

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) *Additional requirement if applying with a sponsored charter:* Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Needs Assessment Process:

The needs assessment for the Central Point School District (CPSD6) involved analyzing data and gathering stakeholder feedback to inform the district's strategic plan and budget decisions. Key data sources included the Oregon Report Card, district-specific achievement data, Career and Technical Education (CTE) 90% annual report, and input from surveys and focus groups with students, staff, parents, and community members.

Key Data Sources:

- **Oregon Report Card:** Provided insights into graduation rates, academic achievement gaps, and participation in advanced coursework.
- **District Data:** Highlighted local student performance, including attendance and engagement levels.
- **CTE Data:** Showed that actual performance in the CTE programs is falling below 90% of the established target. Rates were below state averages, indicating a need for expanded career pathways.
- **Stakeholder Feedback:** Revealed concerns about achievement gaps, safety, student engagement, school and district culture, and the need for increased mental health support.

Identified Trends:

1. **Achievement Gaps:** Overall student achievement is below the state average and disparities are seen in academic performance, particularly among historically underserved student groups.
2. **Attendance:** Chronic absenteeism, especially at the secondary level, is a major barrier to academic success.
3. **CTE Performance:** Participation in CTE programs is growing, but performance rates remain below state averages, necessitating more accessible pathways. CraterWorks Makerspace is one area that will support the growth of CTE pathways by providing a makerspace for hands-on learning in CTE programs, particularly for middle and high school students.
4. **Staff Needs:** A clear need for professional development in curriculum, instructional strategies, and supporting student behaviors is needed.
5. **Mental Health:** High demand for mental health services, supporting the budget for psychologists and counselors.
6. **Facility Improvements & Safety:** A need for facility upgrades to enhance security and create flexible, comfortable/supportive learning spaces.

How Data Informed the Strategic Plan and Budget:

The assessment results shaped the district's goals, strategies, and budget priorities:

- **Goal 1 Elevate Student Achievement & Attendance Rates:** Increase academic outcomes, student engagement, and attendance through high-quality instruction and authentic learning.
- **Goal 2 Build & Support a Thriving Student Services & Special Education Program:** Strengthen early intervention, inclusive practices, and collaboration to provide better support for all students.
- **Goal 3 Recruit, Retain, & Develop High-Quality Educators:** Attract, retain, and develop highly qualified educators by offering robust recruitment, mentorship, and professional development opportunities.
- **Goal 4 Strengthen High School Programming & Post-secondary Success:** Expand student opportunities for dual credit, career readiness, and extracurricular engagement to prepare students for post-secondary success.
- **Goal 5 Foster a Safe, Supportive, & Inclusive School Environment:** Promote a safe, supportive, and inclusive school culture that nurture student well-being and cultural responsiveness.

- **Goal 6 Strengthen Community & Stakeholder Engagement:** Build stronger partnerships (and to or that) increase student, family, and community involvement in supporting student success.
- **Goal 7 Ensure Fiscal Responsibility & Facilities Excellence:** Ensure efficient use of resources and sustainable facilities planning to support district growth and modernization.

Equity Advanced (250 words or less per question)

- 1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

In the planning and budgeting process for the CPSD6 Strategic Plan, the district applied an equity lens by considering the diverse needs of students from historically marginalized groups, including students with disabilities, English learners, Native American students, ethnic and religious minorities, LGBTQ+, and economically disadvantaged students. The primary goal was to ensure all students have equal access to resources, instruction, and support, aligned with district priorities.

Key strategies include Multi-Tiered Systems of Support (MTSS) to improve academic outcomes and attendance for all students, particularly those facing challenges. This strategy includes targeted intervention materials for literacy and math, with an emphasis on K-3 early literacy programs. Additionally, strategies like expanding CTE pathways and implementing professional development in providing improved student accessibility reflect a commitment to closing disparities for underrepresented groups.

The budget allocates resources to support these activities, such as funding for summer learning programs to address learning loss and enhancing staff development on supporting student behaviors and differentiation techniques. The budget supports practices to build collective teacher efficacy. In addition, the budget aims to ensure that culturally responsive practices are embedded in teaching. It also supports resources for social-emotional learning (SEL) and partnerships with community organizations.

