



Integrated Guidance Application



Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

The Corvallis School District used the following data sources in our Needs Assessment Survey:

Student Achievement Data was used to specifically analyze the academic achievement of our students from different demographic groups. ELA and Math proficiency data showed us that our Black and Latinx students scored far lower on OSAS than the average for all ages. The same was true for students navigating poverty, students who are emerging bilinguals, and students on an IEP.

Student Attendance Data showed a need to find improved strategies to keep students engaged in school and coming to school at a greater rate.

9th Grade on Track Data showed a need to focus on the 9th-grade passing rate in Algebra 1 courses for students navigating poverty, for students who are emerging bilinguals, and for students on an IEP.

YouthTruth Survey Data from our students showed a need to focus on ensuring all students feel connected and a part of their school community. This lead staff to focus on honoring the culture, language, existing knowledge, and lived experiences that students bring to the classroom and using that knowledge to inform their teaching practice.

CTE participation Rates showed that we have high participation rates (>80%) for all focal student groups. Retention rates as measured by Perkins IV and V concentration rates are 60-70% and 20-40% respectively. Both teachers and students in focal group listening sessions shared that we need to focus on more clearly articulating Program pathways and their connections to post-secondary career and college options.

Between November 29, 2022 and January 10, 2023, Corvallis School District hosted **Community Engagement Sessions** focused on specific feedback to the School Board on their Board Goals. These engagement sessions were facilitated by East Consulting & Associates and the data collected was analyzed and reported back to the district in March, 2023. Three of the sessions were open to the general public, while the other five were targeted to specific community or parent groups. Those groups included our District Diversity and Equity Inclusion Committee (comprised of several community agencies and partners), Students Advocating for Equity or SAFE (comprised of students of color from our middle and high schools), and the Special Education Advisory Committee or SEAC (comprised of parents of students with disabilities in our district). One of the SEAC sessions was held for Spanish speaking families and one engagement session was held for our families connected to the NAACP and also Spanish speaking families connected to Casa Latinos Unidos. Themes that arose from those sessions about challenges and barriers included:

- Outreach to families of color
- How our school system views disability
- Competing beliefs about math instruction ranging from math is "...accessible for all" to "detracking math has not been beneficial..."
- A need for more "real world learning" in school
- Improved transition between grade levels and to post-secondary options



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Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

High School Success Investments

CTE investments

- *Hire and retain CTE staff from industry*
- *Design a culinary CTE space*

Dropout prevention investments

- *Support students to be successful in high school through a 9th grade success course for all incoming 9th graders*
- *Offer a Senior seminar course to support graduating seniors with post-secondary planning*
- *Hire a success coach at each high school to lead data teams and refine intervention systems*
- *Create a Sources of Strength class to support mental health in the high schools*
- *Design gender inclusive bathrooms at the high schools*
- *Develop alternative pathways for 8th graders*

College Level Opportunity Investments

- *Implement a college and career learning system (Major Clarity)*
- *Provide professional learning for teachers on mitigating bias and expanding college level opportunities*
- *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 to monitor grades and attendance in order to identify strengths and areas of support for students throughout their high school career to ensure school engagement and on track graduation.

Student Investment Account

Our ultimate goal is to ensure that all students graduate. We measure progress to graduation by tracking 3rd grade reading achievement, successful completion of Algebra I, and earning the required number of credits by the end of 9th grade. Our commitment to that goal requires that we recognize and remove institutional barriers to create access and opportunities that benefit each student so that a student's identity does not predict or pre-determine their success in school.

Social and emotional learning investments play a critical role in the formation of positive relationships for students and creation of the emotional connections necessary for a full and complete learning experience. These programs help students develop a range of skills they need for school and life including the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions. We need to preserve existing multi-tiered, school-based staffing models that support student social and emotional learning and maintain our mental health program which currently works with students at our elementary schools. Additionally, we need to provide staff with professional development focused on social and emotional learning strategies.



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Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

The Corvallis School District has put our commitment to equitable outcomes for all students into policy. Policy JBB, Racial Educational Equity states in part, “We are committed to the success of every student in each of our schools. For that success to occur, we are committed to racial educational equity by recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. We will achieve equity when student identity, including racial identity, does not predict or predetermine success in school.” Regarding resources and access, Policy JBB states, “Racial educational equity is based on the principles of justice in allocating resources, opportunity, treatment, and success for each student.” This Racial Educational Equity policy guides our work in all classrooms K-12.

