



Integrated Application Template (Optional)

Applicant Official Name: Central Point SD 6

Link to plan on applicant website: <https://www.district6.org/about/education-department/integrated-guidance/>

Application Set: District Independent with CTE program

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

In District 6 we began our comprehensive needs assessment in 2018-2019 when our district decided to go to the voters to approve a bond. During that process small focus groups met with the Superintendent to talk about their wishes and hopes for the future of our school district. Students talked about needing to feel safe and having places to meet and talk with friends. They were concerned about what we now refer to as “equity, diversity, and inclusion” for all students. When we meet with students now, many of the same equity issues are still in the forefront, however socio-emotional issues are now of concern for students as well. Our needs assessment included data from the Oregon Data Dashboard, staff, students, parents, and community, (both local and regional), meetings and surveys, and family focus groups, Labor Management, School PTAs, School Site Councils, and Bond committee feedback.

In looking at the five statewide performance measures, we found a sharp decline in the 2020-2021 school year in our 4-year graduation rate, which was 59.4%. We attribute some of that to the pandemic. In 2021-2022 our rate grew to 70.8% which is still below our 2018-2019 graduation rate of 79.4%. In our 4-year grad rate for subgroups, in 2020-2021 our Hispanic/Latino rate was 56.1% and our SpEd rate was 69.4%. This is an area of concern for us.

5-year completer data showed a 5% decline from 2019-2020 to 2020-2021, which we again attribute to the pandemic. There were prolonged absences due to illnesses, and students struggled to catch up or to even engage in school. In 2021-2022, we were 5% below the 2018-2019 5-year completer rate of 90.97%. Hispanic/Latino remained relatively steady from 18-19 to 21-22 with only a 2% drop. SpEd has had significant shifts in completers, and we did note our participation rate was low, as many parents opted out of having their students tested upon learning about that option.

Our 3rd grade reading data was extremely low in 2021-2022, and we found many parents opted out of testing, so our participation was also very low. In 2022-2023 our benchmark data from Fall-Winter, shows great gains in Kindergarten-2nd grade proficiency.

Integrated Application Template (Optional)

We reviewed 9th grade on track data in school and district teams and CPSD experienced more growth than the state average in 21-22, possibly due to a focus on climate, culture, belonging as schools returned to in-person instruction. The Economically Disadvantaged student subgroup performed as well as “All”. Blended learning labs at the middle schools and high schools have helped with credit retrieval and course completion.

Our regular attender data showed students who attend 90% or more of their enrolled classes decreased by 7.3%. Attendance is a big concern, as rates in all subgroups have decreased. We strive to hear from all subgroup populations in our community at all levels. High School students have formed several student unions. We use our equity lens in our decision making processes.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you’ll put in place to monitor progress toward addressing those needs.

Our Integrated Plan supports our planned outcomes for our students. All D6 Students will have opportunities and facilities to receive an equitable and well-rounded education through professional development for teachers and staff, and authentic learning experiences for all students. We will employ highly skilled specialists to provide support to staff and programs. Finally, we will create facilities where all students have safe and equitable access to a well-rounded education. Students and parents have shared concerns about facilities and safety, and post-pandemic data shows we need highly skilled professionals to support our programs and staff.

Strategies and programs will be implemented and evaluated to support students and community engagement, safety, and wellness, by creating conditions for a sense of belonging and engagement for all students and the community. We will also employ highly-trained interventionists who will support student engagement, safety, and wellness. Student wellness coordinators will support students in the areas of attendance, academics, wellness, and belonging.

Finally, Comprehensive instructional strategies, including professional development for educators will support on-track academic achievement of students in all grade levels by utilizing technology programs to support curriculum and data-driven decision making. We will implement targeted strategies for academic learning and interventions, and provide professional development for educators to facilitate the academic achievement of all students in D6. Our data shows we have declined in our academic performance as well as graduation rates. Data teams meet in each school to review student academic achievement and we have provided tools to quickly and efficiently access data to provide tier two interventions.

The Integrated Planning process has helped us to see the benefits of “braiding” funds from different sources. This process is developing in our district and we can appreciate the benefits to maximize our funding sources in this way. With aligned goals and strategies, we can see more efficiency in the use of

Integrated Application Template (Optional)

our resources.

Processes in place to monitor these initiatives are school data teams, ongoing surveys and meetings with focus groups-especially targeting marginalized groups. The Leadership Team will continue to monitor all data gathered and use our equity lens to ensure we are keeping equity in front of us in all decision making efforts.

