

Needs Assessment Summary

- 1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)**

Three Rivers School District completed a comprehensive needs assessment process that engaged stakeholders in reviewing multiple sources of state and local data to inform equity-based decisions for our Integrated Grant outcomes, strategies, and activities.

Data sources used included:

- Four-year graduation rate
- Five-year completion rate
- Regular attenders
- Ninth grade on-track
- Third grade reading proficiency (Smarter Balanced Assessment)
- Career and Technical Education (CTE) graduation rates

Each dataset was analyzed with a focus on disaggregated subgroups, including students with disabilities, students experiencing poverty or houselessness, multilingual learners, and other focal student groups. Stakeholders documented findings and shared summary analyses with the full group to support collaborative interpretation.

Key trends emerged:

- We are **not closing the achievement gap** in four-year graduation rates for our focal student groups compared to the overall district population.
- The **gap is widening** between our district's five-year completion rate for focal students and the statewide average.
- We are **closing the gap** in regular attendance and ninth grade on-track rates.
- Third grade reading scores have **improved districtwide**, while statewide proficiency declined; however, the **achievement gap has increased** between the general population and focal student groups.
- CTE students are graduating at high rates (93%, 97%, and 98% across our three high schools), and students experiencing poverty or homelessness graduated at an average of 78.82%, which we recognize as significant progress given the barriers they face.

Following the data review, we integrated feedback from extensive community engagement efforts, including students, staff, families, and community members. Stakeholders were asked to identify what is working, what needs improvement, and their top priorities for resource allocation.

The alignment between data trends and community voice directly informed the selection of outcomes, strategies, and activities for each grant in the Integrated Application. We then applied the Three Rivers Equity Lens tool to evaluate each activity, assessing whether it would improve access and learning for all students or unintentionally reinforce disparities.

Once the draft plan was created, stakeholders reviewed it again to ensure that identified needs were matched with actionable, targeted supports. This full-cycle needs assessment process ensures that our investments are grounded in both evidence and equity, with input from those most impacted.

2. How did the needs assessment from the district sponsored charter schools inform the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (250 words or less).

Both Woodland Charter School and Kalmiopsis Community Arts High School have adopted Three Rivers School District's outcomes and strategies as the foundation for their

Integrated Grant plans. Each charter school also conducted its own needs assessment process to identify unique priorities and develop school-specific activities aligned to their academic and community context.

Kalmiopsis Community Arts High School held three stakeholder engagement events in March 2025—one each for staff, students, and families. Led by a Teacher Leader, participants reviewed school performance data and discussed school strengths, areas for growth, and how additional resources could address identified needs. While a variety of ideas were shared, three consistent themes emerged: (1) limited access to onsite college-level coursework, (2) a need for more individualized college and career guidance, and (3) limited counseling services available in the community. These findings directly informed KCA’s selected activities.

Woodland Charter School engaged stakeholders through multiple in-person and virtual input sessions, including sessions for parents, staff, and middle school students. Surveys were also distributed during the school’s October community fair and via digital outreach. Stakeholders reviewed school academic data to identify strengths, trends, and growth areas. Their feedback was discussed in Leadership and Finance Committee meetings and reviewed with staff during in-service. A clear theme across all groups was the continued value of instructional assistants and support staff. As a result, Woodland prioritized maintaining and strengthening these roles to support student learning.

Each charter’s plan reflects its data-informed priorities while aligning with district wide goals for student success.

3. How can ODE support your continuous improvement process?

Oregon Department of Education (ODE) can best support our continuous improvement process by maintaining and deepening its partnership with our district leadership team. Continued access to regional representatives who understand our context and can offer guidance is invaluable as we work to implement and refine our Integrated Grant Plan.

Regularly scheduled office hours—designed as safe, open spaces for questions—would provide an additional layer of support and promote clarity as districts navigate evolving requirements. Prompt responses to emails and timely communication continue to be deeply appreciated and help ensure districts stay on track.

We also recommend that ODE actively seek feedback from districts on the design and implementation of grant requirements and timelines. Integrated grant responsibilities often fall on the same staff responsible for multiple other ODE-funded programs. Acknowledging this overlap—and streamlining expectations where possible—would significantly ease the burden on staff and support higher-quality implementation.

Ultimately, a continuous feedback loop between ODE and districts—built on shared learning, open communication, and responsiveness—will strengthen the overall impact of this work and help ensure that improvement efforts are sustainable and focused on student success.

