

Needs Assessment Summary

Aligning for Student Success (AFSS)

Needs Assessment Summary

Winter, 2023

We started our needs assessment with evening community meetings at each of our schools. Each school principal led participants through exercises to determine what things we were doing in our schools that were working and could use improvement. They then asked for suggestions on things we could add to our current programming to make our systems better. Next, we created surveys for community members, families, staff, and students to gather their input. Data from our focal groups was examined to ensure we were examining their specific needs. Community partner and CTE program conversations were held next. The next thing we looked at was historical data, disaggregated by groups, in the areas of graduation and completer rates, attendance, 9th grade on track data, and 3rd grade English Language Arts SBAC results. Our AFSS team gathered all data and identified trends and potential areas of focus. We considered the recommendations of the Quality Education Model, as required. We then created preliminary areas of focus for our funding. We examined current uses of our funding sources and how closely they matched our preliminary areas. We then looked at our focal groups to determine how we could better ensure equitable access to the programs and activities that would be a part of our final plan. We then sought input on our preliminary areas of focus from our groups and made final alterations to arrive at our goals for our programs. One interesting thing that arose from our data was the fact that, in some areas, our combined disadvantaged student group outperformed our total students, which suggests we are providing good supports on the whole to our disadvantaged students. The one persistently low sub-group that we have is students with disabilities. In three of the five data areas we examined (3rd year ELA SBAC results, 4 year graduation rates, and 5 year completer rates) students with disabilities lag far behind other groups. While we will continue with our focus on all focal groups, students with disabilities is deserving of extra attention.

Throughout the process we remained committed to celebrating the good things that arose from our needs assessment while being determined to address areas of improvement. Our needs assessment results are very similar to previous input we have received and we believe we have been very responsive to input from all groups. Our plan is written based on the information we gathered in our needs assessment and, we believe, addresses both areas of strength and weakness, continuing programs that are deemed successful and altering or replacing programs that are not deemed successful.

Plan Summary

Aligning for Student Success (AFSS)

Plan Summary

Winter, 2023

Our plan focuses on the following identified areas from our needs assessment:

- Create new after school clubs, elementary sports programs and summer school offerings to meet student needs.
- Create new school programs and courses at all levels (k-5, 5-8, 9-12) based on student interest.
- Decrease incident reports of bullying and harassment.
- Families indicate improved connection to school and communication with school via survey data.
- Students with disabilities will see an increase on SBAC ELA and Math scores of 5% each year.
- Graduation rates will improve 4% each year.
- Student participation (including focal groups) in activities, athletics, and academic offerings will increase by 3% each year.

Our plan includes a variety of personnel to address these needs, including a graduation coach, a PBIS coordinator, a school psychologist, a .20 district administrator, a .20 district athletic director, a .6 district resource officer, 6.25 certified instructors, 2.75 instructional assistants, and three library/media techs. The additional staffing will allow us to provide more offerings to students, teach skills to reduce bullying and harassment, increase student participation in activities, provide oversight and direction in the pursuit of addressing our needs and improve student performance, with a focus on graduation rates and students with disabilities. It is important to note that we have many other funding sources supporting our work, including IDEA, Titles I, II, and IV, ESSER, and general funds. An example of how that impacts our plan is in the area of improving the performance of students with disabilities. In our plan we only list one strategy, however, that is because only this strategy will use funding from the sources in our plan. The majority of the funding will come from IDEA and Title funds as we look to improve the instruction and analysis of data in our special education programs, and work with classroom teachers on effectively implementing accommodations and modifications. Also of note, several of our strategies address multiple outcomes. For example, our student resource officer is listed under strategy 3, however, he will help us with several other strategies. Guidance we were given was to only list an activity under one strategy and not list it under several strategies. This makes our plan look thinner than it really is. Many of our strategies will be sharing activities to make them much more robust than they look on paper.

Each of our strategies lends itself to monitoring of progress and are written with the indicator of progress listed. Three have specific percentage yearly increases, while the others are measured by increases over current practices. We will be able to closely monitor our progress on each outcome and make necessary changes along the way to ensure progress.

Narrative Prompts

Aligning for Student Success: Integrated Guidance for Six ODE Initiatives

Narrative Sections

Equity Advanced:	250 or less per question
<ul style="list-style-type: none"> What strengths do you see in your district or school in terms of equity and access? 	<p>We have eliminated pay to play requirements for all extra curricular activities to ensure the opportunity to participate is not based on financial means. We use equity questions when any decisions are made that could result in inequities. Our administrative team has been committed to equity for students for several years and works together to look for, and eliminate, potential barriers to equitable access. We have a district-level equity team. All programs are accessible to all students including athletics teams, such as wrestling, where we student participants from two genders.</p>
<ul style="list-style-type: none"> What needs were identified in your district or school in terms of equity and access? 	<p>Our initial focus is on identifying potential barriers for equitable access and learning to use equity questions to examine decisions that are made. It was clear that just assuming things are equitable was not enough, we needed to closely examine decisions that are made and look at the impact on all groups of students, staff, and families. A simplified example is a school dance. In the past we might say all students can attend so it is equitable. Now we would look at things such as transportation, price, social status, supervision, behavior status, etc. before finalizing plans to have a dance.</p>
<ul style="list-style-type: none"> Upload your equity lens or tool. Describe how you used in in your planning. 	<p>All buildings, including the district office, have equity “tents” which have our three guiding questions: (Which student groups are affected? What are the potential unintended consequences? And What are the barriers and how can we reduce/eliminate them for a more equitable outcome?) Staff members used these questions when making decisions to ensure we are looking at potential inequities and how to address them. It was no different in our planning process. As we created our outcomes, strategies, and activities we used our questions to address equity.</p>
<ul style="list-style-type: none"> Describe the potential academic impact for all students and focal student groups based on your use of funds in your plan. 	<p>Having more opportunities for all students while removing barriers that might keep a student from participating will result in a more meaningful and well-rounded education for all students. We are</p>

	<p>taking the time to listen to students from all groups and creating programs based on their interests. Things like robotics, coding, woods, metals, and financial math were created due to our students telling us they wanted them. Part of our attendance and academic problems can be attributed to not offering enough things students are interested. With the increased variety of options we have we will have a better chance to hook students on school. Our funds are also used to provide extra supports for students who might be struggling to more quickly identify the reasons for their struggles and find appropriate interventions. Another area of focus is behavior and social emotional supports. The more regulated our students are the better they will be able to focus and learn.</p>
<ul style="list-style-type: none"> What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal performance growth targets you have drafted, or otherwise experience the support or changes you hope you plan causes? 	<p>One of our main challenges is finding qualified staff who truly understand how to differentiate instruction to the needs of all students. We have turned over 65% of our staff in the last three years, and many of our replacements have not even been through a teaching program. Asking teachers without proper training to increase the performance of our students is a stretch, but we try to provide them with the supports they need to learn and grow as professionals. Our high poverty area provides a barrier to some students who don't always see the value of an education and aren't receiving the family support necessary to be more successful in school. We do the best we can when students are in our buildings but do not control what happens when they leave.</p>
<ul style="list-style-type: none"> 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>We have a homeless liaison who has many years of experience in helping ensure we don't isolate or stigmatize children and youth navigating homelessness. Title I funds are set aside and spent on homeless youth as required by federal law. As part of our equity process, when we make decisions one of the groups we consider the impact on is our homeless group.</p>
<ul style="list-style-type: none"> What strengths do you see in your CTE programs of study in terms of equity and access? 	<p>Our CTE program offerings start freshman year for students. During eighth grade transition, students are made aware of the programs and encouraged to try multiple CTE courses. During our arena scheduling, students can speak with our CTE teachers to help determine if they want to take an intro CTE course.</p>

<ul style="list-style-type: none"> What needs were identified in your CTE programs of study in terms of equity and access? 	<p>One of the needs identified was to start speaking with students about CTE in seventh grade. We also have identified the need for more comprehensive CTE pathways, for students to understand opportunities that could be presented to them at the completion of a pathway.</p>
<ul style="list-style-type: none"> What is your recruitment strategy, and how does it ensure equitable access and participation in CTE programs of study? 	<p>Our recruitment strategy is to have highly engaging and industry standards based CTE programs. To build continued connections with our industry partners that allow students to understand post-secondary opportunities. We also ensure that our graduation coach, counselor, and all staff involved with supporting students with scheduling of classes, know and understand our CTE programs to help students choose which program they would like to take.</p>
<ul style="list-style-type: none"> How will you ensure equal access and participation in your CTE programs of study among focal student groups? How will you ensure there is no discrimination for focal student groups? 	<p>All students have equal access to all of our programs, we meet with individual students continually to discuss students future goals, to analyze their transcripts, and help determine what opportunities they would like to pursue.</p>
Well-Rounded Education:	250 or less per question
<ul style="list-style-type: none"> 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. 	<p>At the elementary level we use the Character Strong program, use daily interventions for math and reading, have STEAM days built into our schedule, and have PE and library. At the middle school level we have all students take drama, German, and crocheting, collaborative curriculum core, keyboarding. We offer band, CTE courses, and Character Strong curriculum. At the high school level we offer block scheduling, four point grade scale, HOUSE teams and are a part of the Oregon Center for High School Success. We have dual certified staff and provide both on site and online options for students to earn college credits while in high school. At all levels we have a strong PBIS program with a district level PBIS coordinator who provides training for staff and students.</p>
<ul style="list-style-type: none"> Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or a separate class? 	<p>Theater, visual arts, music, and media arts are all part of our curricular options. All are available at the high school level, and all but theater are available at the middle and elementary school levels.</p>
<ul style="list-style-type: none"> How do you ensure students have access to strong library programs? 	<p>Elementary – Students attend library bi-weekly (one day is checkout, and one is literacy based,</p>

	Battle of the Books, and book fair. Middle School - Virtual library access, book fair, Battle of the Books. High School – Daily access, English classes teach library skills, Battle of the Books. All libraries are staffed with media techs.
<ul style="list-style-type: none"> How do you ensure students have adequate time to eat, coupled with adequate time for movement and play? 	All students are provided a daily lunch and breakfast period. All students in elementary school have daily recess, and meet the weekly PE minutes requirement. All middle school students meet the weekly PE minutes requirement. All high school students must pass 1 credit of PE to graduate. Teachers are encouraged to include physical activities in their daily lessons to allow students to move.
<ul style="list-style-type: none"> Describe how you incorporate STEAM instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content. 	Elementary – Regularly scheduled STEAM days, Creating science labs, math is adopting project based curriculum. Middle School – STEAM days, cross content meetings, project based activities, CTE courses, woods, small engines, art, cooking, band courses. High school – Science and tech classes offer project based learning daily. Math courses at all levels incorporate mathematical best practices which include critical thinking and inquiry.
<ul style="list-style-type: none"> Describe your process for ensuring the adopted curriculum (core and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards. 	Regular walk-throughs by administrative and district level staff. Lesson plans reviewed. Outside consultants have worked with elementary teachers to create pacing guides aligned to state and national standards. Scope and sequences created at middle and high school levels and are aligned to state and national standards.
<ul style="list-style-type: none"> Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students. 	Frequent administrative and TOSA observations with feedback. Lesson plans reviewed regularly. Purposeful professional development provided. Posted objectives with standards alignment. Instructional practice of the month. Teacher learning walks. Opportunities for teachers to observe other teachers. Student surveys. Success team meetings.
<ul style="list-style-type: none"> How will you support, coordinate, and integrate early childhood education programs? 	Regular meetings with early childhood education programs. Placement and informative meetings coordinated with ECE programs in the spring. Kindergarten round up. Kindergarten readiness prior to beginning of school year. We have good working relationships with our ECE providers including providing space for their programs in our buildings.