Incorporating this equity lens into budgeting helps ensure thoughtful distribution of resources and addresses the unique needs of our focal student groups, making decisions that will be sustainable and inclusive, driving both immediate and long-term impact on student success.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Throughout the biennium, professional development will be tailored to meet the cultural, social, emotional, and academic needs of teachers, staff, and administrators, with a special focus on supporting focal students. Training will prioritize MTSS, collective teacher efficacy, curriculum adoption, and targeted interventions.

Key initiatives include:

- Teacher Curriculum Adoption Teams: Ongoing training will help staff implement high-quality STEM, literacy, and math curricula, aligned with state standards, to improve student outcomes.
- MTSS Training: District-wide teams will enhance MTSS strategies to better support diverse learning needs, particularly for at-risk students.
- Intervention Curriculum Training: Teachers and support staff will receive training on tiered interventions, with a focus on K-3 early literacy and critical subjects.
- PLC Training: Teachers will participate in Professional Learning Communities (PLCs), gaining skills in curriculum mapping, standards alignment, and unit planning to foster collaboration and improve instruction.
- CTE Teachers: Professional development will focus on integrating career-readiness skills and industry-specific knowledge into CTE instruction, ensuring students are prepared for post-secondary success.
- K-3 Teachers (Science of Reading): K-3 educators will receive targeted training in the Science of Reading, a research-based approach to early literacy, to support phonemic awareness, decoding, and reading comprehension skills.

These efforts, supported by instructional coaching, teacher leader incentives, and administrator supervision and evaluation aim to create an inclusive, supportive, and equitable learning environment, fostering academic success and well-being for all students.

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

At each school campus, the Student Wellness Specialist or Student Guidance Counselor connects with each houseless student and family to support them academically and emotionally, and find supportive resources. Each of these staff members are school based, so the student and family are comfortable and see the school and staff as part of their school community. One of our community partners, LaClinica, provides medical and counseling services on each school site to support students needing mental health support as they navigate houselessness. A minivan was purchased specifically to help with McKinney-Vento (MKV) and at-risk student transportation needs outside of the regular school day. Our

district provides Type 20 training to staff members to increase the opportunities for transportation for all students.

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

This year marks a significant transition for our district as we move toward a comprehensive high school campus with a unified support and leadership team, replacing the previous three-school structure. This change presents a unique opportunity to ensure all students have equal access to CTE programs, including those traditionally dominated by one gender.

To prepare students for success in non-traditional fields, we emphasize self-sufficiency in project planning and introduce them to accomplished professionals who have excelled in these careers. Additionally, we are developing a print shop where students can gain hands-on experience in running a small creative business.

Throughout the year, students engage with industry professionals at local events, receiving valuable guidance and expertise. Annually, we take students to the Careers in Gear fair and the Trade Fair, as well as tours of multiple colleges and universities to explore various post-secondary options. Freshmen and sophomores participate in YouScience, an assessment tool for college and career aptitude, while juniors and seniors complete a year of college and career readiness, incorporating the Oregon CIS system and RCC career readiness credits.

By exposing students to diverse opportunities through classroom learning, field trips, and larger city competitions, we encourage them to pursue their passions—regardless of whether they align with traditional gender roles. Our commitment to inclusivity ensures that all students can thrive in CTE programs, fostering an environment where every student has the opportunity to succeed.

Well-Rounded Education (250 words or less per question)

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

CPSD6 has made several key adjustments to align with the state's early literacy guidelines, ensuring that K-3 students develop strong foundational skills for lifelong learning. To enhance early intervention, we have strengthened MTSS and expanded summer learning programs that address learning loss while providing targeted academic support. This includes increasing enrichment opportunities focused on early literacy in K-3, implementing evidence-based interventions, and offering professional development for teachers on the Science of Reading.

Additionally, our commitment to literacy is reinforced through the employment of highly skilled staff dedicated to literacy instruction and MTSS support. This approach aligns with Oregon’s emphasis on research-based instructional practices and interventions for early literacy development.

