CRESWELL SCHOOL DISTRICT 40
ONE TEAM, ONE DREAM

2025-27 Integrated Application

Applicant Name: Creswell School District 40

NEEDS ASSESSMENT SUMMARY
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 key stakeholders from across the Creswell School District, including, but not limited to, administrators, teachers, counselors, and community representatives. This diverse team ensured comprehensive insights into the educational needs of our students.

The needs assessment process involved a thorough review of multiple data sources to identify trends and priorities. We conducted a detailed analysis of state and local data, including the Oregon Department of Education (ODE) reports, demographic studies, student achievement data, and feedback from community surveys. Additionally, we specifically focused on Career and Technical Education (CTE) data to assess participation rates and demographic breakdowns.

Key data sources reviewed included:

- Oregon Department of Education reports on student achievement and demographic trends.
- Local demographic studies and community surveys conducted by Creswell School District.
- Comprehensive review of CTE participation data, including breakdowns by gender and Special Education status.

Through our needs assessment process, several trends became apparent. Across all student groups, there is a growing need for enhanced support in academic enrichment and career preparation. Specifically, we noticed disparities in CTE participation, with underrepresentation of female students and those in Special Education programs. This data highlighted a critical area requiring targeted intervention to ensure equitable access and opportunities for all students.

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

- Enhanced resources and support for academic enrichment programs to address identified learning gaps.
- Specific initiatives to increase female student participation in CTE programs, including outreach programs and mentorship opportunities.
- Collaborative efforts with Lane CTE to implement regional strategies aimed at improving access and participation among students in Special Education.

Furthermore, our partnership with the Educational Service District (ESD) facilitated a comprehensive data dive into CTE metrics, confirming the need for focused regional support. Moving forward, these insights will guide our strategic decisions and resource allocations to better meet the diverse educational needs of our students.

In conclusion, our needs assessment process has been instrumental in shaping our educational priorities and budget allocations. By leveraging state and local data, particularly in CTE, we are committed to fostering a more inclusive and supportive learning environment for all students within the Creswell School District.

EQUITY ADVANCED
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 our planning and budgeting process by intentionally examining student outcome data, identifying disparities, and ensuring resources are allocated to support historically underserved groups. This process included collaboration with stakeholders, including families, staff, and community partners, to better understand the unique barriers faced by our students.

We prioritized students in Special Education, emerging bilingual students, and economically disadvantaged students in our planning process because data consistently shows achievement gaps and lower participation rates in key programs, including Career and Technical Education (CTE).

The following outcomes, strategies, and activities in our district's plan demonstrate our prioritization of these groups of students:

- Expanding targeted academic support services, including tutoring and intervention programs, to address learning gaps.
- Increasing access to CTE programs by partnering with Lane CTE to improve outreach efforts and provide additional support for female students and students in Special Education.

- Providing professional development for staff focused on culturally responsive teaching practices to better meet the needs of diverse learners.
- Implementing family engagement strategies that remove barriers to participation, such as offering translated materials, flexible meeting times, and targeted outreach to ensure families are informed and involved in their child's education.

By aligning our resources and strategies with identified student needs, we are committed to fostering an inclusive environment where every student has the opportunity to thrive.

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 student groups, we plan on offering targeted professional development for teachers, staff, and administrators throughout the 2025-2027 biennium.

This professional development will include training on culturally responsive teaching practices to ensure educators are equipped to support diverse learners. Staff will also engage in trauma-informed care training to better understand and respond to students' social-emotional needs. Additionally, professional development focused on inclusive instructional strategies will be provided to support Special Education students, emerging bilingual students, and students from economically disadvantaged backgrounds.

To strengthen academic outcomes, staff will participate in data-driven instructional practices training, enabling educators to identify learning gaps and implement effective interventions. Furthermore, our partnership with Lane CTE will include specialized training to expand equitable access to CTE programs, with a focus on increasing participation among female students and students in Special Education.

By investing in these professional development opportunities, we aim to equip our staff with the tools and knowledge needed to create an inclusive, supportive, and effective learning environment for all students.

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

To ensure the inclusion of children and youth navigating houselessness in all programs and activities, Creswell School District has established policies and procedures that prioritize equity, access, and support.

Our district's overarching strategy includes implementing and expanding a Multi-Tiered System of Support (MTSS) that addresses academic, behavioral, and mental health needs. This system allows us to monitor data specifically focused on focal groups, including students experiencing houselessness, ensuring their needs are met without stigma or segregation.

