



SPRINGFIELD PUBLIC SCHOOLS

Every Student, Every Day

Needs Assessment Summary

The district’s Needs Assessment was developed by a multidisciplinary team and is based on a review and analysis from engagement feedback (students, families, staff, and community) and disaggregated student data. Analysis focused on student trends – priority attention to focal student groups; strengths; weaknesses; and opportunities, actions or investments can we make to improve outcomes?

The district’s multidisciplinary team regularly reviews a variety of data tools and information including, Graduation and Dropout rates; EasyCBM; i-Ready; and Oregon Statewide Assessments and data related to student mastery in the areas of Language Arts, Mathematics, Science, and English Language Proficiency Assessment.

The team utilizes high school On-track for Graduation data; climate and culture survey data; Healthy Teens survey data; Regular Attender data; behavioral (e.g., SWIS) data, as well as other formative, interim, and anecdotal data and information related to academic success and barriers. Additional opportunities for engagement occur through multicultural and parent events; Let’s Talk online engagement platform; exit interviews; and student engagement activities. This data supports our planning processes – outcomes, strategies, and actions that align with students’ success through integrated guidance of the six ODE initiatives.

Regular and ongoing Needs Assessment processes inform our planning and resource allocation and help measure the success of our progress since the initial implementation of each program. Of particular note, our recent 2021-22 Graduation Rates provided some information regarding the impacts of our strategies and actions. Springfield Public Schools saw a 1.4% increase in our four-year graduation rate from our 2021 rates and a 4% increase in our graduation rates from 2019 rates. Our Economically disadvantaged students’ graduation rate saw a nearly five-point increase from the previous year's four-year graduation rate. Underserved races/ethnicities students’ graduation rates increased more than ten points from the previous year and students who successfully completed English Learner programs prior to entering high school graduated at an 89.1 percent rate. This is an increase of more than ten points from previous years data sets. In addition, the graduation rates for students experiencing homelessness increased more than seven percentage points.

Opportunities for growth can be seen in our ODE District profile data that shows that we are 4% below the Oregon average for students meeting English Language Arts expectations in 3rd grade. Regular Attender data, On-track for graduation, as well as On-Time graduation rates are lagging behind the

Oregon average. Further review shows the continued disparities among student groups, particularly in gender, race/ethnicity, IEP status, and access to CTE and more rigorous coursework. Participation rates impact the reliability of this data set which is why we review a variety of measures to inform and adjust our strategic plan and actions.

Plan Summary

We believe, 1) every student can and will learn; 2) in eliminating inequities in student achievement; 3) in fostering safe, healthy and engaging environments; and 4) in promoting an inclusive culture that draws on the assets of students, staff and community.

Our plan directly aligns with our district mission, vision, and values and meets two state priorities: 1) meeting students' mental and behavioral health needs, and 2) reducing disparities and increasing academic achievement.

Blending and braiding investments, allows flexibility to strategically and intentionally support prioritized needs. The district will target program funds to sustain impactful investments from prior years while adding prioritized investments – based on assessment and feedback.

We expect to see the following outcomes,

- 1) Implement a K-12 multi-tiered system of support, to meet the academic and behavioral needs of all students;
- 2) Increase access to academic programs by meeting students' academic, physical, and social-emotional/mental health needs: hire licensed clinical staff, hire academic interventionists, and develop building-based student success teams;
- 3) Increase student achievement by increasing the ratio of adults-to-students – teachers, interventionists, and classified support staff;
- 4) Improve support systems for students and families to access academic, behavioral, and social-emotional programs and services;
- 5) Increase graduation rates for all students and across all demographic groups; and
- 6) Align current district effort and interventions in SIA, HSS, Perkins, EIIS, EDM, and CSI/TSI (ESSA) interventions to create a seamless, unified intervention district-wide policy and approach.

We expect to use the following processes and activities to support outcomes and address needs:

- 1) Design and implement a K-12 multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional;
- 2) Utilize data to inform decision-making in team settings, in all buildings;
- 3) Provide equitable access to academic support and interventions;
- 4) Provide equitable access to behavioral, health, and wellness support;
- 5) Train staff in the areas of trauma-informed and restorative practices, to be used in conjunction with SW-PBIS structures;
- 6) Hire district-based positions;
- 7) Hire school-based positions;
- 8) Provide professional development to improve individual and team-based skills;
- 9) Establish a school-based student success team schedule;
- 10) Monitor and assess student and family support services data;
- 11) Alter student and family intervention plans to meet specified trajectories;