Equity Advanced (250 words or less per question)

- 1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

Three Rivers School District integrates an equity lens across all planning and budgeting decisions, prioritizing support for historically underserved student groups. We focus on ensuring access to high-quality instruction and essential resources for students with Individualized Education Plans (IEPs), multilingual learners, and students experiencing poverty or homelessness.

This year, we launched a two-day professional development initiative for general education teachers, administrators, and special educators centered on Universal Design for Learning (UDL). This training equips staff to better support students with IEPs in inclusive classrooms. To meet the needs of our growing population of multilingual learners, we expanded our English Language Development staffing. These specialists provide in-class support to ensure access to core content while honoring students' linguistic assets.

Each school is staffed with a family advocate focused on removing barriers for students facing poverty or homelessness. In collaboration with community partners, we've expanded our food box program to serve over 200 families weekly and ensure students' basic needs are met so they can engage in learning.

To foster a safe and inclusive school culture, all administrators have been trained to utilize a bias incident reporting tool. We also partner with regional organizations such as RESOLVE and Southern Oregon University to facilitate school-based equity work, focusing on empathy, care, and belonging.

These strategies, reflected in our Smartsheet planning tool, represent our intentional investment in focal student groups and support our mission of ensuring High Levels of Learning for All Students.

2. 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?

Three Rivers School District is committed to providing comprehensive professional development that supports the cultural, social, emotional, and academic needs of all students, especially our focal student populations.

To promote inclusive practices for students with disabilities, staff will participate in *Yes We Can* book studies and training, as well as statewide professional conferences such as the Special Education Conference and the Oregon School Law Conference. De-escalation skills will be strengthened through Crisis Prevention and Intervention (CPI) training and the UKERU system, equipping staff to respond to challenging behaviors safely and compassionately.

Throughout the biennium, equity, bias awareness, and restorative practices will be emphasized. Staff will engage in *Taking It Up* and Confederation of Oregon School Administrators' (COSA) *Collaborative for Equity and Excellence (CFEE)* sessions to deepen understanding of implicit bias and inclusive practices. Additional training will include Restorative Justice, Adverse Childhood Experiences (ACEs), Trauma-Informed Practices, and *Rooted in Relationships* to help build strong, supportive school cultures. Administrators will receive monthly Equity, Diversity, and Inclusion (EDI) training during leadership meetings.

To address students' mental health and well-being, staff will engage in suicide prevention and postvention training in partnership with Options for Southern Oregon. Social-emotional learning (SEL) training and curriculum implementation will be guided by our district's mental health coordinators. *Choice Point* training will further equip staff with anti-bullying and bystander intervention strategies. Academic-focused professional development will support teachers in analyzing student performance data and implementing effective interventions, aligning with our district mission.

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

Ensuring equitable access to education requires intentional support for students navigating homelessness. Recognizing the negative impact of housing instability on academic achievement, attendance, and emotional well-being, our district implements clear policies and procedures to promote full inclusion in all programs and activities.

Our school district uses Title I-A funding to ensure each school has access to a dedicated Family Advocate, either on-site or through community partnerships. These advocates build trusting relationships with families to identify needs and connect them to essential resources, including food, clothing, hygiene supplies, transportation, and fee waivers for school events and athletics. They also assist with access to healthcare and housing resources to support long-term stability.

To create an inclusive school culture, we invest in staff training focused on Trauma-Informed Practices, Adverse Childhood Experiences (ACEs), and Restorative Justice. These professional learning opportunities equip educators to recognize the impact of trauma, respond with empathy, and foster positive relationships. Our goal is to ensure that every student is known for their strengths and needs, not defined by their circumstances.

Additionally, we partner with the Maslow Project, a local organization dedicated to supporting youth experiencing homelessness. Through this collaboration, we remove barriers to participation and provide wraparound services that help students engage fully in academic and extracurricular activities.

These practices reflect our commitment to creating safe, supportive, and inclusive learning environments where all students—regardless of housing status—can thrive.

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

Three Rivers School District is committed to providing equitable access to all Career and Technical Education (CTE) programs, regardless of gender, and actively works to break down barriers for underrepresented students in both male- and female-dominated fields.

Efforts to Promote Equity: Targeted Outreach & Awareness – We provide career exploration activities, classroom presentations, and success stories featuring diverse role models to challenge traditional gender stereotypes in CTE fields. Student Support & Mentorship – Students are connected to internships, industry professionals, and alumni who serve as mentors, building confidence and fostering engagement. Recruitment Strategies – Counselors and teachers actively encourage all students to enroll in CTE programs, emphasizing the development of valuable skills and career opportunities rather than reinforcing gender norms. Inclusive Learning Environments – Our classrooms are designed to be welcoming and inclusive, ensuring every student feels supported and valued in their learning journey. Partnerships & Community Engagement – We collaborate with local businesses and industry leaders to provide internships and job-shadowing opportunities that promote workforce diversity. Scholarships & Financial

Assistance – We leverage High School Success funding to remove financial barriers, ensuring that all students have the opportunity to enroll in CTE programs.