Equity Advanced

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

On the Crater Campus, we have a program called "Threads of Hope" that supports MKV students. In addition, we braided funds to purchase a van specifically to transport students home from after school programs, and this van ensures students have equal access to all programs. In our secondary schools we use the program Sources of Strength, which is a suicide prevention/resiliency initiative. In middle school all students are encouraged to apply for leadership positions. Students in self-contained (MAPS, MAPS+, BLC) SPED classrooms access mainstream classes with EA support district-wide. Our community liaison, Julieta Giron, works closely with Hispanic families and students to ensure their concerns are addressed. In order to support all district families, we offer registration both in person and online. We contract with LIFEArt to collaborate with high school staff to support at-risk high school students. Finally, our Student Wellness Specialists work with all marginalized and at risk students at each school. Their work has helped a great deal to re-engage students post pandemic. The TWI program provides native language content access to native Spanish speaking students at elementary, middle and high school levels.

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

We recognize we need to hire a position to lead our district-wide equity, diversity, and inclusion initiatives. Our district and the Central Point community is not diverse in the area of race. Our staff has requested more professional development to better understand diversity issues. It has been difficult to find a qualified person to lead this work. One of our elementary schools has added a Cultural Diversity PTO Board position and this is our school with the largest Hispanic population. This school is also home to our elementary Two-Way Spanish Immersion Program. It is also a Title I school. Data revealed that our 9th grade on track-Hispanic/ Latino students performed significantly below state average on statewide assessments. It will be important to address this in our middle and elementary schools. High School 4 year Cohort Graduation Details shows our Hispanic/Latino 3 year average rate is 73.8%, and our Underserved Race/Ethnicity average rate is 72.1%. The 3 year average rate for the White subgroup is 79.9%. This is an area of concern for us.

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

Integrated Application Template (Optional)

We use the equity lens in our decision making processes in our schools and at the district level. In addition, we created a Google form that allows staff to easily record their responses and final decisions. This tool and the equity lens have been shared with all school leaders and is to be used whenever a decision is made that will have an impact on students, staff, or families.

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

The potential impact of our strategic investment is ultimately an increased graduation rate for all groups, reduced academic disparities among historically underserved groups (closing the opportunity gap), and a positive perception of school culture. Monitoring for continuous improvement will reveal how investments are impacting target groups so that decisions do not ignore or worsen existing disparities or produce unintended consequences. This includes collecting data on race, ethnicity, native language, etc. Full implementation of a Multi-Tiered System of Support (MTSS) dually focused on academics and behavior/mental health will help to create a more robust system of interventions which will not only lead to improved academic achievement for focal students, but will increase academic achievement and success for all students in the district. With significant investments in CTE programs and college and career readiness, it is believed that the investments will serve students in securing high wage high demand careers and/or access to higher education opportunities post high school graduation.

1.5 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?

One barrier of note is that we have a very small number of students in our focus groups. This makes anonymity difficult. In addition, we have not been able to engage as many parents in focus group meetings as we had hoped. An unforeseen impact we faced with statewide assessment is that parents can opt their children out from participating and we were required to notify them multiple times of that option. Efforts to encourage them to let their students take the assessment is not changing their minds. An example of this is at the high school where a parent explained that their concern was not Oregon Statewide Assessment, but rather the PSAT and SAT, so they didn't want their child to spend their time on something that wouldn't make a difference in applying to college. In 3rd grade, parents didn't want their children "stressed out" by asking students to take state assessments when we returned to in-person instruction, so they opted out. This lack of participation caused us to have a smaller sample of achievement data to use for decision making. Obviously, our data from 2022-2023 will be a much stronger baseline than previous years due to the pandemic and the opt out requirement.

1.6 What policies and procedures do you implement to ensure activities carried out by the district

Integrated Application Template (Optional)

do not isolate or stigmatize children and youth navigating homelessness?

At each school the Student Wellness Specialist connects with each houseless student and family to support them academically and emotionally, and by finding supportive resources. The staff member is school based, so the student and family are comfortable and see the school and staff as part of their community. We provide LaClinica medical and counseling services on site to not isolate students needing mental health support as they navigate homelessness. We purchased a van that can be utilized to help with MKV and at risk student transportation needs outside of the regular school day. Our district has worked to provide Type 20 training to staff members to increase the opportunities for transportation for all students.