- 12) Conduct a needs assessment regarding specifications for contracts with outside mental health providers;
- 13) Create and negotiate contracts with outside mental health providers;
- 14) Increase student achievement monitoring through creation of school-based teams that will meet minimally bi-monthly.
- 15) Maintain annual subscription of a comprehensive data warehouse system to support student achievement monitoring;
- 16) Enhance and expand dropout prevention activities that lead to improved access and removal of obstacles for at-risk students;
- 17) Effectively invest in opportunities for post secondary coursework and access to all student groups;
- 18) Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study;
- 19) Conduct a crosswalk analysis of current district efforts, interventions, and initiatives with our proposed SIA interventions / initiatives;
- 20) Develop an elementary, middle, and high school intervention master plan;
- 21) Develop a system of responsibilities for school-based team members; and
- 22) Regularly assess, evaluate, and update the crosswalk master plans.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

Current strengths within the district related to equity and access include,

- District level leadership that is supportive of the advancement of work on equity, inclusion, and belonging;
- A willingness and genuine interest among our administrators to learn more about equity, inclusion, and belonging and to partner with the Equity and Inclusion Coordinator on building and department based work that can improve equity and access for students and families;
- Swift and enthusiastic engagement with and implementation of ODE guidance around key equity topics, like Every Student Belongs and Support for Gender Expansive Students;
- Relationships with partner agencies including Lane African American Black Student Success Program, Centro LatinoAmerican/Huerto de la Familis/Downtown Languages, Western Regional Educators Network and the Lane Regional Teacher Pathways Program. Within the last year, our district has renewed and strengthened relationships with these organizations which has facilitated an increase in culturally sustaining programming and services for students, equity focused professional learning for staff, and access to resources aimed at diversifying our teacher workforce;
- Emerging practices focused on looking at data, including disaggregated data with a focus on equitable outcomes for students; and
- Increased district-wide staff voice and feedback opportunities related to equity, inclusion, access, and belonging topics and issues.

What needs were identified in your district or school in terms of equity and access?

Our district data continues to show disproportionate impacts among student groups, particularly in gender, race/ethnicity, and IEP status – graduation, discipline, special education identification, and enrollment in CTE, Dual Credit, AP or other advanced coursework.

Describe how you used your equity lens or tool in your planning.

We used an Equity Lens tool to provide a process and structure for staff, especially decision makers, to pause and address the equity impacts of choices made about instruction, programming, staffing, funding, and policy. In accordance with our district mission of “every student, every day”, we strive to implement equitable and inclusive practices and to create a community that recognizes and honors diversity in its many forms and promotes belonging and success for all.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Implementing a K-12 Multi-tiered system of support through training, data based decision-making, student access to support and interventions, as well as behavioral, health, and wellness supports are intended to support all students with emphasis on key focal groups. Adding adults in our schools will increase access to academic programs – meeting student academics, behavioral, and social-emotional needs. Elementary Physical Education teachers, Behavioral Interventionist positions, CTE and Pathway teachers, Mental Health positions, and behavioral and academic support staff are just a few of the positions we will hire. Increasing student and family access to services with support from Family Resource assistants may assist with addressing obstacles to learning. Implementing additional strategies to enhance and expand dropout prevention efforts will increase access and remove obstacles. High School Success investments will invest in opportunities for post secondary coursework and access for all students, as well as, targeted investments intended to increase the number of students prepared for post secondary through participation in CTE Programs of Study.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you’ve drafted, or otherwise experience the support or changes you hope your plan causes?

We believe that the outcomes, strategies and activities outlined in this plan provide resources and address barriers to student achievement, especially for our focal group students. We recognize that recruiting and hiring is challenging in the education sector, and may delay full implementation of all elements of our plan. While our intent and our impact may be different, we will monitor implementation closely and in partnership with our students, families, and staff.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Students experiencing homelessness in our district have access to all the activities that housed students have. The district pays for registration fees for extracurricular activities, test fees, and other needs of students to be able to fully participate in educational activities and enrichment opportunities. The district Homeless Liaison provides support for students through direct services and for staff through professional development - trauma informed and sensitive to the specific needs of our homeless students and their families.

CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

The removal of pre-requisites opened up our courses to more students as they no longer have to seek “instructor approval” or achieve a certain grade (i.e., “C or better”) for courses beyond beginner level. This correction in process has allowed greater access to our diverse student population, as evidenced by participation in CTE courses that exceeds the school demographic representation of our under-represented student groups.

In order to better serve our students and increase access and equity in our CTE programs of study, we began collecting student interest information as part of forecasting. This information informs our decisions around which pathways to add and sunset (as appropriate). Based on this information, in the current year we are in the process of adding four new CTE pathways, as a result of student interest surveys: Film and Video, Culinary, Health Science and Cosmetology.

We have created school-specific promotional materials that are offered in both English and Spanish for our students and families. We share program specific Google slides with students in the 8th grade as they are beginning the forecasting process for the first time. Additionally, translated CTE pathway videos are shared directly with families in translated newsletters for their ease to view and discuss with their children as they make their career interest aligned course selections.