Through these efforts, Three Rivers School District fosters an inclusive CTE experience where all students are empowered to explore and pursue career paths that align with their interests and goals, regardless of gender.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Please include updated information for charter schools.

Our program review and implementation of Oregon’s Early Literacy Framework remain consistent, with several key updates. First, we have adopted a high-quality curriculum from the Oregon approved list—Amplify Core Knowledge Language Arts (CKLA), second edition. The adoption process included a broad stakeholder group of teachers, administrators, classified staff, parents, and community members. Throughout the pilot, Amplify CKLA demonstrated a strong potential to increase student outcomes through enhanced representation of diverse populations, home languages, and cultures within texts. The curriculum is research-aligned, supports a structured scope and sequence, and integrates science and social studies content, promoting comprehensive literacy development. Its rigorous writing components are expected to significantly strengthen students’ academic writing skills. To support effective implementation, professional development for Amplify CKLA will be provided throughout the biennium.

Additionally, Three Rivers School District is transitioning from DIBELS 8 (paper-based) to Amplify mCLASS (computer-based) as our literacy screener. All proctors will receive training to support implementation, and the new screener includes dyslexia screening tools to support early identification and intervention.

Woodland Charter School Updates:

- Staff training focused on building a welcoming and inclusive environment, supported by the regional ESD
- Science of Reading professional development through the ESD
- Adoption and implementation of a core literacy curriculum from the ODE-approved list
- Full inclusion instructional model to support all learners
- Expanded classroom libraries through local grant funding

- Family literacy meetings for Kindergarten, including holistic strategies and screen-time guidance
- Storytelling integrated into instruction, including contributions from local Indigenous community members

2. 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?

To ensure that the curriculum across all content areas is aligned to state and national standards, Three Rivers School District follows a systematic process that involves collaboration at every level. District-level teams, consisting of directors, administrators, curriculum specialists, and teachers, begin by reviewing the standards outlined by the State of Oregon. This collaborative work is then vetted through a community review process, as specified in our Board Policy.

The team identifies priority standards and develops a clear scope and sequence that aligns with both state standards and the adopted curriculum. Textbook adoptions are also guided by Board Policy and align with the district's scope and sequence to promote equitable access to quality content for all students.

Once the scope and sequence is established and textbooks are adopted, teaching teams use this framework to ensure high levels of learning. Through the Professional Learning Community (PLC) process, educators across the district collaborate to “unwrap” the standards and create learning progressions. They utilize both the adopted curriculum and supplemental resources to best meet the needs of students.

Teaching teams meet several times each year during our Friday Professional Development schedule to ensure district-wide alignment, share best practices, and analyze student data to continuously refine instructional practices and support high levels of learning for all students.

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

Three Rivers School District ensures that classroom instruction is well-rounded, intentional, engaging, and challenging through a strong Professional Learning Community (PLC) process in every school. Teachers collaborate regularly to design lessons aligned with priority standards that develop essential skills across content areas, ensuring students experience a balanced and comprehensive education.

Using the PLC guiding questions, teachers clearly define learning goals and intentionally plan instruction with a focus on outcomes. Lessons are structured to be purposeful and rigorous, encouraging students to think critically, solve problems, and engage in meaningful academic work. Educators share effective instructional strategies that support diverse learning styles and increase student engagement.

Responsive teaching is a key part of this system. Teachers review student learning data to identify needs, adjust instruction, and provide targeted interventions or extensions. This ensures instruction remains relevant, personalized, and appropriately challenging for all students.

To sustain this work, the district fosters a culture of collaboration and shared leadership. Teachers are empowered to make instructional decisions and contribute to schoolwide improvement efforts. Ongoing professional development for both certified and classified staff ensures a unified approach to supporting students.

By prioritizing high-quality collaboration, responsive instruction, and educator empowerment, our district creates classrooms where all students are engaged, supported, and challenged to achieve at high levels.

4. 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?

Three Rivers School District is committed to providing a safe, inclusive, and welcoming environment for all students, families, and community members. Clear policies prohibit drug use, gang activity, and violence, and are communicated consistently through student handbooks, district websites, and school communications. These expectations are reinforced through staff training and consistent enforcement.

