



Integrated Guidance Application 2025 - 2027



Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and a 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)

District staff reviewed our investments in Early Literacy, Early Indicator and Intervention Systems, High School Success, and the Student Investment Account and determined the stakeholders with whom we needed to gather feedback. District staff then met with stakeholders to determine the impact of these investments and make decisions on continuing or adjusting those investments.

At the high school level, we held student listening sessions to get feedback about SIA and HSS investments. Students identified CTE Programs, facilities improvements, athletics, and access to advanced courses as priorities. Students who participate in CTE courses and Programs continue to graduate at higher rates than non-CTE participants.

Our district is committed to increasing our regular attendance rate at all levels. At the elementary level, we continue to emphasize third-grade reading proficiency. Meanwhile, at the high school level, we are focused on improving on-track graduation rates, earning Algebra 1 credit by the end of 9th grade, ensuring on-time graduation, and preparing students for post-secondary opportunities. We use these metrics, along with YouthTruth student experience data, to guide our investments, activities, and their effectiveness. In CSD we offer 10 CTE Programs to our 2,130 students. Because of the impact of CTE participation and student voice, we plan to use HSS funding to support CTE Program enhancements, graduation coaches, and interventions.

Additional requirement if applying with a sponsored charter:

Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Muddy Creek Charter School’s executive director holds monthly meetings with the Corvallis School District (CSD) Assistant Superintendent to maintain open communication and collaboration. During these meetings, the executive director shares a variety of information, including current concerns, recent achievements, student performance data, and staff feedback. This exchange of information helps to provide a clear picture of the school's progress and areas needing support. The student performance data and staff insights play a crucial role in guiding discussions and informing decisions about future investments and resource allocation for the charter school. These regular meetings ensure that both the charter school and the district remain aligned in their efforts to support student success and continuous improvement.



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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.

Our district's core values are based in our School Board Goals: Excellent Learning Experience; Equitable Systems; Relevant & Engaging Learning; Healthy Communities; and Responsible Stewardship of Resources. To live into our values we are committed to making data-driven decisions through our use of our district's Equity Lens. The Corvallis School District Equity Lens guides decisions both large and small, and applying it to this process was a natural choice. In evaluating how this plan aligns with our vision and mission, we considered potential positive and negative effects, possible impacts on disparities, and unintended consequences, including the sustainability of our activities and how focal students and families might be affected by our decisions. This evaluation was conducted as part of our review of academic and social-emotional outcomes for our students.

Following our review of disaggregated data, we are engaged in the Enhancement of CTE Programs, Use of Data Teams, MTSS for Intervention K-12, Professional Development in Reading and Mathematics, and Pride and Students Advocating for Equity (SAFE) Clubs in grades 3-12 to support student focal groups.

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?

As a district, we hold beliefs about students and families that focus on connection and support. Our elementary teachers are participating in Science of Reading training and will continue over the next two years. Every elementary teacher and all middle school and high school math teachers participate in professional learning for math instruction that focuses on engaging instruction that is focused on equity and rigor. Each year, CSD follows the state adoption schedule, This ensures that all staff have an opportunity to collaborate and learn from one another as they implement new culturally relevant materials. Building staff continue to receive training in trauma-informed practices and the use of asset-based language.

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?

The Equity Lens supports our schools' use of disaggregated data in Student Support Teams and Data Teams. These teams consist of a building principal, school counselor, mental health therapist, family advocate, MTSS coach, special education teacher, behavior staff, and others that the building principal deems appropriate. The teams meet weekly to discuss students and families with particular attention paid to what the student/family needs to stay engaged in school. Many times that means basic needs like housing, transportation, and groceries. At the high school, data teams



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focus on attendance, behavior, course grades, and credits earned. By reviewing these data, the team can identify targeted interventions and supports to support high school goals.

Additionally, we have revised forecasting practices at the high school to provide students with several lenses (career, CTE, and college) to use to choose their classes. This change in practice allows students to select courses that align to their personal and future interests.

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

When building learning schedules, principals prioritize scheduling CTE classes to reduce conflicts with English Language Development and Special Education classes. By listening to students, training staff, and prioritizing CTE when scheduling, focal student access is positively impacted. Each year our district examines our CTE participation data and does activities to ensure CTE course enrollment reflects school enrollment. For example, for the past several years, our Engineering CTE Program has had a disproportionate enrollment of male students. To address the imbalance, middle and high school teachers run a program called "Women of the Woods" that aims to increase participation in engineering by female and female-identifying students.