What needs were identified in your district or school in terms of equity and access?

Community members attending our Community Engagement Sessions this winter identified the following themes when asked for feedback on advancing equity in Corvallis Schools.

- **Student Involvement:** Increase student voice and empowerment; include students in their version of success; take action on student suggestions.
- **Resources and Support:** Prioritize BIPOC affinity spaces and provide more funding for these types of supports; provide support to families who have barriers like transportation and childcare; include children with disabilities in a more equitable way.
- **Communication:** Keep asking for feedback and experiences; make sure the community has more opportunities to share what they see as inequities.
- **Teachers and Staff:** Focus on recruiting and retaining a diverse staff (race, culture, language); provide more professional development opportunities for staff on racial consciousness.
- **Curriculum:** Lift everyone up rather than lowering expectations; encourage teaching equity in school and ensuring it is part of the curriculum.

Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Our CSD Equity Lens tool is uploaded and includes the following questions.

- How does this decision align with the district mission and vision?
- Who does this decision affect positively?
- Who does this decision affect negatively?
- How might this ignore or worsen existing disparities?
- What are the unintended consequences of this decision?
- How will those being affected by the decision be included in the process?
- What other possibilities were explored?
- How will this decision/outcome become sustainable?



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Describe how you used this tool in your planning.

We use the Equity Lens in decision making throughout the district in various ways. The Equity Lens plays a prominent role in our meeting norms. The Equity Lens is visible on table tents at district meetings that also display information about the Courageous Conversation compass, the Four Agreements, and the Six Conditions. The Equity Lens is used to make decisions both big and small and using it for this application was a given. As we determined academic and social emotional impact on our students we were sure to consider how this plan aligns with our vision and mission, positive and negative effects, disparities, unintended consequences, including focal students and families in the needs assessment, multiple possibilities, and determining how the decisions will be sustainable.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

We expect that students who have historically been underserved will show higher levels of student achievement. We expect to see improved outcomes for students who are navigating poverty, multilingual learners, students on an IEP, and students of color.

We are monitoring the data specifically for 3rd grade reading levels, on track graduation rates as determined by 9th grade math achievement, and graduation and completer rates. Research on addressing academic achievement disparities shows a direct correlation between improving outcomes for more marginalized communities and overall outcomes. This means that as students who have been typically underserved show gains in academic achievement that scores for students who have traditionally been in the sphere of success will also improve.

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

We believe that by prioritizing culturally responsive teaching, recruiting and hiring more staff of color, and engaging our data teams and racial equity teams we will ensure our predicted academic outcomes. Some of the traditional barriers students encounter, such as curriculum that is not culturally relevant, are being removed through new curriculum adoptions and a focus on culturally inclusive teaching practices. We will continue to engage our students and families to match resources to needs.

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 Corvallis School District utilizes school building Student Support Teams that include the following members: a building principal, school counselor, mental health therapist, family advocate, RTI coach, special education teacher, behavior staff, and others that the building deem appropriate. This team meets weekly to discuss students and families with particular attention paid to what the student/family need to stay engaged in school. Many times that means basic needs supports like housing, transportation, and groceries. Building staff have received training in trauma informed practices and we operate using student first language. As a district we also hold beliefs about students and families that focus on connection and support. This is reinforced with our Student Growth and Experience staff that includes a Student Services Coordinator who works in close collaboration with community partners like DHS and both our family



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and youth homeless shelters. This coordinator also directs the work of our Family Outreach team in collaboration with our Family Outreach Supervisor.

Equity Advanced - CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

We have ten (10) Programs of Study in five (5) Career Cluster Areas and are working with our Perkins regional coordinator to add up to three more Programs. Strengths of our CTE Programs include: our facilities, equipment and human resources; skilled and dedicated teachers; non-traditional learning environments; student development of transferable skills; student connection to college and career pathways; course enrollment by focal group; connection to our School Board goal of real world learning; and relevant and personalized learning.

What needs were identified in your CTE Programs of Study in terms of equity and access?

