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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)

Our needs assessment team consisted of district and school administrators, educators, student support staff, and representatives from our focal student groups. The process involved analyzing state and local data, engaging in regional data dives with our Educational Service District (ESD), and gathering feedback from students, families, and staff.

We reviewed multiple data sources, including:

- **State assessment scores:** 3rd-grade reading (declined from 36% to 31%) and 8th-grade math (increased from 16% to 21%)
- **9th-grade on-track data:** Remained at 80%
- **Attendance data:** Regular attenders increased from 56% to 61%
- **Career and Technical Education (CTE) participation data**, including disaggregated participation rates by student demographics

Through our analysis, we identified key trends. Across all students, we saw improvements in middle school math and attendance, but declines in early literacy and no change in 9th-grade on-track data. When disaggregated, we noticed persistent gaps for historically underserved student groups, particularly in reading and on-track graduation rates. Additionally, our CTE

data revealed underrepresentation of female students and students receiving Special Education services.

As a result of this needs assessment, we have prioritized the following in our plan and budget:

- Strengthening early literacy supports through targeted interventions and professional development
- Expanding differentiated instruction to support diverse learners in math
- Enhancing attendance initiatives by increasing family outreach and intervention supports
- Investing in two-way family engagement strategies, particularly for focal student groups
- Addressing CTE access disparities by working with Lane CTE to expand opportunities and increase representation
- **Deepening our implementation of MTSS (Multi-Tiered System of Supports) and PBIS (Positive Behavioral Interventions and Supports) frameworks to provide proactive, tiered academic and behavioral supports**

Each of our schools identified for Targeted Supports (TSI) engaged in customized needs assessments with families of focal student groups. A common theme was the desire for more meaningful two-way communication with schools, as well as better access to attendance resources and support. These findings further reinforce our focus on MTSS and PBIS as frameworks for ensuring all students receive the academic, behavioral, and social-emotional supports they need to succeed.

With support from the ESD, we conducted a deep review of CTE data, focusing on 90% participation trends. The findings reinforced the need for regional efforts to address underrepresentation of female students and students receiving Special Education services in CTE programs. Lane CTE will provide targeted support in the next biennium to increase equitable access and engagement.

By using this comprehensive needs assessment, we have refined our strategies to ensure that our plan and budget directly respond to student needs, improve academic outcomes, and expand opportunities for all learners. Our continued focus on MTSS and PBIS will help sustain these efforts by ensuring a systemic, data-driven approach to student support across all schools.

Equity Advanced

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. **(250 words)**

Our equity lens was used throughout planning and budgeting as we reviewed district level disaggregated data, looking for disparities among student groups and considering the essential question: *which groups of students are being well served by our current practices and which groups of students are not*? Additionally, we employed an equity lens and a deeper consideration of the essential question through dialogue with students in our DIstrict Student Voice group and parents/caregivers through surveys and in-person engagement opportunities.

We prioritized ODE Student Success Plan students and focal group students, including but not limited to students of color, students experiencing poverty and homelessness, students with disabilities, and migrant students in our planning process.

The following outcomes/strategies in our plan demonstrate our prioritization of these groups of students:

- Increase academic outcomes in math and language arts / Improve early literacy and numeracy
- Increase attendance and reduce absenteeism rates
- Increase the rate of 9th grade on-track
- Increase graduation rates
- Support students as they transition to and through middle school and as they transition to and through high school to maintain and improve academic performance
- Foster student safety through access to affinity group and events related to racial/ethnic, cultural, and LGBTQ2SIA+ identities.
- Develop and maintain a Student Voice program composed of current focal group students, who provide District-level and school-specific recommendations for improvement in instruction and school culture/climate
- Provide training & support for all school staff to understand Oregon laws regarding bias and discrimination for all protected classes to better support focal group 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? **(250 words)**

To address the cultural, social, emotional, and academic needs of students, including those of focal group students, we plan to offer a range of professional development for teachers, staff, and administrators throughout the biennium 2025-2027.

In collaboration with building administrators, district level equity & inclusion staff will provide school-based professional development for classroom staff focused on understanding and practical applications of educational equity, inclusion, othering and belonging. This training supports the cultural, social, and emotional safety and well being of focal group students and in general serves to improve school climate and learning conditions for all students. Additionally, all staff will receive comprehensive training, and periodic refreshers on Oregon's Every Student Belongs law and the District's bias-incident response procedure.

To address the academic needs of all students at the K-2 level, including focal group students, teaching staff will continue ongoing professional development on the Science of Reading. Additionally, all elementary level teaching staff will engage in learning focused on mathematical discourse and implementation of high quality teaching materials.

