

CENTRAL POINT SCHOOL DISTRICT INTEGRATED PLAN REPORT 2025-2026 SCHOOL YEAR

October 2026 Board Meeting

Annual Report Questions & Responses to Oregon Department of Education

AR1: As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

2025–26 Annual Progress Reflection

One area where we have seen meaningful progress is Outcome 1: increasing academic outcomes, student engagement, and attendance through high-quality instruction and authentic learning.

Our Educational Excellence work has continued to strengthen instructional consistency across the district. Teachers have progressed from identifying and deconstructing priority standards and developing projection maps to unit mapping, common instructional expectations, and more intentional use of PLC time to examine student learning. This work strengthens the connection between standards, instruction, assessment, intervention, and our LPGTs and LOMs.

We have also strengthened districtwide MTSS structures. Academic, behavior, and attendance supports are increasingly documented through consistent Synergy processes, including teacher requests for support, interventions, progress monitoring, and Early Warning System indicators. Early literacy remains a priority, with Early Literacy, CLSD, Title I-A, and other resources supporting Science of Reading practices, structured literacy, intervention materials, and professional development.

Summer learning was significantly smaller this year because the district did not receive the Oregon Summer Learning Grant. Available resources were prioritized for a targeted program serving primarily Migrant and English Learner students.

These efforts support our long-term targets in third-grade literacy, eighth-grade mathematics, attendance, ninth-grade on-track, English Learner progress, and graduation. Rather than relying on a single initiative, we are building connected systems of high-quality instruction, PLC collaboration, MTSS, early literacy, and targeted intervention to support sustained student growth.

AR2: Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

2025–26 Annual Progress Reflection

One of our most persistent barriers continues to be student attendance. Even when strong curriculum, intervention, enrichment, and student support systems are available, students cannot fully benefit when they are not consistently present. Chronic absenteeism affects academic achievement, English language development, engagement, ninth-grade on-track, and graduation.

We have strengthened attendance supports through MTSS, Early Warning System indicators, and more consistent intervention processes. However, schools continue to encounter barriers such as family circumstances, transportation, disengagement, and avoidance that often require individualized solutions beyond traditional school interventions.

Staff capacity also remains a challenge, particularly within special education, English Learner services, and intervention. Staffing shortages, turnover, caseload complexity, and increasing student needs can make consistent implementation difficult. English Learner data also continue to show achievement and language-development gaps, particularly for long-term English Learners and English Learners with disabilities.

Limited funding affected extended learning opportunities as well. Because the district did not receive the Oregon Summer Learning Grant, we were unable to provide the broader K-8 summer program available in previous years and instead prioritized limited resources for Migrant and English Learner students.

Continued support with attendance and re-engagement strategies, specialized staffing, intervention systems, and sustainable extended-learning funding would help us deepen implementation and improve outcomes.

CTE 1: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. These include more populations than the federally identified “special populations.” The federal definition includes individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in or having aged out of foster care, and youth with a parent who is a member of the armed forces or on active duty.

Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V)

You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students.

2025–26 Annual Progress Reflection

Our approach to Perkins funding is focused on ensuring that CTE opportunities are accessible to students regardless of disability, language, income, gender, or other barriers. Counselors, CTE teachers, special education case managers, English Learner staff, and other support staff work together to identify students who may benefit from career-connected learning and encourage participation.

Perkins funds are prioritized for industry-standard equipment and technology, adaptive tools and instructional supports, professional development, and resources that reduce financial barriers for students. We also intentionally encourage students to consider pathways in which they may be underrepresented, including female students entering traditionally male-dominated fields.

Perkins investments have supported industry-standard equipment such as a WoodMizer sawmill and welding equipment, as well as career-connected programs in Wildland Firefighting, Forestry, Wildlife Conservation, Construction Skills, CAD/Engineering, business, and other technical fields. Students have also had opportunities to earn industry-recognized credentials, including Wildland Firefighting red cards.

We continue to explore and develop additional pathways, including Health Science and Engineering, while considering the equipment, professional development, partnerships, and student supports needed to ensure equitable access. Our goal is not only to expand CTE opportunities, but to ensure that special populations can meaningfully participate and succeed within them.

CTE 2: The 2024-2028 CTE State Plan has three outcome areas:

Outcome 1: Career connected learning that is systemically integrated with education and workforce development.