We have a dedicated McKinney-Vento liaison who works alongside our rural McKinney-Vento specialist through 15th Night to provide immediate support and connect families to essential services. Additionally, our Family Resource Coordinator plays a vital role in guiding families to community resources.

Creswell School District leverages Title I set-aside funds, American Rescue Plan Homeless Children and Youth (ARP-HCY) funds, and generous local donations to ensure students experiencing homelessness have equitable access to educational opportunities. These resources support essentials such as transportation, school supplies, and extracurricular participation.

Our counseling and administrative teams are also key partners in this effort, providing individualized, confidential support to maintain trusted relationships with families. By combining these resources with strong partnerships through 15th Night, Connected Lane County, and United Way, we create a network of care that ensures students experiencing homelessness feel supported and fully included in all aspects of their education.

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

Creswell School District is committed to ensuring equitable access for all students in Career and Technical Education (CTE) programs, particularly those historically dominated by a single gender.

Through our Lane ESD CTE Consortium, we are supported by female leadership and representation in the Construction/Manufacturing career learning area via HOPE Factory. This partnership also helps recruit industry professionals who reflect non-dominant gender representation in these fields, providing students with relatable role models and breaking down traditional stereotypes.

To promote inclusivity, we have implemented several strategies:

- Intentional guidance counseling and forecasting to encourage students to explore non-traditional career pathways.

- Targeted student outreach, with special consideration for historically marginalized populations, supported by marketing materials available in Spanish.
- Career guidance efforts that emphasize recruitment in non-traditional CTE programs.
- Collaboration with CTE Program Leads and our Youth Transition Program (YTP) Specialist to connect students with appropriate resources and opportunities.

All incoming 9th-grade students are enrolled in a career exploration course, giving them hands-on experience in Health Occupations, Construction, Graphic Design/Visual Arts, and Business Administration — ensuring all students are exposed to a variety of career fields.

Additionally, students are actively recruited for non-traditional field trips, and parents/guardians are encouraged to participate in information sessions to learn about career pathways. These combined efforts, alongside data tracking to ensure equitable practices, reflect our ongoing commitment to increasing diverse participation in CTE programs.

WELL-ROUNDED EDUCATION
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 updated our Program Review Tool as follows:

We are no longer relying solely on traditional literacy intervention strategies but have shifted to a more comprehensive, evidence-based approach that aligns with Oregon's Early Literacy Framework. This includes reducing the use of isolated skill practice and instead integrating literacy development across content areas to support real-world application of reading and writing skills.

We have started to implement structured literacy practices, including explicit phonics instruction and targeted small-group interventions designed to support foundational reading skills. Additionally, we have increased professional development for staff to ensure consistent implementation of these strategies across all grade levels.

We continue to prioritize early identification and intervention for students at risk of falling behind in literacy. This includes maintaining our use of universal screening tools, progress monitoring systems, and data-driven instructional planning to provide timely support for students who need it most.

These updates reflect our commitment to aligning with Oregon's Early Literacy Framework and improving literacy outcomes for all students.

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)

Creswell School District (CSD) ensures curriculum design and adopted materials align with state and national standards through a comprehensive and collaborative review process.

CSD has participated in an engaged curriculum adoption process in which teachers and administrators from across the district collaboratively reviewed curriculum options for English Language Arts (ELA), Science, and Math. We are also in the process of adopting a Health curriculum. This process focused on aligning K-12 learning objectives to the Common Core State Standards, ensuring a clear scope and sequence that supports student learning at each grade level.

To further enhance instructional support, CSD adopted both basal and supplemental resources that align with these standards. These materials are intentionally selected to meet the diverse needs of students, including English Language Development (ELD) and Special Education.

In upcoming years, CSD will apply the same thorough adoption process for Science and Health curricula. This process will emphasize vertical alignment to ensure consistency and continuity in student learning from elementary through high school.

Additionally, our district supports educators with ongoing professional development to effectively implement adopted curriculum, ensuring instructional strategies remain aligned with best practices and current standards.

This intentional approach helps CSD maintain a clear, standards-aligned framework that promotes equitable access to high-quality learning for all students.

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

Our system prioritizes a multi-faceted approach to ensure well-rounded, intentional, engaging, and challenging classroom instruction. K-12 Professional Learning Communities (PLCs) form the core, meeting weekly to analyze student data and refine instructional strategies. Teachers collaboratively review lesson effectiveness, focusing on differentiation and accessibility for all learners.