In the 24-25 school year, teachers across all levels K-12 have engaged in
All high school teachers meet two times/month in their PLC, utilizing their current classroom data, organized around answering the four questions to improve our classroom instruction:

1. What knowledge, skills and dispositions must students learn?
2. How will we know when they have learned?
3. How will we respond when they don't learn?
4. How will we extend the learning for students who are already proficient?

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?**(250 words)** ☒

Students experiencing homelessness/houselessness in our district are supported by the district level McKinney-Vento Liaisons and our dedicated family resource assistants at each of our schools. Our Liaisons ensure that proper documentation is in place to ensure that families who qualify under McKinney-Vento are supported through: continuous enrollment of their school of origin, transportation services, access to extra-curriculars, sports and enrichment activities (fees paid/waived, transportation, access to food, free supplies, etc.). The family resource assistants at each school ensure that families are provided the necessary, immediate supports/services/supplies at the school level. This includes, but is not limited to shoes, sports uniforms, hygiene kits, and other basic needs. If the needs go beyond the immediate

assistance available, the family resource teams work with the Liaisons to connect the family with more robust, community-based services. Additionally, the Liaisons provide professional development to secretarial, administrative, and classified staff members in the area of trauma informed practices and McKinney-Vento laws.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. **(250 words)**☒

Student fees have been eliminated for all Career and Technical Education (CTE) programs, removing financial barriers that previously prevented participation due to economic status. This shift ensures all students can access high-quality programming and gain valuable experience.

By removing prerequisites such as teacher approval and minimum grade requirements, students are empowered to take academic risks in areas of interest without unnecessary barriers. Staff are encouraged to support this open access philosophy to promote student choice.

We actively engage students in the development and refinement of our school's CTE offerings. Field trips and guest speakers have increased student interest and provide authentic insights into various industries. All students in CTE courses are invited to attend, with meals provided to ensure economic status is not a barrier.

Our meaningful community partnerships within related industries have enabled curriculum alignment, bridging the gap between education and workforce demands. For example, our collaboration with Lane Community College (LCC) facilitates dual credit opportunities and curriculum alignment, allowing a smooth transition to college.

Additionally, we focus on strategies such as Career and Technical Student Organizations (CTSOs), Work-Based Learning (WBL), and industry-recognized credentials to prepare students for non-traditional fields.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. **(250 words)**

We have revised our Program Review Tool section “Foundational Skills PRT5” to strengthen foundational skills instruction. Rather than relying solely on enhancement materials to address gaps, we have adopted *Magnetic Reading Foundations* as a supplemental program for grades K–2. This program, grounded in the Science of Reading, is designed to teach essential foundational skills during the core reading block.

To support effective implementation, professional learning now centers on both the *Magnetic Reading Foundations* program and the research-based principles of the Science of Reading. All staff providing instruction in grades K–2 participate in this professional learning to ensure consistent, evidence-based instructional practices.

This update reflects our commitment to aligning instruction with the Science of Reading and providing students with a strong foundation in phonological awareness, phonics, fluency, vocabulary, and comprehension.

We continue to use our collaboration schedule to review data, make instructional adjustments, and provide just-in-time professional learning to staff.

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?**(250 words)** ☒

Our district is dedicated to providing a guaranteed and viable curriculum for all students. Collaborative teams of teachers, specialists, and instructional coaches create standards-aligned curriculum maps that integrate adopted programs with effective strategies, assessments, and unit plans. These maps are reviewed and updated annually to align with best practices and meet student needs.

We follow the state’s rigorous adoption process for instructional materials. Educator teams analyze research, standards, and district data to guide material selection. Using ODE evaluation tools and a district-developed equity tool, we ensure programs align with the Science of Reading, promote evidence-based practices, and support equitable access for English Language Learners, Special Education students, and those needing extended learning opportunities.

Teachers and administrators collaborate yearly to review standards, update curriculum maps, and design common formative assessments. Our multi-tiered system of support (MTSS) provides all students access to high-quality instruction and materials. Embedded coaching in

every school supports teachers in implementing standards-based resources, applying evidence-based strategies, and using data to meet students' needs in real-time.

The district's licensed Teachers on Special Assignment (TOSAs) play a key role in staff support. TOSAs assist with implementing best practices, instructional materials, and balanced assessments. They also collaborate with educators to design professional learning through Professional Learning Communities (PLCs) and personalized coaching.

These efforts, grounded in the Science of Reading, demonstrate our commitment to equity, excellence, and ensuring every student has the tools for success.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. **(250 words)** ☒

Our district is committed to fostering a sustainable culture of continuous professional learning for all staff. To support new teachers, we have established a three-year mentoring program that pairs each new teacher with a mentor. Together, they engage in professional learning focused on high-expectation teaching, lesson design, formative assessments, visible thinking, and student engagement. Mentors actively participate in this learning, conducting classroom observations and collaborating with instructional coaches through impact cycles.