Equity Advanced CTE Focus

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

- Agriculture CTE program is accessible to all three small schools.
- Student Wellness Specialists and Small Schools Coordinators have a basic understanding of courses available to students.
- Natural Resources CTE is available grades 9-12 and includes elective offerings; the same is true of Visual Media Arts.
- The CTE programs are diverse and cater to wide array of students
- Many teachers have been willing to add endorsements and have diverse backgrounds that enable them to add CTE licensure. The state has a rigorous procedure for qualifying CTE teachers.
- Student Leadership Opportunities are included in the CTE Natural Resources program in the form of Future Natural Resource Leaders. Anyone who is in a CTE ---Natural Resources class is eligible to be part of the student organization.
- Student Leadership Opportunities are included in the CTE Visual Media Arts program in the TSA. Anyone who is in a CTE VMA class is eligible to be part of the student organization.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

- Access to programs is not equal or available to all students, However, students may make the choice to join a school in order to be part of any program in which they have interest.
- We need more programs across the Crater campus. Some programs have more demand than capacity. All small schools on campus should be offering access to art programs.
- 83% of CTE teachers believe there are barriers to students accessing CTE programs, so encouraging the whole campus to expand CTE programs so that students have more access to resources. We also need to create more CTE opportunities across campus.
- If a student course requests indicate they want more art programs, then we need to make that possible.
- Expanding the CTE Natural Resources to include culinary arts would be a natural fit to our program. However, this is hard to do, as ODE requires strenuous industry experience, and a

Integrated Application Template (Optional)

dedication to adding the licensure, which takes a good deal of time (2,000+ hours of experience approved by ODE).

- More teachers need to be willing to add endorsements and to expand their knowledge.
- Hiring decisions in the future may need to be based on industry experience in addition to or in lieu of teaching experience.

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

- Teacher, Small School Coordinators, and Student Wellness Specialists recommendations
- Peer recommendations
- Parent recommendations
- School course catalog
- 8th grade tours
- Club fairs
- Exhibition Nights
- BISapalooza

Equitable access and participation in CTE Programs of Study is important, and we are continuing to strive to provide access to ALL students on the Crater Campus through looking at barriers such as scheduling, developing new CTE programs, and hiring CTE endorsed teachers.

1.10 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?

There are elective classes available to students that are part of CTE. Small Schools Coordinators make sure to schedule students into CTE experiences where there is interest. Regardless of the "small school," students are able to participate in CTE programs. Enrollment into a small school is based on individual student preference, so the experiences they are afforded are by choice. When in 8th grade, during transition activities, students are exposed to all of their choices, and if they decide later that they want different experiences, school staff works to ensure they are able to pursue their passion.

Well-Rounded Education

2.1 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).

- High School - Healthy Relationships curriculum for students with disabilities. CraterWorks makerspace is available for all students to participate in project based learning. A wide

Integrated Application Template (Optional)

range of elective courses are offered in culinary arts, interior design, business, and marketing.

--Middle School-- Sources of Strength SEL, implementation of "Team Time," three new elective courses (Wilderness skills, Music Appreciation, and Gardening), schoolwide approach to writing instruction, and AIMSWEB benchmarking to assess student progress.

--Elementary School - Many elementary teachers have been trained in Orton Gillingham Strategies for literacy. Each school offers enrichment opportunities such as "Spread Your Wings", archery, running club, and "Mixers". Differentiated technological programs such as Lexia or Zearn, SEL curriculum called "PurposeFULL People" are being utilized district wide. Each school has a Makerspace on campus and access to CraterWorks. Elementary Music Teachers provide music education K-5. Our partnership with Rogue Valley Farm to School allows us to have garden and nutrition education at each school. At our new primary school we employ play based learning strategies and developmentally appropriate teaching strategies. All district 5th graders attend Outdoor School through Measure 99 funds.

--Our dual language program spans all grade bands and provides students with the opportunity to develop biliteracy and biculturalism at a high level.

2.2 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?

--High School offers Theater/drama, art, music, digital media, furniture design, and graphic arts.

--Middle Schools offer theater/drama, performance drama, dance, performance dance, theater tech, zumba, art, painting, digital media I and II, choir, music appreciation, and beginning and advanced band. After school program also offers Thespian Club and marching band.

--Elementary Schools offer music classes taught by a licensed teacher for every student. Dance/ Music/ Theater/ Visual Arts are options during enrichment opportunities like "Spread Your Wings" or "Mixers". Students participate in School Exhibition Nights or School Celebrations of Learning to demonstrate integrated, authentic learning.