This process is further strengthened by twice-yearly cross-grade collaboration, particularly between transition grades (5th/6th, 8th/9th), ensuring seamless academic progression. We employ a data-driven cycle of inquiry: analyze student work, identify learning gaps, and adjust instruction accordingly.

Furthermore, we emphasize the integration of diverse learning modalities and encourage the use of technology to enhance engagement. Regular curriculum reviews, aligned with state standards, ensure content is both rigorous and relevant. Ongoing professional development supports teachers in implementing best practices, fostering a culture of continuous improvement and student-centered learning.

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)

We foster a safe and welcoming environment through proactive engagement and inclusive practices. Our contracted engagement specialist plays a crucial role in facilitating open communication and building trust between students, families, and community members. We prioritize diverse representation in all engagement initiatives, ensuring a wide range of voices are heard and valued.

"Rules of engagement" are established to promote respectful dialogue and ensure equitable participation. We create diverse working groups, reflecting the community's demographics, to address safety concerns comprehensively. These groups collaborate to develop and implement strategies focused on prevention, intervention, and support.

We actively promote a drug-free, gang-free, and violence-free environment through educational programs, awareness campaigns, and partnerships with local law enforcement and community organizations. We emphasize social-emotional learning to equip students with the skills to resolve conflicts peacefully and build positive relationships. Regular communication channels, including parent meetings and school newsletters, keep stakeholders informed and engaged in creating a safe and supportive learning environment.

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

CSD ensures strong library programs through a multi-tiered approach. Our consortium with Lane County districts and the Lane ESD provides crucial support, including professional development,

resource curation, and technical assistance for our library systems. This partnership ensures our libraries remain current and effective.

Each CSD school benefits from dedicated library aides, fostering a welcoming and supportive environment. Budget allocations allow for the acquisition of relevant and engaging materials, ensuring diverse collections. Elementary students at CES enjoy scheduled library time, incorporating read-alouds and book checkout, cultivating early literacy.

We extend learning beyond school walls by partnering with local libraries, bringing in enriching activities and connecting students to community resources. At Creslane and CMS, participation in the Oregon Battle of the Books (OBOB) encourages reading comprehension and teamwork, fostering a competitive spirit and love for literature. This combination of dedicated staff, robust resources, and community partnerships ensures students have access to vibrant and impactful library programs.

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

Our interventions for students experiencing depression, anxiety, stress, and dysregulation include a multi-tiered system of support (MTSS) incorporating social-emotional learning (SEL) curriculum, access to school counselors, and partnerships with community mental health providers. We also offer targeted interventions like mindfulness exercises, coping skills training, and individual counseling sessions.

We monitor intervention effectiveness through a combination of quantitative and qualitative data. Quantitatively, we track student attendance, academic performance, and behavior referrals. We utilize standardized assessments, such as the DESSA-Second Edition, to measure social-emotional growth. Student self-report surveys and teacher observations provide valuable qualitative insights into emotional well-being and behavioral changes.

Regular meetings between counselors, teachers, and administrators allow for collaborative data review and intervention adjustments. We maintain consistent communication with families, sharing progress updates and gathering feedback. Data analysis informs our decision-making, ensuring interventions are responsive and effective. This data-driven approach allows us to identify students who require additional support and tailor interventions to their specific needs.

> **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)**

CSD utilizes I-Ready district-wide to pinpoint student needs in reading and math, providing a data-driven foundation for intervention. "WIN" (What I Need) time is integrated into all school schedules, offering targeted support for struggling learners. Intervention blocks are built into master schedules, ensuring consistent support during the school day. After-school student support time further extends learning opportunities.

For students exceeding standards, especially focal student groups, we offer differentiated instruction within the classroom and enrichment opportunities. At CMS, teachers use data to identify students ready for advanced placement, allowing them to progress to higher-level courses in Language Arts and Math. Talented and Gifted (TAG) students are provided with specialized opportunities, including field trips and a dedicated TAG elective, fostering intellectual curiosity and advanced learning.

This tiered system ensures that all students, regardless of their performance level, receive tailored support. Regular data analysis and collaboration between teachers, counselors, and administrators enable us to effectively monitor student progress and adjust interventions as needed. We strive to create a learning environment where all students can reach their full potential.

> **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)**

Since we are not currently planning to develop a new CTE Program of Study, we are focusing on enhancing and expanding our existing CTE offerings. This involves strengthening industry partnerships, updating equipment and technology, and providing ongoing professional development for our CTE instructors.