Well-Rounded Education

Explain any changes or updates to your program review based on the Program [Review Tool](#) and Oregon's Early Literacy Framework.

Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Based on our program review and Oregon's Early Literacy Framework, our primary update is a shift in funding from purchasing curriculum to sustained professional development and instructional coaching. Teachers have expressed appreciation for the newly adopted curriculum aligned with the science of reading, and they now seek continued support to deepen their understanding and instructional practices. This aligns with the framework's emphasis on ensuring that educators approach instruction with an asset-based lens, receive professional learning, and implement research-based reading models effectively.

Additionally, we are allocating resources to interventions and intervention-focused professional development, ensuring that foundational literacy skills are explicitly taught and supported for all students. This reflects the framework's focus on responsive teaching, diagnostic instruction, and targeted literacy interventions.



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Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

To ensure that our adopted curriculum and materials have a clearly stated scope and sequence and are aligned to all state and national standards, district curriculum adoption teams use specified criteria based on Corvallis School District equity work, School Board goals, and the 5D+ Framework. Adoption teams ensure materials are appropriately challenging and supportive for all students, are inclusive, value diversity, and embody substantive intellectual engagement.

Adoption teams work together to ensure that:

- *Materials are aligned with the learning target and content area standards and are culturally and academically relevant.*
- *Materials are culturally responsive and include the multiple perspectives and contributions of other cultures and identities.*
- *Materials on controversial issues will be directed towards maintaining a balanced collection representing various views and promoting free inquiry and robust debate characteristic of a democratic society.*
- *Materials are inclusive and value diversity in all forms when possible.*
- *Materials are related to a larger unit and to the sequence and development of conceptual understanding over time.*
- *Materials embody substantive intellectual engagement (reading, thinking, writing, problem-solving, and meaning-making).*
- *Materials include engagement strategies that capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.*
- *Materials include engagement strategies that encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.*
- *Materials are meaningful and relevant beyond the task at hand (e.g., relate to a broader purpose or context such as problem-solving, citizenship, etc.), and help students learn and apply transferable knowledge and skills.*
- *Materials integrate communication, critical thinking, collaboration, creativity, and problem-solving skills into learning experiences.*

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Our process for ensuring classroom instruction is intentional, engaging, and challenging for all students is grounded in the 5 Dimensions of Teaching and Learning (5D+) Framework and Rubric. Teachers and school administrators receive ongoing training on this research-based framework, which provides a clear structure for designing and delivering high-quality instruction. When adopting new curricula, we intentionally include language from the 5D+ Framework to align instructional materials with the best practices being implemented in classrooms. This alignment helps ensure that teaching strategies are purposeful and promote deep student engagement. Additionally, Professional Learning Communities (PLCs) are scheduled weekly for K-8 teachers, allowing them to collaborate with colleagues, analyze student data, and discuss instructional strategies that are intentional, engaging, and challenging. Through these combined efforts—professional development, curriculum alignment, and collaborative planning—we maintain a consistent focus on providing high-quality learning experiences that meet the diverse needs of all students.



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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, and violence?

Our School Board's goal of Healthy Communities sets the standard for ensuring our families feel like they belong in our schools. We currently have two equity-focused, parent-community advisory groups that provide voice and action items to district staff to support us in creating a welcoming environment for families. Schools also have goals to create a welcoming environment for families and regularly engage in activities that bring families into the building.

*School district staff created the **District Behavior Guidelines Handbook** to support building administrators in making decisions about consequences and support for students who engage in behavior that violates board policy. Sections of the handbook include: Drugs and Alcohol; Threats, Fighting, Assault; Harassment, Bias; Sexual Misconduct; Weapons; and Other Serious Incidents. Using easy-to-read tables, the District Behavior Guidelines Handbook provides building administrators with references to state law and board policy as well as appropriate consequences for behavior that provide all students with due process.*

How do you ensure students have access to strong library programs?

Thanks to a generous construction bond approved by the Corvallis community in 2018, all of our elementary schools underwent some form of remodeling or updates. Two schools were completely rebuilt. In every school, our libraries were redesigned to be more welcoming and inviting for all students, featuring bright colors and the installation of comfortable furniture, reading nooks, and areas for read-aloud sessions. Our Library Media Technicians have also been updating our collections by removing older books and those that have not been checked out in the past five years. The district believes that children should see themselves represented in the books available at school and learn about the lives of others through literature.