To foster greater family engagement, we are working to improve access to literacy resources and learning opportunities for families of K-3 students. Furthermore, our professional development initiatives now incorporate inclusive teaching practices, effective instructional strategies, and unit mapping of curriculum and standards in English Language Arts—ensuring a responsive and equitable approach to supporting all learners.

- 2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.***
- 3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?**

To ensure our curriculum design and adopted materials (both core and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives, we follow a comprehensive and structured approach.

We have partnered with Educational Excellence, a trusted organization we worked with for the last two years using grant funding, to guide us in this process. Through their support, our teachers have already identified priority standards and created projection maps for all content areas. We are now progressing toward developing unit maps, to ensure that every learning objective is systematically addressed across grade levels.

In parallel, our teacher leader teams are actively reviewing and selecting curriculum adoptions in line with the Oregon curriculum adoption cycle. This process ensures that our chosen materials meet both state and national standards while addressing the needs of our diverse student population. Additionally, teacher leader teams maintain curriculum alignment by conducting regular reviews and feedback cycles with stakeholders— including teachers, administrators, and subject-area specialists— to ensure the on-going relevance and consistency of our K-12 learning objectives with academic standards.

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

Our system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students is grounded in the district’s strategic plan and tailored to meet the diverse needs of our students. At the elementary level, we use differentiated instructional strategies, with programs like

Orton-Gillingham and technological tools such as Lexia and Zearn to support individualized learning. Our partnership with Rogue Valley Farm to School and the integration of the Character Strong SEL curriculum enrich student experiences, fostering both academic and social-emotional growth.

In middle schools, we focus on enhancing engagement through new electives and aligned curriculum, and use aimswebPlus for progress monitoring. This ensures that our instructional practices remain responsive and data-driven. High school students benefit from a wide array of academic and elective options, including CTE and career learning pathways that prepare them for post-secondary success, while also ensuring that students with disabilities receive modified courses and support through case management. CraterWorks supports these by providing students access to hands-on project-based learning opportunities, which are integral to career readiness.

Additionally, all schools in the district employ MTSS and data-driven strategies to continuously monitor and adjust instruction to meet each student's needs, ensuring that instruction remains both challenging and supportive. Principals conduct regular walkthroughs to provide feedback on student engagement and instructional practices, reinforcing our commitment to continuous improvement.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

To ensure that students, families, and community members experience a safe and welcoming environment, we implement several proactive measures. The most significant measures such as full perimeter fencing and locked entry systems with doorbells were installed using Capital Improvement Bond funds. We use HelpCounter, an online system that tracks volunteer and visitor logs, allowing us to monitor who is in our buildings at all times—critical in emergency situations. Volunteers are warmly greeted, required to check in, wear badges, and follow the guidelines outlined in our volunteer handbook.

We also prioritize clear communication by updating all signage in both English and Spanish, utilizing ParentSquare and a new website with built-in translation tools, and ensuring Spanish-speaking staff are available to assist as needed. We utilize and train staff in the CrisisGo platform and ALICE protocols to ensure effective response to crisis situations.

Additionally, we collaborate with the Central Point Police Department to provide a dedicated School Resource Officer (SRO) who supports both our high school and middle school campuses. The SRO works closely with our campus dean and monitors, fostering positive relationships and maintaining a secure environment.

Our commitment to keeping campuses free from drugs, violence, and gang activity is strengthened by ongoing community partnerships, active monitoring, and a focus on inclusivity, ensuring that all students feel safe, supported, and valued.

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

To ensure students have access to strong school library programs, our district prioritizes staffing, technology, and resources. We have allocated a budget for a Library Media Specialist through the Southern Oregon Education Service District, ensuring that each school benefits from specialized support in enhancing library services and managing resources effectively. This collaboration strengthens the capacity of our library media staff in every building.

In addition, grant funding has been dedicated to the SORA subscription, providing students with access to a broad array of online resources and e-books, expanding the availability of learning materials beyond physical books. The district also funds Destiny Follett library software, enabling each school library to manage its collections efficiently, track inventory, and provide students with user-friendly access to available resources.