We are committed to ensuring our current CTE programs remain relevant and aligned with industry standards, preparing students for successful careers and post-secondary opportunities. This includes regularly reviewing curriculum, incorporating feedback from industry partners, and analyzing labor market data to identify emerging trends and in-demand skills.

While a new program is not in development, we are actively exploring potential future programs based on community needs and student interest. This exploratory phase includes conducting feasibility studies, engaging with local businesses, and assessing resource availability. We remain

flexible and responsive to the evolving needs of our students and the local economy, and will revisit the possibility of new CTE programs in the future.

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

CSD offers diverse CTE work-based learning (WBL) experiences. The CHS Bulldog Cafe and student snack shack provide hands-on business experience. The HOSA Club organizes blood drives, fostering healthcare skills. FBLA and HOSA students participate in regional and state competitions, engaging in real-world simulations.

We connect students with industry through career and hiring expos, job shadowing, and guest speakers. Partnerships with community members open doors to WBL opportunities. We are expanding equitable access by providing transportation, clothing, and equipment as needed. We're developing "pre" WBL experiences to prepare all students, and offering individualized guidance in identifying meaningful placements.

Our Lane ESD CTE Consortium partnership is crucial. We are developing classroom workplace simulations and participating in the "Real World" program, fostering industry-connected project-based learning. We actively engage with local employers in each CTE pathway and collaborate with Lane ESD on projects like Sheds of Hope and Pathways Career Expos. We hold regular meetings with local employers to continue to expand our partnerships.

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)

Yes, our students have ample opportunities to earn CTE college credit while in high school. We leverage College Now opportunities across all CTE career learning areas through partnerships with Lane Community College and other community colleges statewide.

With support from Lane ESD, we also provide access to alternative dual credit certification options, such as the Lane Regional Promise. Through the Lane Career Academy, students can earn up to 12 Lane CC credits in Construction/Manufacturing.

Furthermore, CHS boasts 30 classes articulated with LCC and Oregon Promise (OIT and Western Oregon), with 10 additional dual credit courses pending. CHS also offers 6 Advanced Placement (AP)

classes. These opportunities challenge students to demonstrate high-level learning and integrate career pathway knowledge, providing a robust pathway to post-secondary success.

ENGAGED COMMUNITY
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, we've significantly enhanced community engagement. We've implemented regular, bilingual family nights and workshops focused on academic support and social-emotional learning, prioritizing accessibility for focal student families. We've increased the use of digital communication platforms, including social media and a user-friendly website, to share information and gather feedback.

We've also established student-led advisory groups to ensure student voice is central to decision-making. Staff engagement has been strengthened through regular feedback surveys and professional development opportunities focused on cultural competency and inclusive practices. These engagements prioritized focal students by directly addressing their unique needs and concerns, and created safe spaces for families to share their experiences.

Despite these improvements, barriers remain. Limited transportation and childcare still hinder some families' participation. Language barriers persist, requiring ongoing efforts to provide translation and interpretation services. Additionally, varying levels of digital literacy present challenges for some community members. We are committed to addressing these barriers through continued outreach, resource provision, and ongoing evaluation of our engagement strategies.

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 _____

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)

We employed two key strategies to engage focal students and families during the integrated plan's development. Firstly, we held targeted focus group sessions. These sessions, facilitated by our engagement specialist and bilingual staff, provided a safe space for open dialogue. We specifically invited focal student groups and their families, ensuring diverse perspectives were represented. These groups discussed their academic needs, social-emotional well-being, and barriers to success, directly informing the plan's goals and strategies.

Secondly, we utilized online surveys and feedback forms, translated into multiple languages, to reach a broader audience. These surveys were distributed through school newsletters, social media, and community partnerships. We focused on gathering input on specific plan components, like intervention strategies and CTE program development. We also partnered with community liaisons to conduct outreach to families who may have limited access to technology, ensuring equitable participation. This multi-faceted approach allowed us to gather valuable insights and create a plan that truly reflects the needs of our focal students and families.

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)

We engaged both classified and certified staff in the integrated plan's development through two primary strategies. Firstly, we conducted a series of dedicated staff meetings and workshops. These sessions, held during professional development time, provided a platform for open discussion and feedback. We ensured representation from all departments and schools, allowing for diverse perspectives. These meetings focused on reviewing data, discussing proposed strategies, and providing opportunities for staff to contribute their expertise and suggestions.

Secondly, we implemented an online feedback system. This platform allowed staff to review draft sections of the plan and provide written comments and suggestions at their convenience. This ensured that even those unable to attend meetings could contribute. We also created specialized committees comprised of both classified and certified staff to focus on specific areas of the integrated plan, such as intervention strategies and CTE program development. This collaborative approach fostered a sense of ownership and ensured that the plan reflected the collective expertise and needs of our staff.