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

The Corvallis School District Mental Health & Wellness program plays a key role in monitoring the effectiveness of interventions for students experiencing depression, anxiety, stress, and challenges with dysregulation. This behavioral healthcare program is embedded within the school system, allowing direct and ongoing support for students in their learning environments. Through the program, we provide individual, family, and group therapy, as well as skills training for students, all at no cost to families. Effectiveness is monitored by tracking student progress through regular assessments, feedback from students and families, and collaboration with school staff to evaluate behavioral and academic changes over time. Additionally, mental health professionals within the program review therapy outcomes, adjust intervention strategies as needed, and ensure continuous support to improve the overall mental well-being of students and the broader school community. This comprehensive, data-informed approach helps us evaluate and refine interventions to meet the evolving needs of our students.



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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 focal student groups, who have exceeded state and national standards?

Our district utilizes Response to Intervention (RTI) in grades K-8. RTI teams are led by a Multi-Tiered Systems of Support (MTSS) specialist at each school along with the principal. RTI teams meet every six weeks to analyze data and determine student interventions or study the efficacy of interventions in place. Data may include local performance assessments, Amplify, or STAR data. RTI encompasses reading, math, and behavior. At the high school level, school data teams analyze academic achievement data and attendance data to make decisions about student intervention needs. Data teams meet regularly throughout the year.

Data analyzed in RTI and data meetings is disaggregated to ensure that focal student groups are recognized within the data. Reviews of that data inform the decision-making process for all students but with a critical eye toward how our historically marginalized students would best be served. Those decisions could include the implementation of mental health supports to foster feelings of safety and well-being to impact academic achievement. It could include the connection with a trusted adult who will serve to support particular students as they face social-emotional as well as academic challenges.

Our district focuses on differentiated instruction in all classrooms. These practices address the educational needs of many students who have exceeded state and national standards. If a student is eligible for TAG services individualized accessibility supports have been identified to address the individual's rate and level of learning. At the K-8 level these supports are identified in a personalized education plan. At the high school level, courses have instructional plans that identify how the course will meet the needs of students eligible for TAG services.

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.

CSD has ten CTE Programs (two Early Child Development Programs, Pre-Engineering, Studio Arts, two Digital Arts Programs Autos, Construction, Culinary, and Health Science) and does not plan to start new Programs in the next biennium. We do plan to continue to improve and enhance CTE learning spaces to provide students with experiences that match industry standards so that all CTE learning simulates what students might experience in the workplace.

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

To comply with Perkins V, all CTE Programs must have work-based learning. Work-based learning is structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.

Our district is partnering with LBLESD, the Mid-Valley STEM-CTE Hub, Linn Benton Community College, Oregon State University, Workforce Development, and community businesses and organizations to expand work-based learning opportunities for students. In addition, we are currently working to pair CTE teachers with partners to ensure students



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have experiences that are aligned with CTE programs and include sustained interactions with industry, business, or community professionals.

Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes

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?

District staff has continued to utilize positive relationships with our community partners to gather input and feedback on investments made possible through the Integrated Guidance plan. In March, our superintendent and finance director presented alongside the Corvallis Public Schools Foundation to a packed room of interested community members about the budget for the biennium. All attendees had the opportunity to provide input on which programs should be prioritized and what spending does not align with our school board goals. This opportunity for input included SIA, HSS, and Early Literacy investments. Additionally, this information and the opportunity to provide input will be placed on our school district website by April 1.

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.)

District staff meet with stakeholders to determine the impact of investments and make decisions on continuing or adjusting investments. At the high school, district staff have held in-person student listening sessions to get feedback about the Student Investment Act and High School Success Investments. District staff also engaged students in the budget process by gathering feedback through a survey. The survey allowed students to identify priority investments.

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.)

During budget season, all staff were presented with a narrated slideshow of our budget outlook for the biennium. Built into that presentation, all staff had the opportunity to provide input on which programs should be prioritized and what spending does not align with our school board goals. This opportunity for input included SIA, HSS, and Early Literacy



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investments. In addition to this input, district staff have been participating in “rounding” with school staff members to gather input on Integrated Guidance investments and determine if the district should continue to spend in these areas.

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.