Engagement at annual listening sessions of both CTE staff and high school students revealed that students and some staff lack awareness of our CTE programs and the sequences of courses within those programs. Focal group students shared that it still feels like peer representation in some Programs is not commensurate with enrollment.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Our district uses several strategies to recruit focal students to CTE Programs. Annual activities aimed at ensuring equitable participation include the following:

- *High school students from CTE programs visit students in elementary and middle schools*
- *High school students lead hands-on activities at the elementary level*
- *High school CTE students and teachers host an informational fair at middle schools*
- *Middle and high school STEAM teachers engage in collaborative projects across levels (Music & manufacturing and STEAM & Engineering)*
- *High schools host a spring recruitment program called "Women of the Woods" that aims to bring female students into manufacturing and engineering spaces to complete projects*
- *High schools host a 9th grade open house that focuses on CTE Programs (not core)*
- *Annual staff training on equitable forecasting practices and supporting students to access advanced coursework (AP, CTE, dual credit)*

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?

To understand strengths and challenges of our CTE programs and to ensure equal access we host annual listening sessions with current CTE students and teachers. Student listening sessions target nontraditional student participants. In the sessions students are asked to share how they have made informed course decisions, what they have enjoyed about their courses, potential barriers to course enrollment, and how they would like to see programs improve or change in the future. This information is used to design an annual teacher training to mitigate bias in forecasting practices. In addition, 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.



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Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Students at the elementary level experience a core curriculum for English Language Arts and Math. Students who attend our Dual Language Immersion school have a common curriculum for Spanish Language Arts. Elementary schools focus on building skills for students that transfer into all content areas using social emotional learning that spans the school day and school year.

At the middle and high school levels students experience a well rounded education through engagement in core and elective courses. At the high school level teachers and administrators have been collaborating to improve access to advanced courses (AP, CTE and dual credit). At both the middle and high schools we offer an AVID elective course to support student skill development.

To support student engagement and positive culture, K-12 teachers and administrators have all been trained to understand the 5 Dimensions of Teaching and Learning Framework and Rubric, which are focused on the student learning experience. In addition, Corvallis also implemented a new tool for evaluating and selecting curriculum K-12. The tool was built from Board policy, School Board goals and the 5D+ framework.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Due to the passage of our Local Option Levy, elementary students have full access to 60 minutes of music, 60 minutes of PE, and 45 minutes of art instruction each week. An extracurricular Mariachi music program is also in place at our Dual Language Immersion schools. At the middle and high school levels students have access to theater, visual arts, music, and media art through elective course offerings.

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

Through a generous construction bond passed by the Corvallis community in 2018, all of our elementary schools saw some form of remodel or update. Two schools were fully replaced. In all of those schools, our libraries were updated to be more welcoming and inviting to all students with the use of bright colors and the installation of comfortable furniture, reading nooks, and read aloud areas. Our Library Media Techs, led by our District Librarian, have also been weeding our collections removing older books and books that have not been checked out over the past five years. The district believes that children should see themselves in the books available in school and learn about the lives of others through literature.

Every school library has a Library Media Tech assigned to meet student and staff needs. Our elementary school libraries have schedules for all classrooms to visit the library each week, and our secondary school libraries are open all day for all students to visit.



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How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

At the elementary level, schools ensure that students have access to recess in the morning and during lunch. Research has shown that eating lunch and then going to recess can cause some students to not eat enough lunch because they are so excited to go play. Many of our schools schedule recess before lunch as a strategy to encourage students to eat their entire lunch. All schools meet the state requirement to provide students 20 minutes to eat lunch.

At the middle and high school levels, student lunches were recently extended to ensure students have adequate time for eating and movement. At the middle level, students eat lunch by grade level to ensure the students have ample time to both pick up and eat their food and enjoy movement in the middle of the day. Our middle schools follow a trimester schedule and students have PE two of the three trimesters with a third trimester PE elective option available.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

All elementary school Library Media Techs also staff the "Maker Spaces" that connect to their library. The district provides materials and ideas for STEAM projects for elementary students. Both middle schools offer STEAM and courses are aligned to high school CTE courses. Project-based learning is supported across the curriculum K-12 by Board Policy and our district curriculum adoption criteria which requires that materials be academically relevant and integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.

For the 2022 - 2024 school years we hired a math TOSA to support curriculum adoptions and professional learning in math for all teachers K-12.

