

# Banks School District

## Integrated Guidance Application Responses

### 2025



ODE Question	District Response
<p>Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.</p> <p>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)</p>	<p>The ongoing needs assessment for the Banks School District was conducted using both qualitative and quantitative data analysis, ensuring a comprehensive and balanced interpretation. Our continuous efforts, guided by insights from focus groups in the initial cycle, have shaped the district's inquiry and response to emerging themes.</p> <p>The district remains committed to prioritizing stakeholder engagement through multilingual surveys, empathy interviews, and group feedback sessions with students, staff, community members, and the school board. The five key themes identified in the initial needs assessment became the foundation of the district's strategic plan and continue to drive our ongoing assessment efforts. As we refine our priorities, these themes remain central to our feedback and improvement cycles, ensuring meaningful and sustained progress.</p> <p>While it was clear from our qualitative results that not all students, staff, and community members are represented by our successes, it was the analysis of quantitative data that allowed us to finalize our focal students and specific efforts. Claims were developed for each guiding question through the triangulation of quantitative data sources, including OSAS results, DIBELS, SEL Surveys, course enrollment, CTE participation, etc. The Banks School District identified the following focus students as well as staff areas (and rationale)</p> <p><b><u>Attendance:</u></b></p> <p>For the 23/24 School Year:</p> <ul style="list-style-type: none"> <li>• 31.6% of all students were chronically absent</li> <li>• 47.8% of <b>students experiencing disabilities</b> were chronically absent (1.5x more likely to be chronically absent)</li> <li>• 48% of <b>Latino students</b> were chronically absent (1.5x more likely to be chronically absent)</li> <li>• 40% of <b>Students experiencing poverty</b> were chronically absent (1.526x more likely to be chronically absent)</li> </ul>

	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● 51% of all <b>students experiencing disabilities</b> received one or more F in that time period <ul style="list-style-type: none"> <li>○ SpEd students are 2.1 times more likely to get D/F</li> </ul> </li> <li>● 46% of all <b>Latino students</b> received a failing grade <ul style="list-style-type: none"> <li>○ Latino students are 1.9 times more likely to get D/F</li> </ul> </li> </ul> <p><b><u>Behavior:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Students experiencing disabilities</b> are 7% more likely to receive a referral</li> <li>● <b>Latino students</b> are 7% less likely to receive a referral</li> </ul> <p><b><u>Staff Mental Health and Wellness</u></b></p> <p>Research indicates a significant correlation between teachers' mental health and the quality of learning environments they create for students. We know this is a crucial component in ensuring our students' mental health and wellness are at the center of all we do. Staff were engaged this year in a book study that was facilitated by our District Transformative Social Emotional Learning Team. The team used data to determine effectiveness and create a sustainable growth plan for next year that will include expanded opportunities for learning through self-guided professional development and group PD.</p> <ul style="list-style-type: none"> <li>● 68% of staff feel skilled at dealing with difficult situations with students</li> </ul> <p>Resources from the funding areas in this application will result in increased connection to the specific needs of our students and families, provide expanded opportunities for students, and allow for increased support for students during the school day.</p>
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<p>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?</p>	<p>The district is committed to providing high-quality professional development opportunities for licensed, classified, and administrative staff. Each school has established a vision for student learning and implemented the 5D rubric, with a focus on equitable student engagement and fostering inclusive, rigorous learning environments for all students. This ongoing work will deepen our understanding of engagement and how our school visions support our focal students.</p> <p>A dedicated team has collaborated with NWRESD to implement Oregon's TSEL standards. This year, all staff have participated in a district-wide book study using <i>Teaching with the Heart in Mind</i>. Upon completion, staff will engage in professional development focused on integrating TSEL standards into daily instruction, further enhancing school culture and increasing students' sense of safety and belonging. Our efforts will prioritize culturally responsive instruction, particularly for students experiencing poverty, students with disabilities, and students of color.</p> <p>At the elementary level, the team is entering the third year of the RTIi grant, shifting focus to Tier 3 support and its related professional development. Additionally, various teams have engaged in training on CTE, TBI research, and behavior management, many in partnership with NWRESD. New teachers benefit from mentorship through the NWRESD Mentor Grant.</p> <p>Our middle school team will continue transitioning to a standards-based assessment and grading system, ensuring equitable learning opportunities for all students. Each August, teachers and administrators attend the Education Summit hosted by the Confederated Tribes of Grand Ronde, with administrators also participating in a dedicated professional development day.</p>
<p>What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?</p>	<p>Our approach to our youth and families navigating houselessness is embedded into our comprehensive goal of continued community outreach. The district has policies that are compliant with McKinney Vento, which ensure equal access for all students navigating homelessness. We use enrollment data as well as outreach to identify and serve families. These students have access to all educational and school based programs and activities and are made aware of these programs by administrators, counselors and/or social workers at each school. We offer transportation and school stability through our McKinney-Vento program, in addition to coordinating with local service agencies such as the Salvation Army to secure food and stable housing.</p>