<ul style="list-style-type: none"> What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education? 	<p>8th graders visit the high school each year. High school representatives visit our middle schools three times each year to promote programs to 7th and 8th grade students. Transition meetings for students who are on IEP or have behavioral or academic concerns. Freshman orientation day, freshman success class, Gear up. Our freshman on track percentage is over 92%. College visits. Opportunities to earn college credit while still in high school. CTE courses. Graduation coach works with all students on postsecondary options.</p>
<ul style="list-style-type: none"> 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>Data meetings, intervention placement and review meetings. Student success team meetings where all students who have any struggles are discussed and plans are put in place to assist them. Summer school programs. Fastbridge screener 3x per year for math and reading. Special education students receive pull out and push in services tailored to their specific IEP.</p>
<ul style="list-style-type: none"> 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>TAG program, intervention groups focused on the needs of these students, supplementary educational activities.</p>
<ul style="list-style-type: none"> 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 enrolment? 	<p>Through the use of the Oregon CIS program, industry field trips, YTP coordinator, guidance counselor, graduation coach, freshman success classes, and our advisor class.</p>
<ul style="list-style-type: none"> How are you providing equitable work-based learning experiences for students? 	<p>We offer high school credit for students that are working, we coordinate with local businesses to give students opportunities when they are looking for work, and we work with local organizations like Recruit HIPPO to give students more work based experiences.</p>
<ul style="list-style-type: none"> 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>Interdisciplinary and project-based learning, which emphasizes connections between different subjects and allows students to apply their knowledge to real-world problems. With this type of learning it can help students see the relevance of what they are learning and develop critical thinking and problem-solving skills. Through hands-on training and industry partnerships, students can gain practical skills and knowledge that can lead to meaningful employment</p>

	opportunities and/or college based opportunities.
<ul style="list-style-type: none"> What activities will you offer to students that will lead to self-sufficiency in identified careers? 	Using the Oregon CIS program each year of high school, curriculum based activities in our advisor classes, and individual conversations with students about careers.
<ul style="list-style-type: none"> How will you prepare CTE participants for non-traditional fields? 	This is a work in progress but one way to help prepare students for non-traditional fields, is for staff to stay informed of these fields and/or careers to then be able to develop ways of exposing our students to these opportunities.
<ul style="list-style-type: none"> Describe any new CTE programs of study to be developed. 	We do not have any at this time.
Engaged Community:	250 or less per question
<ul style="list-style-type: none"> If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? 	We are a work in progress. We have increased opportunities for parents to respond with onsite meetings at each building and online survey options. We plan to continue to explore options to improve our community engagement and hear from more people. Ensuring that we hear from a bigger variety of voices will be a priority.
<ul style="list-style-type: none"> What relationships and/or partnerships will you cultivate to improve future engagement? 	We partner with the Cow Creek Tribe, Adapt, our local ESD, local business partners, Umpqua Community College. We are always open to working with any organization that can help us improve the education we provide our students.
<ul style="list-style-type: none"> What resources would enhance your engagement efforts? How can ODE support your continuous improvement process? 	Hearing about what other schools/districts are doing would be helpful. There are probably a lot of good ideas out there that we haven't thought of. It is difficult to get people into our buildings to provide input so any ideas about how to engage people outside of our buildings would always be helpful.
<ul style="list-style-type: none"> How do you ensure community members and partners experience a safe and welcoming educational environment? 	Our buildings work hard to be welcoming to community members and partners. As with most schools, safety is a priority in our schools. We have single entrance buildings and key cards for all doors to limit access to buildings. All visitors are required to go to the main office first to both ensure safety and provide information and support to the visitor to ensure their success and make them feel welcome.
<ul style="list-style-type: none"> If you sponsor a public charter school, describe their participation in the planning and development of your plan. 	Not applicable
<ul style="list-style-type: none"> Who was engaged in any aspect of your planning process under this guidance? 	Students from all student groups Families, including those experiencing poverty

	<p>Licensed staff Classified staff Administrative Staff Tribal partners Community partners CTE Regional coordinators Community leaders School volunteers McKinney Vento coordinator Equity team Union leadership</p>
<ul style="list-style-type: none"> How were they engaged? 	<p>Surveys Collaborative design sessions Round table discussions Website Newsletters Social Media Partnering with unions Partnering with tribal partners One on one conversations</p>
Evidence of Engagement	<p>Choose top five artifacts, answer the prompts, 250 words or less on each</p>
<ul style="list-style-type: none"> Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community? 	<p>Artifact 1 are our family survey questions. We chose them as the demonstrate the type of feedback we requested and the responses we received. Artifact 2 are student responses to their survey split into two groups to compare the experiences of our white students with our focal groups. It was helpful to look for differences in the student experiences so we could address those differences. Artifact 3 are posters from our family engagement night at Coffenberry MS. They demonstrate the level of parent and community engagement and the areas in which we asked for input. Artifact 4 is an example of how family engagement nights were advertised and how many people attended. These demonstrate our commitment to ensuring people knew about these events and the typical number of attendees we had, which was higher than when we did these four years ago. Artifact 5 is a listing of all the feedback we received at our family engagement nights. This information was an important part of our analysis of which areas of focus we should have for our plan. All of our artifacts demonstrate our commitment to</p>

	receiving input and using the input we received while creating our plan.
<ul style="list-style-type: none"> 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. 	We used surveys, community engagement events, and one-on-one meetings for these groups. These were chosen as they were determined to be the most effective for our situation. We believe these strategies were at both levels 2 and 3 of the levels of community engagement spectrum, with our surveys and one-on-one meetings being at level 2, while our community engagement nights, held at each school, being at level 3.
<ul style="list-style-type: none"> Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the community engagement spectrum these fell on. 	All staff were asked to complete a survey. Staff were also engaged in building-wide conversations. These strategies were used as they were determined to be the most effective for our situation. We believe our strategies are on level 2 of the levels of community engagement spectrum.
<ul style="list-style-type: none"> Describe and distill what you learned from you community and staff. How did you apply that input to inform your planning? 	As with previous community and staff engagement activities the main desires are to increase the types of course offerings we have for students and increase before and after school options for students. As we have been since we started getting SIA funds we are acting on that input to both increase offerings and to decrease barriers students have to accessing those opportunities. We continue remain responsive to our community and staff input and use it as the main driver of our planning.
<ul style="list-style-type: none"> How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students? 	This is accomplished through many methods that leverage our current programs and relationships with businesses. We have industry partners, alumni boards, and specific staff that develop potential partnerships that can and do lead to work based learning opportunities.
Affirmation of Tribal Consultation	I don't believe we meet the requirements for this.
Strengthening Systems and Capacity	250 or less per question
<ul style="list-style-type: none"> How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of your student focal groups? 	We attend job fairs and post our openings on multiple sites. Unfortunately, in the past few years, we rarely get multiple qualified candidates for our openings. We have had to issue emergency licenses to instructional assistants and place them in classrooms as teachers due to our inability to find qualified, licensed instructors for our classrooms. Our main concern is finding

	<p>teachers to be in our classrooms and we don't have the luxury of being discerning. Multiple times in the past few years we have posted jobs and had no applicants. We do provide mentor and TOSA support, and multiple professional development to our teachers to help them develop into higher quality educators.</p>
<ul style="list-style-type: none"> 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>We have two main sub groups, economically disadvantaged and students with disabilities. Our economically disadvantaged students outperform our students as a whole, but our students with disabilities lag far behind. We have increased district support by hiring two TOSA, and a school psychologist to support teaching and administrative staff. We provide stipends to teachers who work in special education to incentivize hiring and retention. Again, we have great difficulty finding special education teachers and often have long term subs in place, especially in our developmental learning centers. While we would love to have the ability to be more discerning we do the best we can to ensure we have teachers in our classrooms and do our best to support what we have.</p>
<ul style="list-style-type: none"> How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups? 	<p>We have moved to restorative justice practices and away from out of classroom discipline except in cases where it is mandated. Our school staff work hard to educate students who misbehave rather than punish them. We have a dedicated TOSA who is instrumental in implementing PBIS in all of our buildings. He also supports building staff in appropriately dealing with behavior situations that arise. We work closely with families to help our student learn appropriate behaviors and what our expectations are.</p>
<ul style="list-style-type: none"> How do you align professional growth and development to the strengths and needs of the school, teachers, and district leaders? 	<p>We have staff complete a yearly professional development survey and meet with union leadership to determine areas of need. We also use data from our employee evaluations. Principals from each school advocate for needed professional development based on their assessment of their building's needs. Our administrative team meets each spring to discuss upcoming school and district improvement plans and what professional development is needed to ensure success of these plans.</p>

<ul style="list-style-type: none"> How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning? 	<p>Regular observations and feedback from both administration and TOSA. Regular professional development on effective teaching strategies. Mentor teachers for teachers in their first three years in our district. Teacher learning walks. Book studies.</p>
<ul style="list-style-type: none"> 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 students when those identifications and observations are made? 	<p>Fastbridge screeners for math and reading. Data meetings. Student services team. Title One support. Small group intervention daily. Intervention and core review meetings. SWISS data meetings. High school success team meetings. Empathy interviews. Graduation coach regular check-ins. Our systems allow for regular monitoring of our students. We provide academic support through interventions and one on one work with students, Title I support and special education support. Behavior support is provided by our PBIS coordinator, and our Behavior and Attendance monitors.</p>
<ul style="list-style-type: none"> How do you facilitate effective transitions between early childhood education programs and local elementary school programs, from elementary to middle grades, from middle to high school, and from high school to postsecondary education? 	<p>Transition meetings with feeder programs (ECE for incoming elementary, 5/6, 8/9, and HS/PSS for secondary. Campus tours, school visits. High school 7th and 8th grade meetings at middle schools three times each year, freshman orientation, Gear Up, College visits, College and career day. Upper grade mentors for incoming freshman. HOUSE system.</p>

