

Aligned Initiatives - Application Questions

Question	Response
<p><b>Plan Summary: (500 words)</b>            Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward those needs.</p>	<p>Using a depth of feedback from a communitywide comprehensive needs assessment and a student achievement data dive, the team developed a plan to prioritize resources designed to maximize impact and support of student achievement, reduce barriers, and increase opportunities for all students, including dedicated attention to help reduce disparities. We identified 5 key <a href="#">themes</a> supported by specific objectives and expected outcomes. The CSD leadership team will review several sources of data to monitor progress towards achieving the comprehensive continuous improvement goals; we will conduct annual audits of the improvement plan for successes, revisions and modifications, review formative assessments for proficiency levels, summative assessments for standards alignment and an annual staff, student and parent survey to communicate goals progress and gather feedback and input on how we are doing and could do better.</p> <ol style="list-style-type: none"> <li>1. Life Prepared/Career Pathways: By developing K-12 pathways to prepare students for life, college and career readiness.</li> <li>2. Meet all students' needs: Students in each focal group and all students report an increased sense of belonging at school.</li> <li>3. Overall Wellness: Long range student wellness plan to include mental health support, increased access to basic healthcare, and facilitating social/emotional growth.</li> <li>4. State of the Art Facilities: Long Range Improvement Facilities Plan to provide a safe and secure environment conducive to educating and meeting the needs of all kids.</li> </ol>

	<p>5. Student Achievement: Provided instruction and targeted supports for the success of all students.</p>
<p><b>Needs Assessment Summary (500 WORDS OR LESS):</b>  Please offer a description of the comprehensive needs assessment process you engaged in and the high level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.</p>	<ul style="list-style-type: none"> <li>● CSD undertook a deep and comprehensive approach to the needs assessment process, offering opportunities for engagement to the entire community and targeted outreach to engage with identified focal student and family groups.</li> <li>● CSD recruited a strategic planning design team of over 50 members, representing a diverse range of stakeholders; families, staff, administrators, students, student focal group liaisons, community- and faith-based organization leaders, area business owners and chamber of commerce leadership, law enforcement partners, school volunteers and at-large community members. This team engaged in a four month strategic planning process with a series of public meetings to facilitate and analyze disaggregated historical student achievement data gathered from the Oregon Schools Dashboard, Oregon Data Suite and At-a-Glance profiles, and feedback gathered from staff, students, families, and our community at-large via a comprehensive needs assessment that included multiple types of surveys, staff meetings, family nights and community forums. Using this information and input, the design team developed vision themes and identified bold steps the district could take to improve outcomes for all students.</li> <li>● The design team forwarded their recommendations to a district steering committee composed of administrators and school board members . The district steering committee conducted a thorough data dive to analyze disaggregated</li> </ul>

	<p>student achievement data, attendance data, assessment and CTE participation data, information from community partners gathered through ESD engagement events, and input from stakeholders gained through ThoughtExchanges, surveys, community forums, diagnostic assessments and OSAS student achievement data, and other sources.</p> <ul style="list-style-type: none"> <li>• Using this deep well of feedback and data, the steering committee researched effective best practices in education to align proven strategies to our district's achievement gaps, disparities between subgroups performance and identified students' needs.</li> <li>• The steering committee developed an improvement plan to prioritize resources designed to impact student achievement, reduce barriers, and increase opportunities for all students, including dedicated attention to help reduce disparities.</li> </ul>
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**Equity Advanced (250 words or less per question)**

<p>What strengths do you see in your district or school in terms of equity and access?</p>	<p>CSD has made significant investments over the past few years to provide targeted academic and behavior support to help address achievement gaps and provide resources through the collaboration of staff.</p>
<p>What needs were identified in your district or school in terms of equity and access?</p>	<p>CSD identified a need to increase well-rounded education opportunities in elective offerings at the middle school level and expand CTE programs at the high school level. Another area of need we identified was transportation to/from after school activities. Students that do not have parent availability or income to provide their own transportation are unable to participate in some of the after school activities we offer. Our district also identified a need for helping families with student fees for electives, sports, clubs, etc. Some of our families are unable to cover the cost of these activities, so students do not participate.</p>