Preventative education plays a central role. Students receive age-appropriate instruction on the risks associated with drugs and violence, as well as strategies for making healthy choices. Staff collaborate to foster a culture of safety and support, where students feel valued and protected.

Physical safety measures include trained security personnel, surveillance systems, and the presence of a School Resource Officer (SRO) who partners with school staff and local law enforcement to ensure a secure learning environment. A district safety team regularly assesses protocols and responds proactively to potential threats.

Equally important is the cultivation of a positive school climate. Respect, empathy, and inclusion are embedded in the district's core values and visibly promoted throughout

schools. Staff at all levels model these values to help students grow socially, emotionally, and academically.

Three Rivers also prioritizes strong family and community partnerships. Families are engaged through regular communication, school events, and shared decision-making opportunities, fostering trust and collaboration. Schools are designed to feel welcoming, with intentional visuals and inclusive messaging that reflect the district's commitment to belonging and safety for all.

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

Three Rivers School District ensures access to strong school library programs by focusing on quality staffing, equitable access, instructional integration, and continuous improvement. A licensed, district-level librarian provides professional development and oversight, ensuring consistency and high standards across all school libraries. Standardized procedures support effective resource management and alignment with instructional goals.

We prioritize empowering students with the research and information literacy skills needed for academic success. These skills are taught directly and integrated into classroom instruction, supported by library staff who collaborate with teachers to connect library resources to core content.

Adequate funding and staffing are essential. We advocate for sufficient library staffing throughout the school day, allowing students to access resources regularly. A robust budget supports a diverse and inclusive collection that reflects the backgrounds, interests, and needs of all students. Libraries serve as collaborative spaces where students and staff can engage in learning, exploration, and enrichment.

Our libraries also serve as vibrant community hubs. Programs such as book fairs, the Oregon Battle of the Books, and academic competitions like Brain Bowl create opportunities for engagement and foster a love of reading and learning.

To ensure continuous improvement, we monitor library usage, gather feedback, and evaluate student outcomes. This data-driven approach helps refine practices, address evolving needs, and strengthen the role of the library in supporting high levels of learning for all students.

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

Three Rivers School District is committed to supporting students' mental health by identifying needs early and delivering effective, personalized interventions. Our monitoring system begins with proactive referrals: teachers, staff, and even students themselves can refer individuals showing signs of emotional distress to the school counseling team. We also administer periodic surveys to gather input from students, families, and staff on social-emotional needs and concerns.

Once a student is identified, a tailored intervention plan is developed. This may include individual or group counseling, targeted social-emotional supports, behavior regulation strategies, or check-ins with trusted adults. Trained staff—including school counselors, assistant principals, special education staff, and graduation coaches—monitor progress closely and make necessary adjustments based on student response.

To assess the effectiveness of interventions, we use multiple measures: behavior data, attendance trends, academic performance, and student engagement. Regular feedback is gathered from students, families, and teachers to determine whether emotional and behavioral needs are improving. If a student continues to face challenges, the team revisits the plan and may coordinate with external mental health providers or community agencies for additional support.

We prioritize creating a safe, supportive environment where students are seen, heard, and valued. By regularly monitoring the impact of our interventions and refining them based on data and feedback, we ensure students receive the care they need to thrive socially, emotionally, and academically.

7. 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?

Three Rivers School District (TRSD) uses a comprehensive, data-informed system to identify and support the academic needs of all students, with a particular focus on focal student groups. Through regular analysis of data from the statewide testing portal, previous state assessments, and the Oregon State Report Card, district and school leaders identify achievement trends and gaps. This data drives decisions about instructional improvement, resource allocation, and intervention strategies.

Students not meeting grade-level expectations receive targeted support through a multi-tiered system of supports (MTSS) and Response to Intervention (RTI) framework. Master schedules are intentionally designed to include intervention blocks aligned to Tier 2 and Tier 3 needs. District-wide Professional Learning Communities (PLCs) collaborate to analyze student data, create common assessments, and adjust instruction based on student progress. Additional support strategies include targeted tutoring, extended learning opportunities, and summer school programs tailored to the needs of focal student populations.

To support students who exceed grade-level standards, TRSD promotes academic enrichment and acceleration opportunities. Teachers differentiate instruction to challenge advanced learners, and enrichment blocks are integrated into the school day. Some schools offer flexible grouping, access to higher-level coursework, and project-based learning experiences to extend learning beyond grade-level expectations.