2023.24/2024.25 Budgets

OUTCOMES & STRATEGIES						
Outcome-A	Create new after school clubs, elementary sports programs and summer school offerings to meet student needs.					
A1	Complete audit of district after school clubs, sports, and summer school offerings, present to equity team for analysis.					X
A2	Develop a plan to increase the number of after school clubs, elementary sports, and summer school offerings at each level of the district (K-5, 6-8, 9-12)					X
A3	Develop a plan to ensure equitable access to students in all focal groups.					X
A4	(Other strategies are funded with funding sources not included in AFSS)					X
Outcome-B	Create new school programs and courses at all levels (k-5, 5-8, 9-12) based on student interest.					
B1	Administrators conduct student interest surveys and use that data, along with data from our needs assessment, to create new courses.				X	X
B2	Hire certified and classified staff to provide instruction, intervention, and support in courses					X
B3	Provide necessary training for staff to implement new programs and courses.				X	X
B4	(Other strategies are funded with funding sources not included in AFSS)					
Outcome-C	Decrease incident reports of bullying and harassment.					
C1	Provide PBIS training in all buildings including follow up support					X
C2	Create data teams to analyze reports of bullying and harassment and strategize responses to decrease incidents					X
C3	Examine focal group incidents and provide support to address their specific needs					X
C4	(Other strategies are funded with funding sources not included in AFSS)					
Outcome-D	Families indicate improved connection to school and communication with school via survey data.					
D1	Analyze current data to determine families perceived levels of connection to school and communication from school					X
D2	Administrative team meets with staff to create new methods of connecting families to school and improving communication with families.					X
D3	School staff regularly solicits input at family events on new implementations					X
D4	School staff tracks all communications with families including date, time, and purpose					X
D5	(Other strategies are funded with funding sources not included in AFSS)					
Outcome-E	Students with disabilities will see an increase on SBAC ELA and Math scores of 5% each year.					
E1	Begin supporting students with disabilities prior to their Kindergarten year with K readiness activities					X
E2	(Other strategies are funded with funding sources not included in AFSS)					
Outcome-F	Graduation rates will improve 4% each year.					

F1	Certified graduation coach to oversee and communicate with students, staff, and families on student progress towards graduation				X
F2	Implementation of HOUSE system to create a culture of belonging and support				X
F3	Implement 8th-9th grade transition system				X
F4	(Other strategies are funded with funding sources not included in AFSS)				
Outcome-C	Student participation (including focal groups) in activities, athletics, and academic offerings will increase by 3% each year.				
G1	Provide one to one device access to all students and library/media support with computer skills for all students				X
G2	District audit of activities, athletics, and academic offerings by sub-group to determine participation levels by group.				X
G3	Remove "pay to play" requirement for any activity that requires an extra cost to families				X
G4	Increase the offerings available to all students to provide more equitable offerings				X
G5	(Other strategies are funded with funding sources not included in AFSS)				

[illegible]

24.25 Budget

[illegible]

Equity Lens

Providing equitable access and opportunity for each and every student.

- 3 Guiding Questions

- o Which student groups are affected?
- o What are the potential unintended consequences?
- o What are the barriers and how can we reduce/eliminate them for a more equitable outcome?

There may be times when we must make decisions that impact some students and student groups more than others. The goal is to be aware of the impact and work to reduce/eliminate barriers as much as possible.

Student Groups/Factors to Consider

Economically Disadvantaged

Special Education

Grade Level/Age

Gender Based

Sexual Orientation

Race & Ethnicity

Cultural

Geographic Location

Talented & Gifted

Behavioral Challenges

Family Status (foster, single parent, DHS involvement, work schedules, etc.)

Homeless

Trauma Impacted

Engagement Artifacts

Aligning for Student Success Family Survey

55

Responses

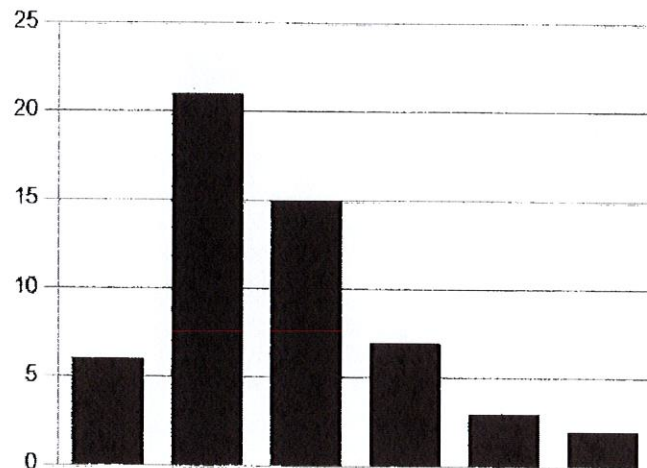
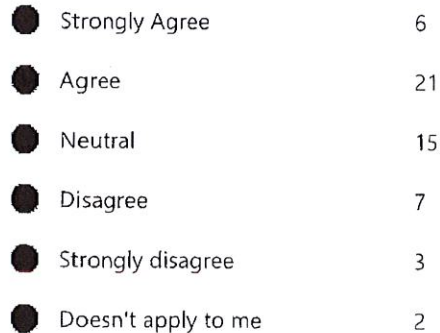
06:42

Average time to complete

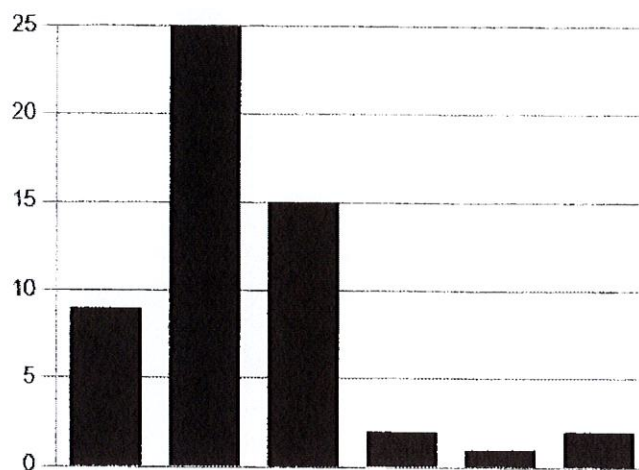
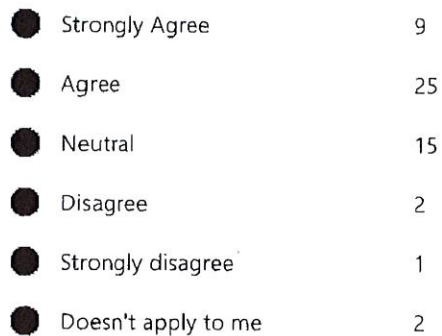
Active

Status

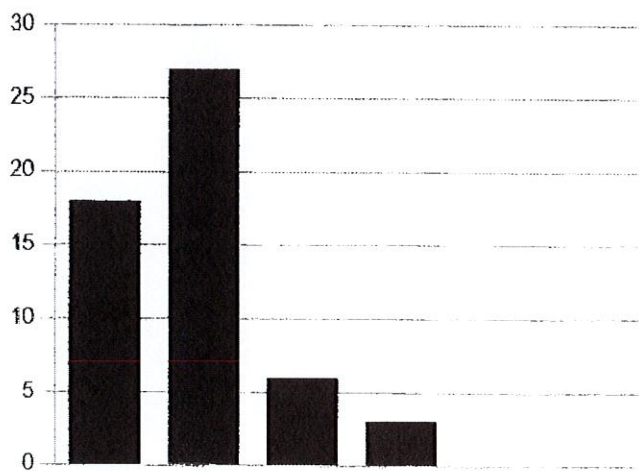
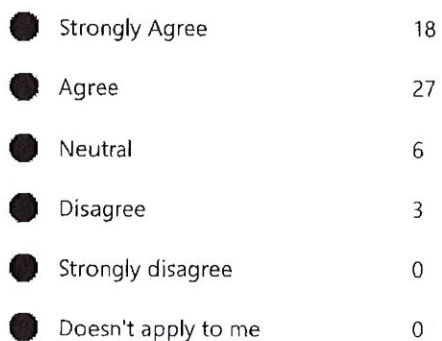
1. Our schools effectively addresses bias or discrimination towards students' cultural, (0 ethnic, language, disability status, economic, or gender group. point)



2. My student(s) are represented in their school's culture. (0 point)

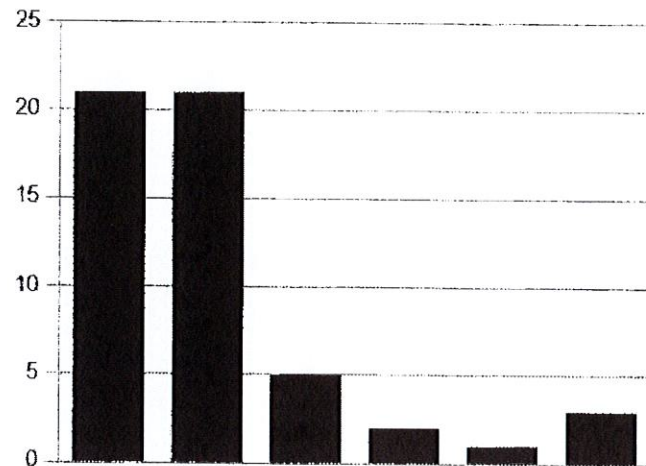


3. My student(s) is treated with respect at school. (0 point)



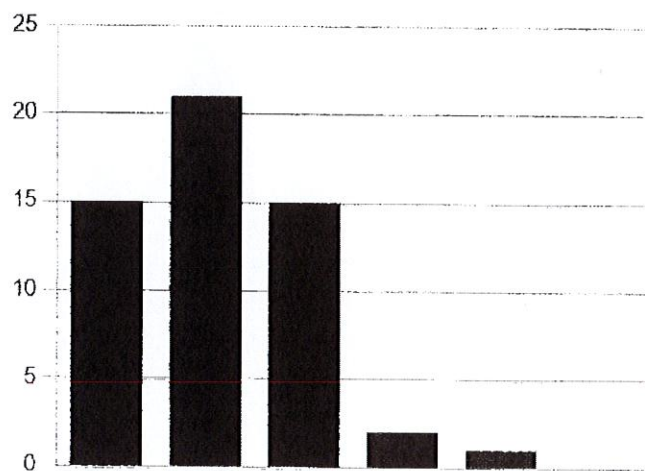
4. My family is welcome at school and at school activities. (0 point)

● Strongly Agree	21
● Agree	21
● Neutral	5
● Disagree	2
● Strongly disagree	1
● Doesn't apply to me	3