In addition to the mentoring program, we have implemented a comprehensive K-12 instructional coaching model. Each school is staffed with a full-time instructional coach who receives support from district-level coaches during weekly Professional Learning Communities (PLCs). Investments in staff have provided embedded collaboration opportunities within our school days at our K-8 school. These collaborative opportunities allow administrators and staff time to meet to review student achievement data and respond with classroom and site based adjustments to meet the needs of all students.

Our district's comprehensive Growth and Evaluation system further supports best teaching practices. This system not only evaluates teacher performance but also prioritizes professional growth and development. Based on Charlotte Danielson's *Framework for Teaching*, it focuses on four key domains: planning, classroom environment, instruction, and professional responsibilities.

Through these initiatives, we aim to enhance teaching quality, promote collaboration, and ensure continuous improvement for all educators in our district.

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?**(250 words)** ☒

Our district strives to ensure our students, staff, community members and partners experience a safe and welcoming environment on each of our campuses, and develop a sense of belonging.
We utilize a variety of strategies to ensure our campuses are safe, secure, welcoming, and supportive of all student populations. At the most basic level, we strive to ensure that all of our facilities are secure, especially during the school day. We have single points of entry at each school; they are monitored by dedicated staff and controlled by electronic locking systems. This ensures that we have knowledge of every individual that enters our campuses. We also have positive school culture teams at every school. The team is charged with encouraging parent involvement/partnership in a variety of ways, supporting student voice efforts, connecting students with positive/trusted adults, and engaging in a continuous improvement model utilizing data for decision-making. These building level teams are supported by district level staff to ensure that proper supports are provided when problematic areas are highlighted. Professional development in the area of trauma informed practices, culturally responsive approaches, and positive school culture is provided on a quarterly basis.

6. ☒ How do you ensure students have access to strong school library programs?**(250 words)** ☒

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

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation? **(250 words)**

We have many students who experience depression, anxiety and stress who have externalizing and internalized behaviors. Supports for students who experience these concerns are provided through our core social/emotional learning program, therapeutic

services provided by internal staff and partner community organizations, and through our highly trained behavior interventionists/deans of students. For the most part, we monitor the effectiveness of these interventions by measuring the level of engagement in each of these areas. We track the implementation of the core programming at each grade level (Second Step at K-8, Sources of Strength at 9-12). We also track the level of engagement between skilled adults and students in-need regarding supplemental programming. Specifically, we report the number of students in 'check-in/check-out' programs, the number of students receiving services from mental health specialists (and the students on waitlists), and how many students access the mobile mental health unit that visits each of the high schools every week. Finally, we monitor the number of individualized, intensive behavioral support plans, and their successful outcomes for each student. In the wide variety of ways that students display internalizing and externalizing behaviors associated with depression, anxiety, and stress, we are continuing to refine our efforts associated with monitoring the successful outcomes when interventions are provided.

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?**(250 words)** ☒

Within our Multi-Tiered Systems of Support (MTSS), school teams meet weekly to analyze academic and behavioral data. These teams examine individual and focal student group data in comparison to overall student data to identify effective strategies and areas needing improvement. Collaboration with school administration ensures targeted support for all students.

Elementary and middle schools incorporate weekly collaboration times for teachers and specialists to address the needs of individual students and small groups, focusing on core subjects like Math and Language Arts. Schools use Learning by Doing strategies to emphasize Co-teaching opportunities, supported by special education teachers, foster inclusive practices and address academic and behavioral needs within general education settings.

In Career and Technical Education (CTE), a program specialist analyzes student data, particularly retention rates among focal groups, and explores professional development and marketing strategies to enhance recruitment and retention. CTE engages students, counselors, and teachers in focus groups to identify and address academic and technical needs, ensuring all students succeed.

For Talented and Gifted (TAG) students, we meet state expectations with school-level TAG plans updated annually. Teachers differentiate instruction based on student readiness,

interests, and learning profiles, using strategies like higher-level questioning, curriculum compacting, independent projects, and flexible grouping.

Middle school schedules include 45-minute flex periods for interventions or extensions, while high schools offer College Now and Advanced Placement opportunities. These efforts reflect our commitment to meeting diverse student needs and promoting success across all grade levels.

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.**(250 words)**

We are not planning to develop any new CTE Programs of Study.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.**(250 words)** ☒

Through the Lane ESD CTE Consortium, we receive support in developing equitable and accessible work-based learning (WBL) opportunities. This includes creating classroom workplace simulations and partnering with the "Real World" program, where teachers and industry professionals co-develop industry-connected project-based learning units.

Several of our programs already integrate WBL, and we are expanding these opportunities using feedback from advisory committees. The district has begun implementing and tracking WBL for each CTE pathway. District TOSA and CTE staff ensure equitable access to WBL experiences, aligning with ODE standards. Our priority is to offer WBL opportunities during the school day to reduce time and access barriers to the experience. To support this, CTE staff participate in training and one-on-one sessions to effectively integrate WBL into classrooms.

