

Needs Assessment Summary

Eagle Point School District conducted their needs assessment using surveys, questionnaires, and academic data, which were reviewed by district staff and a school board member. The findings revealed several key areas for growth, particularly in academic support, student behavior, and expanded extracurricular offerings. A central focus is the need to strengthen reading interventions and address behavioral challenges occurring during both instructional and unstructured times. Stakeholders, especially families, also voiced a strong interest in increasing after-school programs for elementary students and expanding career-connected learning options, such as culinary and woodworking classes at the middle school level. Students reported feeling safe and respected at school, and both staff and students expressed a strong sense of being valued, suggesting a positive and supportive school culture.

However, academic data highlighted specific challenges. Math proficiency among elementary students declined compared to the previous year, while reading scores at the high school level showed inconsistent growth, especially for Level 4 students in grades 9–12. Sixth-grade reading scores raised concerns. Low science proficiency was revealed in all grades except for fifth and eighth.

Despite these challenges, there were notable academic successes. Third-grade reading proficiency improved, and fewer students were reading below grade level, an encouraging sign for future graduation outcomes. Fifth-grade math scores rose. STAR Reading scores among high school students showed a decrease in the percentage performing at Level 1. Reading performance remained steady across most grades, excluding eighth grade. Both fifth and eighth grades showed significant gains in science.

Community feedback reinforced the need for more after-school programming, particularly at the elementary level, while also highlighting a high level of satisfaction with the district. Only 2% of parents disagreed with the statement, “I’m proud my student attends this school.” Students echoed these positive sentiments, reporting feelings of safety and support from staff.

Student engagement data pointed to the need for broader participation in high school questionnaires to ensure all voices are heard. Behavioral issues continue to affect the classroom environment, and students are asking for more clubs, field trips, and enrichment opportunities. Encouragingly, 74% of Eagle Point High School students said their teachers value their input, and 87% of all students (rising to 92% in middle school) expressed a desire to pursue career-connected learning experiences. The majority of middle and high school students reported feeling safe, affirming the district’s efforts to maintain a secure environment.

Staff responses highlighted a need for improved cultural awareness, increased interventionist and counseling support, and a more inclusive climate. While boosting staff survey response rates remains important for capturing representative feedback, current data indicate general satisfaction among staff. Nearly 70% reported feeling safe at work, and an overwhelming 97%

agreed that the district's programs positively impact students' lives. Many staff members voiced appreciation for existing initiatives and expressed support for the district's overall direction, despite calling attention to areas needing growth.

Crater Lake Academy's needs assessment began by forming a diverse committee. This group, including school staff, teachers, administrators, school board members, and community members, ensured varied perspectives. The process employed the ORIS framework for self-analysis, identifying the strengths and weaknesses of CLA. Concurrently, student data: attendance, graduation rates, on-track progression, and benchmark achievement. Doing this allowed qualitative and quantitative insights.

To ensure inclusive feedback, CLA maintained ongoing engagement with scholars, parents, and staff. Monthly meetings, information nights, conferences, and surveys fostered open communication which highlighted the continued needs of our scholars and families.

This process highlighted concerns in "Well-Rounded, Coordinated Learning Principles" and "Inclusive Policy and Practice," revealing continued gaps in student belonging, post-secondary opportunities, intervention support, and on-track reporting. These findings directly shaped resource allocation, prompting CLA to prioritize staffing adjustments. CLA will continue to monitor these actions throughout our planning cycle.

Equity Advanced

Explain how you incorporated your equity lens or tool into your planning and budgeting process.

Decisions on budgeting, hiring and purchasing are always with the absolute best interest of students in mind. By default, our equity lens is applied in all those situations. Some examples of where we focus our dollars is to provide career and college readiness support for English learners and Latino students with a bilingual tutor, students with disabilities and students experiencing poverty. All grade levels at Eagle Point High School have an assigned grad coach paid for from High School Success. Two of those grad coaches are bilingual and assist with translation when needed. Social emotional learning is integrated into classroom curriculum and delivered by teachers equitably. Our Outcomes A, B, C, D and the Strategies attached to them equitably address closing the achievement gap for all students. As well, the Outcomes and Strategies for Early Literacy are focused on students in our highest poverty and lowest performing schools to provide those students the boost to be at grade level by second grade.