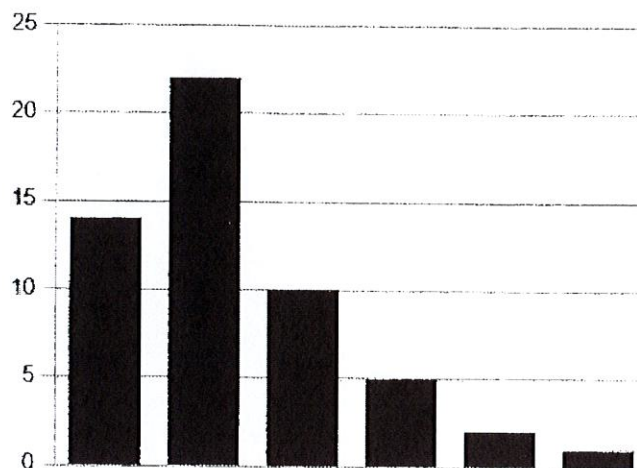
5. Adults in our schools work to understand students from all backgrounds. (0 point)

● Strongly Agree	15
● Agree	21
● Neutral	15
● Disagree	2
● Strongly disagree	1
● Doesn't apply to me	0



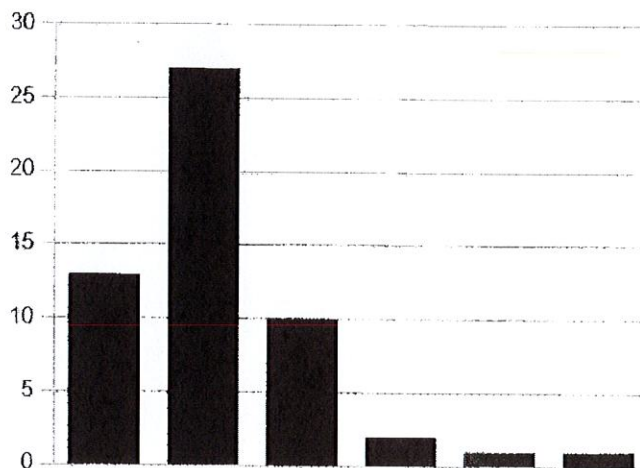
6. My student's school(s) takes what I have to say seriously. (0 point)

Strongly Agree	14
Agree	22
Neutral	10
Disagree	5
Strongly disagree	2
Doesn't apply to me	1



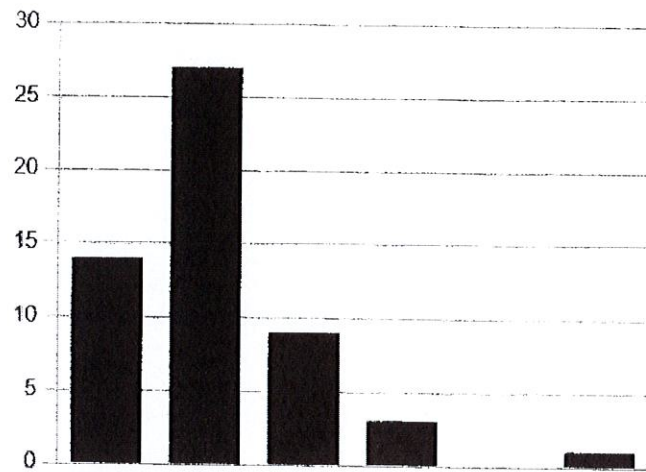
7. I have opportunities to voice my opinions to staff about their student's experiences and education. (0 point)

Strongly Agree	13
Agree	27
Neutral	10
Disagree	2
Strongly disagree	1
Doesn't apply to me	1



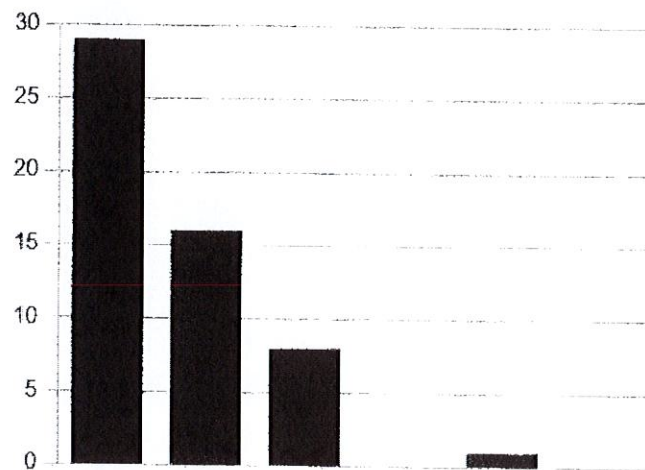
8. I receive information from our school about how to access other educational resources in the community or online. (0 point)

Strongly Agree	14
Agree	27
Neutral	9
Disagree	3
Strongly disagree	0
Doesn't apply to me	1

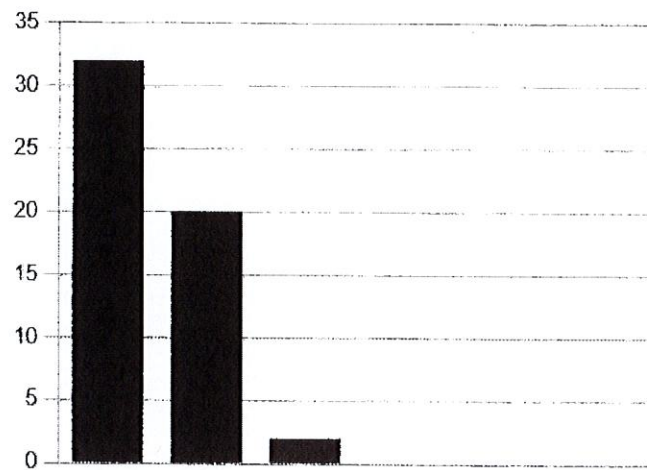
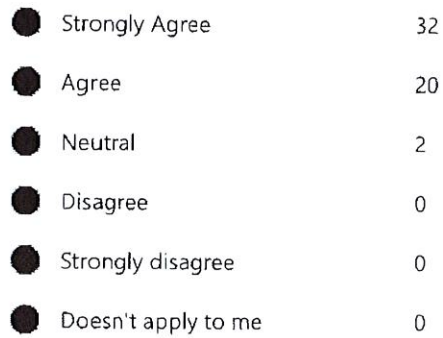


9. Teachers and staff in my student(s) school are interested in students' well-being. (0 point)

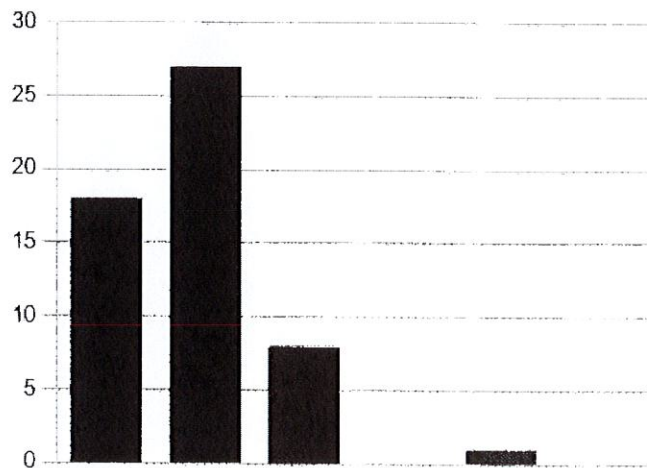
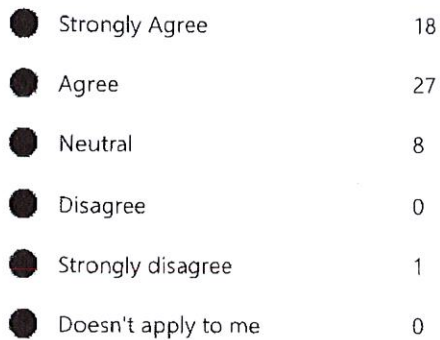
Strongly Agree	29
Agree	16
Neutral	8
Disagree	0
Strongly disagree	1
Doesn't apply to me	0



10. I treat teachers and staff with respect. (0 point)

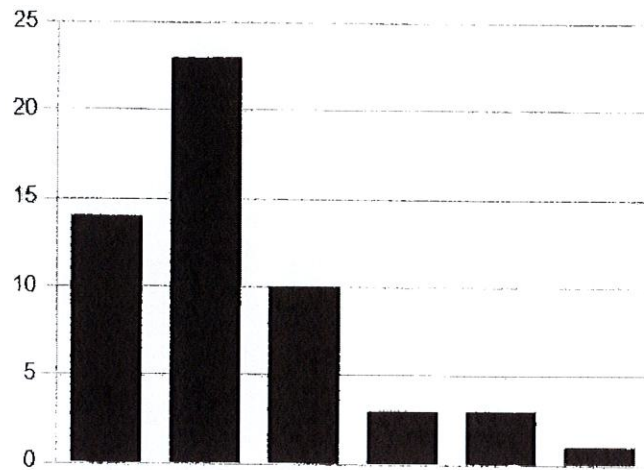


11. Teachers and staff in my student(s) school support and engage all students in their learning. (0 point)



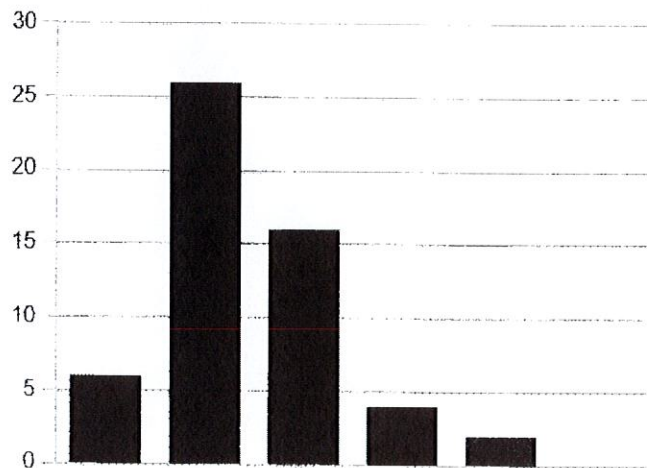
12. I know and understand how my student(s) is being graded or evaluated in their learning. (0 point)

Strongly Agree	14
Agree	23
Neutral	10
Disagree	3
Strongly disagree	3
Doesn't apply to me	1