Reviewing participation data, all under-represented reported racial groups (Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan and Black, were all over-represented in CTE courses when compared to overall student population, indicating equitable access.

What needs were identified in your CTE Programs of Study in terms of equity and access?

A critical area of focus is increasing enrollment of students with disabilities to be in alignment with school demographics. In discussions with counselors and special education teachers, the hurdle to address this has to do with scheduling conflict issues; how to balance the needs of students who require specially designed instruction with the opportunity to take advantage of CTE offerings. One successful strategy we have employed to help is reducing pull-out classes for students with disabilities while increasing our co-taught classes in the core instructional areas. Providing additional support for students with disabilities in our CTE programs would help with accessibility for this population of students.

By intentionally tapping into student experiences through surveys, we are learning how to better serve our students. Asking our students in the programs as well as upperclass students about their awareness and experience with our CTE programs, we can learn how to improve. Adding this component to our forecasting survey data provides meaningful data.

Expanding the diversity of our CTE teacher workforce, such that it better represents our student population, will authentically improve the connections with our racially, ethnically and ability diverse student population.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

CTE courses and pathway flow charts are included in each high school's curriculum guide. The visual representation of each pathway is helpful to students and families to understand the sequence of courses and in what order they are intended to be taken. Each CTE Pathway has a 3-4 slide presentation that is shared in advisory to all students in the high school and incoming 9th graders who are currently enrolled in 8th grade (middle school). High schools advertise with translated letters and materials hosted evening events with bilingual staff present for interpretation, ensuring access to information. At these events, we have student presenters who are currently enrolled in CTE programs to connect with students and share their experiences. CTE staff are present, also sharing important information and answering questions. Counselors are frequently updated with program information so they can connect to student interest surveys that our students take as part of their Naviance scope and sequence they complete throughout high school. With the pandemic came a higher than usual level of staff turnover. With this turnover, we saw a need to improve our new staff awareness of CTE programs in each school. Schools have addressed this by incorporating a CTE Tour for all staff, so they are aware and can have discussions with students who may be interested in exploring available CTE opportunities.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Student fees have been eliminated for all CTE programs – removing the financial barrier for students who were previously unable to participate in programs due to their economic status. Replacement of these fees with another funding source supports the continuation of high quality programming and experience for all students, regardless of economic status.

The removal of prerequisites such as “teacher approval required” and “earn a C or better in _____ class” has opened up the door for many students to take academic risks in an area of their choice. Continuing to ensure staff understand the importance of allowing students to make choices without barriers or hoops to jump through is important to maintaining an open access and supporting students to take academic risks.

By tapping into our thriving affinity groups, we have much to learn. We will continue to work with our student groups, asking their input and opinion on our CTE programs- both existing and potential future CTE programs.

We have increased our field trips and guest speakers in our programs, which has piqued student interest. All students enrolled in CTE courses are invited to attend the field trips, which are aligned with careers in the industry. Students enjoy these field trips, then talk with their peers, which authentically advertises

the associated pathway. Lunch is always provided on field trips that span over lunch time, so economic status is not a barrier to participation.

Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Our district believes the best approach to providing a well-rounded education occurs through interdisciplinary learning, fostering creativity, encouraging critical thinking, promoting social and emotional learning and providing opportunities for experiential learning. Elements of these approaches are found at each level in core curriculum and additional offerings.

At elementary, in addition to core academic curriculum offerings, all students receive instruction in social skills, health, PE, music, technology and library. Our schedules include time for teaching research-based social skills instruction and class meeting times to connect with students. Staff support students' personal and interpersonal development by teaching them skills such as empathy, communication, and self-awareness.

The middle school programs provide core academic classes and various related arts courses including STEAM, band, choir, foreign language, physical education, advisory, Outdoor School, after-school clubs, and after-school athletics. Staff provide opportunities for students to express themselves creatively and to develop their own unique ideas. This can include activities such as art, music, creative writing, and problem-solving exercises.

High school offerings include the core academic curriculum and electives such as AVID, World Languages, performing arts, Dual credit courses, and over 24 CTE programs of study. Staff encourage students to learn by doing, through hands-on activities such as experiments, field trips, and community service projects. This helps them apply what they have learned in the classroom to real-world situations and develop practical skills.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Our district offers a variety of stand-alone classes as well as integrated activities in core classes to support the disciplines of theater, visual arts, music, dance, and media arts.

At the Elementary level we have licensed music teachers in all elementary schools. Students have access to at least two classes a week and all grade levels have one evening music performance annually. Orchestra classes are offered to all 4th and 5th grade students before or after school.