The district CTE TOSA works closely with teachers to design WBL experiences tailored to each program of study. Together, they connect with industry partners to identify and create meaningful opportunities. For example, in our Cosmetology pathway, all students participate in a two week internship during the summer between their first and second year of the pathway.

Additionally, we partner with Connected Lane County's Elevate program, which provides career-connected learning such as internships, career exploration events, financial literacy training, and career readiness support. These initiatives enhance student access to real-world experiences, preparing them for future success.

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.**(250 words)** ☒

College Now opportunities are available in every CTE career learning area through Lane Community College (Lane CC) and other community colleges statewide. With support from Lane ESD, students can access alternative dual-credit certification options through the Lane Regional Promise. Additionally, the Lane Career Academy allows students to earn up to 12 Lane CC credits in Construction and Manufacturing.

We prioritize equity by expanding access and removing barriers through intentional discussions focused on the students most impacted. Dual-credit courses offer early access to college education, enabling students to earn post-secondary credits while completing high school requirements. These efforts prepare students for the demands of college coursework in a student's relevant field of interest.

Students can access over 22 CTE programs of study, offering hands-on experiences in fields that align with their interests and career goals. These programs foster the development of technical skills essential for workforce success. Areas of study include technology, engineering, health sciences, business management, manufacturing, fine arts, performing arts, natural resources, early childhood education, and cosmetology.

By providing these opportunities, we equip students with the knowledge and skills to thrive academically, creatively, and professionally.

Engaged Community

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? **(250 words)**

Over the past two years, our K-12 building administrators have prioritized deeper, more meaningful engagement with our focal students, families, and staff. We believe the best way to engage our focus groups is through building-based engagement, ensuring that our efforts are responsive to the specific needs of each school community. To do this, we gather input from our building leadership teams alongside insights from regional listening forums, student voice sessions, and survey results.

We have intentionally shifted from primarily celebratory or performance-based family events to opportunities that foster authentic, two-way communication. Schools have implemented structured conversations with families about student needs, academic supports, and attendance interventions. In addition to in-person events held outside of the school day, surveys are regularly distributed to families of identified focus groups to gather feedback on engagement activities and support systems. Some schools have crafted events at the urging of families, including interactive workshops, student-led learning showcases, and culturally specific gatherings that reflect the diverse identities within our communities.

Despite these improvements, barriers persist. Scheduling conflicts and accessibility concerns continue to impact participation, particularly for families with work or childcare constraints. Additionally, language and cultural differences can create challenges in ensuring all voices are equitably heard. We remain committed to refining our strategies to remove these barriers, fostering deeper trust, and strengthening collaboration between families, staff, and students.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- ☑ Students of color and families of students of color
- ☑ Students with disabilities and families of students with disabilities
- ☑ Students and families who are navigating poverty, houselessness, and foster care
- ☑ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- ☑ Students and families who recently arrived
- ☑ Migratory students and families of migratory students
- ☑ Justice involved youth
- ☑ Families of justice involved youth as appropriate
- ☑ Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- ☑ Students and families experiencing active duty military service
- ☑ Emerging bilingual students and families of emerging bilingual students
- ☑ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- ☑ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☑ Local or regional business and/or industry community
- ☐ Local Community College CTE Deans and/or Instructors
- ☑ Local or Regional Workforce Development Board
- ☑ CTE Regional Coordinators

- ☑ Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- ☐ Other _____

3. 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) **(250 words)**

Over the past year, our schools have strengthened engagement with focal student and family groups through targeted outreach, surveys, and student voice initiatives. Across K-12, we prioritize building-based engagement to ensure families and students feel heard and supported.

Schools have facilitated focus groups for students receiving SPED and ELD services, Black and African American-identifying students, and affinity groups, creating spaces for two-way dialogue. While turnout has been varied, families who participated expressed appreciation. Family engagement surveys have been distributed through newsletters, emails, and websites to assess satisfaction with communication, access to information, and translation needs. Insights from these surveys have led to adjustments in engagement strategies.

Student voice efforts have expanded, with multiple schools incorporating advisory-based discussions, student-led presentations, and affinity group leadership. Surveys on student belonging and engagement—administered 2-3 times a year—help refine school practices. Schools have also worked to ensure student voice is integrated into decision-making structures, including PBIS teams and instructional leadership discussions.

As we continue this work, we are revising survey approaches, refining advisory discussions, and ensuring feedback is shared with staff to inform practice. While barriers such as participation rates and accessibility remain, we are committed to creating inclusive opportunities for all families and students to engage in meaningful dialogue about their educational experiences.