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

--High Schools - Language arts and block classes offer regular access to the school library. "40 book challenge" in BIS language art classes.

--Middle Schools --we hired a very experienced librarian, with a Master of Library Science with a Youth Services focus, who is turning our traditional library into a media center and makerspace. This librarian works with Elementary Techs to create library programs for schools. ELA classes are participating in the "40 book challenge" and have access to the library every day. Our library is open to all students during lunch.

Elementary Schools--Elementary libraries Techs are employed at all elementary schools. Our primary school utilizes classroom libraries as well as the Central Point Public Library. Scholastic Book Fairs occur regularly. Students are encouraged to get library cards and access community libraries when they visit

Integrated Application Template (Optional)

on Field trips. Some elementary schools participate in Oregon Battle of the Books as part of their library experience.

--Library instruction on research, how to use the library, how to choose an appropriate book, and author studies happen in all grades.

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

--Elementary Schools--Students have a 45 minute lunch with recess. Students eat first and are dismissed to recess after a set time. All students who don't finish eating are allowed time to finish before heading out to recess. There are snack programs at some of our elementary schools and all elementary students participate in physical education. Teachers incorporate movement and play into lessons within the classroom throughout the day. Some students' lunch schedules have them play first and then they go to eat after play. This schedule ensures that they get adequate play time as well as time to eat.

Most schools have daily track time, or a morning run for students. Teachers can access Playworks or mindfulness activities.

--Middle Schools--Every student has a 49 minute lunch (this is not true for TWI at HMS) where they can eat and then access the field, gym or blacktop to walk, play basketball, volleyball, wall ball or football. This is in addition to the daily PE requirement. We serve food from multiple lines and locations.

--High Schools - Students have a 53 minute lunch with varied activities. Opportunities for students to participate in open gym or "open field/track" are available as well.

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

--Elementary Schools--Makerspace opportunities at school, at home, and CraterWorks are available. We have STEAM carts or school STEAM labs at each school for classroom use. Enrichment courses provide STEAM opportunities for students. STEAM Professional development is provided to elementary teachers.

--Middle Schools--STEAM classes are held at every grade level.

--High Schools- Project based and authentic learning at CraterWorks and in CTE courses.

2.6 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.

--Middle and Elementary Schools--Our teachers meet by grade level teams or departments to align content standards, share materials, and create common assessments. They also look at data in grade teams and at Data Team Meetings.

--High Schools- Team/Block meetings align curriculum with standards and departments meet during many PLCs to discuss transitions and scope and sequence.

Integrated Application Template (Optional)

--As a district, we adopt materials that are on the state adoption list. The supplemental materials we use are research based and evaluated by school staff for effectiveness.

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

--At our high schools we have grade level case management and modified courses for students with disabilities. Principals do “walk throughs” in all classrooms to observe and help teachers reflect on student engagement.

--At all levels we have a continuum of services/placements for students with disabilities (school & district programs).

--In middle school we have an emphasis on engagement, discussion techniques, overt and covert mandates. Walk through forms provide specific feedback for teachers on engagement strategies. TAG plans are on file for each student.

--In elementary, common programs are used to provide grade level instruction while other programs are utilized to provide differentiated instruction at each child’s individual level. Programs such as TAG, ELL, Title I, and SPED allow students to get intentional instruction and support. Teachers meet as grade level teams to design units of study that focus on students' curiosities and interests. Grade level teams also meet regularly to look at instructional practices and their effectiveness. Administration’s walkthroughs and observations provide feedback to ensure that instructional practices are intentional, engaging and challenging. Trimester staff PD. Inservice PD, PLC’s.

--The district offers a continuum of services from Special Education, to Talented and Gifted.

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

--CPSD6 partners with ECSE and Head Start.

--Rogue Primary administration works with the Early Learning Hub to stay connected to Early Childhood.

--Preschool-K/12 alignment Summits- these are attended by PreK and Kindergarten staff as well as administrators and community partners.

--Transition meetings are held with Early Intervention to have plans in place for incoming kindergarteners with special needs.

--Regional PLT (professional learning teams) meet, run by the Early Learning Center SOESD. This is Pre-K and K teachers working together on the transition from Prek to Kindergarten.

--“Kinder Bridge” is an institutionalized system in our district.

--District specialists visit local preschools to assist in transition for our incoming kindergarteners.

