

Identifier Annual Response Question

AR1 As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

AR2 Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

CTE1	CTE 1: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG (p. 18). These include more populations than the federally identified “special populations”. The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out of, the foster care system, youth with a parent who is a member of the armed forces or on active duty. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students.
CTE2	CTE 2: The 2024-2028 CTE State Plan has three (3) outcome areas: Outcome 1: Career connected learning that is systemically integrated with education and workforce development. Outcome 2: Increased equitable participation in high-quality CTE and career connected learning Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.

2025-26 Annual Progress Reflection

Over the past year, SKPS have seen meaningful progress in implementing the district's Continuous Improvement Plan, particularly around our Early Literacy Outcome and the supporting instructional strategies. SKPS made significant investments in building a coherent instructional system through the adoption of high-quality literacy materials, expansion of evidence-based instructional practices, professional learning, strengthened Professional Learning Communities (PLCs), and enhanced academic monitoring systems. These efforts directly support our strategy to strengthen educator capacity and effectively implement evidence-based literacy instruction.

This collective work has begun translating into improved student outcomes. District feedback highlighted that 27 elementary schools increased third-grade reading performance on the OSAS assessment, with several schools demonstrating gains approaching 20 percentage points. Additionally, literacy growth was evident through both English and Spanish STAR assessment data, suggesting that our investments in Tier I instruction, High-Dosage Tutoring, intervention systems, and professional learning are beginning to produce measurable results.

Beyond student achievement, we have established stronger districtwide systems that will sustain improvement over time. Increased consistency in literacy walkthroughs, data-informed leadership, curriculum implementation, and collaborative PLCs has created greater coherence across schools. While our Longitudinal Performance Growth Targets have not yet been fully achieved, we have built the organizational capacity, instructional infrastructure, and shared expectations necessary to accelerate progress toward our third-grade literacy, ninth-grade on-track, graduation, and student belonging goals over the next several years.

Overall, our implementation efforts have created the conditions necessary for sustained improvement and have positioned the district well to continue making progress toward our Board goals (LPGTs).

One of the greatest challenges has been ensuring consistent implementation across schools while simultaneously launching multiple major district initiatives. Supporting curriculum adoption, professional learning, intervention systems, High-Dosage Tutoring, MTSS, and other strategic priorities required balancing competing demands on principals and teachers. Variability in school readiness, staffing levels, and educator experience resulted in differing levels of implementation fidelity across the district.

Staffing shortages, educator turnover, long-term substitutes, and limited protected time for collaboration also created barriers to deep implementation. Considerable time was dedicated to onboarding new staff while continuing to build instructional capacity for existing educators. In addition, school leaders often struggled to balance operational responsibilities with the instructional leadership necessary to conduct classroom observations, provide coaching, and facilitate data-driven PLC conversations.

As we move into the next phase of implementation, additional support in three areas will significantly strengthen our progress:

- Continued investment in collaborative planning, professional learning, and instructional coaching.
- Ongoing support for school leaders to deepen implementation monitoring through learning walks, feedback cycles, and data-informed decision making.
- Maintaining organizational focus by carefully sequencing major initiatives so schools can implement core instructional priorities with greater consistency and fidelity.

Despite these challenges, the work completed this year established stronger district systems and increased organizational coherence. These foundational improvements position us well to deepen implementation and accelerate student outcomes moving into the 2026-27 school year and into the coming years.

SKPS uses a data-driven process each year to guide Perkins investments, beginning with a review of CTE Enrollment demographics alongside districtwide data to ensure alignment. Current enrollment patterns show that CTE participation mirrors the overall student population across all demographic groups. With this as a foundation, our priorities have focused on removing barriers and creating an inclusive welcoming learning environments for all students, particularly special populations and focal student groups such as students of color and LGBTQ2SIA+. Over the past two years, we have taken several intentional steps supported this work. We have expanded staffing by hiring additional CTE teachers, with an emphasis on building a teaching workforce that reflects the diversity of our students. This representation matters, particularly for students of color and LGBTQ2SIA+ students, who benefit from seeing themselves reflected in the adults leading their classroom. We have also conducted internal classroom safety assessments, leading to improvements such as multilingual signage, tables with casters and adjustable features, as well as PPE for all students regardless of financial background or physical limitations. High school programs are completed and we are part way through the middle school programs to ensure we have a solid structure 6th thru 12th grade. We have invested in people-based supports such as continuing the funding for classified CTE liaisons who partner with teachers in each building to adapt learning environments for diverse student needs. We have added a position in Risk management that directly supports our CTE programs ensuring we set up industry relevant spaces that are safe for all students. They help problem solve solutions when needed.

"Over the past year, we have taken several steps to strengthen career connected learning across our district. We fully implemented Group Trail across all high schools this year. This will allow us as program teachers and administrators to track workbased learning, industry recognized credentials and more in real time. In addition, teachers completed self-assessments using the ODE Work-Based Learning Rubric and created next-step plans to guide program growth.

To expand industry partnerships, we work closely with a Salem Area Chamber of Commerce business liaison who supports all six high schools, alternative education programs, and CTEC. This role has been instrumental in connecting schools with industry partners and supporting advisory committees. Based on teacher and industry feedback, advisory committees are now scheduled twice a year on inservice days, allowing for stronger participation while eliminating the need for substitute coverage.

We have also developed a three-year rotation for industry-based professional development. This model enables teachers of similar content areas to attend industry-specific conferences together, learn current workforce trends, and bring that knowledge back into their classrooms. This shift ensures professional learning is directly tied to workforce needs and helps align CTE programs more closely with real-world career pathways.

Through these efforts, we are building stronger systems that integrate education and workforce development, ensuring students have access to high-quality, career-connected learning opportunities. "

2026-27 Annual Progress Reflection