<p>Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.</p>	<p>To ensure that the opportunities and access are equitable, Banks does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation in CTE courses. The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.</p>
<p>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?</p>	<p>All elementary and middle level curriculums are state approved to meet all state standards in each grade level. The district has a clear process for instructional materials adoption. The process includes teacher evaluation of curriculum using the state provided evaluation tool, community input, and when applicable, piloting materials.</p> <p>Teachers follow ODE approved state standards at the high school. Staff meet at least once a month in content area teams and look at alignment, content standards, standards mapping, vertical alignment, and scope and sequence for common sections.</p> <p>Once materials are purchased, teams develop a scope and sequence for each subject area and grade level. The teams outline the specific learning objectives and provide a clear progression of skills and knowledge from preK-12. Staff ensure all learning objectives outlined in the scope and sequence are covered by the curriculum, and that it's designed to meet or exceed the standards. The district provides professional development opportunities for teachers so they understand the curriculum and effective implementation.</p>
<p>Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.</p>	<p>The district implements the 5D Instructional Framework and 5D+ Evaluation Rubric from the Center for Educational Leadership. Each school has an instructional vision focused on engaging and challenging students. Staff participate in ongoing professional development during weekly late-start sessions and select staff meetings. Administrators regularly observe classrooms and provide feedback aligned with the 5D Framework, emphasizing engagement and differentiation.</p> <p>Elementary students receive daily SEL instruction, 90 minutes of literacy, 60 minutes of math, and integrated science and social studies. Targeted interventions and enrichment opportunities ensure all students' needs are met.</p> <p>Middle school students take eight courses, including core subjects, PE, and electives. Seventh and eighth graders also take health and technology, while sixth graders participate in homeroom (with embedded health curriculum). Standards-aligned curricula build academic skills alongside essential success skills like time management, technology use, and study strategies.</p> <p>High school students have access to multiple levels of core classes in</p>