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

Monitoring the effectiveness of interventions for students experiencing depression, anxiety, stress, and challenges with dysregulation is an ongoing process in CPSD6. We recognize that a lack of consistent interventions and standardized measuring tools has made it difficult to assess the full impact of current support efforts. As part of our strategic plan, we are focused on strengthening MTSS to ensure we address mental health and behavioral needs at every level, from universal to intensive support.

Staffing plays a crucial role in our ability to monitor these interventions effectively. We have prioritized the employment of mental health professionals, such as school psychologists, counselors, and behavior specialists, who are essential in providing targeted support and monitoring student use of services. Additionally, we are focusing on expanding professional development for staff to enhance their skills in behavior de-escalation, inclusive practices, and restorative interventions, ensuring that our staff is equipped to address and monitor the needs of students facing emotional and behavioral challenges.

As we continue to refine our approach, we acknowledge the need for consistent evaluation methods to better understand the impact of our efforts and ensure that students receive the support they need to thrive. This strategic approach aligns with our broader commitment to fostering a safe, supportive, and inclusive school environment for all students.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

To identify and support the academic needs of students not meeting state and national standards, CPSD6 recently implemented a coordinated MTSS within the Synergy Student Information System. Teachers can make requests for student support, track attendance, monitor academic progress, and create intervention plans tailored to students' needs. This is supported by regular progress monitoring with AimswebPlus, which helps educators adjust strategies for academic and attendance concerns. Student Wellness Specialists and guidance counselors, provide targeted support for students struggling with academic challenges and social-emotional learning (SEL) needs. These specialists also assist in monitoring attendance, ensuring that all students stay on track.

For students who have exceeded state and national standards, the district's approach involves offering enrichment opportunities through community partnerships and service learning. This includes CTE pathways and dual credit opportunities for high school students. Additionally, the district's emphasis on innovative instructional strategies and professional development enables educators to create personalized learning experiences that challenge advanced learners. These measures ensure that all students, whether struggling or excelling, receive the necessary support to thrive academically and beyond.

This system is designed to foster both remediation and enrichment, ensuring all students are provided with opportunities to achieve their highest potential.

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

We are planning to expand our offerings by adding Health Science and Engineering programs over the next three years.

To develop these new programs, the district will first assess community and industry needs, consulting with local businesses and higher education institutions to ensure alignment with workforce demands. Next, we will collaborate with CTE professionals and faculty to design curricula that meet state standards and integrate real-world applications.

In year one, we will focus on curriculum development, resource allocation, and teacher training. During year two, we will launch pilot courses, ensuring that we have the necessary equipment, classroom space, and industry partnerships in place to support the programs. By the third year, we plan to fully implement the Health Science and Engineering programs, offering a complete pathway for students.

This phased approach ensures a strong foundation for these new programs while continuing to strengthen our existing CTE offerings. The goal is to create career-ready students equipped with the skills and experiences necessary to succeed in these high-demand fields.

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

Our district offers a variety of CTE-defined work-based learning experiences across multiple fields. In Agriculture, students engage in real-world experiences through FFA Career Development and Leadership Development Events, as well as supervised agricultural experiences, including work placements and entrepreneurship projects.

In Visual Media Arts, students participate in project-based learning, gaining hands-on experience in film production, photography, and graphic design. Their films are submitted to festivals, and many are screened for the community.

Students can earn CTE credit by joining our student leadership organizations, such as FFA and FNRL. These programs provide industry-ready content and technology, with students competing in events to sharpen their skills. The 11th and 12th graders complete internships in the natural resources industry, tailored to their career interests.

All Crater CTE programs work closely with advisory committees of business and industry professionals to ensure our programs meet current needs. These committees guide our efforts, provide work-based learning opportunities, and help facilitate internships for students. Additionally, we foster partnerships with organizations such as the Oregon Agriculture Teachers Association, DECA, Rotary, and others to further support our programs.

Through these ongoing collaborations, we continue to expand work-based learning opportunities for all CTE students, preparing them for successful careers.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes, our students do earn CTE college credit while in high school.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, we have made several key improvements to enhance community engagement, particularly with focal students, families, and staff. We have expanded our communication efforts through ParentSquare, CANVAS, and Synergy, which allows for more direct and accessible updates to families in their preferred languages. We recently transitioned to a newly updated website that includes translation capabilities. This has been crucial in reaching a more diverse group of families.