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

Integrated Application Template (Optional)

--Middle to High School - 8th graders visit the High School campus in April, and the High School holds a Parent night for all 8th grade families. School Administrators visit the middle schools in May to help with selection of schools. (Crater High School comprises three “small schools”) “Bridge Week” happens during Summer Learning. IEP transition meetings, high school tours, course forecasting, and Sources of Strength Peer Leaders are all a part of this transition.

--High School to Postsecondary - The High School staff schedule college field trips to community colleges and four year universities. Students also participate in internships as part of their school requirements. We also offer 2+2 credits for students.

2.10 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?

--Elementary School - Each school’s Data Team meets after benchmarking assessment. At that time, teachers and school specialists meet to review grade level, classroom and individual student performance data. At that time, the teams determine which interventions are appropriate to support student academic progress.

-----We hold SST meetings and EL transition meetings for students. There is dedicated time within the day that is scheduled to provide targeted instruction to specific groups of students identified by school teams.

-----SWS positions created at each school to support marginalized students

--Middle School - We identify students by grade teams, AIMSweb, and state testing. We support students through academic check-ins with Student Wellness staff, through differentiated instruction (Constructing Meaning and SIOP training for staff in the past year), and targeted classroom interventions. We also offer Team Time tutoring and after school tutoring.

--High School - Students who are not meeting academic expectations are offered support courses, Academic Cafe, and the opportunities to meet with our National Honor Society tutors.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Our district Talented and Gifted Program ensures each school has a TAG Coordinator to help teams identify and support those students who have exceeded state and national standards. Some of the opportunities available are after school TAG programs, differentiated instruction, Oregon Battle of the Books, Enrichment Clubs, Presentation of Learning nights, Regional Spelling Contest, Adaptive software programs that support students learning at their individual level. At the middle school level students participate in academic contests such as Brain bowl, Scavenger Hunt, Spelling contest, and Math team. We also offer advanced math placement. At high school we offer Advanced Placement courses and College Now credit, and the Oregon Seal of Biliteracy

Integrated Application Template (Optional)

2.12 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?

--CTE teachers do an extensive career unit to start the year that begins with resumes and ends with real interviews. Students are assigned business textbooks that are read, as opposed to classic literature. Students participate in a 12 week internship at the higher grades. We offer a freshman block business class.

--Agriculture- We provide career exploration opportunities in our agricultural courses through the use of AgExplorer, guest speakers from industry leaders, work based learning experience opportunities, internships, formal business and industry tours, and CDE/LDE competitive events. Students also attend career and college fairs that connect them to key industry and college instructors that assist them with post secondary connections.

--We welcome guest speakers from various fields of visual media arts. They speak to the realities of pursuing creative careers including where students will have setbacks and what further education after high school they should focus on.

--We welcome guest speakers from various careers in the natural resources, environmental science, and forestry fields. They provide college and career advice. We take students to Career Development Events where they can practice skills and expand knowledge. We offer field trips to relevant colleges, businesses, and environmental sites for hands-on learning.

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

--We attempt to provide real world, relevant content that applies to all learners and CTE participants. This happens through teaching rigorous standards. Teachers actively learn as well through continual professional development. Students participate in simulated real world FFA Career Development Events and Leadership Development events. Students also have the opportunity to participate in supervised Agricultural Experiences through Placement (work experience) or Entrepreneurship (ownership projects).

--Through project based assignments, we develop a curriculum that simulates real world work in the various fields of visual media arts. Students try on hats of different technical work in film production, then have their films submitted to film festivals and have many of them screened for the community at the end of the year. Our projects extend to other fields including a variety of photography pathways and many aspects of graphic design.

--All students can choose to earn CTE credit for joining our student leadership organization. Through these classes and our FNRL Chapter, students engage with content and technology that is industry ready and field tested. Students in the FNRL chapter travel to events to compete against other schools and hone their skills. The students in the 11/12 class complete internships based around the natural resources industries and career focused on student choice.

Integrated Application Template (Optional)

2.14 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.

--By challenging students with excellent content that is tied into postsecondary credits will provide a "win-win" for the student and the school/program. Financial savings while providing an opportunity to explore content at a higher level.

--We make sure to design projects that will have an authentic audience that simulates working in the field. We are also working toward giving our students the opportunity to earn Adobe certifications in our courses.

--The real world applications that students are completing such as soil testing, water quality, wildlife identification are all based on industry standard technology and curriculum. The students are looking at real skulls and pelts. They are testing water using the same water quality kits that are used by Rogue Valley Council of Governments. The soil testing matches what is done at Jackson Soil and Water Conservation. We strive to make sure that the skills and content that we teach is applicable to jobs and careers available in the real working world.