Two of the criteria for materials adoption are below:

- *Materials are meaningful and relevant beyond the task at hand (e.g. relates to a broader purpose or context such as problem solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.*
- *Materials integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.*

Using this criteria for all adoptions moving forward will help to ensure that students engage in relevant project based learning that really makes them think.

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 the 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 the following criteria based on CSD equity work, CSD School Board goals and the 5D+ Framework.

Materials are appropriately challenging and supportive for all students, 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.



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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., relates to a broader purpose or context such as problem solving, citizenship, etc.), and helps 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.

All of our teachers and school administrators have been trained on the 5 Dimensions of Teaching and Learning Framework and Rubric. Curriculum adoptions include language from the 5D+ Framework for Teaching and Learning in order to create alignment with instruction occurring in the classroom. Teachers in K-8 have Professional Learning Communities (PLC) time scheduled into the school week in order to meet with colleagues and discuss strategies that are intentional, engaging, and challenging.

How will you support, coordinate, and integrate early childhood education programs?

Bond construction at our elementary schools included the creation of a preschool classroom. Our hope was to design for the future when our schools could provide aligned and comprehensive preschool programs at each building. Currently our district partners with Head Start to provide preschool at two of our eight elementary schools.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

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

- *Host spring transition meetings with middle and high school administrators and counselors*
- *Schedule counselor visits to middle schools*
- *Schedule middle school visits to HS*
- *Host after school CTE programs for middle school students at our high schools*
- *Host an 8th grade open house*

To support students with their transition to postsecondary education we:

- *Offer dual credit courses*
- *Offer CTE Programs connected to local community colleges*
- *Offer AP courses and pay for exam fees*
- *Have staffed college and career centers*
- *Offer articulated K-12 college and career learning activities*
- *Require all 9th grade students to take a 9th grade success to begin planning*
- *Require all 12th grade students to engage in a Senior Seminar to complete post-secondary planning*
- *Host job, trade and career fairs*
- *Organize college and work site visits*



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How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Our district utilizes Response to Intervention (RTI) in grades K-8. RTI teams are led by an 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 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.

Our district collaborates with business partners, STEM hub, our local community college, and OSU to ensure students are prepared for both career and college. We use CTE data and feedback from focal groups to adapt practices and improve Programs. A focus for the next biennium will be strengthening work-based learning opportunities within our CTE Programs.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

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.

Well Rounded Education - CTE Focus

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

In Corvallis, students experience college and career connected learning in their CTE courses as well as our required 9th grade success and senior seminar courses.

In the 2023-24 school year, additional opportunities for career learning will be provided through Academic Advisor (grades 9-12) with implementation of both Major Clarity and YouScience. High school counselors were involved in the review and selection of the new college and career connected learning materials. Additionally, several high school counselors have attended the National and Oregon CTE conferences to better understand the importance of CTE learning experiences.

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.



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How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

All students and families learn about CTE programs through our course catalog, open house, forecasting activities with counselors and our district website. Focal students have additional opportunities including a CTE to career pathways fair and collaborative middle school/high school spring activities.

In the winter of 2023, all high school counselors and teachers participated in a "Mitigating Bias in Forecasting" training. This training helped teachers and counselors to evaluate their roles in forecasting and understand the importance of increasing access to advanced courses (AP, dual credit and CTE).

How are you providing equitable work-based learning experiences for students?

To be in compliance with Perkins V, CTE teachers are working with community partners to develop meaningful work based learning experiences. In addition our district has been connecting with partners at our local community college (LBCC) and partnering with our STEM hub to expand student access to work based learning experiences. In Spring 2023, all juniors and seniors will have the opportunity to explore summer employment that is connected to the six Oregon Career Clusters.

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.

In Corvallis we define advanced coursework as dual credit, AP and CTE. In Fall of 2022, we had 1,573 dual credit and AP course enrollments by 839 unique students. The CTE participation rate was 86% for the three graduation cohorts (2018-19 through 2020-21). Student's academic and technical skills are being improved as our district adopts and implements new curriculum across core and grows dual credit, AP and CTE course offerings.

In the "Mitigating Bias in Forecasting" training that all high school staff participated in this winter, staff were asked to review current advanced coursework offerings, identify courses they would like to offer in the future and the barriers to getting started. In the feedback from that training teachers shared the following: "I appreciate identifying the ways in which we can improve student learning and access to education. I enjoyed collaborating with my department to determine ways to improve access to our courses."; "We need to work to disassemble the barriers that prevent students from achieving their goals."; and "We need to continue to find room to help students choose pathways that are both realistic and challenging."