	<p>English, math, science, and social studies, including AP and honors courses. A growing selection of electives reflects student interests. Those receiving special services enroll in tutorial classes to support accommodations and modifications outlined in their 504 plans or IEPs.</p>
<p>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?</p>	<p>First, we strive to be authentic in every interaction. For example, we look to move our efforts to consistently live in the "Involve, Collaborate, or Defer" levels of community engagement. We know that the more we facilitate authentic engagement the greater the response from our community. We also need to ensure relevance and representation in our practice. Our partnership with the Confederated Tribes of the Grand Ronde has taught us how to listen and learn to ensure that our spaces are welcoming and relevant to a diverse community. In addition, we use CharacterStrong character education curriculum, K-8, to build pro social skills, teach about anti-bullying, and teach drug abuse and violence prevention lessons in health courses.</p> <p>We focus on family engagement and positive communication home by utilizing a variety of communication tools such as positive postcards, school and district newsletters, phone calls, and emails. Additionally, we host a variety of engagement opportunities for families, including conferences, Literacy night at BES, science fair at BMS, Outdoor school information night at BMS, Incoming 6th grade night. At this time, we have no evidence of gang activity in our district, and very low rates of drug use and violence as reported by our initial report from this year's SHS survey. We foster close family relationships and restorative processes to ensure safety and support of our students and families.</p>
<p>How do you ensure students have access to strong school library programs?</p>	<p>Students attend library every week at the Elementary level. Book fairs are held 2x/year to help raise money for the purchase of new books for the library that align with our Character Strong program, books in Spanish, and books that align with projects for classroom novel studies. Students in grades 4 and 5 often work on their book reports during library so they can get assistance with resources from the media aide.</p> <p>At BMS, teachers regularly take classes of students to the library to check out choice books, and we are running book clubs in our ELA classes to promote student choice and a culture of reading. BMS also hosts an annual book fair. We regularly purchase books based on student requests and interests.</p> <p>Our High School library is one of the most accessible and comforting spaces in the high school. Our library is supervised by a classified staff member every day. She gets feedback from students on what books to order, and adds new materials each year. She also collaborates with the local city librarians for support and information sharing. She runs transition and career learning opportunities in collaboration with our school counselors through the library. The library houses a "Student Closet" where students can get items they need like food, deodorant, feminine supplies, etc.</p>

<p>How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?</p>	<p>Each school has a school counselor or behavior specialist who engages with students on a variety of topics, including offering support for mental health. Counselors work with students and families to develop individual plans for students experiencing depression, anxiety, stress challenges and dysregulation. Families are given information to access additional therapeutic resources as needed. We also work closely with our county mental health liaisons to provide support during mental health crises. This is monitored through data collected on individual plans/goals, attendance and behavioral data</p>
<p>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?</p>	<p>The RTI process at the elementary level is designed to systematically analyze progress monitoring data for all students receiving reading interventions. If a student is not making adequate progress, the team will determine whether to intensify instruction or implement a different intervention. If a student has participated in two different interventions for 6–8 weeks each without sufficient progress, the team convenes to assess whether a special education evaluation is appropriate.</p> <p>Across all schools, district and state assessment data are used to identify students who are meeting standards and those who require additional support. These data points inform the development of targeted intervention or enrichment plans to address individual student needs.</p> <p>To identify talented and gifted (TAG) students, the district utilizes multiple measures of intellectual and academic giftedness. All second-grade students, including those in focal groups, are screened using the NAAT3 Naglieri Nonverbal Ability Test to assess general intellectual ability. Additionally, standardized academic assessments and teacher/parent rating scales are used to identify students who may qualify for TAG based on intellectual or academic giftedness.</p> <p>Student data is reviewed by the Student Study Team, which determines TAG eligibility. Once identified, parents and teachers collaborate to develop a Personalized Education Plan (PEP), which is updated annually. TAG services are provided within the general education classroom through differentiated instruction, ensuring that gifted students receive appropriate challenges and support within their learning environment.</p>
<p>If planning to develop a new CTE Program of Study, please name the intended program to be</p>	<p>We are working with local superintendents and NWRESD to determine feasibility in sharing resources across local districts to add opportunities. Currently, we are looking at piloting a CDL permit and licensure program for high school seniors in the spring of 2025.</p>