-----College Now credit is offered in most 11/12 classes in our program. Students can currently earn college credit in the following courses:

-----English 104/105/106

-----Writing 121

-----Career Guidance 105/140/147

-----Sociology 204

-----Environmental Science 170/170L

-----Biology 270

-----There are possibilities of offering credit for Zoology and Natural Resources Internship as well through KCC and RCC.

-----Wildland Firefighting Certificates through fire school.

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

--Part of what we teach through our project based work is teaching students to set long-term goals and break them down into smaller steps. It is an essential skill to be able to set goals and break them down.

--The programs are scaffolded to help students move through the curriculum to a state of mastery. The program ends with an internship at a career of choice where the student is job shadowing a professional and learning about the career of choice. This may give the student

Integrated Application Template (Optional)

the positive reinforcement to pursue the career or the knowledge that they need to look in another direction. The college and career readiness starts in the 9/10 block with YouScience and continues in the 11/12 block with College Now credits from RCC in Career Guidance 105, 140, and 147.

--Internships, job interviews, college fairs, college trips, CTSO, industry level equipment and software.

Well-Rounded Education CTE Focus

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

--The High School course catalog, registration, parent nights and 8th grade tours. Also CTSO success is shared in our community. We also utilize SSC's and SSS's to inform students about CTE programs on campus.

--We have a presence on many social media platforms to share the education and activities students are completing.

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

--We prepare our CTE students for non-traditional fields by giving them the skills to become self-sufficient in their project planning, and by introducing them to guest speakers who have become successful in non-traditional fields. We also are in the process of making a print shop in which we will employ students to train them some basics of running a small creative business.

--Students are engaging with industry professionals all year long. Our local events include multiple professionals supervising events and offering expertise. We take students to the Careers in Gear fair and the Trade Fair each year. We tour students at multiple colleges and universities to explore all of the options available to them. Freshmen and Sophomores participate in YouScience for college and career aptitude and readiness. Juniors and Seniors complete a year of college and career readiness encompassing the Oregon CIS system as well as RCC career readiness credits. Students are encouraged to pursue their passions in a variety of ways, regardless of non-traditional student status.

--By exposing students to a wide variety of opportunities to explore college, service, and career. This happens in classrooms and on field trips when we travel to compete in larger, more urban cities.

2.18 Describe any new CTE Programs of Study to be developed

--We have proposed to expand our CTE offerings in "Health Occupations". The additional program would align with a post secondary Medical Assisting program. Possible courses

Integrated Application Template (Optional)

would include Anatomy & Physiology, Medical Terminology, First Aid CPR, etc. Students would also have the option to enter into a CNA program through an accredited local program.

--We have added additional Ecology and Zoology courses to the program. We have also expanded our college course offerings by working with different institutions to align class content with College Now credits.

--We have also expanded our materials and technology list. With Pathways money this year, we will be buying all of the necessary forestry competition gear required for our FNRL team to compete at the state level in the physical forestry events such as pole and arbor climb, powerbuck, choker set, axe throw, and crosscut saw.

Engaged Community

3.1 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?

We utilize Parent Square and ParentVue district-wide for communication with families. In addition, we use social media such as Facebook, Instagram, and our district website to share events happening around the district. We actively seek feedback from any group that meets in the district. In elementary we use Ready4K, a research based family engagement program for families in birth through 8th grade. We have Kinder Launch, Title 1 family nights, PTO events, Community speakers, Assemblies, Foster grandparent program, SMART reading, Junior Achievement, DARE, Rogue Valley Farm 2 School, and Architect in the classroom. In middle school we hold performing arts events and fundraisers, National Junior Honor Society induction ceremony, 8th grade “graduation,” athletic events, and student-led conferences. Participation in conferences is an ongoing concern. We look at data and consistently seek feedback from families and staff. In the High School we also use the above strategies to gather meaningful community engagement. The continued restrictions on volunteers having to fill out Covid vaccination information or an exemption have made some families shy away from being involved. However, in the 2022-2023 there has been more of a push for getting volunteers approved to work in buildings. We purchased HelpCounter, an online system that keeps volunteer and visitor logs easily accessible for tracking who is in our school buildings at all times, making it very useful in case of an emergency.