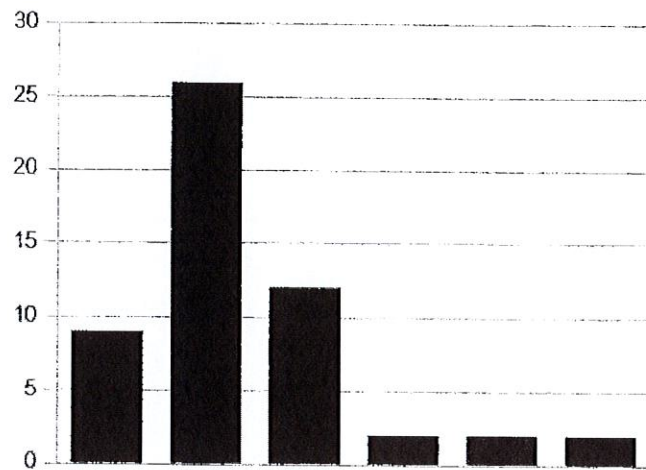
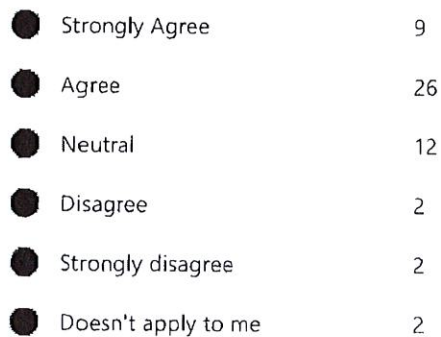


13. The school's way of grading works for students. (0 point)

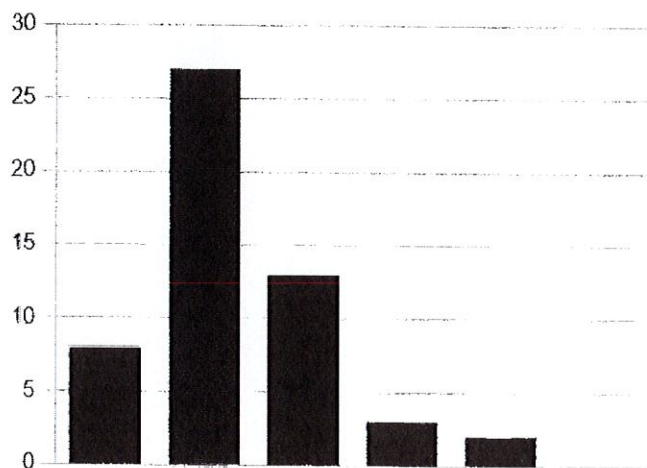
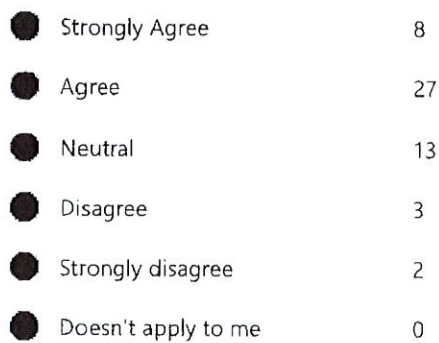
Strongly Agree	6
Agree	26
Neutral	16
Disagree	4
Strongly disagree	2
Doesn't apply to me	0



14. I believe at the end of the school year students at my student(s) school will be prepared for the next steps in my education or career. (0 point)

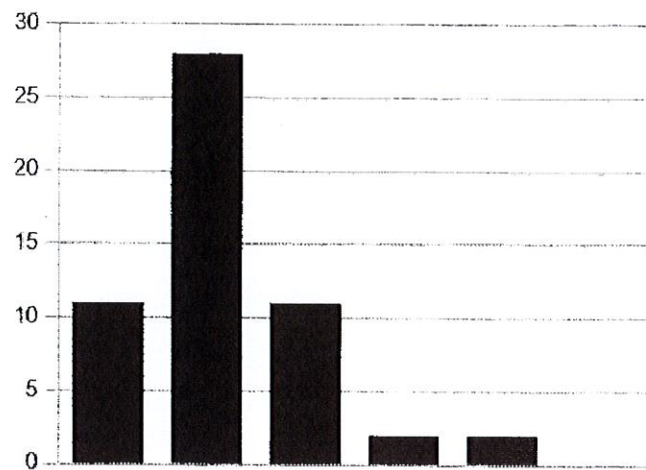


15. I believe at the end of the school year students at my student(s) school will be prepared for the next steps in their education or career. (0 point)



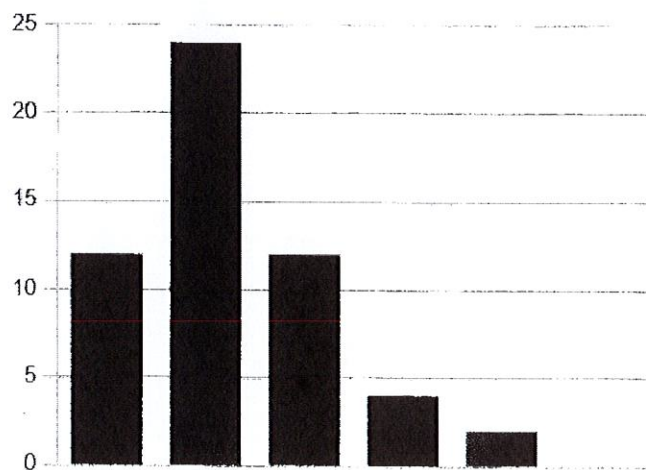
16. At my student(s) school students are challenged to learn the most they can. (0 point)

● Strongly Agree	11
● Agree	28
● Neutral	11
● Disagree	2
● Strongly disagree	2
● Doesn't apply to me	0

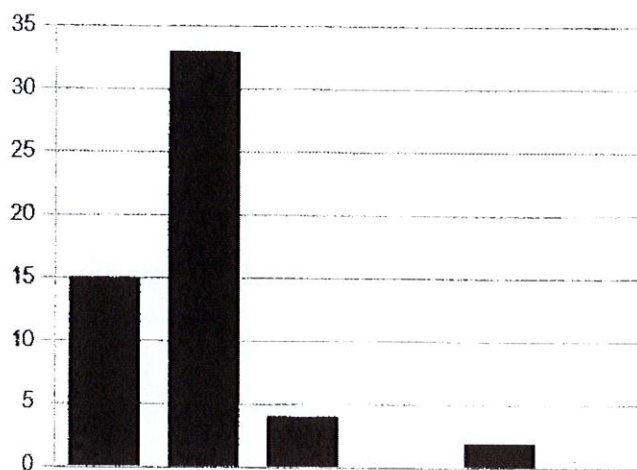
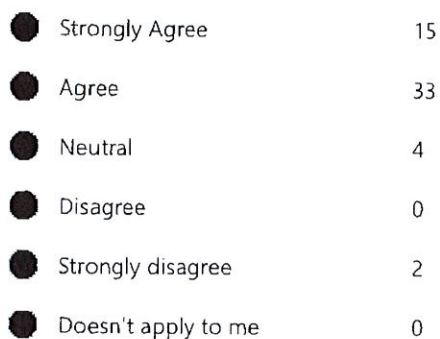


17. Teachers at my student(s) school change or adjusts teaching methods, practices and/or lessons based on student needs. (0 point)

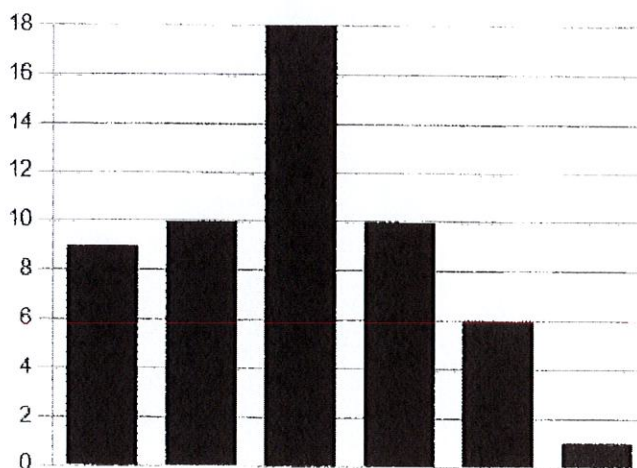
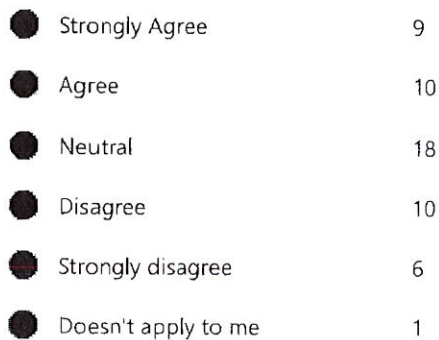
● Strongly Agree	12
● Agree	24
● Neutral	12
● Disagree	4
● Strongly disagree	2
● Doesn't apply to me	0



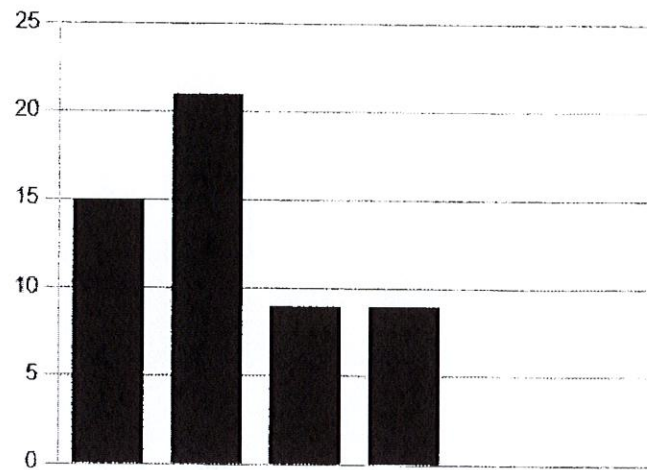
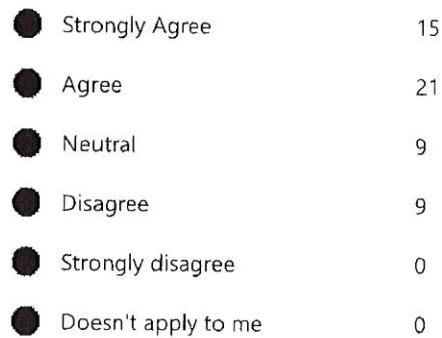
18. At my student(s) school the learning spaces, such as classrooms or libraries, feel welcoming and inviting. (0 point)



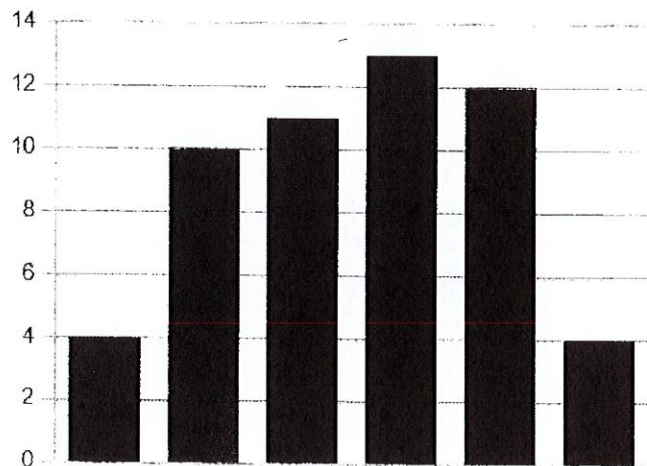
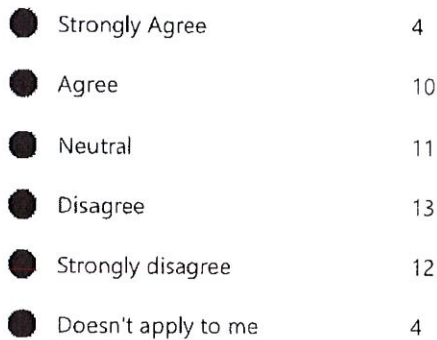
19. The noise level at my student(s) school distracts students from their work. (0 point)