Outcome 2: Increased equitable participation in high-quality CTE and career connected learning.

Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships.

Please choose at least one of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers.

2025–26 Annual Progress Reflection

Central Point School District has continued to strengthen connections between classroom learning, post-secondary opportunities, and the workforce.

CTE advisory committees and industry partners provide feedback about workforce needs, curriculum, equipment, and industry expectations. Partnerships with organizations such as Anthology Woods and Rogue Salad Co. have provided students with authentic projects, design challenges, professional feedback, and connections between classroom learning and real workplace applications.

We have also expanded career-connected coursework and credential opportunities in areas such as Wildland Firefighting, Forestry, Wildlife Conservation, Construction Skills, welding, CAD/Engineering, and business. Perkins investments in industry-standard equipment help students work with tools and experiences that more closely reflect workplace expectations.

Our comprehensive high school model also provides an opportunity to better connect CTE pathways with dual credit, industry credentials, internships, graduation planning, and post-secondary goals.

This work also supports increased equitable participation. Counselors, CTE teachers, special education staff, and ELD staff work together to identify barriers and encourage participation by students from special populations and students who may be underrepresented in particular career fields. Our goal is for students to leave high school with stronger technical and employability skills and a clearer pathway to employment, training, college, or other post-secondary opportunities.

Summary of Annual Report to Oregon Department of Education

Progress & Accomplishments

- **Instructional Coherence:** Educational Excellence work progressed from priority standards and projection maps to unit mapping, common instructional expectations, and more intentional PLC use focused on student learning.
- **MTSS Implementation:** Academic, behavior, and attendance supports are increasingly documented through consistent Synergy processes, including teacher requests for support, interventions, progress monitoring, and Early Warning System indicators.
- **Early Literacy:** Early Literacy, CLSD, Title I-A, and other resources continue to support Science of Reading practices, structured literacy, intervention materials, and professional development.
- **Connection to Long-Term Targets:** Current work supports district targets in third-grade literacy, eighth-grade mathematics, attendance, ninth-grade on-track, English Learner progress, and graduation.
- **Targeted Summer Support:** Because the district did not receive the Oregon Summer Learning Grant, the summer program was significantly smaller and focused primarily on Migrant and English Learner students using available resources.

Barriers & Challenges

- **Chronic Absenteeism:** Attendance continues to limit access to instruction, intervention, English language development, engagement opportunities, and progress toward graduation-related outcomes.
- **Staff Capacity:** Staffing shortages, turnover, caseload complexity, and increasing student needs continue to affect special education, English Learner services, and intervention systems.
- **English Learner Outcomes:** Achievement and language-development gaps remain, particularly for long-term English Learners and English Learners with disabilities.
- **Extended Learning Funding:** The absence of the Oregon Summer Learning Grant significantly reduced the scope of K-8 summer programming and illustrates the challenge of sustaining extended learning through competitive or time-limited funding.

Career & Technical Education (CTE) Highlights

- **Equitable Access:** Counselors, CTE teachers, special education case managers, English Learner staff, and other support staff collaborate to reduce barriers and encourage participation by special populations and students underrepresented in particular fields.

- **Perkins Investments:** Funds support industry-standard equipment and technology, adaptive tools and instructional supports, professional development, and resources that reduce financial barriers.
- **Career-Connected Programs:** Programs and credential opportunities include Wildland Firefighting, Forestry, Wildlife Conservation, Construction Skills, welding, CAD/Engineering, business, and related technical fields.
- **Industry Partnerships:** CTE advisory committees and partners such as Anthology Woods and Rogue Salad Co. provide authentic projects, professional feedback, and input on workforce needs, curriculum, equipment, and industry expectations.
- **Pathway Development:** The district continues to explore Health Science and Engineering pathways while strengthening connections among CTE, dual credit, industry credentials, internships, graduation planning, and post-secondary goals.

Overall Reflection

The district is continuing to move from isolated initiatives toward connected instructional, intervention, attendance, and career-connected systems. The strongest areas of progress are instructional coherence, MTSS structures, early literacy, and CTE access, while attendance, specialized staffing, English Learner outcomes, and sustainable extended-learning funding remain key implementation challenges.