Across all levels, ongoing professional development equips educators to address a wide range of learner needs, ensuring equity and access to high-quality instruction for every student. This system reflects TRSD's commitment to academic excellence and our mission of achieving high levels of learning for all students.

8. 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.

Three Rivers School District is developing a Computer Science Career and Technical Education (CTE) Program of Study to expand opportunities for students in the growing tech industry.

Timeline:

- **2025-2026:** Planning, curriculum development, and hiring part-time Computer Science teachers.
- **2026-2027:** Implementation of courses at three high schools with initial student enrollment.
- **2027-2028:** Program expansion and evaluation for further growth.

Steps Taken & To Be Taken:

1. **Staffing** – Hiring a part-time Computer Science teacher at three high schools to introduce foundational and advanced coursework.

2. **Curriculum Development** – Aligning courses with Oregon’s CTE standards, incorporating coding, cybersecurity, and software development.
3. **Industry & Postsecondary Partnerships** – Collaborating with local colleges and tech companies to ensure alignment with workforce needs.
4. **Technology & Resources** – Securing funding for necessary hardware, software, and learning platforms.
5. **Student Recruitment & Outreach** – Promoting the program to students and families through informational events and career pathway presentations.
6. **Program Evaluation & Continuous Improvement** – Gathering feedback, assessing student outcomes, and refining the program for long-term success.

This initiative aims to equip students with critical technical skills and open pathways to high-demand careers in technology.

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

Three Rivers School District offers a range of CTE-defined work-based learning experiences, including career exploration, job shadows, and internships in high-demand fields such as Manufacturing (Metals & Woods), Automotive, Child Development, Health Sciences, and Agricultural Sciences. Career and CTE teachers partner with local career centers and use the YouScience assessment to help students identify their aptitudes and interests, guiding them toward pathways that develop employability skills aligned to industry needs.

To ensure equitable access and alignment with student interests, the district is actively collecting data to inform and expand partnerships with local businesses. These partnerships support job site tours, work-based experiences, and internship opportunities. By exposing students to real-world career settings, we help them connect academic learning with future employment goals.

We recently expanded career exploration by introducing Transfr, a virtual reality platform, into every high school. Transfr provides immersive simulations in over 300 careers—including Health Occupations, Diesel Mechanics, Food Services, and Education—allowing students to explore career options in a safe, engaging, and hands-on environment. Each simulation tracks student interest and skill development, equipping CTE staff with actionable data to guide program decisions and instruction.

Through these efforts, we are committed to increasing high-quality work-based learning experiences that prepare students for life beyond high school. Our goal is to bridge academic knowledge with technical competencies and professional skills, ensuring all students—especially those in focal student groups—are equipped to pursue their post-secondary and career aspirations.

**10. 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 (250 words or less per question)

1. 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?

Over the past two years, we have made meaningful strides in how we engage with our community, including students, families, and staff. One of our key improvements has been expanding the variety and accessibility of engagement opportunities. We now offer multiple formats for dialogue, including ‘Soup with the Superintendent’ and ‘Coffee with the Superintendent’ events held at different times of day and in various locations across the district. These sessions create informal spaces for open conversation with district leadership and, at times, members of the School Board.

To ensure inclusive participation, our English Language Learner (ELL) and Special Education (SPED) departments proactively reach out to focal groups with personalized invitations. Additionally, we continue to host annual student panels at each high school, offering a safe space for a cross-section of students to share their experiences and ask questions directly to district leaders and board members.

Feedback has been overwhelmingly positive. Families appreciate the flexible meeting times that accommodate their work and personal commitments. Students value being heard by those who shape their school experiences.

Despite these improvements, challenges remain. Some community members still express hesitancy to engage due to generalized apathy or concerns about potential retribution when sharing views that may differ from perceived majority perspectives. We recognize these barriers and are committed to fostering a culture of trust, respect, and open communication that ensures every voice can be heard and valued.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

To engage focal student groups, we used two primary strategies: surveys and student listening sessions. The surveys allowed students to provide anonymous feedback—an option preferred by many—which helped ensure we captured honest, diverse perspectives. In addition, we held in-person student listening sessions attended by district leadership and school board members. These sessions were especially impactful, with students voicing strong needs around increased mental health resources, access to more advanced coursework, enhanced health and sex education, and safer bathrooms and hallways. Notes from these sessions were documented and analyzed alongside needs assessment data to directly inform the outcomes, strategies, and activities in our Integrated Plan.