20. Students are protected from harm or danger at my student(s) school. (0 point)

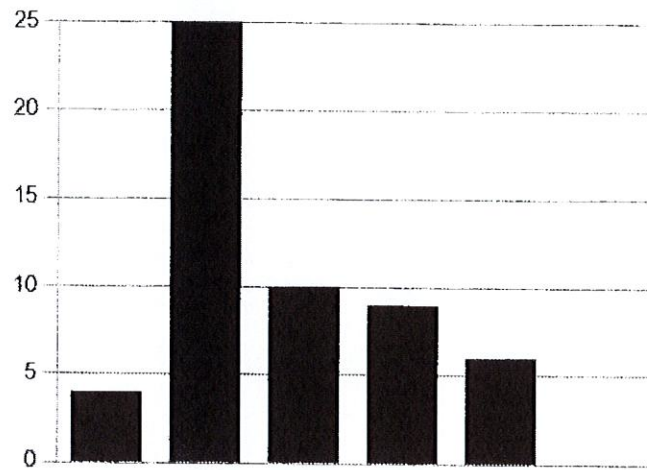


21. Sometimes students stay home because they don't feel protected from harm or danger at my student(s) school. (0 point)



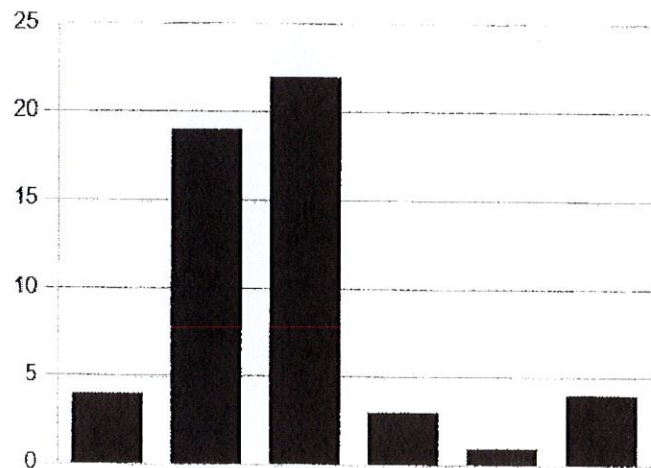
22. Students bully or harass other students in my student(s) school. (0 point)

- ☐ Strongly Agree 4
- ☐ Agree 25
- ☐ Neutral 10
- ☐ Disagree 9
- ☐ Strongly disagree 6
- ☐ Doesn't apply to me 0



23. The activities my student(s) school offers outside of regular school match student interests or needs. (0 point)

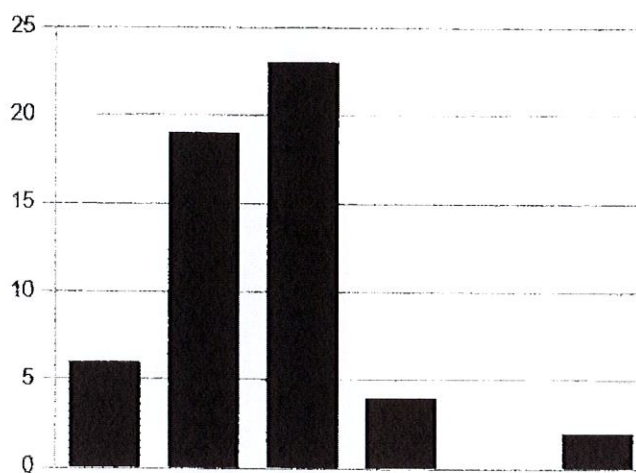
- ☐ Strongly Agree 4
- ☐ Agree 19
- ☐ Neutral 22
- ☐ Disagree 3
- ☐ Strongly disagree 1
- ☐ Doesn't apply to me 4



24. Students at my student(s) are regularly encouraged to be a part of activities outside of regular school hours. (0 point)

☒ Strongly Agree
☒ Agree
☒ Neutral
☒ Disagree
☒ Strongly disagree
☒ Doesn't apply to me

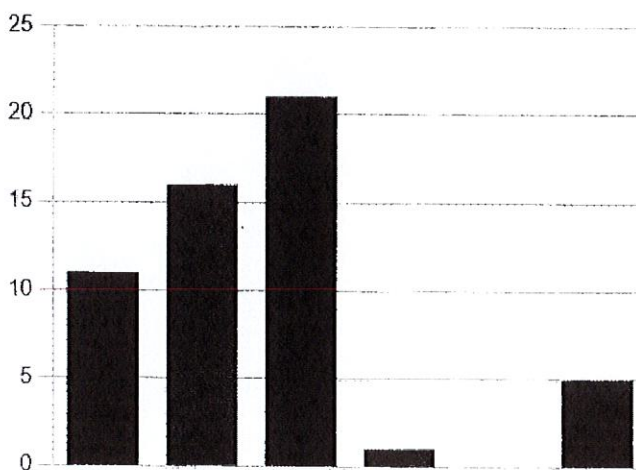
6
 19
 23
 4
 0
 2



25. All students at my student(s) school are treated fairly when participating in activities outside of regular school hours. (0 point)

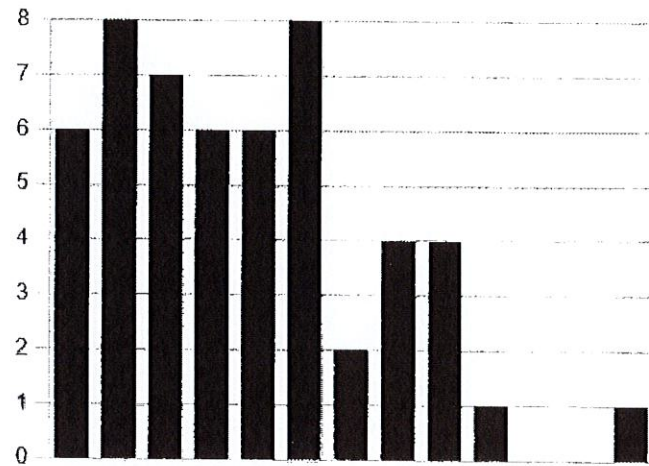
☒ Strongly Agree
☒ Agree
☒ Neutral
☒ Disagree
☒ Strongly disagree
☒ Doesn't apply to me

11
 16
 21
 1
 0
 5



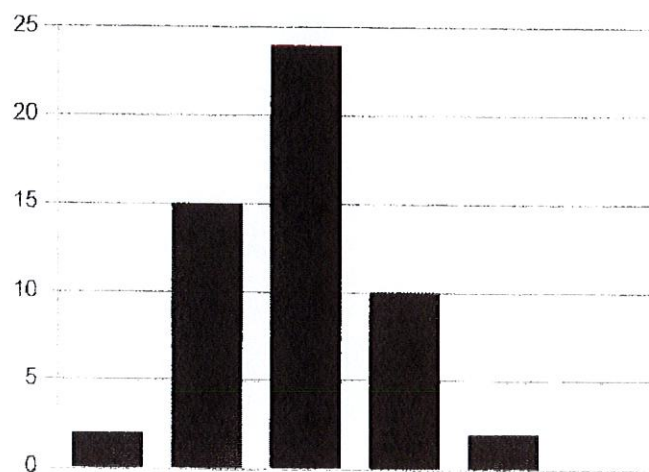
26. What grade is your student(s) in? (check all that apply) (0 point)

<input checked="" type="radio"/> Kindergarten	6
<input checked="" type="radio"/> 1st	8
<input checked="" type="radio"/> 2nd	7
<input checked="" type="radio"/> 3rd	6
<input checked="" type="radio"/> 4th	6
<input checked="" type="radio"/> 5th	8
<input checked="" type="radio"/> 6th	2
<input checked="" type="radio"/> 7th	4
<input checked="" type="radio"/> 8th	4
<input checked="" type="radio"/> 9th	1
<input checked="" type="radio"/> 10th	0
<input checked="" type="radio"/> 11th	0
<input checked="" type="radio"/> 12th	1



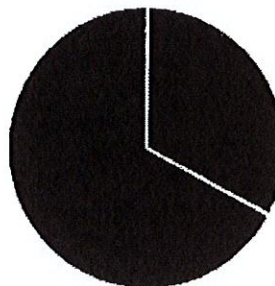
27. What school(s) does your child attend? (check all that apply) (0 point)

<input checked="" type="radio"/> Canyonville School	2
<input checked="" type="radio"/> Myrtle Creek Elementary	15
<input checked="" type="radio"/> Tri-City Elementary	24
<input checked="" type="radio"/> Coffenberry Middle	10
<input checked="" type="radio"/> South Umpqua High	2
<input checked="" type="radio"/> Online Academy	0



28. Does your student(s) qualify for any special services? (TAG, Special Education, 504, etc) (0 point)

● Yes	17
● No	35



29. Please enter any information that you think will help us understand your student's experience in our schools. (0 point)

10

Responses

Latest Responses

🔄 Update

3 respondents (30%) answered **students** for this question.

difficult times children should be TAG free fi
 Covid regulations **great** suspension for a vape school students pe
 hour suspension **Covid** **students** **times** student:
 atmosphere of CV **answers** **question** **kids** fellow stu
 time to make copies grad

29.

Please enter any information that you think will help us understand your student's experience in our schools.

10 responses

ID	Name	Responses
1	anonymous	No comment
2	anonymous	Some answers are somewhat biased due to Covid regulations limiting contact. Bullying on the bus has been an issue. Overall I think you guys are doing a great job in very difficult times with limited funding and support.
3	anonymous	All neutral answers reflect s lack of knowledge on my part, about the question
4	anonymous	I think that the school should be more aware of other cultures in the area. information to handout to fellow students and faculty would be a great tool.
5	anonymous	It's just a mix bag for the most part.
6	anonymous	I encourage the survey to be edited and free from errors before becoming public.
7	anonymous	I have 6th grade student also, wouldn't let me select. My children should be TAG, and I had a teacher say she did not have time to make copies when I asked for enrichment. My oldest was denied TAG services because SBAC was not done due to covid. Furthermore, it is unsafe to be so close to the freeway.
8	anonymous	Question 14 doesn't make sense. Not a fan of high school students getting a B if they miss one question on tests or assignments.
9	anonymous	He hates going but is ok most the time when he is there. He is in the dlc so he can succeed the best he can.
10	anonymous	Bullying should be punished harsher than an empty vape pen.2 day suspension for a vape but a 2 hour suspension for hitting, pushing and threatening a kid is ridiculous.