<p>Upload the equity lens or tool you used to inform and/or clarify your plan &amp; budget. Describe how you used this tool in your planning.</p>	<p><a href="#">Find the equity lens here</a></p> <p>Throughout our planning process, the CSD team consulted and reviewed our equity lens tool that we adapted from the NW Regional Education Service District to ensure that we are considering all focal groups, keeping student groups that have been traditionally underserved at the forefront of discussions, and working to understand the obstacles and barriers that could result from our decisions. At the outset of our Strategic Planning Design team and Steering Committee meetings, we shared the equity lens with all participants and reviewed the tenants so that we could think about the impacts of our decisions, consider who was included or not, and consider how we could mitigate negative impacts and reduce barriers. This review affected how we reached out and engaged with focal group families, the services we offered in order to encourage participation in our outreach efforts, and our decision-making process as we developed our plans. Before sharing the plan with our community, members again reviewed the proposed outcomes, strategies, and activities through the Equity Lens to further test and strengthen the plan as we worked to serve all students and families to provide equitable educational outcomes and increase student achievement for all.</p>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>The Creswell School District serves approximately 1114 students in Lane County. The highest concentration of students in the district is at Creslane Elementary School with approximately 488 students (44% of the district's enrollment).</p> <p>The student body demographics are:</p> <ul style="list-style-type: none"> <li>● White 75%</li> <li>● Hispanic/Latino 16%</li> <li>● Multiracial 6%</li> <li>● Black/African American 1%</li> <li>● Asian 1%</li> <li>● Native Hawaiian/Pacific Islander</li> </ul>

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- American Indian/Alaskan Native 2%.
- Students with disabilities 17%
- Economic Disadvantaged 44%
- Ever English Learners 6%
- Mobile Students 14%

In reviewing our student group data for the Student Success Act aligned Oregon Department of Education five common metrics for growth targets from 2018-19 in comparison to 2021-22, we have determined:

- 9th grade on-track improved by 6.7% from 87.6% to 94.3%. Students experiencing poverty for 21/22 at 91.2%.
- Graduation rates improved by .1% from 86.5% to 86.6%. Students experiencing poverty for 21/22 at 72.2%.
- Regular attenders declined by 8.2% from 82.7% to 74.5%. Students experiencing poverty for 21/22 at 72.5%.
- and ELA at 3rd grade declined by 10.7%, from 45.5% to 34.8%. Students experiencing poverty for 21/22 at 26.7%.

The CSD IA and CIP plans include initiatives focused on specific targets and strategies to address student achievement gaps and disparities for underachieving student groups and especially those who have historically performed lower than their peer groups. Our major areas of improvement will be focused on 3rd grade literacy and our largest group of underperforming students, which includes the highest concentration of students across all historically disadvantaged groups, our students navigating poverty.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The major barriers that we continue to face are the attendance rates and behaviors for our students navigating poverty. Supporting our student's mental health and providing additional supports for behavior will be important to improving academic outcomes including 3rd grade reading and attendance. Supporting these two areas of mental health and behavior will also increase academic achievement for all of the success indicators of 3rd grade reading, attendance, 9th grade on-track, cohort graduation rates and high school completion rates.

Additionally, a major risk is not being able to hire highly qualified staff members. With all school districts working to hire quality staff, there is simply more demand than supply. It is a big undertaking in small school districts to add new staff members that don't currently exist for high demand positions. Another risk is not maintaining the focus on our students who accelerate in learning and need to be challenged. While we focus on underachieving student groups, we must also provide supports for our students in the middle and on the highest end of student achievement as well. This leads to political risk, which is always a potential barrier to serving the focal students. There are many voices with significantly more social capital than some of the focal students and their families that may put barriers in place to serve students who most need support. And finally, we must all believe that each student can and will be successful when given the opportunity. Equitable opportunity! Being able to overcome our own implicit bias, both for us as individuals and as an entire district and community. Implicit bias is subconscious and often runs counter to our conscious beliefs or intentions. People often struggle to see that their bias is impacting their actions. We will need to focus on our individual backgrounds and beliefs and why we act or respond the way we do to others in order to understand when and how we will connect to others backgrounds and beliefs in a positive and productive manner.

<p>What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?</p>	<p>To accomplish the goals stated above, the district's overarching strategy for improving achievement and mental health outcomes is to update, expand, and/or develop a Multi-Tiered System of Support (MTSS) that encompasses mental health, academics and behavior supports for all students, while monitoring data specifically focused on the focal groups. While we have made significant improvements with MTSS for behavior and academics, systems need to continue to improve, be implemented more consistently and will require more resources to adequately support all students, especially when we consider the impacts of the COVID pandemic. The district has few existing supports for student's mental health. We need to add to what is in place and effectively direct resources to new supports. Implementing and expanding effective MTSS consistently rates in the research as one of the most effective strategies for improving student outcomes. It makes sense that we will fully implement this strategy for increasing student achievement and success.</p>
<p><b>CTE Focus</b></p>	