Middle School Related Arts courses include band, orchestra, choir, art, and STEAM classes. These STEAM classes are designed to allow students an opportunity to explore a variety of CTE options that are aligned with many of the offerings at our comprehensive high schools.

High school offerings include access to stand-alone courses in theater, visual arts, music, dance and media arts. In addition to these elective classes, we also offer programs of study that include Fine Arts, Studio Arts, Performing Arts, Digital Arts, Film & Video, and Broadcasting.

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

Our district has a certified media specialist that oversees all Library Media Assistant positions at each of our schools. The district media specialist works closely with educators, our district Equity and Inclusion Coordinator, curriculum specialists, State librarians, and community members to curate and manage library collections and digital resources that are aligned with State standards and represent all students. The district media specialist develops and provides monthly professional learning seminars for all library staff focused on technology skills and library standards. The media specialist also updates the scope and sequence documents for media lessons through a facilitated process that includes library staff, teachers, and administrators.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Schedules are created with support of district-level staff to ensure all students have adequate time to eat, as well as for movement and play. Schools open their cafeteria at least 20 minutes before school starts for all to access free breakfast. Should more time be needed, cafeterias adjust and open earlier to accommodate student needs. Grab and go meals are available to eat in the classroom for all arriving near or after the start of school. All schools have a minimum of 20 minutes per day of lunch and 35-40 minutes of free play for recess. On average, students have 90 minutes per week of Physical Education, coupled with 10-15 minutes of daily movement breaks for a combined total averaging 150 minutes of movement per week. We are in the process of adding before school physical movement for students. At present, we have two elementary schools offering

Schedules at the middle school and high school level are similar to lunch time. Middle school students have access to Physical Education 225 minutes a week as well as Brain breaks at varied times throughout the day. At the high school level only students who have not yet met the credit requirement for Physical Education are enrolled in Physical Education classes. There are many sports and club activities offered and available to all students and we have seen an increase in student participation post-pandemic.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Our schools offer a variety of STEAM opportunities for our students in addition to core instruction. Our district has a licensed K-12 STEAM TOSA that oversees the integration of NGSS at all levels and provides professional learning to cover a variety of methods and approaches. The TOSA maintains and updates a K-12 STEAM media library that includes integrated lesson plans, material kits, and data collection devices. Our students also have access to EWEB programs that include projects related to water and energy science.

In our secondary programs, we have adopted high quality instructional materials that are aligned to NGSS. The district TOSA works closely with staff to plan learning objectives, common assessments, and provides professional learning for using best practices related to inquiry and cross-disciplinary lessons. These instructional materials and curriculum maps include inquiry based strategies, utilize project based learning and real world applications.

Additionally, students have access to clubs focused on robotics, STEAM, and other art activities. These are offered by our community partners, and by staff in our district during early release days, after school, and in the summer.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Our process for adopting rigorous programs follows our State process. We convene teams of educators to review research, standards, and district data to determine a district vision for supporting any materials adoption. We revise ODE evaluation tools to dive deeper into recommended programs and have developed an equity tool to ensure best practices and equitable learning opportunities exist for English Language Learners, students receiving Special Education services, and students needing extended learning opportunities.

Our district is committed to providing a guaranteed and viable curriculum to all students. This includes convening teams of teachers and administrators annually to review standards, update curriculum maps, and plan common formative assessments. The process we follow to ensure students have access to high-quality materials and strong instruction is grounded in our multi-tiered systems of support. We focus heavily on these systems and provide embedded coaching at all school sites that is focused on implementing standards-based materials, researched-based instructional strategies, and data collection to make in time decisions for what students need.

Our district has licensed District TOSAs that support staff in implementing best practices, instructional materials, and understanding a balanced assessment system to drive instruction. This team of TOSAs collaborates with teams to understand best practices and develop high-quality professional learning through PLCs and individual support.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Our district strives to create a sustainable culture of continuous professional learning for every member of our organization. We developed a three year mentoring program that provides every new teacher with a mentor. The new teachers receive professional learning in the areas of high expectations teaching, essential elements of lesson design, using formative assessments to improve student learning, making thinking visible, and maximizing student engagement. Mentors engage in this learning with their mentee. This includes classroom observations, and direct impact cycles with instructional coaches.

In addition to a rigorous new teacher program, we have developed a K-12 instructional coaching model. Schools in our district have a full time program staffed instructional coach. Instructional coaches have direct support from district level coaches through weekly PLCs that are focused on high impact instruction, and student centered coaching. Principals participate in quarterly PLCs with their coaches to deepen the coach principal partnership and build sustainable professional learning communities in their buildings.

In our district, we have a comprehensive system of growth and evaluation designed to support best practice in teaching and learning. It is designed to not only evaluate teacher performance, but also to improve performance with an emphasis on the growth and development of our teachers. The Growth and Evaluation system uses Charlotte Danielson’s “Framework for Teaching” and is defined by planning, classroom environment, instruction, and professional responsibilities.