Additionally, we've strengthened our connections with elementary school families by supporting the growth of PTO groups and Site Councils, enabling them to have a stronger voice in school decisions. At the high school level, we've seen an increase in student clubs, fostering more inclusive and varied extracurricular opportunities for students to connect with their peers. Furthermore, we've encouraged parent involvement by inviting them to apply to be part of curriculum adoption teams, ensuring their input shapes the academic experience. Every school has the opportunity to engage with the School Board each year through a site showcase presentation allowing for dialogue between school communities and the School Board.

Despite these efforts, some barriers remain. A few families still face challenges with consistent Internet access, limiting their engagement with online communication platforms. Additionally, some staff members report difficulty in balancing their time with additional community engagement activities, particularly in a district with limited resources.

Overall, we continue to build on these successes and are committed to overcoming these barriers to ensure all voices are heard and valued.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

To engage focal students and families throughout the planning process for the integrated plan, we employed several strategies to gather feedback and ensure inclusivity.

We conducted student listening sessions, where a diverse group of students was invited to share their perspectives in a safe and open environment. These sessions allowed us to better understand the needs and aspirations of students, particularly those from underrepresented groups.

Additionally, we used anonymous student feedback forms to capture candid responses from all students, giving them a platform to express their views on the integrated plan. This anonymous approach ensured that students felt comfortable sharing their honest opinions without fear of identification or bias.

We also sought input from specific student groups, including the Latino Student Union, Student Leadership Groups, CTE participants and the Native American Student Union. These organizations provided targeted feedback on how the plan could better support their communities, ensuring that their unique needs and experiences were considered.

Finally, we distributed an annual family survey to gather input from families, ensuring that their voices were heard and incorporated into the planning process. This survey was made available in multiple languages to ensure accessibility for all families.

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

To engage staff throughout the planning process for the integrated plan, we utilized several strategies to ensure broad and inclusive feedback.

- Gathered input through teacher surveys, which allowed staff to share their perspectives on the integrated plan and its potential impact. These surveys provided valuable insights into teachers' needs, concerns, and ideas for improvement.
- Used exit tickets were used after professional development sessions to assess staff understanding, gather feedback on the training content, and identify areas for further support. These quick surveys helped us adjust future professional development opportunities to better meet staff needs.
- Sought input from specific teacher leader teams, using targeted feedback forms to collect their insights on how the plan could best support teachers and students. Teacher leaders played a critical role in helping us identify strategies that would be most effective in the classroom.
- Gathered input from the Labor Management Team, ensuring that staff concerns regarding labor-related issues were addressed during the planning process. This collaboration helped align the integrated plan with the needs and priorities of staff members.

These strategies ensured that the voices of all staff, including teachers and leadership teams, were central to the development of the integrated plan, fostering transparency, collaboration, and continuous improvement.

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Over the past few years, we have actively sought feedback from our community and staff, particularly in relation to our bond work. The Central Point community has been supportive, passing a bond that allowed us to make significant improvements to our schools, addressing key issues such as access, safety, inclusive spaces, and equity for all students. We continue to engage the community by sharing progress through social media, school board meetings, Rotary, PTO, and staff meetings. This consistent communication has helped us maintain transparency and build trust.

From our staff, we gathered valuable insights through surveys, the Labor Management committee meetings, and school staff meetings. These conversations highlighted areas where we needed additional support and enrichment. As a result, we took action by hiring staff in key positions, such as elementary music teachers, an autism specialist, a school psychologist, and additional school counselors. This

staffing expansion directly reflected staff needs and reinforced our commitment to providing a well-rounded education for all students.

What we learned from both the community and staff is the importance of ongoing, transparent communication and listening to their feedback. Moving forward, we plan to deepen our engagement efforts, ensuring that we continue to address both community priorities and staff needs in a timely and responsive manner. This feedback will continue to inform our strategic planning and decision-making processes, ensuring that we are meeting the evolving needs of our students and staff.