<p>What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<ul style="list-style-type: none"> <li>● We have five CTE Pathways/Programs: <ul style="list-style-type: none"> <li>● Manufacturing/Welding</li> <li>● Construction</li> <li>● Digital Arts</li> <li>● Health Occupations</li> <li>● Business Administration &amp; Management</li> </ul> </li> <li>● Strong engagement with historically marginalized populations</li> <li>● Intentional guidance counseling</li> <li>● College and Career Coordinator to help students with post secondary planning and eliminating barriers</li> <li>● Strong partnership with Connected Lane County, Beyond HS Network</li> <li>● Advisory class that incorporates academic planning, goal setting and career/post-secondary exploration for all students</li> <li>● Freshman level career exploration class linked to our pathways (requirement for all freshmen)</li> <li>● Career/Work based learning- Opportunities at school- HOSA, FBLA, Sheds of Hope, Brighter Futures</li> <li>● Average class size of 22-25 to increase access to teachers and support</li> <li>● Employment skill development</li> <li>● Core academic integration</li> </ul>
<p>What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<ul style="list-style-type: none"> <li>● Transportation to work-based learning opportunities</li> <li>● Intentional forecasting and scheduling</li> <li>● Marketing materials to help students and parents in making informed decisions</li> <li>● Access to industry partners</li> <li>● System tools for monitoring concentrators and completers</li> <li>● Pathways documents that link to certificates or degrees at Lane Community College</li> </ul>



<p>What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<ul style="list-style-type: none"> <li>● Elementary career awareness activities.</li> <li>● Use of CIS (Career Information Systems) 6-12 to help students identify their options</li> <li>● Middle school CTE-aligned electives and clubs that feed into HS programs</li> <li>● Intentional forecasting</li> <li>● Marketing documents to inform students and parents</li> <li>● Targeted student outreach with consideration for historically marginalized populations</li> <li>● Workforce, LCC program ambassadors and former CHS student panels</li> <li>● Development of community partnerships to include mentors from diverse populations</li> </ul>
<p>How will you ensure equal access and participation in your CTE Programs of Study among focal student groups?</p>	<ul style="list-style-type: none"> <li>● Addressing the issues noted above “what needs were identified...”</li> <li>● Intentional guidance counseling and forecasting</li> <li>● Marketing documents to inform students and parents</li> <li>● Targeted student outreach with consideration for historically marginalized populations</li> </ul>
<p>How will you ensure there is no discrimination for focal student groups?</p>	<ul style="list-style-type: none"> <li>● Marketing in Spanish</li> <li>● Addressing stereotypes</li> <li>● Intentional forecasting/scheduling</li> <li>● Career guidance to include recruitment in historically marginalized populations</li> <li>● Collaboration with CTE Program Leads and the Youth Transition Program (YTP) Specialist</li> <li>● Data review and tracking to ensure equitable practices</li> </ul>

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

<p>Describe your approach to providing students a well rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).</p>	<p>CES: At the elementary school students are provided access to the state standards. We offer after-school clubs such as choir, guitar, ukulele, Spanish, and gardening. We work with community partners to offer after-school sports on site or within the community. Our family resource center supports students with any potential barriers to attending these extra curricular activities.</p> <p>CMS: The middle school provides students with a rigorous core curriculum, including the ability to work above grade level and complete high school credit courses. Electives are aligned with student interests including music, culinary, woodworking, arts, etc. CMS also offers HOSA and FBLA clubs on campus, as well as after-school sports on site.</p> <p>CHS: The high school provides students with a rigorous core curriculum including advanced placement and dual credit classes. Electives are aligned with student interests including general elective classes, five CTE courses and a strong music program. In the Advisory course, students are able to explore career interests and identify post secondary goals through the creation of a Personal Educational Plan.</p>
<p>Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?</p>	<p>CES: All students attend music twice during a regular school week. Teachers schedule visual arts within core content. Extra music offerings are available after-school to 3-5th grade students.</p> <p>CMS: Offers band, art, and choir as full classes during the school day. CMS offers dance as part of the Physical Education Program.</p> <p>CHS: Offers a strong, competitive music program with both band and choir. Our drama club holds yearly performances. Through our digital arts and business administration (Marketing and HTML) CTE Pathways students are able to create marketing projects in partnership with local businesses.</p>