started, timeline, and the steps taken or to be taken.	
What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.	<p>To ensure that the opportunities and access are equitable, Banks does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation in CTE courses. Our CTE teachers are working with their advisory boards to develop partnerships with local companies for work-based learning experiences. Within our courses, students are often developing working skills through school based clubs such as Fabrication and Design. They are broadcasting local events and selling products made in CTE courses at community events.</p> <p>We have kids doing Supervised Agricultural Experience programs where they have projects or jobs outside of school. Sometimes they are paired up with someone from the community for their project or job, keep records, and then apply for degrees or proficiency awards. We are working towards this becoming more formalized to count as our Work-Based Learning component for Perkins. We do a lot of Career Development Events and Leadership Development Events. These are hosted by and typically judged by industry professionals at the district, sectional, &amp; state levels. We often use community people to help train for these. We receive requests throughout the year from people looking for students to work for them and have been able to help a number of students find ag-related jobs.</p> <p>The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.</p>
Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.	Yes, students can earn dual credit in many of our CTE courses through partnerships with local community colleges.
What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What	<p>The past two years have been filled with opportunities to engage the community in a broad range of topics showcasing the emphasis placed on community engagement.</p> <p>The District was able to pass a bond in May, partially due, we are sure, to the diverse ways in which we conducted community outreach. There were pancake breakfasts, tours of the District, donuts at the fire station and so many more opportunities. Community members expressed appreciation for</p>

barriers, if any, continue to exist or were experienced?	<p>the efforts.</p> <p>The District has several community advisory boards that community members have been able to apply for and participate in. The Community Curriculum Advisory Committee, the Bond Oversight Committee, and the Student Success Committee.</p> <p>The District has utilized staff and community surveys to get feedback on important topics such as school climate, student engagement and staff and student feeling of belonging.</p> <p>The district has been very intentional in ensuring that students and families in our focal groups are represented on all of our committees, elevating the voices that have been traditionally overshadowed.</p>
Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)	<p>Students</p> <p>Staff</p> <p>School Board</p> <p>Family Members</p> <p>Community Members</p>
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.)	<p>The district set a goal to meet with students in our focal groups through face-to-face interviews and group interviews. At our middle school, the administration met with every student in the school, using one of these, and sometimes both of these, methods. Elementary students were interviewed individually and high school students were interviewed in groups. The purpose of the interviews was to collect as much information as possible about the process, while also elevating student voice. Parents have been surveyed multiple times this year, both by the individual schools and at the district level with questions varied enough to collect the needed information from our focal group parent stakeholders. Our community liaison was instrumental in making sure that communication was sent in all languages and that parents were aware of the survey and the process.</p>
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.	<p>The Banks community is deeply invested in the success of students within the Banks School District. This commitment is clearly reflected in the strong interest shown by community members in participating on various advisory committees—including those focused on bond planning, curriculum development, and student success—as well as their active involvement in student-centered events hosted by the district.</p> <p>Through ongoing dialogue with both staff and the community, it has become increasingly clear that transparent communication is essential to building and maintaining trust among all stakeholders. In response, the district has significantly enhanced its communication efforts, adopting a “more is better” philosophy to ensure celebrations, key information, and challenging topics are shared openly and proactively.</p> <p>Additionally, feedback has reinforced a shared desire for decision-making that reflects the unique identity and values of the Banks community. There is a clear preference for approaches tailored specifically to our local context, rather than simply replicating strategies from other districts. This</p>