Strengthened Systems and Capacity (250 words or less per question)

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

Our district is committed to recruiting, onboarding, and retaining quality educators and leaders, with a particular focus on diversity and representation of our student focal groups.

Recruitment efforts include outreach to diverse communities, including partnerships with Dual Language post-secondary programs and organizations dedicated to increasing dual language educators. We also attend career fairs, both in-person and virtual, to actively seek candidates from underrepresented groups.

During the onboarding process, we prioritize a ‘new hire day’ prior to the start of the school year, and also ensure professional development and mentorship opportunities are available to support new educators and leaders. All incoming staff receive structured orientation to ensure alignment with our district’s core values.

Retention is supported through a focus on career growth and leadership and enrichment stipends. We prioritize creating a positive and inclusive school culture. Additionally, competitive compensation, wellness initiatives, and work-life balance are prioritized to foster long-term satisfaction and commitment to the district. We encourage teacher autonomy in “how” the state standards are taught in their classrooms as we believe this is the “art” teachers bring to the classroom. We ensure all teachers are part of a professional learning community that works on identifying priority standards, creating projection maps and developing unit maps for their content areas. Our licensed contract provides a grading/planning day at the end of each grading period, mentor teacher stipends, extra duty contracts and we set aside funding each year for “teacher choice” professional development.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

To ensure that focal students are taught by effective and highly qualified teachers, our district has implemented several key systems:

- **Teacher Certification and Professional Development:** All teachers are required to maintain up-to-date certifications in their subject areas, with regular professional development opportunities tailored to support the diverse needs of students, including focal students. These opportunities focus on differentiated instruction, culturally responsive teaching, and restorative practices.
- **Data-Driven Instructional Support:** Regular monitoring of student performance, including formative assessments, allows us to identify and address achievement gaps among focal students. Teachers collaborate with instructional coaches and data teams to tailor instruction and ensure targeted interventions are provided when necessary.
- **Ongoing Evaluation and Feedback:** Teacher effectiveness is continually assessed through administrator classroom observations, peer reviews, and student feedback. This ensures that all students, including focal populations, benefit from high-quality instruction.

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

CPSD6 employs a multi-layered approach to support students, including Positive Behavioral Interventions and Supports (PBIS), Sources of Strength, MTSS, and an Early Warning System (EWS). These frameworks help identify at-risk students early and provide tailored interventions to improve academic and behavioral outcomes. We systematically analyze disciplinary referrals, suspensions, and expulsions by collecting data that is disaggregated by key student groups, including racial/ethnic background, socioeconomic status, and special education status. This enables the district to identify trends and disparities, ensuring targeted support for focal groups.

PBIS is integrated into the district's MTSS framework, focusing on behavior management through a tiered system of support. The data collected through these systems is used to inform decision-making and refine interventions to meet the needs of all students. Additionally, staff responsible for behavior management, including school counselors, psychologists, and behavior specialists, analyze this data regularly to ensure equitable outcomes.

The strategic plan allocates staffing resources to support these efforts including:

- School psychologists
- Campus monitors
- A high school dean
- The Literacy & MTSS TOSA (who supports the coordination of interventions across schools, and Student Wellness Specialists who focus on the emotional and behavioral needs of students)

- Professional development for staff on behavior management and de-escalation is also a key strategy. This comprehensive system helps us track and improve student behavior and academic success across all groups.

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

Our district has established a collaborative system to support students and families transitioning from LTCT sites, YCEPs, and JDEPs back into school settings. When students are released from the Jackson County Juvenile Detention Home (JDHH), we work closely with student parole officers to ensure a smooth and supportive reintegration process. This includes maintaining clear communication channels between our district, JDHH staff, parole officers, and community partners.

We have dedicated guidance counselors and specialized teachers who work directly with students and their families, offering resources, academic support, and counseling. These staff members assist with enrollment and collaborate with school teams to assess and address any academic, social, or behavioral needs the student may have.

In addition, our academic and behavior support teams conduct regular check-ins to monitor student progress and provide targeted interventions as needed, ensuring each student has the support necessary to succeed.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to post-secondary education and/or workforce?