How will you support, coordinate, and integrate early childhood education programs?

The district currently has (2) Preschool Promise classrooms. We partner with outside agencies to host (4) Early Education Program classrooms and (2) Early Childhood Cares classrooms which support preschoolers experiencing a disability, for a total of (8) early childhood classrooms. To support our programs, we have created an early education hub including (4) of the aforementioned preschool classes at one of our elementary schools in an effort to provide additional administrative support and resources to ensure a smooth and welcoming transition. Additionally we are able to offer specialized equipment, including a developmentally appropriate playground. District programs have access to all critical school staff, including a Behavior Interventionist, who can consult and assist with individualized plans and tiered support. Our district preschool staff have access to all district professional learning opportunities as well as one conference of their choosing per year. In the spring, we coordinate individualized transition meetings for students in all of these preschool programs at their neighborhood school.

In addition to our preschool programs. We host four Kids In Transition to School (KITS) classrooms. This program includes a 24-session school readiness student group focused on promoting social-emotional skills and early literacy in children, and a 12-session parent workshop focused on promoting parent involvement in early literacy and the use of positive parenting practices. The manualized KITS curriculum is delivered during the two months before and the first two months of kindergarten.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

We are currently focused on several strategies to support and help facilitate these transitions for our students and families.

Schools communicate with students and families about the transition process and provide resources to help them navigate it. This is done through parent information nights, school visitations, and written communication for incoming students to include a variety of resources and information about the new school community.

Our High School Success funds support investments in our middle schools specific to transitions. The 8th grade transition specialists help students navigate the challenges of transitioning to high school. They provide mentorship, as well as academic support services.

Our schools engage in ongoing curriculum alignment across all levels. This ensures that students have access to rigorous instruction aligned to State standards, and prepares students for the next level of education.

All high school students have access to Naviance, which is a college and career readiness software provider that partners with high schools to provide students with college planning and career assessment tools. We also offer AVID which is a schoolwide college and career readiness system. We participate in career fairs, and Real World experiences: Our high schools offer 24 programs of study that include internships, job shadows and projects that provide real world experiences in their chosen field. This allows students opportunities to develop vocational and job skills in areas of interest.

Our district is flexible in our approach to transitioning students by offering alternative pathways to graduation through CTE programs and dual credit enrollment classes.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

In the context of MTSS, each of our schools have teams that meet at least weekly to analyze academic and behavioral data. The teams look at individual and focal student group data and compare it to overall student data. The teams work together with school administration to identify what is working and what is not working for the individuals and focal student groups.

Our elementary and middle school schedules have weekly collaboration times for content teachers and specialists to come together and discuss needs for individual students and small groups. The discussions are for content and core subjects (Math and Language Arts).

We also have many opportunities for co-teaching in the general education setting with the support of special education teachers. Co-planning and co-teaching with specialists encourages inclusive practices for students on IEPs, and supports academic and behavioral needs in the general education settings. Related to Perkins Performance targets, the District has hired a program specialist that analyzes student data for Career Technical Education (CTE) programs and retention rates among focal group students. The specialist is exploring targeted professional development and marketing strategies to recruit and retain students from every focal group.

When identifying academic and technical needs of students, CTE engages students in focus group discussions. CTE has conducted focus groups with counselors, AVID teachers, nontraditional CTE students, CTE teachers, and administration. The questions asked aim to determine how CTE is supporting students as well as opportunities for CTE to provide additional support in helping students succeed.

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 have an established process for identifying TAG students, which meets the minimum state expectations. We also have TAG plans developed at the school level, and updated at least annually. More broadly, teachers differentiate instruction for students who show mastery of learning objectives. Differentiated instruction focuses on content, process, product, or learning environment. Adjustments to instruction and content are guided by student readiness, interests, and learning profile.

Strategies include, but are not limited to the following: higher-level questioning, extensions, cluster/flexible grouping, independent study, curriculum compacting, independent projects, open-ended assignments, and single-subject acceleration.

Additionally, our middle school schedules allow for 'flex periods' in order to provide 45-minute periods for intervention or extension opportunities. At the high school level we continue to offer College Now and Advanced Placement opportunities.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

The following career experiences are provided in at least one CTE course: career awareness, career exploration, and advanced exploration (work-based learning). All high schools implement Naviance scope and sequence beginning in 9th grade, which includes student interest and career exploration and inventory. Starting in 8th grade, through the forecasting process, all students review each CTE pathway with embedded career connections in the course structures.

At every high school, Springfield School District assigns one counselor and one administrator to support students in CTE programs. Middle school counselors and administrators collaborate with the district CTE team to arrange presentations to students regarding CTE programs to showcase their program to potential students.