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

District 6 partners with Rogue Valley Farm to School, LaClinica, DIRT, Parent Teacher Organizations, and the YMCA for after school programs. We also partner with the Central Point Police Department, the Early Learning Center and Head Start. In the future, we need to reach out to local faith organizations, retirement centers, and our community preschools for other partnership opportunities.

Integrated Application Template (Optional)

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

We appreciate toolkits that are published by ODE. We continuously collaborate with other regional school districts to brainstorm ways to engage the community and students.

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

We use HelpCounter, an online system that keeps volunteer and visitor logs easily accessible for tracking who is in your school buildings at all times. This is very useful in case of an emergency. We have a volunteer handbook, volunteer badges and volunteers are warmly welcomed when they check in at schools. We are working to ensure all signage in English and Spanish, and we have Spanish speaking staff available at each school when needed.

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

N/A

3.6 Who was engaged in any aspect of your planning processes under this guidance

Business community

CTE Regional Coordinators

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Community leaders

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Integrated Application Template (Optional)

Families of students who are emerging bilinguals

Families of students with disabilities

Licensed staff (administrators, teachers, counselors, etc.)

Migrant Education and McKinney-Vento Coordinators

Regional Educator Networks (RENS)

Regional STEM / Early learning Hubs

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who identify as LGBTQ2SIA+

Students with disabilities

3.7 How were they engaged?

CTE Consortia meeting

Community-driven planning or initiative(s)

Email messages

Focus group(s)

In-person forum(s)

Newsletters

Partnering with business

Partnering with community based partners

Partnering with unions

Integrated Application Template (Optional)

School board meeting

Social media

Survey(s) or other engagement applications (i.e. Thought Exchange)

Website

3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

This is a broad swipe through the different engagement groups and their feedback and input. We have included artifacts from staff, families, students, and community members.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We engaged our Latinx families in meetings to hear feedback and concerns. We also have an active Latinx Student Union, Black Student Union (we do not currently have a BSU) and student LGBTQIA+ group at the High School, and we get feedback from those groups. We give “exit” surveys to make sure we hear from meeting attendees. One elementary added a Cultural Diversity PTO member to ensure the equity lens is used. Our efforts fall mostly into the “Consult” and “Involve” Levels, and it is nice to have that spectrum to use as a guide to move forward.

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We have used staff surveys for Licensed, Classified, and Administrator to give us feedback on culture, climate, bond work, and SIA funding. We used surveys because the data collected was anonymous, (aside from grade level, school, and/or job type) and our labor associations felt the data would be more accurate with a degree of anonymity. We also use our monthly Labor-Management Meetings to discuss issues, concerns and celebrations as well as work through funding steam questions. We feel we fall into the “Consult” level on the Community Engagement Spectrum.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Integrated Application Template (Optional)

--Community: We have been gathering feedback and input from our entire community for several years now due to our bond work. The Central Point Community graciously passed a bond for building upgrades that have greatly addressed concerns with access, safety, inclusion spaces, equity for all students. We continue to communicate the progress we are making with bond work through our social media as well as school board, Rotary, and PTO and staff meetings.

--Staff: We apply what we learn from staff gathered from surveys, Labor Management, and school staff meetings and this input moved us to hire support and enrichment positions like elementary music, an autism specialist, a school psychologist, and school counselors.

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

--All Crater CTE Programs have developed Advisory Committees composed of business and industry professionals to help guide and assist our programs. These committees meet bi-annually to discuss current needs of programs, provide work-based learning opportunities, and internships for our students.

--Agriculture, Marketing, and Natural Resource/Forestry CTE programs have developed key partnerships with business and industry professionals through the continued participation in Student Leadership Organizations (FFA, DECA, FNRL).

--Business and industry professionals are invited to participate as evaluators in career development events, leadership development events in the student leadership organizations. We also work closely with several foundations, professional associations (ie. Oregon Agriculture Teachers Association, Team AgEd, Rotary, and other community organizations within our professions).

3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

4.1 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?

As a district, we accept student teachers, we provide new teacher and administrator mentoring

Integrated Application Template (Optional)

programs, we offer planning days, and quality professional development opportunities. We also recruit through partnerships with Southern Oregon University, Job Fairs, and social media. For all teachers we encourage teacher autonomy in grading and supplemental materials, we ensure all teachers are placed in a PLC that works together on student supports, instruction, and interventions. Grade level teachers in K-12 have time for planning and our contract has a generous 45 minute duty free lunch for each teacher, planning days, and mentor teacher stipend. The contract also sets aside funding each year for “teacher choice” professional development. We accept applicants of all races, ethnicities, native languages, and gender identity for positions-and look for applicants that are representative of our student focal groups.