<p>How do you ensure students have access to strong library programs?</p>	<p>Each school in CSD has dedicated library aides, contributing to a rich and healthy library program. Each school has a library budget to ensure that relevant and current novels and information texts can be purchased for students. CES has dedicated library time scheduled weekly which includes read aloud and check out. We connect with the local library program to bring in activities and connect students to the local library programs. CMS provides students the opportunity to join the OBOB (Oregon Battle of the Books) Team and compete against other local schools.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>CES: The school cafeteria opens up 20-minutes before the morning bell for students to eat breakfast. Students attend 20-minute recess before a 20-minute lunch period daily. Grades are scheduled for an additional 15-minute recess and each class builds in time for short movement breaks between content areas or as needed.</p> <p>CMS: Students have 20-minutes to eat breakfast, 10-minutes to eat a nutritious snack mid-morning, and 40-minutes to eat lunch. All meal times are long enough to allow students ample movement. In addition, all students have a physical education class daily.</p> <p>CHS: Students are offered breakfast before school and during a 10-minute morning break. Students have 35-minutes to eat lunch, move about the courtyard and engage in physical activities in a supervised gym. A 10-minute afternoon break (with access to our snack shack) allows students time for movement.</p>

<p>Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross disciplinary content.</p>	<p>At CMS, technology is incorporated throughout the school day with the assigned of 1:1 Chromebooks. In addition to a Science period for all grade levels, students have the opportunity to participate in electives including STEAM, Around the World, Color My World, and Rockets and More! The Language Arts teacher works closely with the social studies and science teachers to integrate cross disciplinary content.</p> <p>At CHS, technology is incorporated throughout the school with the assignment of 1:1 Chromebooks. A variety of devices are used to support a cross program marketing project (MS Surface Pros, web based HTML programs, digital arts programs and specialty printers). CHS offers students the opportunity to participate in a CTE Health Occupations Pathway supported by strong science courses and a HOSA club. Robotics and engineering classes allow students to participate in project based learning. In all opportunities, students employ critical thinking skills to design and create their projects.</p>
<p>Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards</p>	<p>CSD has participated in an engaged curriculum adoption process. Teachers and administration from across the district cooperatively reviewed curriculum options for English Language Arts and Math to align K-12 and support learning for all students. The same process will be applied in the subsequent years for science and health. Basal and supplemental resources aligned to Common Core State Standards support core instruction, English Language Development and special education.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>CSD has implemented K-12 Professional Learning Communities that meet on a weekly basis for grade level teachers with twice yearly collaboration between transition grades (5th to 6th, 8th to 9th). During PLC's teachers review instruction to develop engaging and rigorous learning opportunities for students.</p>

<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>CSD is home to one Preschool Promise program and EC Cares site. Through these two preschool programs CSD is able to facilitate thorough and timely transition processes that include collaboration from team members. Additionally, preschool classrooms have access to gym and library spaces on the Creslane campus which provides weekly opportunities for students to be on campus. Kids in Transition to School (KITS) is a summer program for incoming kindergarten students that is prioritized at Creslane to support early learning skills, ease transition and assist school teams in preparing for student needs.</p>
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>CSD holds crosstown collaboration meetings between staff at the transitioning grade levels. CMS holds a “6th Grade Welcome Day” for incoming students transitioning from Creslane, and CHS holds “9th Grade Forecasting Day” for incoming students transitioning from CMS. Parent Nights are also held to provide parents information about the school sites and expectations. In the spring, students have opportunities to learn more about careers through career fairs and opportunities to hear from industry professionals.</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?</p>	<p>CSD: I-Ready is used district-wide to determine student needs in Reading and Math. Students K-12 have “WIN” (What I Need) time built into their schedules at all school sites. Intervention opportunities and supports are built into the master schedule for each school site. Afterschool Student Support Time.</p>
<p>What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>CMS: Teachers use data to determine if a student should be promoted in Language Arts or Math to a higher grade level/section of study. In addition, TAG students are given additional opportunities (including but not limited to field trips and a TAG Elective).</p>
<p style="text-align: center;"><b>CTE Focus</b></p>	

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

- Students are introduced to Career Information Systems (CIS) while in middle school. As such they are encouraged to begin career exploration within the program.
- CMS students are able to participate in a “HOSA” Club and “FBLA” Club (which are available at CHS).
- 8th graders attend a Career Expo sponsored by Lane County.
- 8th Grade Parent Night is an opportunity to share all of our course offerings, including CTE, with incoming freshmen.
- CHS students continue the use of CIS for career exploration, goal setting and the creation of Personal Education Plan (PEP's).
- CHS guidance counselors and CTE teachers meet with students individually and in groups to discuss CTE program options and enrollment.
- CHS Pathways Academic Planning documents to help guide students with their CTE program of study, including dual credit alignment to certificates and/or 2 year degrees at LCC.
- Attendance at career expos, hiring expos, job shadows and guest presenters.