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5. Explain the artifacts submitted and include who was engaged and the learning from these artifacts. (250 words)

[Artifact 1](), a Staff Engagement Interview conducted by Western Regional Educator Network (WREN), used qualitative Empathy Interviews to assess staff perspectives. Key strengths included resource accessibility, relationship building, and collaboration, while areas for growth centered on student engagement, coordination, and parent involvement.

[Artifact 2](), a Needs Survey, collected feedback from students, staff, families, and community stakeholders regarding CSD's progress in alignment with its Continuous Improvement Plan. This data provided critical insights into investment effectiveness and district performance.

[Artifact 3](), the Community Engagement Café, brought together a diverse group of stakeholders, including parents, staff, board members, and students. The discussion focused on graduation rates, academic achievement, and attendance trends at Creslane Elementary and Creswell Middle School, allowing participants to identify trends and propose solutions.

[Artifact 4,]() the Creswell CTE Survey Questionnaire, gathered input from CHS students, families, and staff to guide the development of the new CTE building. Responses highlighted student interest in expanding offerings in mechanics, engineering, culinary arts, and digital fabrication.

[Artifact 5](), an in-person Community Engagement event, provided an opportunity for stakeholders to review survey findings and offer feedback on the CTE facility design and course offerings. Attended

by staff, students, board members, and local business owners, the event reinforced alignment between community priorities and CTE initiatives.

OUTCOME OF ENGAGEMENT
7. 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)

Through our comprehensive community engagement, we learned the importance of prioritizing social-emotional well-being alongside academic achievement. Students and families emphasized the need for accessible mental health support and safe, inclusive learning environments. Staff highlighted the necessity for increased cultural competency training and resources to address diverse student needs.

This feedback directly informed our planning in several ways. Firstly, we integrated a robust social-emotional learning (SEL) curriculum into our intervention strategies, ensuring students develop essential coping skills. Secondly, we expanded access to school counselors and partnered with community mental health providers to offer on-site support. Thirdly, we increased professional development opportunities for staff, focusing on culturally responsive teaching and trauma-informed practices.

We also learned the value of clear, consistent communication. We implemented a multi-channel communication strategy, including bilingual newsletters and social media updates, to keep families informed and engaged. Finally, feedback regarding CTE pathway interests led to the expansion of workplace simulations and industry partnerships. These outcomes demonstrate how community and staff input directly shaped our integrated plan, ensuring it addresses the specific needs of our students and community.

STRENGTHENED SYSTEMS AND CAPACITY
What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?(250 words)

CSD employs a multi-faceted approach to recruit, onboard, and retain quality educators. We post on diverse platforms and partner with universities to attract qualified professionals, with a focus on

representation of student focal groups. Our equitable hiring process prioritizes candidates with relevant experience and qualifications.

Onboarding includes a comprehensive Welcome Training and mentor teacher pairings for new certified staff. Retention strategies include competitive compensation, professional development opportunities, and a supportive work environment. We partner with our local ESD to recruit diverse candidates.

To ensure focal students are taught by effective, highly qualified teachers, we utilize data-driven decisions and tiered interventions. We prioritize experienced staff for marginalized populations and regularly monitor their effectiveness through student performance data, teacher evaluations, and feedback from stakeholders. We strategically assign teachers based on their expertise and experience, ensuring equitable access to high-quality instruction. We also provide ongoing professional development focused on culturally responsive teaching and effective strategies for supporting diverse learners. This ensures all students, including focal groups, consistently receive excellent instruction.

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

CSD employs a systematic approach to analyze disciplinary data, prioritizing equity and understanding root causes. We utilize our student information system to track and disaggregate disciplinary referrals, suspensions, and expulsions by focal groups, including race, ethnicity, disability, and English language learner status. This allows us to identify disparities and patterns.

Our analysis involves regular reviews of data by school administrators, counselors, and behavior support teams. We examine trends in disciplinary actions, considering factors such as time of day, location, and specific behaviors. We prioritize understanding the "why" behind student behavior, adopting trauma-informed practices.

We implement Tier 2 behavior supports, utilizing educational assistants to provide in-classroom support during core instruction and unstructured environments, especially for SPED and ELD students. Individualized interventions, facilitated by counselors, address underlying behavioral challenges. We strive to keep students in the classroom, focusing on restorative practices and positive behavioral interventions.