The team reviewed the needs assessments and data sources to create the plan utilizing the EPD9 Equity Lens. This tool is housed in our "admin binder" and is shared with principals and cabinet. It will be utilized in each building whenever a decision is made that will have an impact on students, staff, or families.

Lastly, Priority #1 of our 2024-2027 Strategic Plan is to "Ensure High Levels of Learning for all Students" and includes strategies to increase ELA and Math OSAS scores.

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?

Principals and Instructional Coaches (ICs) lead professional development to demonstrate and teach the best instructional practices based on observations. ICs are in place at all brick-and-mortar schools to assist teachers with instructional improvements through goal setting, also known as Impact Cycles. Coaching may include lesson design, modeling, and providing feedback regarding student engagement and rigorous instruction. ICs meet with teachers prior to their peer observation to discuss areas of focus and plan for meeting after observation. The IC meets with the teacher to review observation notes and determine next implementation steps that they can support. The IC will also cover a class at times so the teacher may observe an instructional practice in another classroom.

Teacher teams work in PLC teams to set goals around essential standards, review common formative assessments results, analyze data, and plan for student additional time and support. PLC professional development and training will continue to be provided throughout the biennium following our district Strategic Plan that outlines PLC implementation action items and goals.

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

Eagle Point School District follows EPSD9 board policy JECBD, JECBD-AR and all applicable laws with regards to assuring students navigating houseless have equal access in all programs and activities offered . EPSD9 has implemented a Night Time Residence form enrollment documents for all students to help identify students navigating homelessness. The district has 1 FTE dedicated to serving students identified as McKinney Vento and/or Foster. She develops and provides individualized plans for each student identified as McKinney Vento (MV) and/or residing in Foster Care.

In partnership with Rogue Community Health, medical and counseling services are provided on-site to not isolate students needing mental health support as they navigate houselessness.

The District (using Title 1A dollars as well as donations from various organizations) pays school fees, sports fees, graduation fees, purchases sports equipment, food, clothing, shoes, sleeping bags, mileage reimbursement and provided transportation so students identified can participate in the overall school experience. This list is just a small sampling of supports we provide for this group of students. Our District purchased vehicles that are utilized to help with MV and at-risk student transportation needs outside of the regular school day. We train staff yearly at all schools using a PowerPoint to provide information on MV, how to identify students who may likely qualify for MV status and discuss the process to offer support. We also track outcome data for credit attainment and academic achievement. In 2022, our MV Students achieved a graduation rate at EPHS of 83.33%.

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

We ensure that all students are treated equitably throughout their school experience. During 8th grade transition activities, every student is introduced to all course options, including the opportunity to enroll in Ag Science at the high school. This serves as a launching point for further Agriculture and Animal Science coursework. If students later wish to pursue different interests, school staff support them in adjusting their path. The high school master schedule is built from individual student course requests to ensure equitable access to all classes. Curriculum guides for both high schools are posted online for easy access by parents.

We encourage all students (regardless of nontraditional status) to explore their passions through a variety of opportunities in college, career, and service. This includes classroom activities, field trips, and involvement in organizations like FFA and SkillsUSA.

CTE students are prepared for nontraditional careers by learning project planning skills and meeting professionals who have succeeded in those fields. Throughout the year, students interact with industry experts, including judges at local events and mentors in multi-pathway business projects.

Eighth grade and high school students attend annual events like the Careers in Gear Fair and Trade Fair. They also tour multiple colleges, including a dedicated visit from the Oregon Public Universities (OPU) tour.

All students complete YouScience to assess career readiness and aptitude. Weekly advisory classes guide students through the career planning process. Seniors further prepare by creating resumes and personal websites to showcase their skills to potential employers.

Well-Rounded Education

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

Three changes have been made from our [initial submission](#) of the Early Literacy Grant and are explained below.

Program Review Tools 1 and 2: we have discontinued the transition kindergarten program. As well, the district has discontinued twice a year conferences and we only offer Fall Parent conferences. The third and last change was to Program Review Tool 4. The district remains committed to best practices in Reading, Writing, Vocabulary and Comprehension. To that end, we are expanding dyslexia training from grade bands K -1 to grade bands K - 2. The district also remains committed to utilizing training offered by the Southern Oregon ESD in Sheltered Instructional Observation Protocol and Guided Language Acquisition Design to best serve our English Language Learners. No changes to the remaining Program Review Tools have been made.

How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and

sequence of K-12 learning objectives and is aligned to all state and national standards?