4. 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.) **(250 words)**

When writing the integrated plan, we engaged both classified and certified staff in listening sessions. We also held staff listening sessions where students shared their perspective and requests for support from staff, to build greater staff empathy and skill in responding to incidents of racism in order to cultivate affirming community spaces for African American and Black students. All high school staff participated in the 15th Night Community Needs

assessment, which informed our next steps in supporting our students navigating houselessness.

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 1: 2024-25 Parent Engagement

Artifact 1 is parent site council meeting notes where we engaged staff, parents, and students. Our biggest learning from this engagement was the need for improved communication and support strategies. Students expressed frustration with testing and highlighted the importance of developing a positive approach to assessments, along with a clear explanation of their purpose. Parents also shared concerns about feeling out of the loop regarding classroom activities, grades, and student progress. This feedback emphasizes the need for a more effective system to regularly share curriculum updates, student performance, and academic milestones. Additionally, both parent and student surveys indicated that fostering stronger relationships within the school community is essential for creating a supportive environment. By building these connections, we can help students better understand the value of education and increase their engagement in both academic and extracurricular activities.

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 2: Educational Equity Advisory Committee (EEAC)

Artifact 2 is from our Educational Equity Advisory Committee survey where we engaged parents and students representing various focal student groups, including students of color, students with disabilities, students experiencing poverty, and LGBTQ+ students. Our biggest learning from this engagement was that while respondents are generally pleased with the quality of teaching and support, there are critical areas for improvement. Specifically, there is a need for greater focus on social-emotional growth, particularly among the younger female student population. Additionally,

participants emphasized the importance of offering more diverse and inclusive programming for minority groups, which would better reflect their needs and experiences. Respondents also called for an increase in professional development opportunities for staff working with diverse student populations to better support their unique needs. While the efforts to diversify staff and provide Career and Technical Education pathways were appreciated, the survey highlighted these key areas for further improvement in order to foster a more inclusive and supportive environment for all students.

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 3: Summary of Migrant Education Program Family Engagement

Artifact 3 is from our Migrant Education Program Family Engagement event where we engaged staff, parents, and students identified as Latine/Latino/Hispano from all grade levels. Our biggest learning from this engagement was the positive feedback regarding the overall school experience, particularly in areas such as transportation and after-school programs. Parents and staff reported effective communication, which strengthened the partnership between families and the school. The most accessed services were Migrant Education, Summer Programming, English Language Development (ELD), Mental Health Support, Special Education, and AVID, indicating strong support systems in place. The feedback also highlighted the success of ELD programming, which was well received. However, participants suggested several areas for improvement, including an increased availability of tutoring and academic support specifically for bilingual students. Additionally, there was a noted need for enhanced psychological support services and a stronger focus on cultural inclusivity in school programs to ensure all students feel represented and supported. This feedback provides valuable insight into how we can further improve the educational experience for Latine/Latino/Hispano students and their families.

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 4: Thurston High CSI/TSI

Artifact 4 is from our Thurston High School Targeted Support School Plan where we engaged staff (administrative, certified, and classified), parents, and students. Our biggest learning from this engagement was the importance of creating classroom and campus environments that are welcoming in order to increase students' sense of belonging. Additionally, there was a clear need to increase access to academic support, interventions, and behavioral, health, and wellness resources to improve student engagement and learning.

To address these needs, we plan to provide equitable access to academic, behavioral, and

wellness support services. Staff will receive training in trauma-informed and restorative practices to better meet students' academic, physical, and social-emotional needs. We will also prioritize student celebrations, rewards, and recognition through the PBIS framework to strengthen students' connection to school and foster a sense of belonging.

Our goal is to increase graduation rates for all students, focusing on demographic groups that may need additional support. This will be accomplished through evidence-based instructional practices and promoting College and Career Readiness programs. Additionally, we will implement a K-12 multi-tiered system of support, utilizing grade-level data teams to connect students with individualized interventions, ultimately improving student learning outcomes and ensuring every student has the support they need to succeed.

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 5: Student Voice (SHS)

Artifact 5 is from our high school student voice sessions where we engaged staff and students. Our biggest learning from this engagement was that students expressed a clear need for more support in behavioral health, mentorship, and opportunities for personal connection. Specifically, students requested access to a behavioral health professional, such as a psychiatrist or therapist, and an advanced pathway for Behavioral Health careers. They also identified a desire for adult mentors to inspire and increase graduation rates, a more diversified staff, and additional time for affinity group meetings and activities.
To address the student identified needs to support student personal and academic growth, we plan to:
Expand behavioral health support by integrating a health professional on campus to provide counseling and support services.
Explore an advanced pathway in Behavioral Health to offer students opportunities to explore careers in this yield and build relevant skills.
Establish a mentorship program to connect students with adult mentors who can provide guidance, inspiration, and support for graduation and beyond.
Diversity staff through targeted recruitment efforts to ensure representation that reflects the diverse student body.
Provide more time for affinity groups by adjusting the school schedule to allow for dedicated time for group meetings and activities that promote student identity and connection.