<p>How are you providing equitable work-based learning experiences for students?</p>	<ul style="list-style-type: none"> <li>● CHS Bulldog Cafe is an on campus coffee shop run by students.</li> <li>● The student snack shack is run by students.</li> <li>● A twice yearly blood drive is organized and assisted by the HOSA Club.</li> <li>● FBLA and HOSA students (CHS and CMS) participate in regional state competitions to include work based simulations.</li> <li>● Participation in career expos, hiring expos, job shadow, access to industry guest speakers, and connection to work based learning opportunities with community partners.</li> <li>● Equity: <ul style="list-style-type: none"> <li>○ Provide transportation where feasible.</li> <li>○ Support students with necessary clothing and equipment based on need.</li> <li>○ Develop “pre” work-based learning opportunities to help prepare students of all learning levels for placement.</li> <li>○ One to one guidance in identifying meaningful work based learning opportunities in the community.</li> </ul> </li> </ul>
<p>Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.</p>	<ul style="list-style-type: none"> <li>● CHS has 30 classes that are articulated with LCC and Oregon Promise (OIT and Western Oregon) with 10 pending dual credit courses. Additionally, CHS offers 6 AP classes. These opportunities require students to demonstrate learning at high levels and integration with career pathway knowledge.</li> </ul>
<p>What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<ul style="list-style-type: none"> <li>● Career Exploration System (CIS) encourages students to be self-directed in their career exploration. They are able to complete interest inventories, investigate careers (including current industry data related to need and wage), and align secondary and post secondary education to their interests.</li> <li>● Involvement in hiring fairs, career expos, and work based learning will provide students with the opportunity to emerge themselves in their career interests with industry partners.</li> </ul>

<p>How will you prepare CTE participants for nontraditional fields?</p>	<p>With a wide variety of CTE Programs of Study, CHS allows students to the opportunity to explore many career fields encouraging students to consider nontraditional fields.</p>
<p>Describe any new CTE Programs of Study (POS) to be developed.</p>	<p>For the 2022-23 school year, we received the CTE Revitalization Grant which allowed us to add a Manufacturing POS. We applied for a startup POS in Early Childhood Education. We are actively investigating and planning the development an Agriculture, Food and Natural Resource Systems: Agriculture Science and Technology POS as well as an Industrial and Engineering Systems: Transportation Technology POS.</p>

**Engaged Community (250 words or less per question)**



If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

CSD has made bold strides in this arena. For the second time in four years, CSD has conducted a community-wide strategic planning process and comprehensive needs assessment for improving student achievement and success. At the end of each school year, the CSD leadership team conducts an audit of the comprehensive continuous improvement plan and surveys stakeholders for feedback to determine goals and action plans for implementing best practices and high leverage strategies for achieving our goals for the next school year. We have Invested in a new school-to-home communication platform, ParentSquare, that utilizes current technology and auto-translation capabilities that allows us to meet more families where they are and to communicate with them in their preferred home language. This platform allows for more equitable communication options as families can communicate through a variety of devices, reducing discrimination for families that do not have access to traditional computers. The platform encourages direct engagement between parents and teachers, and allows families to feel more informed and involved. Our needs assessment surveys indicate that parents are appreciating CSD's commitment to a unified approach to engagement and the additional support they feel through these connections. While this platform has addressed some engagement issues, barriers still exist for those who are technology-hesitant. We are working to build our library of resources to help new users become more comfortable engaging through this tool and our liaisons are working with families to educate them on platform use. As staff use the tool more often, its integration and application is deepening. Reflecting on our engagement, one key area for future community engagement growth and progress involves CSD's efforts to build and expand our partnerships with local community-based organizations and the Creswell business community. During our needs assessment, families indicated their desire to see increased engagement with area and