Eagle Point School District 9 follows the Oregon Department of Education's adoption calendar, and all core curricula are on the state-approved list with a clearly defined K-12 scope and sequence aligned to state and national standards. Supplemental and intervention materials are research-based and evaluated by staff for effectiveness.

The curriculum selection process begins with a review of Oregon's approved materials. A committee of teachers, parents, and administrators collaborates to identify essential and desired features in new materials, then creates an evaluation rubric. Committee members pilot selected materials in classrooms, gather student feedback, and share results to narrow the choices to finalists. Finalist publishers present to the committee, answer questions, and a final selection is made based on those interactions.

Instructional Coaches regularly meet with content teams to ensure proper curriculum implementation, alignment to standards, shared resources, and common assessment development. These teams frequently analyze student data at grade-level and Data Team meetings to guide instruction.

The district is also developing effective Professional Learning Communities (PLCs), dedicating six full days annually for collaboration. Teacher teams are working to identify Essential Skills, develop Pacing Guides, Learning Target Progressions, and Mastery Scales. Entering the second year of implementation, this work is centered on four key questions:

1. What do we expect students to learn?
2. How will we know if they've learned it?
3. How do we respond when they struggle?
4. How do we respond when they succeed?

This comprehensive process ensures a consistent, standards-aligned K-12 learning experience.

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

SIA, HSS, EHS, and Early Literacy funds enable well-rounded programs otherwise unattainable. SIA funds expanded elementary fine arts and PE, and supports STEAM classes at both middle schools and for 6th grade at Shady Cove. CTE programs in Culinary Arts, Agriculture Science, Engineering/Robotics, Transportation Technology, Social Media Marketing, Veterinary Medicine, and Animal Science are available to grades 9–12, including hybrid students. Eighth graders can access Agriculture Science at EPHS and continue into advanced courses. STEAM teachers receive Pathways Curriculum training to ensure engaging instruction.

SIA funds student participation in SkillsUSA competitions. In the last biennium, 13 middle schoolers and several high schoolers competed at the state level, with four advancing to nationals. Continued support remains a district priority.

To support graduation, SIA funds two high school guidance counselors, while HSS supports a graduation coach per grade level and a College and Career Counselor focused on building post secondary partnerships. SIA also funds a guidance counselor at our alternative school, playing a key role in dropout recovery. Student Service Facilitators, trained to identify at-risk behaviors, provide vital referrals to mental health services.

SEL is integrated across all levels: PurposeFULL People in elementary, Character Strong in middle school, and Wayfinder (currently piloted) in high school.

The district offers a continuum of services, including Special Education, TAG, ELL, and Title I, ensuring individualized support. Instruction is continuously monitored through admin walkthroughs. Principals and Instructional Coaches lead PD efforts, including training by expert Marsha Moyer in the Danielson Framework.

How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Each school site is fully fenced, equipped with a doorbell, “buzz-in” entry system, and cameras to monitor visitors while maintaining a welcoming environment. Shatter-resistant protective film has been installed on all feasible windows to deter unauthorized entry during emergencies.

Volunteers and visitors are welcomed into schools for events, sports, assemblies, and special activities. An online system logs all visitors, ensuring clear records in case of emergencies. We provide a volunteer handbook and badges, and volunteers are warmly greeted when checking in. Recruitment efforts are promoted through various media. To improve accessibility, we are working to ensure signage is bilingual in English and Spanish, and each school has Spanish-speaking staff available when needed.

Over the past three years, we revised our Behavior Definition Matrix for grades K–12 and refined Discipline Matrices for K–5, 6–8, and 9–12. Stricter consequences were added to address drug use/distribution, gang activity, and violence, sending a strong message that such behavior will not be tolerated.

Additionally, the supervisor of our District Student Services Department serves on the Jackson County Level 2 Threat Assessment Team, which meets biweekly. This countywide team discusses concerns such as drug distribution, gang involvement, recently released juvenile offenders, and incidents of violence across districts. These regular meetings are essential to maintaining open lines of communication and raising awareness, reinforcing our shared responsibility to keep students safe.

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

The goal of our school library program is to promote rich literacy experiences that support life-long reading and critical thinking skills. Instruction focuses on information literacy,

educational technology, digital citizenship, and reading engagement for all students. Library spaces and resources support both staff and student learning.