10. ***Response required only if applying with a sponsored charter.*** If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)?**(250 words)** (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

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. **(250 words)**

Reflecting on our community engagement efforts during the 2023-2025 school years, we have gathered valuable insights from students, families, and staff that have directly influenced our district and school planning. Across K-12, input has shaped decisions in academics and instruction, campus climate and culture, and holistic student support.

A key takeaway from students was the importance of belonging and feeling engaged in their school communities. This feedback led to expanded student voice initiatives, including student panels, advisory discussions, and leadership opportunities within affinity groups. Additionally, students and families expressed a need for greater academic rigor with differentiated instruction, prompting schools to refine instructional strategies to better meet diverse learning needs.

Staff input highlighted the need to strengthen data-informed decision-making and improve Professional Learning Community (PLC) structures to be more student-focused. As a result, we are increasing professional development around using data to drive instruction and ensuring PLCs are grounded in improving student outcomes.

In addition to these academic shifts, our engagement efforts underscored the need for stronger social and mental health supports. This has led to a continuum of schoolwide interventions, particularly at the secondary level, to better support student well-being.

Moving forward, we remain committed to deepening these engagement efforts, refining our practices based on feedback, and ensuring that all students and families feel heard, supported, and challenged in their learning.

Strengthened Systems and Capacity

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? **(250 words)** ☒

The district supports new teachers by pairing them with mentors and providing job-alike support. Mentors receive training on effective mentoring strategies, including instructional feedback and supporting educators' social and emotional well-being.

Our beginning teachers participate in a Summer Jump Start program, where they work with the District Instruction Department to cover topics such as equity, MTSS (RtI/PBIS),

instructional coaching, trauma-informed practices, and available support systems. Additionally, each school has an instructional coach, and professional development opportunities are available during the ten early-release Fridays throughout the school year.

To recruit staff, the District's Human Resource Department participates in professional educator fairs, engages with specialized associations like the National Association of Bilingual Educators (NABE), and runs an internal 'Pathways' program to help diversify the workforce. Pathways offers tuition-free teacher preparation programs for current classified staff at local and online universities.

Efforts to recruit and retain educators and leaders that reflect student focal groups include targeted outreach to professional associations, promising candidates, bilingual proficiency stipends, affinity group support, and dedicated affinity mentors.

This comprehensive approach ensures the district attracts, supports, and retains diverse, highly qualified educators.

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?**(250 words)** ☒

The district's Instruction team collaborates with Human Resources to ensure equitable hiring processes and staffing assignments that align teachers' expertise with the diverse needs of students, including students of color, those experiencing poverty, English learners, and students with disabilities. Annually, the district reviews the licensure status of all staff to ensure teachers are properly licensed or actively working toward full licensure. In recent years, the district has utilized grant and general fund resources to provide additional support and professional development for new teachers or those on restricted licensure.

In line with MTSS (RtI/PBIS), the district continuously reviews instructional and student achievement data to evaluate the effectiveness of programs. Teams of teachers—based on grade level or content area—analyze data collaboratively and adjust instruction as needed. This may involve changes in the general education setting or targeted intervention strategies. The district's coaching model supports all teachers, with district-level coaches meeting regularly with building-level coaches and principals to ensure coaching plans are properly implemented.

Additionally, the district promotes co-teaching models for English learners and students with disabilities, fostering more inclusive practices and enhancing teaching strategies to better meet the needs of all students.

3. ☒Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.**(250 words)** ☒

The district's Multi-Tiered System of Supports (MTSS) framework integrates School-Wide Positive Behavioral Interventions and Supports (SWPBIS) with trauma-informed, restorative, and equitable practices. This approach fosters a school culture that is kind, inclusive, and supportive for all students.

Every school has an active PBIS leadership team that meets three times annually for training and planning. These sessions allow teams to review data and adjust support systems as needed. The PBIS framework provides tiered levels of support, ensuring small groups of students receive targeted assistance, while individual students access intensive interventions when necessary.

At the elementary level, a certified behavior interventionist works with students needing small-group or one-on-one support. This ensures they can fully participate in general education while developing behavioral and emotional regulation skills.

In middle and high schools, staff receive training in restorative practices and trauma-informed approaches, including the Inclusive Skill-Building Learning Approach (ISLA), which serves as an alternative to exclusionary discipline.