	<p>regional businesses to further educate students about career options and post-secondary pathways available to them.</p>
<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<ul style="list-style-type: none"> <li>● Parent organizations (PTO's, booster clubs).</li> <li>● School Site Council.</li> <li>● Local industry partnerships.</li> <li>● Lane County Workforce.</li> <li>● Support from Lane ESD.</li> <li>● Educate students on the importance of involvement in the district's educational goals.</li> <li>● Enhanced building level opportunities for stakeholder engagement.</li> </ul>
<p>What resources would enhance your engagement efforts?</p>	<ul style="list-style-type: none"> <li>● Open and consistent communication with stakeholders. The continued use of Parent Square as a communication tool.</li> <li>● Community engagement "sub group" to meet monthly or quarterly to review progress.</li> <li>● ODE developed communication tools to support district engagement efforts: state goals, instructional expectations, cross district data, .....</li> <li>● Budget to maintain the efforts of local educational service districts.</li> <li>● District communications officer.</li> </ul>
<p>How can ODE support your continuous improvement process?</p>	<p>Rural school districts are extremely limited on staff to support the activities required for the IA. Therefore, collaboration between ODE and Lane ESD to provide support for community engagement activities, communications, surveys and data collection would greatly help. Additionally, support staff is needed to assist rural districts with IA applications and quarterly reports.</p>
<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<ul style="list-style-type: none"> <li>● The continued use of a contracted engagement specialist to facilitate the process.</li> <li>● Invite a wide variety of participants to include diversity and voice.</li> <li>● Set "rules of engagement" to ensure that all voices are heard and respected.</li> <li>● Create diversity among the working groups within the process.</li> </ul>

<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>NA</p>
<p>Who was engaged in any aspect of your planning processes under this guidance? ▪ Students of color ▪ Students with disabilities ▪ Students who are emerging bilinguals ▪ Students who identify as LGBTQ2SIA+ ▪ Students navigating poverty, homelessness, and foster care ▪ Families of students of color ▪ Families of students with disabilities ▪ Families of students who are emerging bilinguals ▪ Families of students who identify as LGBTQ2SIA+ ▪ Families of students navigating poverty, homelessness, and foster care ▪ Licensed staff (administrators, teachers, counselors, etc.) ▪ Classified staff (paraprofessionals, bus drivers, office support, etc.) ▪ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) ▪ Tribal members (adults and youth) ▪ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) ▪ Business community ▪ Regional Educator Networks (RENs) ▪ Local Community College Deans and Instructors; Local university deans and instructors ▪ Migrant Education and McKinneyVento Coordinators ▪ Local Workforce Development and / or Chambers of Commerce ▪ CTE Regional Coordinators ▪ Regional STEM / Early learning Hubs ▪ Vocational Rehabilitation and pre Employment Service Staff ▪ Justice Involved Youth ▪ Community leaders ▪ Other</p> <hr/>	<ul style="list-style-type: none"> <li>▪ Students of color</li> <li>▪ Students with disabilities</li> <li>▪ Students who are emerging bilinguals</li> <li>▪ Students who identify as LGBTQ2SIA+</li> <li>▪ Students navigating poverty, homelessness, and foster care</li> <li>▪ Families of students of color</li> <li>▪ Families of students with disabilities</li> <li>▪ Families of students who are emerging bilinguals</li> <li>▪ Families of students who identify as LGBTQ2SIA+</li> <li>▪ Families of students navigating poverty, homelessness, and foster care</li> <li>▪ Licensed staff (administrators, teachers, counselors, etc.)</li> <li>▪ Classified staff (paraprofessionals, bus drivers, office support, etc.)</li> <li>▪ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)</li> <li>▪ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)</li> <li>▪ Business community</li> <li>▪ Regional Educator Networks (RENs)</li> <li>▪ Local Community College Deans and Instructors; Local university deans and instructors</li> <li>▪ Migrant Education and McKinneyVento Coordinators</li> <li>▪ Local Workforce Development and / or Chambers of Commerce</li> <li>▪ CTE Teachers</li> <li>▪ Pre Employment Service Staff</li> <li>▪ Local Law Enforcement</li> <li>▪ Community leaders</li> <li>▪ Lane Education Service District personnel</li> </ul>

▪ How were they engaged? ▪ Survey(s) or other engagement applications (i.e. Thought Exchange) ▪ In-person forum(s) ▪ Focus group(s) ▪ Roundtable discussion ▪ Community group meeting ▪ Collaborative design or strategy session(s) ▪ Community-driven planning or initiative(s) ▪ Website ▪ CTE Consortia meeting ▪ Email messages ▪ Newsletters ▪ Social media ▪ School board meeting ▪ Partnering with unions ▪ Partnering with community based partners ▪ Partnering with faith based organizations ▪ Partnering with business ▪ Other

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- Surveys
- ThoughtExchange
- In-person forums
- Roundtable discussion
- Community group meeting
- Strategic Design Team meetings
- Steering Committee Meetings
- Website
- Email Messages
- Newsletters
- Social Media
- School board meeting
- ESD Regional Engagement Sessions
- District-wide Staff meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with business organizations
- Partnering with faith based organizations

#### Evidence of Engagement

You will be asked to upload your top five artifacts of engagement.