CSD teachers know our district goals because they have built familiarity with the HSS eligibility requirements. This is helping them to focus on student learning and experiences.



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What activities will you offer to students that will lead to self-sufficiency in identified careers?

By partnering with our local community college, OSU and offering a required senior seminar course we support students to be self-sufficient. Students have shared that CTE courses prepare them for their next steps by being: relevant to things they are interested in; personalized; real-product focused; creative; variable in pace; exploratory; accessible across skill levels; collaborative; and problem solving focused.

How will you prepare CTE participants for non-traditional fields?

Each year our district examines our CTE participation data by focal group. Central office leaders work with building leaders and CTE teachers to improve and refine recruitment strategies to attract and retain non-traditional CTE participants. Success within CTE courses and programs supports students who choose to continue to be successful in nontraditional fields after graduation.

Describe any new CTE Programs of Study to be developed.

We are currently developing a Construction Program of Study and an additional Early Childhood Education Program of Study.

Engaged Community

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

We are fortunate to have a number of community and parent groups that have ongoing and positive relationships with our District. Community Engagement Sessions were scheduled with particular groups in mind like our District Equity Leadership Team Advisory (DELTA - a group of racially and linguistically diverse parents), Special Education Advisory Committee (SEAC - parents/guardians of students receiving special education services), Casa Latinos Unidos and the NAACP. Student groups included Students Advocating For Equity (SAFE - a group for historically marginalized students to explore equity) and PRIDE Clubs (a group for LGBTQ+ students) at the middle and high school levels.

Interpretation services are a standard practice at community engagement meetings for our Spanish speaking families and translated materials are also provided. Arabic translation and interpretation is also an available resource in our District, however it was not needed for Community Engagment Sessions this school year. All of the above-mentioned groups meet quarterly at a minimum allowing for ongoing collaboration and engagement.

We strive to engage with families who represent the diversity of our District. We are continually working to find ways to engage with our families navigating poverty. We must address the barriers to engaging with this group through building positive rapport. Our goal is to gain a deeper understanding of the challenges they are facing and develop methods to ensure these families have access to sharing their experiences and perspective with us.



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What relationships and/or partnerships will you cultivate to improve future engagement?

Many of the groups that we engaged with have a regular meeting schedule with District and school leaders. These groups include DELTA, SEAC and SAFE. We value these established relationships with student and family groups that inform us on effective formats for future engagement.

One group of families that we want to foster more engagement with includes those navigating poverty. Our bilingual health navigators and family advocates frequently meet with individual families, but systemic engagement is not yet in place. The District also needs to engage with local tribes and resources at Oregon State University in order to better serve our Native American students. We want our students to gain knowledge of Native communities and make certain that staff provide culturally relevant instruction. Developing relationships of trust is the most important way to cultivate engagement and do this work.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Authentic engagement requires planning, time, and resources from staff. As a District, we supported a number of opportunities for parent and community engagement. In addition, District leaders met with established parent groups to gain the perspectives of parents representing specific student groups. The process allowed us to gather a great deal of input in person.

The amount of data collected requires a common tool for review. We would encourage the Oregon Department of Education to provide guidance and support for districts in their use of software tools that summarize qualitative data sets.

How do you ensure community members and partners experience a safe and welcoming educational environment?

Board Policy ACB, Every Student Belongs, guarantees that, "All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, gender expression, sexual orientation, disability or national origin." All building administrators have received training on Policy ACB and understand it's charge of ensuring a safe and welcoming environment for all.

As stated earlier, interpretation services are a standard practice at community engagement meetings for our Spanish speaking families and translated materials are also provided. Arabic translation and interpretation is also an available resource in our district.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Conversations with the director of Muddy Creek Charter School and their eventual partnership with the Corvallis School District in the Integrated Guidance process began in September 2022, during monthly meetings between the charter school director and the Assistant Superintendent. Community Engagement Sessions were open to Muddy Creek parents and staff.



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Who was engaged in any aspect of your planning processes under this guidance?