Counselors routinely meet with students to support their college and career readiness by ensuring they are enrolled in classes that are aligned with their career interests. Certification opportunities in each CTE

pathway (e.g., OSHA 10, industry-recognized credentials) ensure that students have a clear path toward meeting industry standards when exiting the high school setting. Each CTE pathway includes work experience opportunities, and through partnerships with the ConnectEd Lane County, students have paid summer internship opportunities.

How are you providing equitable work-based learning experiences for students?

Several of our programs actively incorporate work-based learning (WBL), and we are building additional possibilities as we incorporate feedback from advisory committees. WBL requirements were partially implemented in the district during the last two school years, with the state's initial target of having 31% of senior concentrators complete WBL by the end of 2023. We are still striving to reach that goal. To ensure equitable WBL experiences, Springfield utilizes the support from district level TOSAs and school level CTE staff members. As we build out these efforts, we strive to design WBL experiences that support connections with industry partners. We will continue to evaluate current WBL experiences to ensure they meet ODE requirements.

A priority is to ensure WBL experiences occur during the school day, reducing the barrier of time for students. In addition, we will look to expand WBL experiences to be offered both in-person or virtually. This allows greater access to WBL with key industry partners, allowing students to collaborate with industry professionals regardless of the student's physical location. CTE staff members attend various training sessions and one-on-one meetings to better understand WBL and see how WBL can be integrated into a CTE classroom.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

In our high schools, we offer a variety of opportunities for students to access the arts, CTE courses, and dual credit courses. Each of these programs encourage our students to think critically and make connections between different subjects.

We encourage students to explore a range of subjects so that they are exposed to new ideas and perspectives, which can help them become more creative and innovative thinkers. This is particularly valuable in technical subjects where creativity can help students develop solutions to complex problems. We seek to expand opportunities and remove barriers to access through intentional equity led discussions that look at the impacts on all students with focus on our students who are impacted most.

We seek to provide early opportunities for college education by having access to dual credit courses which allow students to earn post-secondary credit in addition to meeting high school credit requirements. We strive to improve our preparation of students through our systemic approach so that they can be better prepared for the rigors of college coursework.

As shared previously, students have access to over 24 CTE programs of study. Exposure to technical subjects that are relevant to their interests and career aspirations create conditions that may make it

more likely for students to develop technical skills that can help them succeed in the workforce. Our CTE programs cover areas such as technology, engineering, health sciences, business management, manufacturing, fine arts, performing arts, natural resources, early childhood education, and cosmetology.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

Most of our CTE programs embed Career and Technical Organizations into their curriculum. A CTSO is created to give students leadership experience and help them prepare for careers in the field. These opportunities help translate learning into real-world skills.

Our CTE programs offer industry recognized credentials. These credentials are designed to provide students with opportunities to demonstrate mastery of skills needed in each career field. The industry recognized credentials align with labor market demand, allowing CTE students to enter the workforce with knowledge and skills required in specific industries.

Work-based learning experiences, specifically in advanced CTE courses, allow students to immerse themselves in a career setting in order to 'learn through work' and 'learn at work'. While we are still building our WBL experiences, the goal is to increase the variety of experiences to give students opportunities to interact, practice, and build on labor market skills.

We will develop our advisory boards to guide the development and progression of CTE programs. CTE teachers will use this feedback to inform teaching practices, classroom design, and purchase equipment that will prepare students for the workforce.

Currently our CTSO provides student's embedded leadership learning experiences. In the Health Science (CNA, CMA) and Cosmetology (Hair Design, Barber, Esthetician, Nails) pathways, students are offered educational experiences in high school that provide the opportunity to complete all required education at no cost to students. Upon completion of the programs, they can sit for the state licensing exam and then enter the workforce, career ready.

CTE Focus

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Expanding Career Technical Student Organization engagement. CTSO's give students leadership experience and help students prepare for careers in the field by offering opportunities to apply what they have learned in the classroom to real-world situations, as well as interact with industry professionals. We currently have DECA, HOSA and SkillsUSA. These CTSO's span three schools. We hope to expand our offerings in the next year by adding FNRL.

Expanding Work-based learning (WBL) experiences. In advanced CTE courses, students need more opportunities to immerse themselves in the career setting. WBL experiences focus on students independently learning from the industry, in a controlled environment. This provides students the additional experience needed to build industry skills to become self-sufficient beyond the classroom.

With twenty-four programs implementing WBL, the goal is to increase the variety of experiences to give students the opportunity to interact, practice, and build on labor market skills.