Each elementary school offers a weekly library class with dedicated staff. They regularly host Scholastic Book Fairs and encourage students to get library cards and explore community libraries during field trips. One elementary school also participates in the “Oregon Battle of the Books.”

At the middle school level, libraries are open before, during, and after school. Coordinators assist with research projects, maintain iPads, and collaborate with the community library. While services vary, Language Arts classes typically visit weekly. Libraries have also become popular lunch spots for reading and board games.

Family Literacy Nights, held at both elementary and middle schools, are well attended. When funding allows, students receive a book of their choice to keep.

Our high school librarian, a certified teacher and lead librarian for the district, manages the high school library and supports all district libraries. She ensures that every school has access to a vibrant library program that fosters diverse skills and enhances student growth.

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

EPSD monitors the effectiveness of social and emotional interventions through consistent district-wide practices across all grade levels. A District Behavior Support Specialist supports general education students with behavioral challenges, while special education case managers oversee students with IEPs. Individual behavior plans are developed through the MTSS process and regularly adjusted.

Intervention teams at each school level meet regularly (every six weeks at the elementary and middle school levels, and weekly at the high school level) to review student data related to behavior, academics, and social-emotional well-being. Team members may include teachers, counselors, disciplinarians, and support staff.

Students in elementary and middle school may use a check-in/check-out system to track daily behavior. All K–12 students have access to a digital emotional check-in tool each morning, where they select an emoticon to reflect their mood. This alerts staff to possible dysregulation, allowing for timely support and promoting student safety and connection.

If concerns increase, staff consult the Behavior Support Specialist to modify interventions. For more serious concerns, the district employs the Columbia Suicide Severity Rating Scale to assess risk. Based on whether a student is identified as low, moderate, or high risk, the district follows a defined response protocol. This may include mental health referrals, crisis team involvement, or coordination with police for hospital transport when needed.

These multi-tiered supports help EPSD maintain a proactive and responsive system to promote student well-being across all schools.

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Students not meeting or exceeding standards are identified and supported through our Multi-Tiered System of Support (MTSS). We use the MTSS module in Synergy to track students district-wide in academics, attendance, and behavior. The Early Warning System quickly identifies students at low, some, or high risk.

At the elementary level, Data Teams meet after benchmark assessments to review performance and determine interventions. A designated time is built into the day for targeted instruction, with progress monitored regularly, including biweekly iReady checks. Building Academic Teams (BAT) meet every six weeks to adjust supports as needed.

In middle school, risk levels are determined using grades, behavior, attendance, and Star360 benchmarks. Identified students receive targeted math and ELA intervention classes, tutoring, and regular monitoring with curriculum-based measures. Star360 is administered every nine weeks to adjust supports.

At the high school level, the MTSS team meets weekly, rotating focus across cohorts. Seniors are reviewed more frequently starting second semester. Students at risk are discussed, and barriers are addressed with appropriate interventions or specialist referrals. EPHS also partners with Project Youth Plus and offers supports such as Algebra Restart, Saturday school, and tutoring. High-achieving students are celebrated through awards and scholarships.

Each EPSD9 school has a TAG Coordinator. Elementary TAG students are identified through a universal screener and supported with Personalized Education or FLEX Plans. Enrichment options include OBOB, clubs, Rosetta Stone, academic contests, and advanced coursework. High school students can access AP classes and the Oregon Seal of Biliteracy.

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.

At this time, due to classroom space restrictions and declining general fund revenue, the district will not be pursuing any new CTE programs.

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

Our Career and College Coordinator partners with local businesses and industry leaders to offer students work-based learning experiences such as tours, presentations, and internships. Through outreach, SOREDI tours, and workshops, these connections aim to create equitable, interest-aligned opportunities.

Recent collaborations with Alumbra and Rusted Gate Farms provide certifications and paid summer internships through grant funding. CTE Advisory Committees meet twice a year to align instruction with industry needs and expand learning opportunities. Professionals from FFA, DECA, and SkillsUSA mentor students and evaluate events, helping them build leadership and career skills.

A partnership with RCC's Career Connected Learning Navigators has expanded dual credit options and created new programs like phlebotomy training and field trips. We prioritize access for all students (especially focal groups) by addressing barriers related to gender, finances, and exposure to non-traditional careers.

Students gain hands-on experience in fields like culinary arts, agriculture, welding, robotics, and transportation technology. Industry engagement includes job shadowing, pre-apprenticeships, company tours (e.g., Lithia Motors), RCC Demo Days, and college visits.