Why did you select these particular artifacts to upload with your application?

The selected artifacts represent the diverse efforts made to communicate and collect information as well as the well-rounded team of voices that were used to construct meaning from these engagement sessions. Artifacts enclosed include:

- Data from state and local measurement tools used to inform stakeholders and develop key goals where deficits and strengths were considered.
- Thought Exchange questions and input were included as evidence of the high volume of input that was collected over the duration of these engagement efforts. Additionally, you can also see the summative information that guided the team in selecting which themes to move forward with.
- Surveys were included as another data point that was considered in driving decisions toward common themes and initiatives for district investments.
- Photographs indicating the engagement efforts; documents and detailed brainstorming work that utilized school and community stakeholder input.
- Community outreach messages were also included as another artifact to show the thoughtful progression of informing our community stakeholders and keeping them engaged in the process.

How do they show evidence of engaging focal student populations, their families and the community?

These artifacts were selected because they represent the comprehensive way that we engaged the community in our school improvement plans. They demonstrate that we not only had small group, face-to-face interactions based on the visioning work we did with the community, but we also had comprehensive electronic surveys that enabled participants to anonymously share their thoughts and opinions with us. These artifacts also demonstrate that we not only surveyed the community, which also included student voice, for ideas, but we also engaged the community to rate and prioritize the goals and strategies for improvements that were generated. These artifacts also demonstrate that we approached this work authentically and with an equity lens as we developed a system to assign liaisons to reach out and engage our historically disadvantaged students and families. With our surveys, we were able to break down the responses we received to our sub groups within our community demographics.

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

1. Dedicated, focused assistance and outreach from focal group liaisons to design and invite participation in community forums, surveys, ThoughtExchange, etc. Working with our liaisons, we were able to connect personally and ensure that our focal student groups and their families were invited to share their opinions and experience as part of our needs assessment. As part of this process, CSD prepared materials and information that was easily shareable, translated, and available in their preferred language. In addition to sharing the information directly from the school liaisons, community partner organizations also shared invitations to participate with their families and volunteers.
2. When planning the engagement activities, CSD worked to ensure that events and invitations were not only safe and welcoming, but could accommodate a variety of family situations. By hosting events at central locations and at a variety of dates/times, having translators available, and offering child care and meals, we strove to ensure families would not face these specific barriers to participation. Rather than offer feedback opportunities through a single modality, CSD provided ways for families of focal students to share their feedback in a manner most comfortable to them. For example, in addition to sharing invitations to participate in our community survey via email, text, app and social media, our ELD liaison mailed printed, translated copies of the survey with self-addressed, stamped envelopes to EL families to encourage their participation.

These strategies range between ODE's Consult, Involve, and Collaborate levels of engagement.

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

1. Staff feedback from all employees was invited in our district needs assessment survey, including specific questions targeted towards educators regarding supports and professional development needs. The survey also gathered feedback about resources and professional development that staff feel would be helpful to support students from diverse backgrounds and suggestions for ways to promote an increased sense of belonging and inclusion in CSD schools.
2. At an all-district meeting, staff were invited to participate in an interactive poll and ThoughtExchange, sharing feedback about staff wellness needs and our district Portrait of a Graduate to help guide and inform our strategic plan and desired outcomes.
3. CSD's strategic planning design team had a significant number of teachers and staff representatives from a variety of departments. Their input was an invaluable part of the needs assessment process.
4. CSD's superintendent scheduled meetings with union leadership to discuss priorities, needs, and concerns. In addition to hearing directly from individual staff members, check-ins with union leaders allow administrators an additional opportunity to engage, listen, and learn.

These strategies range between ODE's Consult, Involve, and Collaborate stages of community engagement.



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

During our needs assessment process which involved our entire learning community, five areas of focus were identified as key themes for CSD's planning efforts:

1. **Fluent Readers.** Providing students with strong reading literacy and foundational skills by 3rd grade was listed as a top priority by our community. Ensuring students learn to read will help them be equipped and ready to "read to learn." This includes monitoring progress, addressing disparities, incorporating CSD's new curriculum, and providing instructional support for students who are struggling.
2. **Meeting students' needs.** Using the equity lens and examining input, our team identified varying needs of our students, including focused examination of focal student groups needs. Whether pertaining to academic and behavioral supports, career and college readiness, barriers to participation, or programs to support a well-rounded education, attention is being paid to ways to enhance and provide equitable access to educational and extra-curricular opportunities.
3. **State-of-the-art facilities.** When considering the district's facilities, suggestions were made to enhance the learning environment, improve safety, provide additional space for expanded learning in physical education, and improve extracurricular and athletic offerings.
4. **Overall wellness.** Our community provided a great deal of feedback about the importance of tending to the physical, social, and emotional well-being of our students, staff, and community. Finding ways to enhance the services we offer, from nutrition to mental and physical health services, is a key priority for CSD.