<ul style="list-style-type: none"> • <i>Students of color</i> • <i>Students with disabilities</i> • <i>Students who are emerging bilinguals</i> • <i>Students who identify as LGBTQ2SIA+</i> • <i>Students navigating poverty, homelessness, and foster care</i> • <i>Families of students of color</i> • <i>Families of students with disabilities</i> • <i>Families of students who are emerging bilinguals</i> • <i>Families of students who identify as LGBTQ2SIA+</i> • <i>Families of students navigating poverty, homelessness, and foster care</i> • <i>Migrant Education and McKinney-Vento Coordinators</i> 	<ul style="list-style-type: none"> • <i>Local Community College Deans and Instructors; Local university deans and instructors</i> • <i>Licensed staff (administrators, teachers, counselors, etc.)</i> • <i>Classified staff (paraprofessionals, bus drivers, office support, etc.)</i> • <i>Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)</i> • <i>Tribal members (adults and youth)</i> • <i>School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)</i>
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How were they engaged?

<ul style="list-style-type: none"> • <i>Survey(s) or other engagement applications (i.e., Thought Exchange)</i> • <i>In-person forum(s)</i> • <i>Focus group(s)</i> • <i>Community group meeting</i> • <i>Partnering with community-based partners</i> • <i>Roundtable discussion</i> • <i>CTE Consortia meeting</i>

Evidence of Engagement

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

CSD Five Artifacts of Engagement

1.	District Improvement Plan Slideshow	Presented in November 2022 to the Corvallis School Board. Includes achievement and engagement data and our goals for the 2022-23 school year.
2.	CTE Listening Sessions	Listening session with students to better understand how students know about and select CTE courses
3.	Mitigating Bias in Forecasting Slideshow	Presented to high school staff in January 2023.
4.	Recruitment and Retention Data Analysis and Planning for CTE	February 2023 meeting with CTE teachers to review disaggregated data for current programs and plan for promotion and recruitment activities.
5.	Community Engagement Report	Presented in March, 2023 to the Corvallis School Board summarizing the Community Engagement sessions.



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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?

These artifacts were selected because they speak to the full breadth of analysis the district did to make decisions about our Integrated Guidance Plan. Our District Improvement Plan provides evidence of who we are, how our students are doing, and where we would like to be at the end of the year. The three documents related to CTE are mentioned throughout this application and show the work our CTE and High School Success Coordinator did to elicit feedback from staff and students about the program and gather ideas on how to improve. The Mitigating Bias in Forecasting is a direct result of that work with staff and students. And lastly our Community Engagement Report provides information and feedback from our community collected during our multiple Community Engagement sessions.

As mentioned previously in this application, focal student populations and their families were specifically included and invited to listening sessions and Community Engagement sessions.

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.

Our initial strategy is to open up listening sessions or Community Engagement Sessions to the public and offer interpretation services to anyone who needs it. Our more directed strategy is to extend invitations to particular students, families, and community partners in order to elicit feedback from focal groups. For Community Engagement Sessions this included our Black families (through the NAACP), our Latinx families (by specific invitation and through Casa Latinos Unidos), our families with students in special education (Special Education Advisory Committee), community and district partners representing diversity, equity, and inclusion (DEDI) and a specific session for Students Advocating for Equity. SAFE is a student group at the secondary level for our students of color. For CTE listening sessions with students, our CTE coordinator specifically chose focal group students to participate.

On the Community Engagement Spectrum, our work fell between "Involve" and "Collaborate." We were meaningfully engaging community voice and collaborating and sharing power with the community.

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

CTE staff were invited to attend the Recruitment and Retention Data Analysis and Planning meetings. These staff analyzed disaggregated data to look for patterns in enrollment in CTE courses by race and gender. Using that data, CTE staff made plans to recruit students of color and create a gender balance as well as planned how to retain those students once they enroll.

All high school teachers were trained on Mitigating Bias in Forecasting to identify their role in addressing equitable access to advanced courses. Staff reviewed our Racial Educational Equity policy and identified language that aligned to improving access to advanced courses. They also collaborated to identify barriers to students accessing advanced courses and what they will do collectively take to support equitable course forecasting processes.

On the Community Engagement Spectrum, our work fell between "Collaborate" and "Defer." We were collaborating and sharing power with the community (staff) and letting them drive the work.