Additionally, the district collaborates with local mental health organizations to provide on-site therapy and support during the school day, ensuring students have access to critical mental health services within the educational setting.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools? **(250 words)**

For students transitioning from outside programs into our schools, we support them through some traditional structures, in the same fashion as other students. We also provide more intensive support, when needed. When students transition from LTCT sites (residential and day-treatment), we assign a school psychologist or special education teacher to act as a liaison with the sending agency. We ensure that a proper file review is conducted and observations occur. This provides an opportunity for the receiving team to build a support plan that is tailored for the student, prior to enrollment. The team communicates and works with the LTCT treatment team throughout the transition so that the skills that the student is working on in out-patient therapy is reinforced in our school setting. For students who are on parole,

probation, or returning from detention, our assigned Youth Authority Liaison works directly with the juvenile counselors (POs). The liaison ensures that proper communication takes place between law enforcement and school staff. The liaison works directly with the family and the juvenile counselor to ensure that the proper supports are in place for the student, prior to enrollment. The liaison maintains regular contact with the parent, student, and counselors until the case is no longer active with law enforcement.

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 postsecondary education and/or workforce? ☒ **(250 words)**

The district operates two Preschool Promise classrooms and partners with agencies to host four Early Education Program classrooms and two Early Childhood Cares classrooms for preschoolers with disabilities, totaling eight early childhood classrooms. To support these programs, we created an early education hub at one elementary school, housing four preschool classes. This hub provides administrative support, resources, and specialized equipment, including a developmentally appropriate playground. Critical staff, such as a Behavior Interventionist, are available to consult on individualized plans and tiered support. Preschool staff have access to district professional learning opportunities and an annual conference of their choice.

We coordinate individualized spring transition meetings for preschoolers entering their neighborhood schools. Additionally, we host four Kids in Transition to School (KITS) classrooms, which include 24 sessions promoting social-emotional and early literacy skills for children, and 12 parent workshops focusing on early literacy and positive parenting practices. The KITS curriculum supports readiness before and during the transition to kindergarten.

We facilitate smooth transitions at all levels. Kindergarten Round-Up events invite families to tour schools, meet teachers, and see classrooms. Middle schools visit feeder elementary schools to explain classes and schedules, with follow-up communication for families. Similarly, high school transitions include multiple registration days for students to meet counselors and plan schedules, supplemented by in-person and virtual information sessions.

For post-secondary transitions, our College and Career Center connects students with technical schools, colleges, and universities across Oregon, ensuring students are prepared for their next steps.

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. **(250 words)**☒

Our district partners with a regional network of industry professionals eager to engage with K-12 classrooms through presentations, student project support, and hands-on events. Using Grouptrail, a regional database, we connect students to collaborative opportunities like SLICE (regional culinary event), Fire School, MedSplash (health career exploration), Youth Trades Academy, and other events hosted by Lane CC and Connected Lane County, such as Hands-on Career Day, Diesel Day, and Middle School Career Expos. Students also participate in job shadows, internships, and paid summer opportunities through ConnectEd Lane County.

Teachers benefit from the Educator Externships program, which keeps them informed about career trends and connects classroom learning to industry standards. Students can access pre-apprenticeship programs in Construction Trades (PACT) and Manufacturing (PAM) through BOLI Lane.

Career readiness begins in 8th grade, when students explore CTE pathways during forecasting. High schools implement Naviance starting in 9th grade, guiding students through career awareness, exploration, and work-based learning (WBL). Dedicated counselors and administrators at each school ensure alignment between student interests and coursework, while certifications like OSHA 10 and industry-recognized credentials prepare students to meet workforce demands.

CTE programs currently include 22 pathways, offering industry-aligned credentials, CNA and CMA, Wildland Fire Red Card, Toyota T-TEN, and NCCER CORE. CTSOs like DECA, HOSA, and SkillsUSA span three schools, and FNRL. These initiatives ensure students gain leadership, technical skills, and hands-on experience for future career success.

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. **(250 words)**

In order to ensure that school professionals who are new to the Indigenous community are prepared to work with Indigenous children and that all teachers who will be involved in

programs under this guidance have been properly trained to carry out such programs, we are proud to provide the following professional development opportunities designed to build cultural awareness, instructional capacity, and community connections.

For teachers and school professionals new to the Indigenous community, we offer new teacher orientation sessions that provide foundational knowledge on equity issues, focused on ensuring all students, including Native Youth, experience a sense of belonging in our schools and classrooms.

All teachers involved in programs under this guidance receive ongoing professional development, which may include:

- **Equity training** led by our district's Equity Coordinator, Equity TOSA, and or Indian Education Coordinator, which includes attention to Native history, traditions, and contemporary issues.
- **Instructional strategies workshops** that integrate Indigenous perspectives into curriculum and pedagogy. This includes curriculum adoptions that account for Tribal History / Shared History instructional requirements.
- **Collaborative learning communities**, where teachers can engage in discussions, share best practices, and receive support in implementing culturally relevant teaching strategies.
- **Guest speakers, site visits, and community partnerships** that provide educators with firsthand experiences and connections to Native communities. Teachers are also welcome to join us at our monthly family events at the Chifin Native Youth Center.