Questions for student survey

1	I feel welcome at this school and at school activities.
2	At my school, racial and cultural diversity is recognized and discussed in a positive way that includes staff and families.
3	I see myself represented/reflected in the school culture.
4	Students at my school treat me with respect.
5	Staff at my school treat me with respect.
6	It is easy for me to bring up problems or concerns with adults at school.
7	I receive information from the school about how to access other educational resources in the community or online.
8	I have the opportunity to participate in decisions about my placement in school courses or programs.
9	Teachers and staff treat all students with respect.
10	There is an adult in the school who I can talk to when I am upset or have a problem.
11	Most teachers support and engage me in my learning.
12	I understand how I am being graded or evaluated in my learning.
13	The school's way of grading works for me.
14	At the end of the school year I know I will be prepared for the next steps in my education or career.
15	I am challenged by teachers to learn the most I can.
16	My teachers change or adjust teaching methods, practices and/or lessons based on my needs.
17	At my school the learning spaces, such as classrooms or libraries, feel welcoming and inviting.
18	The noise level in my school distracts me from my work.
19	I feel protected from harm or danger at school.
20	I sometimes stay home because I don't feel protected from the harm or danger at my school.
21	Students bully or harass me in school.
22	The activities offered outside of regular school match my interests or needs.
23	I am encouraged to be a part of activities outside of regular school hours.
24	I am treated fairly when participating in activities outside of regular school hours.
25	I am treated fairly when participating in activities outside of regular school hours.

Student Survey responses

4 to 6
5 to 7

White

Strongly Agree	8	3	1	1	19	9	9	8	12	15	14	14	15	8	9	2	15	12	8	2	4	8	13	6	5
Agree	32	22	17	22	39	16	30	34	33	31	34	33	33	28	30	9	29	19	24	5	14	22	24	20	25
Neutral	15	22	23	16	9	18	15	12	10	6	12	13	11	16	15	24	15	14	20	7	11	15	14	17	15
Disagree	2	4	3	6	3	11	3	1	6	9	1	1	2	3	2	6	2	9	5	17	8	2	1	1	0
Strongly Disagree	1	1	4	5	0	5	2	1	1	3	0	1	3	1	0	6	2	5	1	12	8	3	4	1	1
Does not apply to me	1	2	3	2	0	1	1	2	1	2	2	2	1	2	3	5	2	3	0	9	7	7	12	10	10

Focal Students

Strongly Agree	3	1	0	0	3	2	3	3	3	5	4	7	6	3	3	0	5	5	1	1	2	3	5	1	2
Agree	12	8	6	6	14	4	11	12	12	11	12	11	13	10	10	3	10	7	8	3	6	7	9	8	9
Neutral	6	11	11	8	5	11	8	6	4	4	5	7	5	7	7	12	8	6	9	2	3	7	5	8	7
Disagree	2	1	1	4	2	3	1	0	4	5	1	1	1	1	1	2	0	3	3	3	3	0	0	0	0
Strongly Disagree	0	1	1	2	0	3	1	0	1	1	0	0	1	1	0	1	0	3	0	6	4	1	1	0	0
Does not apply to me	1	0	2	1	0	0	0	2	0	0	1	1	0	1	2	2	2	1	0	6	4	5	6	5	5

Percentages

White	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Strongly Agree	14%	6%	2%	2%	15%	15%	14%	19%	19%	23%	22%	22%	23%	14%	15%	4%	23%	19%		4%	7%	14%	21%	11%	9%
Agree	54%	41%	33%		56%		50%	59%	52%	47%	54%		51%	48%		17%	45%	31%	41%	10%	26%		38%	35%	45%
Neutral	25%		45%	31%				21%	16%	9%	19%	20%	17%	28%	25%			23%		13%	20%	26%	22%	30%	27%
Disagree	3%	7%	6%	12%	4%	18%	5%	2%	10%	14%	2%	2%	3%	5%	3%	12%	3%	15%	9%		15%	4%	2%	2%	0%
Strongly Disagree	2%	2%	8%	10%	0%	8%	3%	2%	2%	5%	0%	2%	5%	2%	0%	12%	3%	8%	2%	23%	15%	5%	6%	2%	2%
Does not apply to me	2%	4%	6%	4%	0%	2%	2%	3%	2%	3%	3%	3%	2%	3%	5%	10%	3%	5%	0%		17%			21%	18%

Focal Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Strongly Agree	13%	5%	0%	0%		9%	13%	13%	13%	19%	17%	26%	23%	13%	13%	0%	20%	20%		5%	9%	13%	19%	5%	9%
Agree	50%	36%	29%		58%		46%	52%	50%	42%	52%		50%	43%		15%	40%	28%	38%	14%	27%		35%	36%	39%
Neutral	25%		52%	38%				26%	17%	15%	22%	26%	19%	30%	30%			24%		10%	14%	30%	19%	36%	30%
Disagree	8%	5%	5%	19%	8%	13%	4%	0%	17%	19%	4%	4%	4%	4%	4%	10%	0%	12%	14%		14%	0%	0%	0%	0%
Strongly Disagree	0%	5%	5%	10%	0%	13%	4%	0%	4%	4%	0%	0%	4%	4%	0%	5%	0%	12%	0%	29%	18%	4%	0%	0%	0%
Does not apply to me	4%	0%	10%	5%	0%	0%	0%	9%	0%	0%	4%	4%	0%	4%	9%	10%	8%	4%	0%		18%			23%	22%

Academic Courses:

Doing Well:

- Lots of fun classes available 😊
- being Patient with kids who learn differently ✓
- Interventions & Support
- More electives ✓✓✓
- Social Emotional Learning
- PELA ✓✓✓
- PELA ✓✓✓

Improvements:

- ✓✓✓ Bring back flag salute
- ✓✓✓ Quit Promoting pronouns etc!!
- ✓✓✓ Do not encourage things - Religion Politics Sexuality - Not in school!
- ✓✓✓ Hire a Vice Principal
- ✓✓✓ Personal Finance class
- ✓✓✓ Summer classes @ Coffeenberry ✓✓
- ✓✓✓ Stick to basic →
• read • write
• math • Finance
• time • things
• how things work
- ✓✓✓ Add finance type (money) looking ✓✓

Activities

Doing Well:

Sports ✓

After school Clubs ✓

Anti Drug Program ✓✓

Making sure kids have fun as well ✓

A lot of choices available ✓

The Field trips sound really fun ✓

Field trips for records & for all ✓

Bringing in outside stuff but do the program ✓

Free Sports ✓✓✓

Improvements:

Field trips for all grades ✓

Baseball team ✓

Maybe more dances ✓

Equal funding for all activities ✓

Paid bussing for all activities ✓

Sport Communication Parent-Teachers ✓✓✓

Soccer ✓✓✓

More rewards for good grades & kids ✓

Softball team ✓✓✓

Fun gym by staff other 2nd from in house ✓

[Redacted] ✓✓✓

Calendar / Instructional Time

Doing Well:

5 day
school
week

make-up
days

Make Up days

giving extra
days around
holidays

M-F
yes

Time: Stagger
the parents
to drop
children off

Open House
for Parents
Pre School
and School

Free
School
lunches

The Make-up
days are a
great opportunity

Improvements:

Prep week
in school
during
summer

1 day a
week school

go to
a 4 day
a week

Maybe No school
on Monday or a
short day on
Monday

Make Friday
the early
release day

Would like a
later start but
enjoy the earlier
release time

More time
for in school
extra help

More time
for in school
extra help

Last yr?
Not enough
time to eat?

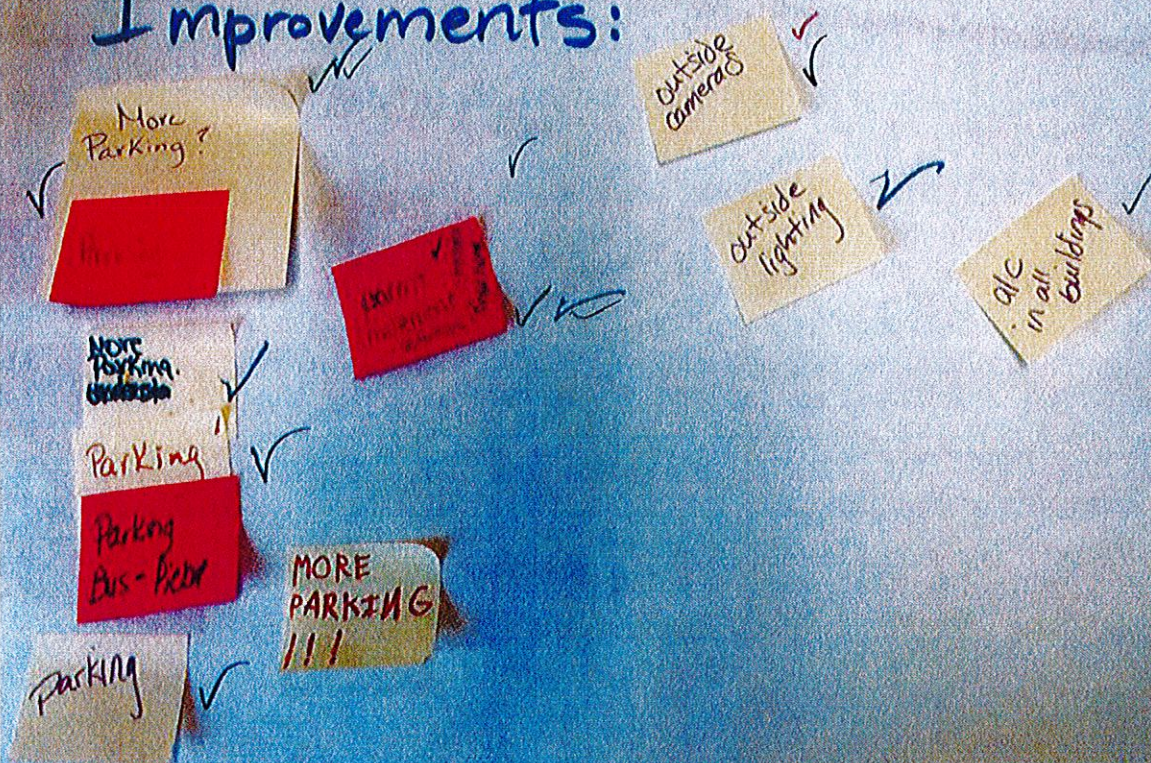
Longer
lunch
time

School facilities

Doing Well:



Improvements:



School ANNOUNCEMENT

CANYONVILLE SCHOOL FAMILY FEEDBACK AND PIZZA DINNER!