4.2 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?

--Elementary - we create our class lists each year by making sure we have a balance of genders, academic abilities, special needs, and the experience of the teacher. Our Student Wellness Specialists will work with groups of students or individual students to support and help teachers address any disparities for marginalized students.

--Middle—we balance our grade level team teachers by experience and effectiveness, so students will always have a mix. Students are assigned to Grade Level Teams randomly, with an even distribution of students in focal groups. Students request their electives. Our district attracts SPED teachers with additional planning days, EA support with students and with paperwork, which helps to ensure we retain our effective and experienced staff.

--High-Students select small schools by learning interest and have the opportunity to request changes each year. Students have a say in their schedule and select their elective classes. New position created to support at risk students and most vulnerable students. We have SPED support classes and Blended Learning Labs for struggling students.

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

--At each level, we have a continuum of services and placements for special education students to meet their individual needs.

--Elementary—PBIS systems are in place at all elementary schools to help provide preventive support within the classroom. Use of Character Strong curriculum (Purposeful People) supports students and teachers with the goal of removing barriers and triggers for dysregulated students.

--Middle- there is a clearly defined behavior plan for staff and tips for dealing with misbehavior, calming spaces for students, trauma informed practices and training for all staff, including classified, staff supervision during lunches and passing times, restorative practices. Our goal is to add space and staffing for an in-school suspension/ support room.

Integrated Application Template (Optional)

--High School-Relationship building with staff to students to help prevent misbehavior, staff deals with lower level behaviors. Student Wellness Specialists work with students using restorative practices. Lunch detention is used as a support time for students. Conferencing with students to determine the root of the problem and implementing strategies to improve behavior. Campus is working on Positive Discipline professional development. We have also improved our case management procedure to meet varying developmental needs we are experiencing for 9th - 12th grade students.

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

Administrators, District Leaders, site councils and individual teachers look at achievement data, attendance data, survey data, classroom assessments and engagement to determine professional development needs. Teacher and administrator goals are written in concert with supervisors to determine what, if any, professional development is needed.

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

Principals are responsible for the staff evaluation cycle, which includes formal and informal observations, walk throughs, and coaching. They will work with teachers to ensure they have high-quality professional development such as SIOP, GLAD, Constructing Meaning, Skillful Teaching, engagement strategies, and Character Strong. All teachers participate in PLCs to problem solve, plan instruction and assessments, and to support all of the students they serve.

4.6 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?

In Elementary each school has data team meetings at all benchmark periods; SST teams meet weekly to review student data and progress. In Middle School we review benchmark testing, teacher referrals, failing grades and behavior concerns to assign interventions. We hold weekly SpEd and SST meetings, targeted interventions, FBA, BIP, classroom observations. Grade level teams meet twice a month to discuss student outcomes and all staff can make referrals to our student office and student Wellness Specialists will help coordinate student support. In High School Grade level Teams meet regularly, progress report grades, and hold advisory meetings. We hold weekly SST meetings with Student Wellness Specialists and guidance counselors. In addition, there are weekly attendance meetings with the attendance clerk and the Student Wellness Specialist. At all levels we use SST, Evaluation Planning Meetings, and 504 meetings to support students where appropriate.

Integrated Application Template (Optional)

4.7 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?

In Elementary we hold transition meetings for students on an IFSP in preschool; Head Start visits to Kindergarten, and Kindergarten Round Up. Middle School Bridge Week happens during Summer Learning. We have IEP transition meetings, high school tours, course forecasting, and surveys from 5th grade teachers. There are 5th grade classroom spring visits, and a soft start for 6th grade. We also have Sources of Strength peer leaders. We hold High School-Bridge week in August. Parent Night happens in the spring of 8th grade year, and there is a Back to School Night in the fall. We hold 8th grade campus visits in the Spring and have . “Freshmen Only” day to start the year. There are SPED and 504 transition meetings. TRIO support has been added to campus which helps students with post high school plans. Advisory is embedded in English classes, with transcript reviews and four year plans. Finally, the High School has Internships, college visits, college and career presentations and career field trips.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

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

True

By checking this box, you provide assurance that you have taken into consideration of the Quality

Integrated Application Template (Optional)

Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant

<https://www.district6.org/about/education-department/integrated-guidance/>

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Christine Beck

Submitter email: christine.beck@district6.org