	<p>principle now guides both our communications and the design of feedback tools—such as surveys, discussion groups, and interviews—ensuring that decisions are grounded in what is best for the students we serve.</p>
<p>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.)</p>	<p>Each school has a school leadership team composed of staff at that site who guide our work on instructional improvement as well as our school-based improvement and action plans. These teams regularly provide feedback on our action plans and review data aligned to our scorecard and this information is also shared with all staff for their input. Our district strategic plans and school action plans and scorecards include all aspects of our work on the integrated plan. These actions include quarterly review of our progress and next steps with our staff. We also have staff involved in various committees that guide our planning. Last school year, we formed a Behavior study team to improve our MTSS systems for behavior support and to update our Student Code of Conduct. We also have our Student Success Committee composed of students, staff, and community members. At BMS, we also had a schedule study team charged with changing the middle school bell schedule and course program. We also engage regularly with our certified and classified unions to ensure a positive staff climate and to get feedback on our plans and staff engagement strategies.</p>
<p>What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? ☒</p>	<p>We believe that instructional excellence is achieved by the careful cultivation of both the culture and strategy of our district. Furthermore, we explicitly place the responsibility of a positive culture and effective strategy on the leadership of our district. In the Banks School District, anyone has the opportunity for leadership. The belief that leadership extends throughout our system results in the elevation of the education profession and increases the satisfaction of all educators. To achieve that satisfaction, we go beyond simply embracing the philosophy, rather, we employ specific strategies to ensure that all staff members are engaged in the planning and implementation of educational excellence. Those strategies include clear and consistent goals (co-created) and on-going dialog throughout our system to make the on time adjustments to our practices that our students need.</p> <p>In addition to targeted discussions and strategic involvement of staff, we measure staff satisfaction in an annual survey. We publicly reflect on the results and implement actions to better our efforts so that our educators know they have the resources necessary to succeed. Our efforts in recruitment are multifaceted. However, it begins with retention, before recruitment. We know that the culture and working conditions of our district must be one of acceptance, diversity, and inclusion. Again, all staff members in our district can serve as leaders, an opportunity that is not realized in all workspaces. As the culture of our district continues to evolve toward excellence, we have utilized a wide range of tactics in recruitment.</p>

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?	Our current systems do not specifically measure or account identifying this disparity, but the district focuses on ensuring all teachers are highly effective and well-trained. Our K-8 programs are mostly heterogeneous with respect to student distribution. We take teacher requests on a very limited basis and only in high needs situations. Our high school does offer tracked pathways, which has been historically shown to provide additional support to underserved students in predictable fashions. Students at each grade in the high school have the same teacher for core subjects ensuring that all students are receiving the same high quality instruction. Further investigation and strategy into this issue is needed.
Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒	While we have data systems in place to evaluate our discipline outcomes, we do need to increase our understanding of student behavior and more targeted and specific approaches. In addition to an increase in counseling, we are proposing to increase our opportunity for community involvement through a bilingual community liaison. Additionally, we are looking to expand our use of the Character Strong Program, which is currently used as a Tier 1 intervention to their suite of Tier 2 resources. Each school monitors and reviews student behavior data through “student study teams” and other such groups. Our analysis clearly indicates the need for expanded Tier 2 and 3 interventions. Our expenditures from these funds in outreach and involvement will help us to further refine the suite of interventions that we offer. This year we are piloting a digital referral system that tracks additional data about location, time, student information to be able to analyze discipline data. The elementary and middle schools enter discipline data into SWIS to be able to analyze data.
What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?	We have used wrap around services through local community and county resources. Collaborated with families, case managers, and other stakeholders to set up students for success.
How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒	<p>We think of transition in two facets. First, we look to the summer preceding the transition. We have developed and continue to refine our summer programs to focus on student engagement as well as the on time acceleration toward grade level standards (when applicable). We believe that students who feel more welcome and supported at school will have a greater opportunity for success. Additionally, we adjust the entry point of the transition at the start of the school year. For example, our youngest learners have a more incremental start to their year. That delay allows for students to become acclimated to the school environment in a way that meets their needs. Additionally, the time allows for teachers to make real time observations as they begin to develop relationships with their new students and helps them to place students into a classroom where they will be the most successful. Similar, yet perhaps less obvious structures exist throughout our system.</p> <p>For students moving from elementary to middle school, we schedule times for the middle school administration to come to the elementary and present</p>

