving from Long-Term Care and Treatment (LTCT) programs, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP) back into traditional school settings. Recognizing the unique challenges these students face, we work with the student, families and transition staff from the prior sites to provide support right away.



We review academic records, IEPs, and 504 plans or health plans to ensure appropriate course placement and necessary support. Additionally, the district works closely with the Oregon Youth Authority (OYA), the Department of Human Services (DHS) or Parole Officers (PO) to provide consistent case management and coordination.

To foster a welcoming and supportive learning environment, staff are trained in trauma-informed practices, and students benefit from SEL programs. We also prioritize family and community engagement, connecting families to resources, offering orientation meetings, and providing school-based counseling.

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.

SCSD is not required to engage in Tribal Consultation.

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. ODE will Pre-Populate.

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

Federal Title 1 funds