	<p><b>5. Life Prepared / Career Pathways.</b>          During our needs assessment, providing students with early exposure to career and educational options and ensuring they possess the skills and attributes they need to take the next steps toward their post-secondary goals was universally listed as essential among all stakeholder groups. Whether examining basic “life skills” (e.g. budgeting, interviewing) to evaluating CTE and dual credit offerings, CSD is working to prepare students for success.</p>
<p>CTE Focus</p>	
<p>How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?</p>	<ul style="list-style-type: none"> <li>● Meetings with local employers in each of the pathways.</li> <li>● Partnership with Lane ESD for project based learning opportunities: Sheds of Hope, The HOPE Project, Pathways Career Expos, etc.</li> </ul>
<p>Affirmation of Tribal Consultation</p>	
<p>If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.</p>	<p>Not required</p>
<p>Strengthened Systems and Capacity (250 words or less per question)</p>	

<p>How do you recruit, onboard, and develop quality educators and leaders?</p>	<p>CSD seeks to recruit quality educators by posting to platforms that are tailored to attract diverse and qualified professionals. We also partner with local Universities and Colleges to attract upcoming professionals and educators.. For onboarding, the District provides a Welcome Training before the school year starts to all new staff. In addition, certified staff are paired with a “mentor teacher” who assists them throughout the year.</p>
<p>How are you recruiting and retaining educators and leaders representative of student focal groups?</p>	<p>CSD strives to recruit and retain diverse and qualified educators that are representative of student focal groups by partnering with our local ESD, Universities and varying platforms. Through the equitable hiring process we prioritize candidates with experience and qualified education that relate to our student focal groups.</p>
<p>What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?</p>	<p>CSD prioritizes and recognizes the value in our most experienced staff in working with marginalized populations. Efforts to monitor this are done regularly through data driven decisions partnered with tiered interventions and target support.</p>
<p>How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>Implementation of Tier 2 behavior supports. The goal of Tier 2 behavior supports is to keep kids in the classroom. We use our EA staff to push in classroom support during core instruction for our SPED and ELD population. In an unstructured environment (ex: physical education) there is an extra support staff pushed in to help in the classes with high behavior needs. Using tiered supports (and utilizing our school counselor) we work with students individually to change behavior. The foundation of decisions made for consequences come from trauma informed practices and trying to understand the reason for the behavior vs just the consequence.</p>

<p>How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?</p>	<p>CSD prioritizes professional learning through staff input and survey, partnered with district vision, goals, and strategic plan for improvement. As we continue to move forward in our strategies that best serve our students we also continue to provide updated professional learning for our staff.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>Effort has been made to align evaluation rubrics with best practice and teaching standards. These strategies allow for aligned evaluation practices partnered with clear and formative feedback measures.</p>
<p>What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?</p>	<p>We run academic and attendance reports weekly and reach out to students who are failing classes and are below 90% regular attendance; and then call parents of failing students so that they can take advantage of Wednesday after school help to get caught up on failing grades. We run a bus after school for Wednesday academic support for those students who do not have transportation to and from school. We also have a designated academic time offered four days per week where students can work on homework, or go to a teacher who can assist in the area they are struggling with.</p>
<p>How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?</p>	<p>Pre-school and K-12 are provided with team time to prepare and inform articulation as students transition from each grade and school. These planned articulation meetings and conversations are prioritized and calendared in the district school year calendar. School teams continue to evolve and therefore it is necessary to continue these conversations around how to best support smooth transitions for both students and staff.</p> <p>As new curriculum adoptions are navigated, schools consider the grade level alignment and vertical articulation related to curriculum decisions, which has been noticed through aligned decision making K-12.</p>

<p>Integrated Planning &amp; Budget Template ▪ The plan must cover four years, with a two year budget, and include outcomes, strategies and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.</p>	
<ul style="list-style-type: none"> <li>▪ Equity lens utilized</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Community engagement artifacts</li> </ul>	
<ul style="list-style-type: none"> <li>▪ DRAFT Longitudinal Performance Growth Targets and any optional metrics</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Affirmation of Tribal Consultation</li> </ul>	<p>Not required due to &lt;\$40K / 50% students</p>
<p><b>Assurances</b></p>	
<p>The applicant provides assurance that they 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.</p>	