We support students and families during transitions between educational stages as follows:

Early Childhood to Elementary:

- CPSD6 partners with ECSE and Head Start.
- Rogue Primary collaborates with the Early Learning Hub to stay connected with Early Childhood programs.
- Preschool-K/12 alignment Summits involve Preschool and Kindergarten staff, administrators, and community partners.
- Transition meetings with Early Intervention are held to support incoming Kindergarteners with special needs.
- “Kinder Bridge” provides a structured transition system.
- District specialists visit local preschools to assist with transitions.

Elementary to Middle School:

- Transition meetings for students on IFSPs, and Head Start participates in Kindergarten visits.
- IEP transition meetings, high school tours, course forecasting, and teacher surveys help prepare students.
- 5th-grade classroom visits and a soft start for 6th grade.
- Sources of Strength peer leaders support students.
- SPED, TAG, and 504 transition meetings are held.

Middle School to High School:

- High School “Bridge Week” and “Parent Night” provides key transition information.
- 8th-grade campus visits and “Freshmen Only” day ease the start of high school.
- SPED, TAG, and 504 transition meetings.
- CTE Ag Program transition from 8th grade to high school.

High School to post-secondary Education/Workforce:

- TRIO and Project Youth Plus helps support students with post-high school planning.
- Internships, college visits, career presentations, and field trips provide real-world exposure.
- Bridge the gap between CTE programs in school and real-world workforce opportunities

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

K–5:

At the elementary level, career exploration is integrated into classroom activities.. Students are introduced to a variety of career options through age-appropriate lessons, discussions, and hands-on activities. Students engage in activities like career days, where local professionals visit schools, and they explore job roles through multimedia resources, helping them understand the connection between education and future careers.

6–8:

In middle school, exploration becomes more intentional. Students use CIS to explore interests and begin identifying potential career paths. Classroom lessons and career-focused projects introduce fields such as business, technology, and health sciences. Students engage in career fairs and/or career exploration. CIS supports goal setting and personalized learning plans, and is used in

counseling sessions to monitor progress. Parents are engaged through workshops to support and review their child's exploration journey.

9–12:

In high school, exploration deepens with a focus on CTE. Students take courses like "Intro to Business," "Animal Science," and "Digital Game Development," applying skills in real-world contexts. CIS is key to developing Education Plans and Profiles (EPPs), guiding decisions on pathways, internships, and dual credit options. Students participate in work-based learning and connect with industry professionals. CTE opportunities are shared via course catalogs, parent nights, and 8th-grade tours. Counselors support students in using CIS to track development and prepare for college or careers.

Through CIS, students and families are equipped to make informed career decisions from early education through graduation.

- 7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.**

Our district relies on the expertise and support of our regional partner, the Southern Oregon Education Service District (SOESD) for essential support and resources for tribal education. This collaboration ensures that we provide culturally relevant and effective services to our American Indian/Alaska Native (AI/AN) students. SOESD offers professional development opportunities through their Indian Education 101 and Tribal History/Shared History training. These sessions help new teachers and staff understand tribal culture and history, ensuring they are prepared to engage with AN/AI students to support their educational needs.

Our district promotes and encourages teachers to attend these workshops, trainings and events. By participating in these opportunities, our teachers can gain insights into the complexities of tribal culture and learn strategies for fostering culturally responsive learning environments.

Early Literacy Inventory

To prioritize Early Literacy funds, we use multiple sources of data, including Oregon State Language Arts summative assessment data and, for eligible applicants who serve English Language Learners (ELL) and English Language Proficiency Assessment (ELPA) data.

1. **Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.***
2. **What is the name of the funding source for the 25% match for early literacy?**
Student Investment Act Grant funds

Feedback (250 words or less per question)

1. **How can ODE support your continuous improvement process?**

The Oregon Department of Education (ODE) can support the CPSD6's continuous improvement process by providing access to valuable data resources, professional development, and fostering collaboration. Specifically, ODE can:

1. **Professional Development for District-Level Staff:** Offer professional development for district-level staff responsible for managing grants and developing or implementing district initiatives based on new legislation, which would ensure staff are equipped with the latest knowledge and skills. This would help to align the district's efforts with state requirements and best practices, supporting the successful implementation of key initiatives.
2. **Data Analysis and Support:** While ODE provides an updated district data dashboard, assistance in breaking down this data to a student-granular level would allow for more targeted, individualized interventions. This would be crucial for informing instruction, tracking student progress, and ensuring that students receive the specific support they need, particularly in literacy and math.
3. **Strengthen Community Partnerships:** Support the district in building stronger partnerships with local community organizations, higher education institutions, and businesses. This would enhance learning pathways, career readiness programs, and enrichment opportunities, aligning with our goal to increase student engagement and success.
4. **Provide Funding and Resources:** ODE's support in securing additional funding for strategic initiatives, such as adolescent literacy, special education programs, and summer

learning, would help the district meet its growth demands while maintaining fiscal responsibility.

Plan Summary

- 1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

Our Integrated Plan is designed to provide all CPSD6 students with equitable and comprehensive learning opportunities. A primary focus of the plan is expanding CTE pathways at the high school level to increase post-secondary readiness, address student engagement gaps, and respond to the growing interest in vocational learning. One example of this is CraterWorks which supports the development of new career pathways and provides opportunities for students to engage with real-world technology and skills. This helps build the district's capacity to offer career-focused learning experiences. This initiative is central to our strategy for elevating student achievement and improving graduation rates, particularly for historically underserved student groups.

The district's vision is to prepare students to confidently face the challenges of a complex world. This vision is built upon fostering lifelong learning, critical thinking, creativity, and adaptability. These skills are essential for navigating future opportunities. We aim to create a learning environment where students can thrive academically, socially, and emotionally.

Informed by our recent needs assessment, which identified achievement gaps, chronic absenteeism, and the student desire for higher performance in CTE programs, our plan prioritizes expanding CTE and learning pathways. CTE programs have the potential to bridge the gap between academic achievement and career readiness, especially for students who may be less engaged in traditional academic tracks. As part of our broader strategy to improve graduation rates and career success, the district will expand CTE offerings to include a wider range of industry certifications, internships, and job shadowing opportunities. These efforts directly support our four-year cohort graduation stretch target and gap-closing target for focal group students, which aim for steady improvements in graduation rates over the next five years.

Moreover, our plan includes strengthening instructional practices across all subjects. We are providing teachers with professional development to enhance their ability to deliver high-quality, engaging instruction. This will help ensure that all students, including those in CTE pathways, receive the support they need to succeed. Targeted interventions, like early literacy programs and summer learning

opportunities, are also a key part of this plan, particularly for elementary and middle school students who are at risk of falling behind.

The district is committed to using data-driven decision-making to monitor progress and ensure that we are meeting our goals. This includes utilizing tools for progress monitoring and formative assessments to adjust instruction and interventions as needed. The district's 9th grade on-track gap-closing target is a prime example of our focus on academic engagement at the high school level. By expanding CTE programs and increasing academic support, we aim to boost both attendance and academic performance for all students.

In addition to academic support, our plan emphasizes social-emotional learning (SEL) and student wellness. We are committed to fostering a safe, supportive, and inclusive school environment where every student feels a sense of belonging. This includes employing Student Wellness Coordinators, expanding mental health support, and training staff in restorative practices. These efforts are designed to reduce student absenteeism, improve school climate, and ensure that students are prepared to engage fully in their education.

Finally, the district is working to strengthen community and stakeholder engagement by increasing communication with families and local organizations. This will help build stronger partnerships that support student success both in and out of school.

In conclusion, the district's strategic plan, coupled with the expansion of CTE and learning pathways, is designed to address the specific needs identified in our assessment. By focusing on high-quality instruction, student engagement, and post-secondary readiness, we are confident that we will achieve our goals for all students.

Links

1. Outcomes and Strategies
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Tiered Planning
5. Early Literacy Inventory
6. Early Literacy Allowable Use Descriptions

Attachments

1. Equity lens utilized
2. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
3. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
4. Affirmation of Tribal Consultation
5. Tribal Consultation Worksheet

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
14. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to posts-econdary education and/or workforce.