These opportunities are provided through consultation and collaboration with local tribes and the Lane ESD Native Youth Wellness Specialist. Through these professional development efforts we ensure that all educators are equipped with the knowledge and skills necessary to create inclusive and supportive learning environments for Native students, fostering their academic success and cultural identity.

Early Literacy Inventory

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?

21st Century Grant is the funding source for the 25% match for early literacy.

Feedback

1. How can ODE support your continuous improvement process? **(250 words)**

To support our district in engaging with a continuous improvement process, ODE can enhance its assistance in several key areas. First, we'd benefit from more tailored guidance on integrating and analyzing disaggregated data across multiple sources—like state assessments, CTE participation, and focal group outcomes—to pinpoint inequities and refine interventions. While ESD data dives are helpful, ODE could provide advanced tools or training to streamline this process, ensuring actionable insights for our MTSS framework.

Second, ODE could expand professional development offerings, particularly around culturally responsive practices and the Science of Reading, with a focus on practical, classroom-ready strategies. Webinars or regional workshops that include follow-up coaching would help sustain implementation, especially for new teachers and those supporting focal groups like Special Education and English Learners.

Third, we'd appreciate more robust support for community engagement. ODE could offer templates or facilitated sessions to deepen two-way communication with families and focal students, building on our efforts like parent councils and student voice panels. This would

strengthen our equity lens application and ensure diverse perspectives shape our plan.

Finally, ODE could simplify the Smartsheet platform by providing clearer instructions or live support during the March-April window, reducing technical barriers and allowing us to focus on strategic planning. These enhancements would empower our district to align resources, address needs assessment gaps (e.g., CTE representation), and achieve our LPGTs more effectively.

Plan Summary

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)**

Over the next two years, Springfield Public Schools will continue to deepen aligned strategies to support high school students in meeting graduation goals and preparing for post-secondary success. These strategies include the schoolwide use of AVID practices, robust Professional Learning Communities (PLCs), timely credit recovery, expanded access to CTE pathways, and equitable assignment to advanced coursework. These approaches are yielding positive results and becoming embedded in our district's high school practices.

In our middle schools, we are focused on improving student outcomes through collaborative, data-informed instruction. Embedded collaboration periods are now dedicated to PLCs, enabling educators to analyze student data, create common assessments, and adjust instruction in real time. We are also strengthening our Multi-Tiered Systems of Support (MTSS) through refined leadership teams and enhanced core instruction. Grounded in the Oregon RtI framework, our focus on disciplinary literacy is designed to build deeper mathematical understanding and ensure responsive, equitable support for all learners.

At the elementary level, our priority is high-quality literacy instruction. K–2 teachers, specialists, and administrators are engaged in yearlong professional learning focused on the Science of Reading, alongside the adoption of new K–2 literacy curriculum rooted in explicit, systematic instruction. Staff meet twice weekly in PLCs to collaboratively plan, assess, and refine the implementation of a guaranteed and viable curriculum with frequent progress monitoring.

Districtwide, we are committed to expanding professional learning in cultural competence and responsiveness over the next four years. This focus aims to improve academic experiences for focal student groups in literacy, math, and beyond. We are also growing co-curricular programs—such as student affinity groups, Student Voice, and cultural identity summits—to foster belonging, purpose, and agency. Engagement with families is another key priority; we

are developing focal parent advisory groups, launched in early 2025 and expanding in 2025–26, to strengthen family-school connections.

To support students with unique needs—including those experiencing houselessness, disabilities, adjudication, language barriers, or mental health challenges—we prioritize a prevention- and intervention-based MTSS approach. Staff across the district work to ensure inclusive, supportive learning environments, and when typical structures fall short, experts are mobilized to provide targeted services. Through our work with Learning Growth and Progress Teams (LGPTs), we monitor outcomes for historically underserved students to ensure that the right supports are in place and making a measurable difference.

Links

1. ☒ Outcomes and Strategies ☒
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. ☒ Early Literacy Inventory ☒
7. Early Literacy Allowable Use Descriptions

Attachments

- ☐ Equity lens utilized
- ☐ Community engagement artifacts
- ☐ 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)
- ☐ Optional - Perkins Needs Assessment Documentation
- ☐ Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
- ☐ Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)

- ☐ Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
- ☐ District Charter Program Agreement (DCPA), if applicable
- ☐ Memorandum of Understanding(MOU), if applicable

Assurances

- ☐ 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.
- ☐ You have taken into consideration the Quality Education Commission (QEC).
- ☐ Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- ☐ 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.
- ☐ Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- ☐ Each of the SSA plans were reviewed as part of your strategic planning.
- ☐ 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.
- ☐ Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- ☐ 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.
- ☐ 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.

- ☐ 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.
- ☐ You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- ☐ 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.
- ☐ 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 postsecondary education and/or workforce.