Earning industry recognized credentials. Industry credentials are designed to provide students with an opportunity to demonstrate mastery of competent skills needed in each career field. Industry recognized credentials align with labor market demand, allowing CTE students to enter into the workforce with the knowledge and skills required in specific industries. Our district currently offers 2 credentials, CNA and CMA. We are in the process of adding the following industry recognized credentials; Wildland Fire Red Card Certification, Toyota T-TEN Certification, Oregon Board of Cosmetology - Barbering, Oregon Board of Cosmetology - Hair Design, OSHA 10, NCCER CORE.

How will you prepare CTE participants for non-traditional fields?

In partnership with Connected Lane County, we are targeting each school's affinity groups as our focus groups, to present CTE opportunities and get their specific feedback on our offerings. This will help inform our future pathways and even augment existing ones with different courses, as appropriate.

Additionally, our partnerships with industry and our infusion of industry-standard equipment upgrades the last few years has really bolstered our programs and overall industry alignment.

The strategies we are employing to increase self-sufficiency (CTSO, WBL, Credentials) along with our focus group and forecasting data, will ensure that all of our students are encouraged to enter and ultimately, prepared for non-traditional fields upon graduation.

Our CTE teachers meet annually with Lane Community College to align curriculum that offers dual credit. We are constantly looking for more opportunities to align with LCC and expand our college level offerings in high school that support preparing students to enter non-traditional fields.

Describe any new CTE Programs of Study to be developed.

We are currently in the process of establishing four new CTE pathways in our district high schools: film and video, culinary, health occupations, and cosmetology. All of these pathways were chosen as a result of student input and voice and include opportunities and alignment with high demand, high wage careers. With the addition of these four CTE pathways, we will have expanded to a total of 24 CTE pathways in Springfield Public Schools.

Engaged Community

If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Our district continues to implement efforts to consult and involve our students, families, staff, and community members in meaningful engagement through in-person gatherings and use of technology. Our school community has a great desire to support the district's work and invest in student success. Finding space in decision-making processes to pause, listen and truly incorporate all voices is powerful. We will continue to seek new strategies and opportunities to ensure assets and needs are heard and integrated into our processes and planning.

What relationships and/or partnerships will you cultivate to improve future engagement?

Our district has a history of community partnerships that aim to support specific needs. Inviting our partners to come alongside students and families to support them in sharing their experiences with the district is powerful. This year, Lane ESD gathered representatives from districts, groups and agencies from around the county to better understand the needs and supports of our students and families. This collective community gathering to support every student, every day, must continue.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Our district is increasingly using technology to reach and interact with our community. The added cost of these subscription services is having an impact on our budgets. It would be helpful for ODE to begin negotiating state-level agreements for commonly used technology resources to support our engagement efforts and continuous improvement processes.

How do you ensure community members and partners experience a safe and welcoming educational environment?

Our district strives to ensure community members and partners experience a safe and welcoming environment on each of our campuses and develop a sense of belonging. We are committed to implementing strategies to develop and support the needs of our community and recognize the importance of every community member. Our district also adheres to strict safety measures at all sites.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Not applicable – Willamette Leadership Academy is eligible to apply directly for funds.

**Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)**

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color

- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders

How were they engaged?

(Check all that apply)

- Survey(s) or other engagement applications
- In-person forum(s)
- Focus group(s)
- Community group meeting
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business

Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

We support the development of our new teachers by pairing them with mentors and job-alike support. The mentors are provided with information and are trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being.

Our beginning teachers participated in a Summer Jump Start offering. Participants spent time with members of the District Instruction Department, and covered subjects associated with equity, MTSS (RtI/PBIS), instructional coaching, trauma informed practices, and systems of support available in their

building. Additionally, the district has a robust instructional coaching model, with an instructional coach available at every school. Also, professional development and collaboration opportunities are available throughout the school year during the ten early-release Fridays.

Also, the District's Human Resource Department recruits staff members via professional educator fairs, outreach to specialized professional associations such as the National Association of Bilingual Educators (NABE), and investment in an internal 'Pathways' program dedicated to helping to diversify the workforce. Pathways provides opportunities for current classified staff to enter tuition free teacher preparation programs in local and online universities. Efforts to recruit and retain educators and leaders representative of student focal groups include direct outreach to specialized professional associations, outreach to promising candidates, stipends for bilingual proficiency, affinity group support, and dedicated affinity mentors.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

The district's Instruction team works with the Human Resources team to facilitate equitable hiring processes and staffing assignments that maximize teacher expertise and experience so that the teachers are equipped to meet the diverse needs of students, including students of color, those experiencing poverty, learning English, or who experience disabilities. Also, the district annually reviews the licensure of each staff assignment, to ensure that teachers are properly licensed, or moving toward complete licensure. In recent years, the district has used grant funding, as well as general fund dollars to provide extra support and professional learning for teachers new to the profession and/or those on restricted licensure.