When: Thursday, September 29th
5:30pm

Where: Canyonville School Library

As part of a new State initiative called "Aligning for Student Success," We are asking for input from various stakeholder groups and will use this input to inform decisions about four different programs: High School Success, Student Investment Account, Continuous Improvement Planning, and Career and Technical Education.

We look forward to the honest input we will receive and will use that input in our planning.





Sign-In Sheet

Canyonville School

Family Engagement Night

Date: 9/29/2022

Printed Name

I am a:

Parent, Student, Staff, Community Member

Vontasia

parent

JEREMY MEDLEY

PARENT

Jade Kennedy ^{Francesca} ~~Detwiler~~

parent, students

Michelle; Donald ^{Clyde} ~~Esther~~ ^{Tracy} 229h

parent parent students

Amber Pennington (caden ashlee)

parent/staff, students.

Kayla Babikoff ^{Tempi McGregur} ~~Jayden wood~~

parent / students

Shawn Onstead/Austin O

parent / student

Rhonda Lankford

parent

Berni Gonzalez

parent

Amanda King

parent

Heather Pasco

parent

Michael Benheisel

parent

Madalyn Hanson

parent

Jay B. Prater

parent

Albi Perez

parent

~~Donald~~

Summer Radon

parent



Sign-In Sheet

Canyonville School

Family Engagement Night

Date: 9/29/2022

Printed Name

Hanna Culbertson

Zach Culbertson

Machelle Briggs-Mayfield

Dawn Heyl

Ben McKenzie

I am a:

Parent, Student, Staff, Community Member

Parent

Parent

Parent

parent

Parent

Emily Veale

From: Emily Veale
Sent: Wednesday, September 14, 2022 10:45 AM
To: Celeste Hamilton
Subject: Family Email and FB Post

Can you please email this to families with this verbiage:

As part of a new State initiative called "Aligning for Student Success", districts are required to get input from various stakeholder groups. We will use this input to inform decisions about four different programs: High School Success, Student Investment Account, Continuous Improvement Planning, and Career and Technical Education. We look forward to the honest input we will receive and will use that input in our planning. Thank you for taking the time to participate in our family survey:

Survey Link: <https://tinyurl.com/bdhs9z9m>

Emily J. Veale
Principal, Tri City Elementary
O: 541.863.6887

"Purpose affirms trust, trust affirms purpose, and together they forge individuals into a working team." – Stanely McCrystal

Family engagement feedback

School Facilities, Equipment, Materials

What are we doing well?

MCE –

- Technology
- Badge entry
- Summer program
- SRO
- Curriculum adoptions

CV –

- Keeping kids safe
- Updating and improving facilities and student equipment
- Securing the building
- Making the best of having an 80 year old building
- New, self-locking doors
- Security equipment/learning material
- The grounds look good
- Security system
- Cameras throughout campus
- Keeping parents informed of changes
- Updated outside security
- Paint looks great

TCE –

- Technology/student ratio 1:1
- Building and parking lot look great
- Security and parking
- Lunches
- Library
- Communication
- Class dojo

CB –

- New equipment
- Secure badge
- Upgrading technology
- Communication with parents/parent contact
- New building
- Auto calls
- Chromebooks

- Better security

SUHS

- Different forms of communication
- Smart boards
- Working with student's certain needs
- Moving the fields
- Traffic flow is much better
- Summer school
- Security cameras
- Five day week

School Facilities, Equipment, Materials

In what ways could we improve?

MCE -

- Cleaner cafeteria and stage area
- More focus on education vs. health
- More focus on curriculum, less on SEL
- Security – Visitors background check

CV –

- Moving school campus to primary school location (obviously dependent on funds)
- Proximity to freeway
- A useable, regulation sized gym
- Upgrade the gym, it is too hot and seating is only on one side
- Update gym for sport and bleachers
- Offer more MS classes
- More security around playground
- Update playground
- More help/one on one for students who are struggling
- More time for recess
- Anti-bullying policy needs to be improved
- Need a school counselor
- Have more patience with parents when talking on phone
- Sports or activities for younger grades
- Air conditioning could be better
- Gym not built for extreme weather (heavy rain or heat)
- Too close to I-5

TCE –

- More technology based curriculum such as coding
- Agree with security measures, would like to know what other security measures are and how well they are practiced
- Rubber chips on play yard instead of wood
- Playground
- A/C in gym
- New playground bridge
- Doors for each bathroom stall

CB –

- More parking (multiple comments on this)
- Parent involvement activities
- Field trips
- Outside lighting
- Outside cameras
- A/C in all buildings

SUHS –

- Showing videos rather than using textbooks makes it harder for students to focus
- Secure badges for some students
- Improve fundraising
- Supervision for both locker rooms for PE

Providing Academic Courses and Support for Well-Rounded Education

What are we doing well?

MCE –

- Reading
- Daily Schedule
- Core+ interventions

CV –

- Helping kids with problem areas
- Providing enrichment and advanced courses in upper grades
- Extras that schools provide for kids
- SEL
- Onsite nurse
- Specialized learning gives support for students with challenges
- Chromebooks are great

TCE –

- Free breakfast
- Core subjects
- Math and reading instruction
- Well rounded courses

CB –

- Lots of fun classes
- SEL
- Patient with kids different learning
- Interventions and support
- More electives
- FBLA
- Nurse support

SUHS

- FFA/Ag
- Course options are nice to meet more kids needs
- Sports are really nice
- Amount of courses
- Summer programs
- Better placement of students into chosen electives

Providing Academic Courses and Support for Well-Rounded Education

In what ways could we improve?

MCE –

- More homework
- Art classes
- One on one assistants
- Teacher communication
- Behavior interventions

CV –

- Moving towards phonics centered reading. Less sight words so early for students.
- More life skills classes
- Don't force inclusion, it doesn't benefit all students
- Maybe two rotating SRO
- Have an assembly on bullying and how to identify and stop bullying
- Full time mental health counselor
- More opportunities for students who excel
- More electives

- Conscious discipline program
- Too much focus on standardized testing/extra homework
- Housing school counselor in addition to nurse
- More focus on bullying
- Summer program on school grounds with field trips

TCE –

- Cadet program sounds valuable to HS students but I am unsure it brings value to elementary students
- Add air balls for play yard
- Music classes or vocal
- Full time nurse
- Nutrition education
- Strength training options

CB –

- Bring back flag salute
- Quit promoting pronouns, etc.
- Do not encourage things (religion, politics, sexuality) not in school
- Hire a VP
- Summer classes at CB
- Personal finance class
- Stick to basics, read, write, time, math, finance, cooking

SUHS –

- Where can parents find classes that qualify for which credits?
- More success classes for each grade for students who are struggling

Calendar and instructional time

What are we doing well?

MCE –

- Start month (August)
- Summer school
- 5 days per week

CV –

- Quarter system for all
- Summer reading program
- Summer school

TCE –

- Mid-week early release
- Easy ways to communicate with the school (dojo) app
- Show and tell
- Less days off school
- Summer learning
- School hours

CB –

- 5 day school week
- Make up days
- Giving extra days around holidays
- Times staggered for parents to drop elem/mid/high students
- Open house for parents, pre-school meet and greet
- Free school lunches
- Start and end times

SUHS –

- Stay with the 5 day week. A typical work week is 5 days. Better prepares students for real life.
- Keep 5 day week and September through June

Calendar and instructional time

In what ways could we improve?

MCE –

- Start after Labor Day
- Four days a week
- Same schedule as Coffenberry

CV –

- After school programs
- Move early release to Friday so kids can leave early for vacations
- Website isn't easy to follow. Hard to find what you need, navigating is hard
- More courses for summer school
- After school program

TCE –

- STEM after school programs
- Longer PE and reading

CB -

- Prep week/refresher during summer
- 4 day school week
- No school on Monday or a short day on Monday
- Would like a later start but enjoy the earlier release time
- Make Friday the early release day
- More time for in school extra help
- Longer lunch time – not enough time to eat

SUHS –

- Freshman transitions
- More info on summer programs to parents
- Lunch should be 45 minutes and more tables added as it is crowded
- 4 day school week. Students that are behind could get extra help on Fridays. Time off is good for students' mental health

Activities

What are we doing well?

MCE –

- Family Carnival
- Good news club

CV –

- One school, one book
- MS Athletics
- Sports are good
- One school, one book
- Field trips
- Sports
- Football for 5th grade

TCE –

- STEAM
- Field Trips
- Field Days
- Pumpkin Patch
- PE
- Good variety

CB –

- Sports
- After school clubs
- Anti-drug theme
- A lot of choices available
- Variety of options
- Field trips
- Free sports
- Bringing in outdoor ed but do 7th and 8th

SUHS –

- Free and varied
- I really like a lot of the activities especially robotics
- SEL and Freshman success and advisory
- Lots of options

Activities

In what ways could we improve?

MCE –

- Reading club
- More field trips

CV –

- After school program
- Extra curricular programs for those under 5th grade: Soccer, cheerleading, baseball
- Better communication about sports activities and scholastic programs
- More learning based field trips for all grades
- Offer something for little ones
- The one book one school could change to a few books for different reading levels
- Career day
- Group grade level books together, help kids get books they can read for their daily reading at home

TCE –

- Student plays
- More field trips
- More after school activities
- No more standardized testing
- Sports
- Competitive activities

CB –

- Field trips for all grades
- Baseball team

- More dances
- Equal funding for all activities
- Paid busing for all activities
- Open gym with staff after school prior to practice
- More rewards for good grades
- Soccer
- Softball team
- Sports communication - parents/coaches

SIJHS –

- Could we consider forming a golf team?
- How do you connect with students who are not social? Not in groups, no sports, no extra anything
- There could be competitions

Draft Longitudinal Growth Targets

Baseline Target	24.4	26.4	28.4	30.4	32.4	34.4
Focal Student Groups						
	Starting Point	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Gap Closing - SWD	10.6	13.6	16.6	19.6	22.6	25.6
9th Grade On-Track						
District-Wide						
	Starting Point	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Reach Target	86.0	88	90	92	94	96
Baseline Target	86.0	87.5	89	90.5	92	93.5
	Starting Point	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Gap Closing - SWD	83.6	85.4	87.2	89	90.8	92.6
Regular Attendance						
District-Wide						
	Starting Point	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Reach Target	69.2	71.5	73.8	76.1	78.4	80.7
Baseline Target	69.2	71	72.8	74.6	76.4	78.2
Focal Student Groups						
	Starting Point	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Gap Closing - SWD	54.6	56.6	58.6	60.6	62.6	64.6