The community and staff emphasized the importance of equitable access to resources, personalized learning opportunities, and comprehensive support systems. There is a strong desire for improved access to advanced courses, alternative pathways, and relevant instructional materials. This reflects a need for diverse learning options that meet the needs of all students. The community values robust student support services, including mental health resources, nursing staff, and specialists (such as MTSS and behavior deans). This highlights the importance of addressing both academic and social-emotional needs. Programs such as SAFE and Pride show a focus on fostering safe, inclusive, and affirming spaces for all students. There is a clear priority on enhancing instructional support through professional development in areas like the science of reading, biliteracy, and intervention materials. This suggests a collaborative effort to strengthen teaching practices and student outcomes. The need for enhanced CTE spaces, equipment, and staffing underscores a commitment to preparing students for future careers through hands-on, practical learning experiences.

There is a direct throughline from this input to our planned investments which are outlined in the Plan Summary section and our budget documents.

Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

A strategy within our Equitable Systems board goal is to, “Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.” Making this a district-wide strategy solidifies the belief that recruitment and retention of diverse staff is not just the work of our Human Resources department, but the work of all leaders in the district. A highlight of our Grow Your Own program includes 20 staff members who participated in our DLI program as students who now serve in a wide range of positions in Corvallis schools from teachers to office managers to classified staff.

Our Healthy Communities goal states the expectation that we, “...promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences...” Those efforts include a new and improved three-day New Educator Welcome event and the opportunity to connect with staff in affinity throughout the school year.



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What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Our school district engages in staffing practices that ensure our focal group students are taught by teachers who are experienced in their field and receive professional learning and curriculum training to support them in teaching all students. One system that ensures this occurs is the current use of Early Literacy funds to support staff development in our Title I and DLI schools. We also complete a comparability report each year to assess staff working at district Title I schools.

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

The District believes a positive school climate, clear and consistent student behavioral expectations, trauma-informed classroom management strategies, family engagement, developmentally appropriate practices, and culturally relevant instruction all contribute to safe, supportive, and secure learning environments. We also believe all students and families have a place in our public schools and it is the educator's responsibility to do all possible to help every child experience success. The goal of student discipline is to support students in learning the skills necessary to contribute to a positive school climate and avoid disruptive behavior.

Our Racial Educational Equity Policy JBB, directs us to, "Consistently [use] districtwide and individual school level data, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making." We are also asked to, "Eliminate disparate representation in special education and discipline referrals."

To achieve this, our Student Growth and Experience team regularly analyzes student discipline data and shares the findings with schools for their school-based data teams to review within the context of their buildings. The Student Growth and Experience staff also present key questions for consideration and provide consultation opportunities to address disparities in the data.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

Systems supporting students and families transitioning between Long-Term Care and Treatment (LTCT) sites, Youth Corrections Education Programs (YCEPs), Juvenile Detention Education Programs (JDEPs), and traditional schools are designed to ensure educational continuity, emotional support, and successful reintegration. CSD has dedicated staff members to help facilitate the transfer of academic records, create individualized transition plans, and communicate with both the sending and receiving educational institutions. If a student has an existing IEP or 504 Plan, these documents are shared with the new school to ensure continued support for special education needs. Systems are in place to evaluate and transfer earned credits, ensuring students receive academic recognition for completed coursework and avoid gaps in their education. Our schools employ school counselors and mental health professionals to address emotional and psychological needs during the transition. Schools and programs work to engage families through regular communication, parent meetings, and providing resources to help them navigate the transition process.



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How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

To help facilitate effective transitions from early childhood education programs to kindergarten we:

- *Host kindergarten open house events to meet teachers and learn about our program*
- *Outreach to local preschools to encourage enrollment*
- *Offer Kindergarten Academy - a 3-week summer prep program for incoming kindergarten students of color, kindergarten students experiencing poverty, kindergarten students learning English, and kindergarten students with disabilities*

To help facilitate effective transitions from elementary to the middle grades we:

- *Have spring transition meetings with elementary and middle school administrators, case managers, and counselors*
- *Schedule elementary school visits to the middle schools*
- *Host a 6th grade open house*

To help facilitate effective transitions from middle to high school we:

- *Have spring transition meetings with middle and high school administrators, counselors, and Special Education, ELL, and behavior support staff*
- *Schedule counselor visits to middle schools*
- *Schedule middle school visits to high school*
- *Host an 8th grade open house*

To support students with their transition to postsecondary education and/or the workforce we:

- *Offer dual credit courses*
- *Offer post-secondary assessments (ASVAB, ACT, SAT)*
- *Offer CTE Programs connected to local community colleges*
- *Offer AP courses and pay for exam fees*
- *Have college and career centers available for high school students*
- *Complete articulated 9th - 12th grade college and career learning activities*
- *Host job, trade, and career fairs*
- *Organize college and worksite visits*
- *Host FAFSA nights*

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.