To engage families, we offered both in-person listening sessions and an online survey. Although attendance at the in-person sessions was limited despite multiple daytime and evening options, we received meaningful input through the online survey. Notably, our English Language Learner (ELL) subgroup showed the strongest engagement, with over 90% of identified families participating in feedback opportunities—an encouraging sign of progress in reaching historically underserved communities.

These strategies reflect both Level 2 and Level 4 community engagement and represent our commitment to inclusive, authentic input throughout the planning process.

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

We are continually working to improve staff engagement around our Integrated Plan by embedding opportunities for discussion and feedback throughout the year. One key strategy is leveraging our regularly scheduled Professional Learning Community (PLC) meetings. These meetings bring certified staff together across schools to analyze student data and instructional practices, providing a natural forum for discussing the Integrated Plan. Because the plan is designed to directly impact classroom instruction and student outcomes, it fits seamlessly into these data-driven conversations.

Recognizing that classified staff have different schedules and responsibilities, we also offer separate engagement sessions in each attendance area immediately following the contract day. These staff-only listening sessions provide a more focused environment for classified and certified staff to give input on the parts of the plan that most directly affect their roles.

Both strategies—PLC-integrated discussions and targeted listening sessions—ensure that staff have multiple, accessible opportunities to understand, reflect on, and contribute to

the development and improvement of our Integrated Plan. Their voices are essential in shaping strategies that ultimately support high levels of learning for all students.

4. 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.

From our community, student, and staff engagement process, we learned several key insights. While events like ‘Coffee with the Superintendent’ and ‘Soup with the Superintendent’ provided a platform for conversation, low attendance indicated that general events may not effectively engage our diverse community. Scheduling conflicts and a perceived lack of relevance were common barriers to participation. However, our English Language Learner (ELL) families showed overwhelming participation, with more than 90% of identified families attending. This high level of engagement demonstrated the effectiveness of targeted outreach, which directly addresses families' unique needs and offers culturally relevant support.

Based on these findings, we are shifting toward a more focused approach to community engagement. We will organize targeted focus groups centered on specific areas, such as curriculum, school climate, and program effectiveness. These focus groups will allow for deeper discussions, addressing topics of immediate concern while ensuring that all student groups are represented. We will also provide logistical support, including childcare and transportation, to ensure broader participation.

The feedback we receive from these groups will inform the development and refinement of our integrated plan. To ensure accountability, we will provide regular updates on how this feedback is being applied, and we will measure success through attendance, participant surveys, and improvements in relevant key areas. This targeted approach aims to build stronger, more responsive relationships with our community and staff while ensuring our plans reflect their needs.

Strengthened Systems and Capacity (250 words or less per question)

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

At Three Rivers School District, we are committed to recruiting, onboarding, and retaining high-quality educators and leaders who reflect the diverse student populations we serve. Our recruitment efforts are broad and strategic, leveraging community,

statewide, and national job platforms to attract candidates with strong instructional expertise, leadership skills, and a demonstrated commitment to student success.

We use targeted job postings and recruitment strategies to engage professionals who bring both cultural responsiveness and content-area excellence. Once hired, staff participate in a comprehensive onboarding process designed to build confidence, clarify expectations, and connect them with district supports.

A cornerstone of our retention strategy is our two-year mentorship program, which pairs new educators and administrators with experienced mentors. These mentors provide support in instructional strategies, classroom management, and navigating our evaluation system, fostering a smooth transition and early-career growth.

We also participate in the Oregon Mentor Grant, a statewide initiative that allows districts to collaborate and share effective practices in recruitment and retention, with a particular emphasis on diversity, equity, and inclusion. This partnership strengthens our ability to attract and retain educators and leaders who are representative of our student focal groups.

Through these intentional and sustained efforts, we are building a diverse, skilled, and mission-aligned team of educators who are essential to achieving high levels of learning for all students.

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

Three Rivers School District ensures that all students, including focal student groups, are consistently taught by effective, highly qualified teachers through several key systems of support and accountability.

Every content area teacher participates in the district wide Professional Learning Community (PLC) process, which fosters shared responsibility for student learning. Teachers collaborate regularly to plan instruction, analyze student performance, and align strategies to district-prioritized standards. The PLC process is closely monitored by administrative staff through weekly check-ins, feedback cycles, and support in developing high-quality assessments.

Instructionally, focal students are fully included in rigorous Tier 1 instruction alongside all students. Our Tier 1 approach is delivered by highly qualified educators and grounded in evidence-based instructional practices. It is a districtwide expectation that every student receives equitable access to grade-level instruction aligned to our priority standards.