	to the 5th grade students about forecasting for classes as well as setting up a day/time for the 5th grade students to visit the middle school before the end of the school year.
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. ☒	We contract with Hillsboro Chamber of Commerce to provide multiple job shadow and career exploration opportunities throughout the school year. We also take a group of students to NW Career Expo. We provide a unit in English class where students prepare a cover letter, resume, and complete a mock interview with local community volunteers. Students can attend Job Fairs, and the school district has hosted a Careers Day where we invite a variety of alumni in the area to present on a variety of career options for students. Students can attend the PCC Preview Day and see interesting information in-person and observe what college looks like. Additionally, funds from this application allow for more access to counselors and administrators for our students. These individuals work closely with both students and parents to understand their goals and coordinate opportunities such as the ones described above. Although most of our career exploration happens at the high school level, elementary and middle school teachers and counselors often share knowledge about various occupations that may be relatable to their students.
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.	<p>The Confederated Tribes of Grand Ronde maintain an Office of Curriculum and Instruction and a Curriculum Coordinator dedicated to supporting educational initiatives. The Tribe provides professional development through a variety of workshops, meetings, and site visits, offering educators meaningful learning experiences.</p> <p>Additionally, the Tribe develops curriculum resources that teachers can implement in their classrooms to create engaging and culturally enriching learning opportunities for students. Our educators have been invited to and have participated in an annual training at the Tribal Headquarters. Administrators have also been invited to attend yearly training and collaboration sessions.</p> <p>Through this close partnership, our district remains deeply connected to the Grand Ronde Tribe, ensuring that we honor its legacy and integrate its rich history and traditions into our educational practices.</p>
Provide an overview of the plan detailing the key aspects and rationale behind the chosen	<p><b>Banks School District Vision and Strategic Focus</b></p> <p>The Banks School District envisions an experience that will "engage, challenge, and prepare every student." To achieve this, we are committed</p>

<p>approach.</p> <p>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.</p> <p>Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics.</p> <p>(500 words or less)</p>	<p>to four foundational pillars: <b>Empowering our Students, Energizing our Team, Engaging our Community, and Enriching our Facilities.</b> We also recognize that in order to realize this vision, we must <b>Align our Resources</b> so every investment directly contributes to student success.</p> <p>While we are proud of the themes developed through community collaboration, we also engaged in honest reflection about our current progress toward these goals. Our analysis revealed that students in certain subgroups—particularly Students with Disabilities, Hispanic/Latinx Students, Economically Disadvantaged Students, and Male Students—are disproportionately underrepresented in measures of academic success. We also found that the capacity of our staff to meet individual student needs—both academically and emotionally—has a significant impact on outcomes. This strategic plan is designed to address those disparities and ensure equitable success for all students.</p> <p><b>Strategic Themes for Improvement</b></p> <p><b>Staff Development</b> We will partner with external experts to strengthen our culture and instructional practices. Staff will receive targeted training in social-emotional learning, behavior support, and inclusive education. We will also implement systems to support the consistent use of these strategies district-wide.</p> <p><b>Expanding Learning Options</b> We will broaden educational opportunities across the K–12 continuum. This includes extended-year programming for early learners and more relevant, engaging course offerings at the middle and high school levels. Additionally, we will create more CTE opportunities for students to apply their learning through job shadowing and other career-connected experiences.</p> <p><b>In-School Student Support</b> Recognizing that universal and targeted strategies impact students differently, we will increase individualized supports, particularly for students in our focal groups. When students attend, feel a sense of belonging and are instructed at their level, their opportunity for success improves significantly. We will support students by adding instructional assistants, counselors, and administrative support at the elementary level to better respond to student needs.</p> <p><b>Community-Based Support for Students and Families</b> We are committed to expanding community partnerships that enhance student well-being. Collaborations with organizations like the Salvation Army help ensure food security through meal programs and our growing backpack initiative. Our partnership with Washington County Mental Health includes a Community Support Liaison funded through the program. We understand that when students’ basic needs are met, they are more likely to attend school regularly and fully engage in their learning.</p>
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	<p><b>Anticipated Outcomes</b></p> <p>Through the successful implementation of these strategic themes, we anticipate improved outcomes for all students. Specifically, we expect to see gains in graduation and completion rates, 9th-grade on-track performance, attendance, and third-grade literacy. By staying committed to our vision and values, we will ensure that every student in the Banks School District is equipped to succeed.</p>
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