During the last biennium, the district built an Agricultural Sciences Building and expanded Veterinary and Animal Science programs using SIA and HSS funds, donations, and general funds. All students complete YouScience assessments, attend weekly career advisory sessions, and complete a senior capstone featuring a resume and personal website.

These efforts ensure students graduate career-ready, whether they pursue college, military service, or enter the workforce directly.

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?

Following the challenges of COVID, we've worked hard to rebuild and re-engage our community, encouraging volunteerism and creating more opportunities for two-way communication. While surveys and questionnaires remain tools, we've responded to parent feedback (such as concerns about Facebook being ineffective) and expanded our communication strategies accordingly.

We regularly gather input from families, students, and community groups through surveys, questionnaires and events. Our annual student-led Family Conferences, Ready! for Kindergarten night, Title I family nights, PTO events, parenting classes, SMART reading, Junior Achievement, Farm Day, arts events, and athletics all foster connection. SIA funds enabled the purchase of digital signs across the district, centrally controlled for rapid communication in critical moments, such as student safety alerts.

We use tools like the EPSD9 App (Remind Text), ParentVue, and social media to keep families informed. Our communications supervisor maintains the website and is currently launching a more user-friendly version.

SIA funds also support community outreach events. To encourage family participation, we hold raffles with themed baskets featuring games, movie tickets, and other family-oriented items.

To gather student feedback, especially from focal groups like justice-involved youth and LGBTQ2SIA+ students, we used anonymous questionnaires to ensure privacy and safety. We intentionally avoided in-person sessions for LGBTQ2SIA+ families to protect students not yet out at home. With a 36% student and 30–40% family survey response rate (733 responses), we gained valuable insight. Families continue to prefer text messaging, leading us to expand our use of RemindText for direct communication between teachers and families.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.

We engaged all EPSD9 families in the Fall by using a portion of our in-person family conferences to provide the opportunity to complete the family survey. In order to preserve privacy of focal group students, a short, anonymous questionnaire was created for them to complete. Results indicate that for some, mental health is a barrier to their education.

List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process.

We used staff surveys provided by SOREN (Southern Oregon Regional Educator Network) for Licensed, Classified, and Non-Classroom Staff to give us feedback on Safety, Belonging, Background Questions, Well-being, Cultural Awareness and Action and School Climate. We used this survey because the data collected was anonymous, (aside from job type) and we felt the data would be more accurate with a degree of anonymity. The results showed minimal decrease in Belonging and Cultural Awareness and Action, to some decrease in Background Questions, Well-being and School Climate and a significant decrease in Safety. The decrease in Safety was concerning because the district has put an exorbitant amount of time and funds in training for school safety. We also sent out a questionnaire to Classified and Licensed that specifically raised their awareness of what SIA, HSS, and Early Literacy funds were earmarked for. We received 141 responses and most were pleased with what the current plan is.

A second strategy was listening sessions. A listening session was held at the February board meeting at Shady Cove School but unfortunately, not one member of the public attended. Superintendent Kovach has held listening sessions with staff that provided him feedback on the district overall.

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.

Family, staff and student surveys and anonymous questionnaires were utilized to gather supporting data for our plan. A family survey was marketed during our Fall Student-Led Conferences. We were able to compile results for the last three years for the family survey. In addition to the compilation, we asked new questions and those questions and answers will inspire future plans for the district. We will strive to have clear growth in all areas addressed by the family survey.

The percentage of families either agreeing or disagreeing with the various questions did not change drastically over a three year period. On a Spring 2025 questionnaire to staff, 97.5% of respondents stated that programs funded by grants enriched students' academic lives. We will strive to educate all staff in regards to how programs funded by grants enrich students' academic lives.

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?

EPSD9 has partnered with Grand Canyon University to provide reduced tuition rates for our classified staff to take college courses needed for their teaching license. There are also tuition reimbursement opportunities and reduced rates through SOU for this "grow your own strategy."

Recruitment is done through multiple activities such as attending job fairs, providing teaching opportunities for student teachers, and promoting our district through multiple media outlets. We develop quality educators by providing teacher mentoring programs, monthly high quality professional development, and by providing Instructional Coach(es) for each brick and mortar building to support instructional improvement. Additionally, we provide 1:1 technology to all staff and students, as well as new curriculum adoption according to the ODE Curriculum adoption schedule.

Every building has funds allocated to create teambuilding and celebrate our staff. Activities such as staff barbeques, staff Olympics, and Fat Friday provide time for our staff to build relationships and connect. Recently, we partnered with a new company that recruits teachers from surrounding countries. Our goal is to continue to recruit and hire staff that aligns with the different languages and cultural groups enrolled in our schools. Lastly, the District has a tuition reimbursement fund in the amount of \$10,000.00 for certified and \$3,000.00 for classified. Lastly, there is a \$5,000 ESOL, Reading, Highly Qualified Endorsement fund. We encourage applicants of all races, ethnicities, and native languages for positions-and look for applicants that are representative of our student focal groups.

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

Recruiting, hiring, and retaining highly effective teachers is a top priority for EPSD9. This is supported through ongoing professional development, administrative observations, instructional coaching, mentoring, and individualized opportunities. Principals are required to conduct both formal and informal observations to ensure instructional practices are intentional, engaging, and rigorous. Instructional Coaches lead professional development focused on lesson design, instructional strategies, and student engagement. Mentors support the development of teaching competencies.

The district partners with Southern Oregon ESD to provide professional development in SIOP, Constructing Meaning, and GLAD; strategies that benefit all students, especially English Learners.

To attract top-tier teachers, EPSD9 recruits beyond the local area by attending key job fairs, such as the Oregon Professional Educator Fair, and maintaining a strong online presence. A supportive teaching environment and competitive compensation contribute to strong staff retention. Special Education teachers receive an additional stipend, planning time, and support from instructional assistants. Bilingual and SPED instructional assistants are compensated at higher rates than other assistants.

Each year, principals collaborate with teachers to create equitable class lists, ensuring balanced representation of gender, academic levels, social-emotional and special needs, and focal group populations—aligned to the experience level of classroom teachers.

Principals also work with Instructional Coaches, Mentors, and grades 9 to 12 Graduation Coaches to monitor student achievement trends. Student progress data is reviewed to identify patterns and ensure instructional effectiveness, with particular attention to any trends tied to specific teachers or staff.

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

All buildings have at least one disciplinarian. One large elementary school has two and our brick and mortar high school has three disciplinarians. The disciplinarians are responsible for completing a daily “Student Management Team Report” that lists students with suspensions, detentions, Wednesday School, backpack checks, etc. This is shared with staff so they are aware.

Monthly, disciplinarians run a report from the MTSS Workflow and populate a spreadsheet that compares our “minors” and “majors” to last year’s “minors” and “majors.” The spreadsheet also calculates and displays a chart for the daily averages per site.

Within our student database, Synergy, the “Discipline Summary by Ethnic Code” report can be run by all ethnicity codes, or select ethnicity codes and is an excellent tool for checking for disparities among those groups. It can also be run for a specific date range. For example, the week before Winter Break and the week before Spring Break are usually rich for increased behavior issues; knowing the historical issues can help us plan accordingly with PBIS activities. Queries built within Synergy can also provide time of day and locations of issues; these reports help to evaluate where more supervision might be needed.

Our SMT manager reviews these reports on a regular basis.

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

The district has a Supervisor of Student Support Programs who is the point person for transitioning students back to school from Long Term Care and Treatment (LTCT), Youth Corrections Education Program (YCEP) and/or a Juvenile Detention Education Program (JDEP). He holds a re-entry meeting with the student, parents, and probation officer (if one is assigned) to develop a safety plan and behavior plan. He regularly attends court so he will know what the student needs when they come back. The district does not house any LTCT sites, YCEP's or JDEP's within our boundaries.

The Jackson County Sheriff Department has a School Resource Officer who serves the county schools of White Mountain Middle, Table Rock Elementary and Shady Cove School. An Eagle Point Police Officer is the SRO for our other "in city" schools.

The district does not currently have any students from a Long Term Care and Treatment facility, but we would follow the same process with our partner, Rogue Community Health who can provide mental health services. With the parents' permission, we would invite them to join us in supporting the student. The district would facilitate a relationship between student, family, and a therapist from Rogue Community Health.

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?

Eagle Point School District is part of the regional Early Learning Hub and partners with Jackson County Early Childhood Special Education and local Head Start programs. Each spring, Ready! for Kindergarten workshops are hosted at elementary schools. District specialists visit preschools to identify incoming kindergarteners who may need special education services and facilitate IEP meetings for those on IFSPs. Kindergarten starts with a "soft start" to ease the transition into school.

At the middle school level, staff visits 5th grade classrooms to introduce expectations and electives. The middle school band and choir perform at elementary assemblies. Fifth-grade students and families attend a middle school tour and barbecue, and all 5th graders attend Outdoor School, funded by Measure 99.

High school staff and student leaders visit middle schools to present expectations, electives, clubs, and sports. Special education staff meet with their incoming students. In April, 8th grade families attend an elective fair, and in June, future freshmen enjoy a tour and lunch at the high school.

In August, students transitioning between school levels are invited to a summer academy to meet peers and staff, engage in activities, and review expectations.

Throughout the school year, freshmen participate in “Nest,” an advisory class that meets twice weekly with the same teacher for all four years, fostering consistent support. All high school students have access to a graduation coach and counselor to help guide them toward graduation and postsecondary planning.

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.

Our district gathers feedback from students and families and shares student aptitude assessment results with them. To provide relevant career experiences, we partner with industry and business leaders who help guide tools and strategies, including career exploration, information distribution, experience opportunities, and job placements. Students in grades 9–12 and their families also receive support through career counseling, classroom visits, and group presentations.

The high school continues to expand internship and work-based learning opportunities tied to our current CTE programs. Developing a comprehensive, application-based internship program remains a district priority. Partnerships with local businesses have supported formal internship creation and enriched experiences such as career fairs and training exploration events.

We’re enhancing student academic and technical skills through rigorous, well-rounded coursework and post-secondary opportunities. Our connections with SOU and RCC (through programs like SOU’s Advanced Southern Credit (ASC) and Early Entry, and RCC’s College Now and Early College) have been instrumental. In 2024–25, we’re offering 7 ASC courses (with a potential for 10–12 in 2025–26) and 16 College Now courses (potentially 18–20).

Our offerings are shared through the high school course catalog, 8th-grade parent nights, school tours, newsletters, and social media. Since 2023, we’ve improved community communication with new digital signage and the RemindText app, which allows us to easily reach targeted groups or the entire district.

For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

Professional development (PD) opportunities are available through SOESD, ODE, and other resources. Recognizing this as an area for growth, we plan to create systems for mapping out PD plans and following up with teachers and school professionals to ensure participation. Planned PD will include classroom activities aligned with ODE's Tribal History/Shared History (TH/SH) lessons. ODE's lesson plans and guidance are shared weekly via the Director of Teaching and Learning's newsletter

Theresa Ciscernos, Southern Oregon ESD's TH/SH consultant, will support PD efforts and be scheduled during our August 2025 inservice days. We will also ensure new teachers hired after August receive TH/SH training through ESD workshops.

We are committed to meaningful collaboration with local tribal representatives to ensure culturally responsive practices and curriculum alignment. Our federal grants manager will participate in regional Indian Education 101 and TH/SH training to deepen understanding of Native American student experiences. They also attend ODE's Indian Education Community of Practice and regional Indian Education meetings to stay informed on best practices, policies, funding opportunities, and partnerships.

Learning from these engagements is shared with district leaders, supporting district-wide implementation of strategies for Native students. Additionally, the district promotes trauma-informed practices, culturally responsive teaching, and student engagement techniques to create an inclusive learning environment. Strong partnerships with local tribes and a focus on ongoing professional learning underscore our commitment to supporting Native learners effectively.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

The 25% matching funding source for Early Literacy is the general fund. The categories that describe how we are using those matching funds are "High-Dosage Tutoring" and "Professional Development." The school characteristics that were used to prioritize Early Literacy Funds are 1) Have the lowest rates of proficiency in literacy of elementary schools in the district, 2) Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score (TRE and SCS), and 3) Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district (TRE).

The schools that are receiving Early Literacy Funds and the percentages for each building are: TRE - 34%, SCS - 33%, HES - 33%.

Feedback

How can ODE support your continuous improvement process?

To support our continuous improvement process, ODE can provide additional literacy funds, particularly focused on early literacy. This would help enhance our efforts in ensuring every student has a strong foundation in reading and writing from the start. Continued funding for ESD technical assistance is also vital to keep improving the support we receive and help us implement best practices.

Reducing and streamlining application and reporting requirements would be extremely beneficial. By simplifying these processes, we can allocate more time and resources to direct student support and improvement rather than navigating complex paperwork.

Hosting ODE-led regional meetings at least once a year would provide a valuable opportunity for districts to network and share insights. These meetings would also allow us to receive direct updates and guidance from ODE, ensuring we stay aligned with the latest policies and strategies.

We also appreciate the high-quality video on the RAD, which has been a helpful resource. Continued video support for new individuals entering the IPP process would further aid in smooth transitions and better understanding of the requirements.

Lastly, managing multiple grant due dates simultaneously presents a challenge. More coordination or adjustments to due dates could reduce stress and allow us to focus on the quality of our work rather than juggling deadlines. By addressing these areas, ODE can play a key role in supporting our growth and continuous improvement.

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.

Eagle Point School District remains steadfast in its commitment to providing equitable, inclusive, and well-rounded educational opportunities for every student across all schools within the

district. Through CTE and college prep courses, every graduate leaves our schools equipped with the essential skills, knowledge, and confidence needed to thrive in the path of their choice, whether that be immediate employment, trade school, college, or university.

As identified in our Needs Assessment, one of the district's primary areas of focus is enhancing school safety and fostering a positive, inclusive, and supportive school climate. We believe that students can only reach their full academic potential when they feel safe, respected, and emotionally supported within their learning environment. Creating a culture where all students feel valued is a cornerstone of our vision for educational excellence.

The Needs Assessment also revealed notable inconsistencies in academic achievement across the district. To address these disparities, recommendations were made to hire additional interventionists and school counselors. While the district is committed to exploring the implementation of these roles, it is important to acknowledge the financial challenges we face. Declining student enrollment has placed strain on our budget, which may limit our capacity to fund these positions, even with the support of certain grant opportunities.

A review of our Longitudinal Performance Growth Targets (LPGTs) from OSAS offers further insight into areas for improvement and celebration. For example, our 3rd grade ELA scores experienced a slight decline, dropping 2.2% from the 2022–2023 to 2023–2024 academic year. This resulted in a performance that missed our target for the year by 3.9%. In 2023–2024, only 20.7% of our 3rd graders passed the OSAS in ELA. In response, Early Literacy funds will be allocated to provide “high dosage” tutoring support in kindergarten classrooms at our three lowest-performing elementary schools, helping to build strong literacy foundations from the earliest grades.

Even with these challenges, there have been encouraging signs of growth. Our review of 9th grade “on-track” indicators (a key predictor of high school completion) revealed progress. We exceeded our 2023–2024 target of 74%, reaching an impressive 82.5%, which reflects an 8.5% increase. Although we narrowly missed our Four-Year Cohort Graduation Rate goal by just 0.7%, we are optimistic that recent changes to our alternative high school curriculum and program structure will help us meet and surpass this target in 2024–2025.

To address ongoing behavioral challenges, where approximately 43% of students report frequent disruptions, we will continue using SIA funds to support a District-Wide Behavior Specialist, District Student Support Specialists and Behavior Support Instructional Assistants. These roles are crucial in helping implement our Multi-Tiered System of Support (MTSS), which enables us to identify students in need and tailor interventions accordingly.

Additionally, the district will explore broadening elective offerings at the middle school level, particularly those that provide hands-on learning experiences and maintain CTE offerings. We are also expanding student engagement through increased access to after-school clubs, enrichment activities, and field trips, fostering well-rounded development for all learners.

Crater Lake Academy's needs assessment revealed concerns in "Well-Rounded, Coordinated Learning Principles" and "Inclusive Policy and Practice." Identified were gaps in student belonging, post-secondary opportunities, intervention support for all scholars, and on-track Reporting.

To foster student belonging, CLA implemented a mentorship program focusing on health and

wellbeing. Addressing post-secondary opportunity deficits, a college and career readiness position was created at our High School to offer personalized guidance. Intervention support was increased by hiring additional staffing. To improve on-track reporting, a real-time data tracking system was launched, facilitating timely interventions and communication. All of these actions were directly integrated into the school improvement plan as actionable strategies driven by the assessment.

Links

1. ☒ Outcomes and Strategies ☒ - TBD
2. Integrated Planning and Budget Year 1 (2025-2026) - TBD
3. Integrated Planning and Budget Year 2 (2026-2027) - TBD
4. ~~Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)~~ ODE removed this from the application.
5. Tiered Planning - TBD
6. ☒ Early Literacy Inventory ☒ - TBD
7. Early Literacy Allowable Use Descriptions - TBD

Attachments

Assurances