To ensure learning gaps are addressed promptly, we implement a required and structured Multi-Tiered System of Support (MTSS) across all K–12 classrooms, with an emphasis on English Language Arts and mathematics. Tier II and Tier III interventions provide targeted support for students who require additional time or instruction to master specific standards.

These systems—professional collaboration, instructional coherence, and tiered supports—work in tandem to ensure that all students, including those from focal groups, have access to effective teaching and the support needed to succeed.

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

Three Rivers School District has a structured system for analyzing disciplinary referrals, suspensions, and expulsions, with a focus on equity and continuous improvement. District and school-based staff involved in student discipline regularly review data disaggregated by school, grade level, gender, special education status, focal groups, and time patterns (e.g., time of day, week, or month). These reviews help identify trends, address disproportionality, and inform adjustments to policy and practice.

A districtwide discipline matrix ensures consistency in how behavior violations are addressed across schools. This tool is regularly reviewed to monitor patterns and ensure alignment with state and federal guidelines, as well as school board policy.

Ongoing data reviews support a responsive system that adjusts practices, identifies training needs, and promotes consistent, fair approaches to student behavior. These efforts are grounded in our Positive Behavioral Interventions and Supports (PBIS) framework, which emphasizes proactive teaching and reinforcement of positive behaviors.

We organize our approach by grade bands (K–5 and 6–12), allowing for developmentally appropriate strategies while maintaining coherence across the district. This structure helps ensure that discipline practices are responsive to student needs and aligned across staff, schools, and grade levels.

Through this collaborative, data-informed process, we work to ensure that all students experience fair and supportive environments. Our approach balances accountability with the opportunity for students to learn from their actions, reinforcing positive behavior and promoting equity in school discipline.

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

While transitions from Long-Term Care and Treatment (LTCT) facilities, Youth Corrections Education Programs (YCEPs), and Juvenile Detention Education Programs (JDEPs) into our schools are rare in Three Rivers School District, we are prepared to provide a thoughtful, student-centered transition process when they occur.

In such cases, we prioritize early collaboration with the facility staff to ensure a smooth and supportive handoff. A transition meeting is convened with school personnel, the facility team, and the student's family to review academic records, behavioral supports, and the student's individual strengths and needs. This meeting guides the development of a customized support plan that may include academic interventions, counseling services, and regular check-ins.

Our approach is rooted in relationship-building, ensuring that students and families feel welcomed, understood, and supported from day one. The goal is to create a successful reintegration experience that promotes stability, belonging, and continued progress.

5. 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?

Three Rivers School District provides structured, developmentally appropriate supports to ensure smooth transitions for students and families from early childhood through postsecondary pathways.

To support the transition from early childhood to elementary school, we hold Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings that include both preschool and elementary staff. Several elementary schools house preschool and Head Start programs, fostering early integration into K–5 settings. Open houses, meet-and-greets, and school tours help build familiarity and ease the transition for families.

As students move from elementary to middle school, schools offer summer programming to bridge academic gaps and provide building tours, presentations, and Q&A sessions that outline academic expectations and available supports. These efforts promote both academic preparedness and social-emotional readiness.

For the transition from middle to high school, targeted supports include early course forecasting, soft start opportunities, and the support of a dedicated transition coach. Eighth-grade students build their schedules prior to entering high school, and high school sports coaches begin relationship-building with incoming students to encourage early engagement. Graduation coaches and vertical Professional Learning Communities (PLCs) further support academic continuity.

Postsecondary readiness is fostered through career and college fairs, Free Application for Federal Student Aid (FAFSA) and scholarship nights, and dual enrollment opportunities with Rogue Community College (RCC). Life skills classes, college tours, and workforce exploration events offer exposure to multiple post-graduation paths.

Across all transition points, we prioritize connection, consistency, and collaboration to support academic growth, belonging, and future readiness for every student.

- 6. 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.**

Three Rivers School District offers a comprehensive system of career exploration and development activities designed to support student awareness, exploration, preparation, and training across grade levels.

In middle school, students engage in early career exploration through pre-Career and Technical Education (CTE) activities and career-connected learning experiences. These opportunities provide foundational exposure to workforce pathways and help students begin identifying interests and strengths. This early access has increased participation in high school CTE programs.

In eighth grade, our district Transition Coach meets with students to support course forecasting and plan their high school experience. Once in high school, every ninth-grade student meets regularly with a Graduation Coach who helps guide exploration of CTE pathways, college and career options, and connections to their education plan and profile.