In the spirit of MTSS (RtI/PBIS), the districts and schools continually review instructional data and student achievement data to determine the effectiveness of programming. Teams of teachers (grade level and content area, depending on level) analyze data and make instructional adjustments, as a team. This may include adjustments in the general education setting, or intervention strategies. Also, the district coaching model is designed to support all teachers. District level coaches meet regularly with building level coaches and their principals to ensure that the building level coaching/support plan is properly implemented. Also, we continue to encourage co-teaching models for students learning English and students with disabilities. This encourages more inclusive practices, and more robust teaching methods.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

In the context of MTSS structures, the district's framework for School-Wide Positive Behavioral Interventions and Supports (SWPBIS) utilize trauma-informed, restorative, and equitable practices to ensure the culture of our schools is kind, inclusive, and supportive for all students. All of the schools have a functioning PBIS leadership team that receives training sessions and planning time three times during the school year. This provides opportunities to review data and adjust support systems, accordingly. The PBIS team utilizes tiered levels of support to ensure small groups of students receive additional support, and individual students receive intensive support, when needed.

At the elementary level, a dedicated certified behavior interventionist supports students who require small group and individualized supports in order to ensure maximum participation in the general education setting while working to build skills in the areas of behavior and emotional regulation.

At the middle and high school level, staff receive training and support in restorative practices and trauma informed approaches to supporting students in the general education setting. This includes utilizing Inclusive Skill-Building Learning Approach (ISLA) as an alternative to exclusion. Additionally, the district partners with several local mental health organizations to ensure that students receive therapy and support in the school setting, during the school day.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

School level leadership teams convene with the principal, review data, and establish a school action plan that includes professional development foci. The team is made up of representatives from each grade level, instructional coach, behavior interventionist, and specialists.

This plan is utilized throughout the year to prioritize professional development and collaboration. Further, as part of the Aligning for Student Success: Integrated Guidance Initiatives the district has worked to engage as many community members as possible in identifying strengths and needs in its strategic planning process outlining the vision, mission and strategies that must be implemented to ensure all students meet high standards of academic and behavioral success.

Professional learning for staff is designed around identified needs at the school level and in concert with the district's strategic plan. The strategic plan is a key driver of resources that are meant to provide support for innovations and standard practices that are expected to increase student achievement and positive school culture. Budget allocations and continuous improvement planning guide the district and building level action plans in order to increase the chances of successful outcomes for all students, particularly those from focal groups.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Every school in the District has an instructional coach assigned. The instructional coach receives required training and support from the district instructional coaching team, at each level (elementary, middle, and high). The coaches receive individual training pertaining to instructional coaching practices, building relationships, strategic conversations, sound instructional practices, leadership, and the general curricula. Additionally, the coaches receive training alongside their principal supervisors. They learn together and collaborate around sound instructional practices, non-evaluative observations, debriefing observations with the classroom teachers, data review, and receiving feedback. This robust professional development structure with the coach-principal dyads provides an opportunity for the staff members at each building to have an opportunity to access the expertise and support from coaches. This is in addition to typical professional development provided throughout the year. Also, co-teaching is encouraged and supported throughout the district. Furthermore, formal collaboration structures are established at the elementary and middle school levels. Additional certified staff are provided and schedules are formatted so that teachers have the opportunity to collaborate and co-plan with grade-level/content area colleagues, during the school day.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

While we continue to strive toward full implementation of MTSS concepts (RtI/PBIS), we attempt to instill the core concepts in our schools, K-12. This includes data-based decision-making, collaborative approach to problem solving, sound instructional practices in core classes, and intervention structures responsive to students' unique needs.

At the high school level, we have data team meetings geared toward ensuring that all 9th and 10th graders stay on track to graduate. The administrator and team lead use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement. Year two of this plan will include increased communication between the high school(s) and middle school(s) in order to improve the transition between levels. This includes sharing successful strategies implemented, and earlier identification of students needing additional support.

Additionally, interventions related to literacy for students in the early grades continue to be expanded. We follow the basic concepts of literacy, math, and behavior RtI by regularly assessing student growth and acquisition of skills. With this information, teams of teachers make instructional and intervention decisions and the building, grade, and classroom levels. When more intensive interventions are required, specialists support the teams to refine interventions.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

At each level, we work to provide ample and clear communication with both parents and students. At the Early Childhood to Kindergarten level we provide a Kindergarten Round-up where families are invited to come to their school to see the building, their classrooms, and meet the teachers. The same can be said for elementary to middle school and middle school to high school, though at each increasing level we try to provide more agency for the student and their engagement in their own education.

For middle school transition each of our middle school team visits with their feeder elementary schools to provide students with information on how middle school works, what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselors to choose their class schedule. As well as in person and synchronous/asynchronous opportunities for information.

For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon.