



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)

Jefferson School District parents, community, staff and students participated in the Youth Truth Survey in November 2024, and then the district also asked parents and staff to participate in an additional survey with questions that were developed by the Jefferson School District administrative team. The questions we asked were based a review of the following:

- Strategies we are currently implementing from our 2023-25 Integrated Plan;
- At-A-Glance School and District Profiles and the Accountability Details;
- Regular attenders;
- On-track to graduate;
- On-time graduation;
- Five-year completion;
- Academic Success in Math and Reading ;
- Student growth data from Acadience and IXL;
- Student interest and participation in our CTE programs;
- Youth Truth and district developed surveys: Both of these surveys were administered online. We used Parent Square and email to send out links to the surveys to our families and staff. We also provided a QR code on flyers and had the flyers available at various events such as games, concerts, and IEP/504 meetings hoping to encourage more participation. Additionally, we provided time at a Latinx meeting for parents/community members to complete the survey.

Finally, Jefferson School District hosted a town hall meeting with the superintendent and participants in the town hall had an opportunity to develop and ask questions of the

superintendent. All of this information is being used to help guide the district in the development and implementation of the integrated plan for 2025-27.

Based on the data we reviewed, we know that the district needs to continue to provide the after school clubs, sports and activities that we currently have and that we need to incorporate more anti-bullying and social/emotional lessons in the classroom. Additionally, school-to-home communication and increasing school support regarding student attendance was identified as a priority. A major strength at our high school continues to be in the area of college and career readiness and that JSD is giving students the tools and resources they need in order to determine their path post-high school. Our partnership with the Willamette Career Academy continues to grow with more and more students being interested in the CTE programs they offer. For our middle school, it was noted that an area of strength is relationships and belonging but student engagement and academic challenge were both rated lower than we would like. Finally, at our elementary school, an identified area of strength was that students felt that what they were learning in school was helpful to them in their life. However, student behavior and lack of respect for others was identified as an area of weakness.

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.

For this process, and all decision making, we developed our own equity lens, which we are calling our “Decision Making Tool”. This tool was developed with the understanding and belief that all voices deserve to be heard and each student should be seen, valued and treated with dignity. When decisions are being made we ask the following questions:

1. What are we trying to accomplish with this process/decision?
2. How will we know if we’ve accomplished our goal?
3. Does this align with our “we believe” statements?
4. Who will be affected?
5. How will different groups/individuals be affected positively/negatively?
6. Are those affected being included in the decision-making process?
7. Who has not been included?
8. How will we ensure communication to those affected takes place in an inclusive manner?
9. Does the decision ignore, increase, or decrease access and support for all students?

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?

Jefferson School District will be providing professional development to our staff in the following areas:

- Improving math instruction
- MANDT training
- QPR training for suicide prevention
- Classroom management focused on whole brain and trauma informed strategies
- 9GOT

Additionally, committees in each building have been developed to address areas of concern such as student attendance, school climate and SEL, 9GOT, college and career, leadership, staff and student safety, and student support/assistance.

Administrative leaders will be working with teachers on lesson design and development using backward design to ensure lessons and units are aligned with content area standards and that teachers are meeting the needs of all students including those of focal student groups.

The Jefferson School District also provides school safety training for all staff during our in-service week.

Finally, our building administrators and counselors receive training in administering Level 1 Behavior Safety Assessments (Threat/SIRC).

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating homelessness in all programs and activities?
We have robust policies and procedures that protect our students who are navigating homelessness. We have a step-by-step identification process that is part of enrollment/reenrollment so that no student falls through the cracks. Our office managers, secretaries, counselors and administrators are trained twice yearly on identification processes by our district liaison. Once qualified we have follow-up conversations with students and/or their parents so that we can assist these students as needed. We also do quarterly attendance and grade checks for all students who are experiencing homelessness.
4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

Naviance is an online program that students use to identify possible career paths, both traditional and non-traditional. Students complete a variety of surveys throughout their four years in high school to focus on topics of interest regardless of gender. In addition students experience a variety of college and industry chats both on campus and during field trips. Students are encouraged to explore different areas of interest outside of the typical gender norms. For example, we have females enrolled in the diesel/auto programs, and males enrolled in the cosmetology program at the Willamette Career Academy.

JHS students are provided the opportunity to attend college, career and military fairs either regionally or locally where they are exposed to a variety of industries, trades, 2-year and 4-year programs and encouraged to explore all options available to them post high school. College, military and industry representatives speak to JHS students on a regular basis during their advisory period and lunch.

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.

At Jefferson Elementary School, our review and assessment of how we are implementing the practices outlined in Oregon's Early Literacy Framework remain consistent overall, with several areas of notable progress and emerging opportunities for continued growth.

Previously, foundational skills were identified as an area for improvement. In response, we partnered with the Willamette Educational Service District to provide targeted professional development in the science of reading. Specifically, all K–5 teachers participated in a two-year LETRs cohort. This training deepened their understanding of effective foundational skills instruction across early grades and the science of reading. These efforts have produced encouraging results, not only in internal assessments but also with a 6% increase in ELA scores on state testing.

Professional learning will remain a priority, and we are committed to sustaining this work. For new staff, prior experience with the science of reading will be preferred. Otherwise, professional development will be provided upon hire to ensure instructional consistency.

While we have prioritized culturally responsive instruction, we recognize the need to foster a greater sense of belonging for all students and families. We have partnered with our Latinx Parent Group, JES Parent Group, and other community organizations to host family-centered events that promote connection, provide valuable resources, and invite authentic feedback to inform school improvement. One outcome of this collaboration is a revised school calendar for the upcoming year that includes a family-focused kindergarten start. Before school begins, families will have the opportunity to meet with their child's kindergarten teacher for an introductory conference. This will support early relationship-building, offer space to share important information about early literacy and pre-reading skills, assess student strengths, and establish the foundation for a strong school-home partnership.

Additionally, we are working to ensure our classroom libraries and instructional materials better reflect the diverse identities, languages, and cultures of our student body. This will help all students feel seen, valued, and engaged.

In other areas of the Framework, our progress and areas of reflection have remained largely consistent. As we continue to align our work with Oregon's Early Literacy Framework, we remain committed to inclusive practices, meaningful family engagement, and data-informed decision-making to support every learner.

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? ☒

We have a Board policy that outlines our instructional material adoption procedure. This is done

in conjunction with ODE's curriculum adoption schedule, the needs of our staff and students, and the availability of funding. K-12 learning objectives are aligned to State standards, and we have articulated learning goals that are clearly identified by grade level and subject area teams.

The Jefferson School District will create a professional learning plan that focuses on unit planning, backwards mapping, lesson design, and vertical alignment. We will update our early release Wednesday meetings to provide professional learning and implementation for this process.

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

The professional learning plan that will be implemented beginning in the 2025-26 school year, will provide opportunities for teachers to plan units of instruction which are based upon the Oregon state standards for all subject areas. Lesson design will focus on implementing differentiated instruction that meets the needs of all learners and actively engages students.

Our teacher evaluation system requires administrators to observe teachers both formally and informally and they are provided verbal and written feedback regarding their classroom practices. A primary focus of classroom observations will also include the implementation of classroom instruction that is well-rounded, intentional, engaging and challenging for all students.

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?

The Jefferson School District trains staff in the areas of suicide prevention. Multiple staff members in each of our buildings are trained in threat assessment and sexual incident response to ensure that prompt and appropriate actions are taken when incidents arise.

The district has robust policies in place to address safety in the schools such as harassment, intimidation, bullying, weapons, drug and alcohol use. In order to create a safe and welcoming environment, schools teach specific lessons to students in the areas of safety including, but not limited to:

- Providing health education curriculum to K-12 based on adopted curriculum and Oregon State Standards
- Standard Response Protocol
- School-wide behavior expectations
- Bullying prevention
- Social Emotional lessons
- Digital literacy and cyber lessons
- Peer Suicide Prevention class

The district invites parents to a variety of informational nights in an effort to engage them in conversations about student safety and well-being. We also use Parent Square as a communication platform to inform parents of safety protocol drills and procedures.

The District also partners with Trillium Family Services to provide additional support for our students in need.

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

For the elementary library program, the high school National Honor Society students read to elementary students multiple times throughout the school year. We are hoping to expand this program beginning in the 2025-26 school year.

All students in each school have opportunities to check out books.

At each of our schools, we continue to get recommendations from our students and staff to increase the library collection on a regular basis. Our libraries are welcoming and casual areas where students can gather to socialize, relax, and read.

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

Each school in the Jefferson School District implements SEL Tier 1 by:

1. Explicitly teaching SEL skills through lessons and activities
2. Incorporating positive classroom climate strategies like respectful communication and active listening
3. Modeling appropriate SEL behaviors by teachers and staff
4. Using schoolwide expectations and positive reinforcement systems
5. Integrating SEL into existing curriculum and routines

Each school also has teams in place that monitor student academics and behaviors by reviewing data that includes:

1. Attendance
2. Number of visits to the nurse and counselor
3. Discipline/referral data
4. For students experiencing challenges with regulation, data from "reset" rooms or calming areas/rooms is reviewed.
5. IEP teams review the progress on regulation goals in student IEPs.

Additionally, the school counselors meet on a weekly basis to review student concerns, processes and next steps needed, which may include connecting students to outside resources such as Trillium Family Services. All Jefferson High School staff receive QPR suicide prevention and response training and referrals are monitored by staff and Hope Squad students.

All 9th grade students are surveyed at the beginning of the school year and at the semester in order for staff to learn more about their interests, their thoughts about school and whether they were connected to any adults at the school.

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?

Student grades, behavior and attendance are looked at by data teams every quarter. Building goals are set, implemented and reflected on each quarter too. Outcomes are adjusted as necessary, interventions are planned and implemented, and the monitoring cycle continues. This pattern is meant for continuous improvement, and continuous improvement is the goal.

At the high school level, we have implemented a 9th Grade On Track focus through our partnership with the WESD and High School Student Success. Our ninth-grade core teachers meet weekly to review data, plan for success and implement grade level use of instructional and supportive strategies.

Jefferson High School grade level pride teachers review grade and attendance data weekly during pride class and meet with individual students on progress and goal setting.

In addition, the high school has a Student Assistance Team that meets weekly to review data and plan for supports needed. There is a SAT Process that includes staff feedback, student interviews, parent input and intervention plan.

Exceeding:

Elementary students, our middle and high school students all have the option of advancing through the sequences of courses, taking accelerated credit courses, or taking college-level courses. We partner with Willamette Promise, College Credit Now, and College Now.

The Jefferson School District has a TAG plan that has been approved by the Oregon Department of Education.

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.

N/A

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

By providing opportunities for all students to participate in a variety of college and career experiences as noted in question #4, we are giving students the chance to explore different post-high school opportunities and career pathways.

Our current Jefferson CTE programs hold an exploration for incoming ninth grade students so they can learn about our offerings in agriculture, welding, auto and woods classes. This supports students in forecasting for their freshman year.

Our ninth and tenth grade students attend presentations and field trips to learn about CTE programs at Willamette Career Academy. About 10% of our junior and senior class attend WCA for the final two years of their high school experience.

In addition, we work with the WESD and their Control Tower program to arrange job shadows, industry visits, virtual experiences and field trips.

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

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?

Jefferson School District has implemented the use of Parent Square so that communication is improved with all families. Parents are able to communicate back and forth with the school in their preferred language.

We have also started a Latinx Parent Group which meets on a regular basis.

The high school has grade level family/student meetings on a regular basis and they have Student Leadership group that meets on a regular basis.

The schools send out monthly newsletters to their families.

This year, the middle school and high school had a combined music program in an effort to get more parents/community members to attend.

Our barriers continue to be getting families to attend meetings and programs as well as difficulty in hiring interpreters on a consistent basis.

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.)

- Youth Truth Survey
- District developed Parent Survey
- Town Hall meeting with the Superintendent
- Latinx meetings
- High School Student Leadership meetings

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.)

- Youth Truth Survey
- District developed staff survey
- Town Hall meeting with the Superintendent
- School Leadership meetings

Outcome of Engagement

5. 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.

Looking at our Community Engagement process holistically, we gained valuable insights from our community members and staff. While we encountered challenges in achieving broad participation in our surveys, the feedback we did receive provided clear direction for our planning.

What We Learned: Despite our efforts to engage families through various channels – parent meetings, school events, and electronic communication – survey response rates were lower than desired. This highlighted a potential need to explore alternative engagement strategies in the future. However, the feedback from those who did respond was consistent and insightful:

- **Affirmation of Current Educational Opportunities:** A key takeaway was the desire for the continuation of our current educational programs. This indicates that the core of what we are providing is valued by our families and staff.
- **Urgent Need for Enhanced Anti-Bullying and Social Emotional Learning (SEL):** A significant majority of respondents emphasized the critical need to strengthen our anti-bullying initiatives and integrate more robust social emotional learning supports across all grade levels. This clearly signals a priority area for our attention and resources.
- **Strong Desire for In-Person Interaction with Staff:** There was overwhelming support for the return or implementation of back-to-school/open house nights. Parents expressed a strong desire for opportunities to meet teachers, administrators, and other school staff in person to build relationships and foster better communication.
- **Request for Parent Education on Attendance:** A notable finding was the desire for the district to provide parent education on effective strategies to encourage student attendance. This indicates a need for support and resources for families in this area.

The feedback we received directly informed our planning process by providing the district with the recognition from the community that they are satisfied with our current educational offerings. As a direct result, we will continue to prioritize and invest in these core programs which include a focus on SEL, CTE, and improving student attendance.

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

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Recruiting educators and leaders representative of student focal groups has been a consistent struggle for our district. We attend job fairs to attract diverse candidates, and we have also begun exploring partnerships with local colleges and universities to recruit teachers and leaders earlier in the process, and finally we are beginning to work on “growing our own” by partnering with the Willamette Education Service District.

Our screening process for potential candidates includes reviewing applications for bilingual employees. Students with disabilities and English language learners are all taught by highly qualified and licensed teachers. Additionally, all of our teachers are properly licensed by the Teachers Standards and Practices Commission.

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

Disciplinary referrals, suspensions and expulsions are all uploaded into our student information system which disaggregates information by focal groups. This data is monitored and reported to ODE as required. We focus on restorative practices, and have a well-defined discipline matrix that is followed with few, if any, exceptions.

Our goal is to always have students learning from their classroom teachers, so we desire to keep students in their classrooms learning from trained, endorsed teachers. We monitor our disciplinary data for our entire student population and for our focal student group population.

School teams utilize the Oregon Data Suite to review student attendance and progress toward to grade level goals as well as data from the Youth Truth survey to learn more about school culture and climate which is helpful to identify how our focal populations perceive their learning environments.

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

We provide multiple opportunities for our students to explore and experience college and career opportunities prior to and during their high school experience. Incoming freshmen attend a high school visit during the spring of their eighth grade year. During this time they learn about CTE class offerings from both teachers and students currently enrolled in those classes. In addition, we host an 8th grade parent night in the spring to educate parents about their student's upcoming high school experience.

Each year of high school students explore college and career opportunities through the use of our career information program (currently Naviance), industry chats, and field trips. The online Naviance program provides students with information about careers, colleges, courses of study, wages, and the job demands of careers and interests. By the end of senior year students have a Personalized Learning Portfolio noting the field trips, CTE coursework, career fairs, college visits, and other post-high school related activities.

Prior to forecasting, our counselor and teachers meet with students and share about elective and college level class opportunities. Our students learn about Willamette Career Academy which provides seven CTE programs that our juniors and seniors can attend. To ensure our students and families are aware of these opportunities, we have multiple events including a ninth grade field trip, a tenth grade presentation and field trip, and a parent night for those students interested in attending WCA. In addition, we host a variety of student and parent information nights for eleventh and twelfth grade families

4. 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. N/A

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment 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? (check all that apply)
 - Title I
3. If you answered “Other” on #2, please describe below:
4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
 - Hiring
 - High-Dosage Tutoring
5. If you answered “Other” on #3, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:
 - Have the lowest rates of proficiency in literacy of elementary schools in the district;
 - identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
 - have literacy proficiency rates that have not recovered to pre-pandemic levels
 - have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
 - N/A if you have only one elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].
(write N/A if you have only one elementary school)
N/A

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

As a small district deeply committed to continuous improvement, we face unique challenges that ODE can significantly help us navigate. Our primary hurdle is the scarcity of time and personnel to effectively engage our community in meaningful ways, a cornerstone of successful improvement. This is compounded by the reality that small districts operate with the same comprehensive reporting requirements as our larger counterparts, yet without the staffing or funding to manage these demands efficiently.

The sheer volume of often redundant reports places a significant burden on our limited staff, diverting valuable time and energy away from direct instruction and essential district and building operations. This makes it incredibly difficult to dedicate the necessary time and resources to truly 'move the dial' on improvement initiatives when so much effort is consumed by administrative tasks.

To truly support our continuous improvement process, the ODE could focus on the following key areas:

Streamlining and Reducing Reporting Burdens: A critical area where the ODE can provide immediate support is by critically evaluating and streamlining state reporting requirements. Eliminating redundant reports and consolidating data collection efforts would free up significant staff time, allowing us to redirect those resources towards implementing and evaluating improvement strategies.

- **Providing Funded Mandates and Personnel Support for Grants:** The expectation to pursue grants for crucial programs is often present, but the lack of dedicated personnel to manage the application process and subsequent reporting is a significant barrier for small districts. We strongly request that the ODE advocate

for and facilitate 'funded mandates,' meaning that when new initiatives or requirements are introduced, the necessary funding for personnel to oversee their implementation and related grant management is also provided.

- **Developing and Sharing Scalable Community Engagement Resources:** The ODE could play a vital role in developing and sharing resources, templates, and best practices for community engagement that are specifically tailored to the capacity and constraints of small districts. This might include adaptable communication strategies, streamlined survey tools, and guidance on leveraging existing community networks effectively.
- **Investing in Accessible Technology and Infrastructure:** Ensuring equitable access to technology and infrastructure support for small districts is crucial. The ODE could advocate for funding and resources to help small districts implement efficient data management systems and communication tools that can streamline administrative tasks and facilitate community engagement.

By addressing these systemic challenges and providing targeted support, the Oregon Department of Education can be a true partner in empowering small districts like ours to effectively engage in continuous improvement and ultimately better serve our students.

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) ***Additional requirement if applying with a sponsored charter:*** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Our vision is to cultivate a supportive, engaging, and future-focused learning environment where every student feels safe, connected, and empowered to achieve their full potential.

This plan aims to build upon our existing strengths while strategically addressing identified areas for growth to ensure all students are well-prepared for college, careers, and life after high school. We envision a district where strong relationships between students and staff foster a positive learning climate, where students feel equipped for their post-secondary pathways, and where we actively partner with families to support student success.

Furthermore, we envision a robust and accessible CTE pathway that provides students with relevant skills and experiences, seamlessly integrated with academic learning and post-secondary opportunities.

The feedback indicating that students feel supported in understanding the college application process affirms the effectiveness of our current guidance and counseling efforts, and we will explore opportunities to provide college and career information earlier in students' academic journeys. We will also continue to foster relationships to provide students with direct access to information and opportunities.

The positive feedback we received regarding student-teacher relationships is a cornerstone of our success. Our plan will prioritize maintaining and strengthening these connections by equipping our staff with tools and techniques to foster positive and supportive classroom environments. We will also continue to create opportunities for informal interactions with students by encouraging activities and initiatives that promote positive student-staff engagement beyond the classroom.

Our plan allows Jefferson School District to continue to capitalize on the strong partnership with Willamette Career Academy (WCA). Our established and positive relationship with WCA is a significant strength in providing valuable CTE opportunities. Our plan will actively build upon this by ensuring seamless transitions and support for students enrolling in WCA programs. We will also continue to promote WCA opportunities to all students by ensuring that all students and families are aware of the diverse CTE pathways available through this partnership.

Our plan also addresses the areas that were identified as needing growth. The strong community feedback necessitates a comprehensive approach to strengthening our anti-

bullying efforts and integrating SEL. Our plan allows us implement strategies in order to create a safer and more supportive learning environment. The Jefferson School District will also work to foster direct interaction between families and staff, which will build trust and communication. We know that there is a direct correlation between student attendance and academic achievement. Feedback from the surveys indicate a strong need for parent education and strategies and tools to support consistent student attendance. Our plan provides Jefferson School District with the ability to focus on this area of need.

By strategically leveraging our existing strengths and directly addressing the identified areas for growth, including a commitment to a robust and expanding CTE pathway, this plan provides a clear vision for creating a thriving educational environment where all students can succeed.