All students and families learn about CTE programs through our course catalog, open house, forecasting activities with counselors, and our district website. During course forecasting, students explore the AP, dual-credit, CTE, and elective classes that are connected to their career, college, and personal interests.

In Corvallis, high school students experience college and career-connected learning in their weekly Academic Advisor class through the implementation of Major Clarity, Wayfinder, and YouScience.



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In addition, Corvallis is collaborating closely with our local community college (LBCC), OSU, and our regional STEM & CTE hub to better articulate K-12+ regional pathways that lead to high-wage/high-demand careers in the Mid-Willamette Valley. We recently updated our district website to better communicate CTE and career paths to students, families, and the community. We believe that new career-related learning materials, staff training, and improved communication and collaboration with partners will support students to be more informed about their K-12+ choices.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

High School Success Investments

CTE investments

- *High School Coordination - CTE High Quality Program of Study: Three credit pathway development, community partnerships, equipment and facility improvements in our 10 CTE Programs, and teacher, counselor, and administrator professional development*
- *Various CTE Teachers*
- *Design a clinical Health Sciences Classroom*

Dropout prevention investments

- *High School Coordination - Develop systems and supports for students who are at risk of dropping out*
- *TOSA Grad Coaches - Facilitate grade-level data teams*
- *Provide additional academic and social support to students in grades 8-12 who are at risk of dropping*
- *Coordinate Benton County Career Convention to provide students with real-world insights and experiential learning opportunities*
- *Summer Learning/ Math prep for incoming 9th-grade students*

College Level Opportunity Investments

- *High School Coordination - Expand student access to advanced coursework opportunities*
- *Pay stipends for advisor committee members- this team uses staff and student feedback to develop weekly lessons that support students to learn about themselves, explore colleges and careers, and develop workforce skills*
- *Pay AP exam fees for all students*

Early Indicator and Intervention Systems

We will use our EIS funding to pay for Grade Guardian software. This tool helps staff monitor grades and attendance to identify strengths and areas of support for students throughout their high school career to ensure school engagement and on-track graduation.



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Student Investment Account

We have focused our investments on ensuring academic rigor and relevant and engaging learning opportunities while taking into account students’ unique and intersecting identities, histories, accessibility needs, abilities, and disabilities. We are also centered on transforming educational systems to create belonging and promoting wellness.

To align with those outcomes and strategies, our planned expenditures for the 2025-27 biennium include:

- District Nurses and Nursing Support Staff*
- MTSS Specialists for Elementary Schools*
- District Assessment and Data Specialist*
- Mental Health Therapists*
- Benton County Health Navigators*
- Speech Language Pathologists*
- Equity Coaches*
- Sustainability Coordinator*
- Sustainability Building Leader Stipends*
- Middle School STEM Teachers*
- District Athletics Fund*
- Purchase of Culturally Relevant Curriculum*
- Career & Technical Education, Interventionists (blending/braiding funds with High School Success)*

Early Literacy Investments

Our Early Literacy Investments are designed to ensure that all students, particularly those in historically underserved groups, have access to high-quality, culturally relevant literacy instruction. To strengthen early reading outcomes, we are investing in three specialized literacy coaching roles. A bilingual literacy coach will support instruction in our two dual immersion schools, fostering multilingualism and equitable access to literacy development. Another literacy coach will focus on targeted reading interventions, ensuring students who need additional support receive evidence-based instruction. Additionally, a literacy coach will guide cohorts of teachers through a science of reading course, deepening instructional expertise across the district. CSD staff are also participating in Science of Reading professional learning and our students are supported through small group tutoring. These investments align with our commitment to providing an excellent, relevant, and engaging learning experience while addressing literacy disparities in schools identified for comprehensive and targeted support under the Every Student Succeeds Act.

Additional requirement if applying with a sponsored charter:

Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

The regular meetings between the Muddy Creek Charter School executive director and the CSD Assistant Superintendent mentioned earlier, ensure that both the charter school and the district remain aligned in their efforts to support student success and continuous improvement. The approach for Muddy Creek is not different from the district plan and their input supports our district plan.



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How can ODE support your continuous improvement process?

We look forward to working with ODE on our new Longitudinal Performance Growth Targets. We found that work in 2023 to be incredibly supportive. We are interested in how to adjust our LPGTs given we have exceeded our target in a few measures.