High school students participate in structured advisory periods where Graduation Coaches, counselors, college and career advocates, and assistant principals provide direct instruction on course offerings, graduation planning, financial aid, and postsecondary options. These touchpoints occur multiple times per year and are designed to ensure students and families are well-informed.

Career-connected learning is supported by a range of CTE pathways, dual credit opportunities, and ongoing guidance services. Information is communicated through counselor meetings, school events, newsletters, and one-on-one planning sessions, ensuring both students and families have access to timely, accurate information.

This coordinated system helps students develop meaningful postsecondary plans and ensures equitable access to opportunities that support career readiness and lifelong success.

7. 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.

Three Rivers School District is honored to partner with three Federally Recognized Tribes in Oregon: the Confederated Tribes of Warm Springs, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. These partnerships guide our efforts to support tribal students and ensure culturally responsive practices across the district.

We meet with tribal representatives at least twice per year to review student enrollment data, share engagement strategies, gather feedback, and strengthen collaboration. These meetings provide valuable insight into how we can continue to support Native students and families in meaningful ways.

The district's Director of Curriculum has received specialized training in Oregon's Tribal History/Shared History (THSH) initiative. As a result, all 4th and 8th grade teachers, as well as high school Social Studies teachers, have been trained to implement THSH lessons annually in alignment with state expectations. These lessons help ensure students receive accurate, respectful instruction that reflects the histories, cultures, and contributions of Oregon's Tribes.

Additionally, all educators are offered access to ongoing professional development through the Southern Oregon Education Service District. These sessions focus on culturally sustaining instructional practices and strategies for supporting tribal students within core academic settings.

Through these collaborative efforts and training opportunities, Three Rivers School District ensures that all educators—especially those new to working with Native communities—are well-prepared to build inclusive, respectful, and supportive learning environments for tribal students.

Plan Summary

- 1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

Three Rivers School District has developed a comprehensive plan that addresses both academic achievement and the mental health and well-being of students and staff. Rooted in the findings of our needs assessment and stakeholder engagement, the plan focuses on eliminating barriers, increasing equitable access, and providing holistic support to all learners.

The three outcomes and associated strategies in our Integrated Grant plan emphasize professional development, well-rounded education, and mental health support. Stakeholders—including students, families, staff, and community members—identified student and staff wellness as a top priority. As a result, we have intentionally integrated systems to strengthen social, emotional, and mental health support at every level of the district.

The needs assessment findings were strongly aligned with the intent of the Early Literacy Success Grant, Student Investment Account, and High School Success funds. Our plan strategically braids these funding streams to maximize impact, reduce redundancy, and ensure our goals are sustainably supported.

One significant area for growth identified through both quantitative data and community input was Career and Technical Education (CTE). Students and families expressed a strong desire for expanded CTE course offerings, which our plan addresses through targeted investment in staff, professional development, and materials to build and sustain Programs of Study. We also continue to partner with local industry and community organizations to ensure that these programs are relevant, accessible, and equitable—especially for focal student groups who have historically been underrepresented in CTE pathways.

Progress will be monitored through co-developed Longitudinal Performance Growth Targets (LPGTs). A team consisting of teachers, administrators, parents, and district leaders will regularly analyze data and stakeholder feedback to evaluate the effectiveness of funded activities and make necessary adjustments to ensure we are meeting the needs of all students.

2. How did the needs assessment inform the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (250 words or less).

Both charter schools—Woodland Charter School and Kalmiopsis Community Arts High School—engaged in needs assessment processes aligned with their unique school models, using stakeholder input to shape their plans. While their approaches differ from the district's, each charter developed a plan responsive to their communities' priorities.

Woodland Charter School focused its engagement process on expanding stakeholder participation to guide the development of its plan. By employing new strategies to reach a broader range of voices, Woodland was able to gather more meaningful input from families, staff, and community members. Stakeholder feedback consistently emphasized the importance of maintaining strong instructional support systems. As a result, Woodland's plan prioritizes funding for instructional assistants and for literacy and mathematics specialists, ensuring these roles remain central to the school's instructional model.

Kalmiopsis Community Arts High School held a combined staff, student, and family engagement event in March 2025. During this event, participants identified both strengths and ongoing challenges within the school. Three key themes emerged: (1) limited access to onsite college-level coursework, (2) a need for more one-on-one college and career guidance, and (3) concern over the lack of accessible counseling services in the broader community. These findings directly shaped the school's plan, which seeks to address these needs through targeted support strategies.

Each charter school used authentic community engagement to inform their planning and ensure their applications are grounded in stakeholder voice and responsive to the specific needs of their school communities.