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

CTE participation rates showed that we have high participation rates for all focal student groups. Both teachers and students in focal group listening sessions shared that we need to focus on more clearly articulating Program pathways and their connections to post-secondary career and college options. Based on data that indicated we needed to provide professional learning for teachers on mitigating bias and expanding college level opportunities

Our Community Engagement sessions revealed that our families and community partners believe in the work that our district is doing to improve outcomes for all students. These sessions gave us insight into what is most important to our families and students when considering academic rigor, equity, and real world learning.

Engaged Community - CTE Focus

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Our district is partnering with LBLED, 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. Part of this work is funded by a Rural Guided Pathways Grant that brings partners together to create connected K-12 to Career pathways. In addition, we are currently working to pair CTE teachers with partners to ensure students have experiences that are aligned to CTE programs and include sustained interactions with industry, business, or community professionals. To encourage student participation, we are working to offer CTE credit for work based learning experiences that are aligned to CTE programs.

Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

As a district we are focusing on the next evolution of our racial equity work. After years of honest and consciousness-raising conversations with students, parents, teachers, administrators, and community leaders, it is clear we need to do more to ensure implementation of evidence based strategies aimed at raising outcomes for student focal groups.

This plan includes funds to increase equity leadership development in partnership with culturally specific organizations and other stakeholders in order to advance our work to remove systemic barriers and advance racial equity, diversity, and inclusion in our schools. This plan also includes funds to expand our strategic recruitment strategies to establish a better and more consistent pipeline to increase the racial and cultural diversity of our teaching staff and provide staff with professional development focused on race and culturally relevant instruction.



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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?

Our school district engages in staffing practices that ensures 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. We also complete a comparability report each year to assess staff working at district Title I schools.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student 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.

From our Racial Educational Equity Policy JBB:

To achieve racial educational equity, we are committed to:

- 2. Consistently using districtwide and individual school level data, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making.*
- 3. Promoting opportunities in all aspects of education, including extracurricular activities, to ensure equitable representation in advanced learning such as talented and gifted and advanced placement courses. Eliminate disparate representation in special education and discipline referrals.*

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

School Improvement Plans and the District Improvement Plan were written this year to focus on Achievement in Reading, Achievement in Math, and Student Engagement. Our district has aligned our professional development opportunities with these top three goals in mind. In addition we align professional growth opportunities with our school board goal areas that include student achievement, equitable systems, real world learning, and health and wellness. We take time to check in with staff who have attended professional learning to see how that learning has been implemented into their classroom and ensure building principal support for those teachers to share their learning with their colleagues.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

In our annual evaluation system, educators start the year by completing a self-assessment to reflect on their knowledge base and plan for the year. In that document, educators are asked about professional learning they are hoping to accomplish this year. The next step in the evaluation process asks educators to set Student Learning Growth Goals and for each goal, educators are asked, "What professional development will help me reach my goal?" At the mid-year point, educators meet with their supervisor to discuss progress on their goal thus far. At the end of the school



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year, following multiple walkthrough observations with supervisor feedback, educators meet once again with their supervisor to reflect on the school year.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Our district utilizes Response to Intervention in grades K-8. RTI teams and Data Teams at the high school level. These teams meet regularly to analyze data and determine student interventions or study the efficacy of interventions in place. Data may include local performance assessments or STAR data. At the high school level, school data teams analyze academic achievement data and attendance data to make decisions about student intervention needs. These teams work to respond to student needs and ensure they have support both academically and behaviorally. All schools have systems in place to support students including specific intervention programs or classes and opportunities for alternative education in building. It is those interventions that are reviewed regularly at RTI or Data Team meetings.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

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 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 and counselors*
- *Schedule counselor visits to middle schools*
- *Schedule middle school visits to high school*
- *Host after school CTE programs for middle school students at our high schools*
- *Host an 8th grade open house*

To support students with their transition to postsecondary education we:

- *Offer dual credit courses*
- *Offer CTE Programs connected to local community colleges*
- *Offer AP courses and pay for exam fees*
- *Have staffed college and career centers*
- *Do articulated -12 college and career learning activities*
- *Require all 9th grade students to take a 9th grade success to begin planning*
- *Require all 12th grade students to engage in a Senior Seminar to complete post-secondary planning*
- *Host job, trade, and career fairs*
- *Organize college and work site visits*