Data analysis informs our professional development, ensuring staff are equipped to support diverse student needs. We use this information to adjust our behavior support systems and create a more equitable and supportive learning environment.

> **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)**

CSD offers comprehensive career exploration and development across grade bands. In middle school, students utilize Career Information Systems (CIS) for initial exploration and can join HOSA and FBLA clubs. 8th graders attend a Lane County Career Expo and an 8th Grade Parent Night, which highlights CTE offerings.

At CHS, students continue using CIS and develop Personal Education Plans (PEPs). Counselors and CTE teachers provide individual and group guidance on CTE programs. Pathways Academic Planning documents guide students through CTE programs, including dual credit opportunities with Lane Community College (LCC). Students participate in career and hiring expos, job shadows, and guest speaker presentations.

Our district partners with industry through GroupTrail, connecting classrooms with professionals for presentations and project support. Students engage in regional events like SLICE, Fire School, MedSplash, and Youth Trades Academy, and LCC events like Hands-on Career Day and Diesel Day. Educator Externships provide teachers with industry insights.

We offer BOLI Lane Pre-Apprenticeship Programs in Construction Trades (PACT) and Manufacturing (PAM). Information is shared through parent nights, individual counseling, and online platforms. We ensure students and parents are aware of CTE opportunities, dual credit options, and career-connected learning experiences.

EARLY LITERACY INTERVENTION
1. What is the name of the funding source for the 25% match for early literacy?

The District General fund is the funding source for the 25% match for early literacy.

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

ODE can significantly support our continuous improvement process by providing targeted professional development opportunities. Specifically, workshops and training focused on data analysis, equity-centered practices, and effective intervention strategies would be invaluable.

Regular access to up-to-date resources and best practices, through online platforms and regional workshops, would also enhance our efforts. ODE could facilitate networking opportunities with other districts, allowing us to share successful strategies and learn from each other's experiences.

Furthermore, ODE could provide technical assistance in developing and implementing robust data collection and analysis systems. This support would ensure we are effectively monitoring student progress and making data-driven decisions.

Offering grant opportunities specifically designed to support continuous improvement initiatives would provide vital financial resources. Additionally, feedback and guidance on our integrated plan, through regular check-ins and evaluations, would ensure alignment with state standards and best practices. By providing these supports, ODE can empower our district to effectively implement and sustain a culture of continuous improvement, ultimately benefiting our students.

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

Our integrated plan, spanning the next four years, focuses on fostering a holistic educational environment that prioritizes student well-being, academic excellence, and career readiness. We aim to achieve this through a multi-tiered system of support (MTSS), robust CTE pathways, and enhanced community engagement.

Our rationale for this approach stems from our needs assessment, which highlighted the need for improved social-emotional support, increased academic achievement across all focal groups, and expanded CTE opportunities. We believe a comprehensive approach, integrating academic, social-emotional, and career development, will best serve our students.

Our vision is to create a learning community where every student feels valued, supported, and empowered to reach their full potential. We will achieve this by strengthening our MTSS framework, providing targeted interventions, and fostering a culture of inclusivity.

Regarding CTE, our plan addresses the need for expanded work-based learning experiences, increased dual credit opportunities, and alignment with regional industry demands. We will achieve this through strengthened partnerships with local businesses, Lane Community College, and Lane ESD, and by providing access to industry-recognized certifications.

These efforts directly address our co-developed Local Performance Growth Targets (LPGTs). For example, our focus on social-emotional learning and positive behavior interventions will improve student attendance and reduce disciplinary referrals, directly aligning with our LPGT for student well-being. Our expansion of CTE programs and dual credit opportunities will increase postsecondary readiness, addressing our LPGT for career and college preparedness.

Our plan addresses both strengths and areas for growth. We build on our existing strengths, such as strong community partnerships and dedicated staff, while addressing areas for growth identified in our needs assessment. For example, our data-driven approach allows us to identify and address disparities in student achievement. Our focus on cultural competency training ensures that all staff are equipped to support diverse learners.

Ultimately, we are committed to creating a supportive and equitable learning environment where all students can thrive. This plan provides a roadmap for achieving our vision and ensuring our students are prepared for success in college, career, and life.

ATTACHMENTS COMPLETING YOUR SUBMISSION

- Integrated Planning & Budget Template
- Equity Lens Utilized
- Community Engagement Artifacts
- Board Meeting Minutes

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 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.

AFTER APPLICATION SUBMISSION

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Bethany Scovil

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