



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

KFCS conducted a comprehensive needs assessment to identify strengths and areas for improvement. This process included surveys, round-table discussions, consultations, and data analysis to gain a clear understanding of our district's needs. We engaged parents, community stakeholders, classroom teachers, certified staff, administrative staff, and classified staff. Families from historically underperforming populations also participated.

Additionally, we audited our Multi-Tiered System of Support (MTSS) through surveys, interviews, and classroom and intervention walk-throughs to assess instructional quality. Our assessment included three years of OSAS Math and Reading summative data, attendance records, behavior referrals, local performance assessments, and high school metrics such as 9th Grade On Track rates and four- and five-year graduation rates. We disaggregated data to examine trends among the overall population and historically underperforming groups, analyzing district-wide and school-specific results.

Our district faces significant challenges. A recent *Oregonian* article reported that KFCS has the highest poverty rate among Oregon districts with over 1,000 students. Child poverty closely links to trauma, including homelessness, abuse, substance exposure, hunger, and increased involvement with police and social services.

Key Findings

1. **CTE Expansion**
Community partners emphasized the need for expanded Career and Technical Education

(CTE) programs in Health Occupations and Engineering. Strengthening these and existing CTE programs will support high-wage, in-demand jobs in the Klamath Basin.

2. **Attendance**

Community discussions and data analysis highlighted persistent attendance issues. Attendance rates have remained stagnant over three years, with historically underperforming populations lagging behind the overall student body.

3. **Staff Culture and Professional Development**

The needs assessment showed an improving staff culture, reflected in the quality of professional development, teacher support, and unified student support systems.

4. **Student Outcomes**

Classroom data collection revealed the need for stronger instruction across all tiers. While student progress on OSAS and local performance measures shows early signs of improvement, most performance metrics remain well below state averages. Some bright spots include gap-closing growth in elementary reading for chronically underperforming subgroups.

Action Plan

Our budget and strategic plan align with the following priorities:

1. **Enhancing Tier I Professional Learning**

Teachers report increased satisfaction with professional learning opportunities, and early signs of improved student outcomes are emerging. However, substantial work remains as student achievement still lags behind state benchmarks.

2. **Improving Attendance**

Both data analysis and community feedback underscored the urgency of addressing attendance issues. Strategies will target overall student populations and underperforming subgroups.

3. **Expanding CTE Programs**

Strengthening CTE pathways in Health Occupations and Engineering will meet community workforce needs and improve student career readiness.

4. **Boosting Student Achievement**

While professional learning is making an impact, student performance across all grade levels requires further improvement. Our plan prioritizes strengthening the Multi-Tiered System of Support to drive academic success.

By implementing these strategies, KFCS aims to enhance student outcomes, foster a supportive learning environment, and better serve our community.

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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.

KFCS has the highest poverty rate among Oregon districts serving over 1,000 students, with 28% of our student population living in poverty. The next highest district stands at 24%, and only six districts statewide exceed 20%. Recognizing the trauma linked to childhood poverty, KFCS prioritized an equity lens in planning and budgeting to meet all students' needs equitably.

Given the widespread impact of poverty and our needs assessment results, our strategies, outcomes, and budget specifically address the needs of our focal student population. For example, our goal to improve K-12 regular attendance integrates targeted strategies and funding. Supporting student health, safety, and well-being is a key initiative to achieve this.

To directly support students, we allocate funds to hire nurses for physical health, Child Development Specialists and Deans for mental health, and School Resource Officers for safety. These resources align with the challenges our focal student population faces, particularly those stemming from poverty.

All KFCS outcomes and strategies are intentionally designed to ensure equitable resource distribution and support for students who need it most. Our planning process remains centered on addressing systemic barriers and fostering success for every student.

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?

KFCS secured a Stronger Connections grant to provide professional learning that equips staff to address students' cultural, social, and emotional needs. This two-year initiative began in the 2024-2025 school year, focusing on middle school and two alternative high schools. In the second year, training will expand to all four elementary schools and the traditional high school. By the end of the grant, all certified and classified staff will have received this training.

To sustain these efforts, KFCS will integrate funding into our long-term plan, with SIA funds covering ongoing costs starting in 2026-2027. This includes supporting building implementation teams that ensure training translates into practice. Additionally, beginning in 2026-2027, all newly hired staff will receive the full training to maintain continuity.

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KFCS is already seeing academic improvements from professional learning implemented through our previous Integrated Application. Implementation teams lead this work by training staff on evidence-based instructional strategies and monitoring their use to guide ongoing professional development. Our needs assessment confirms that this approach is beginning to yield positive student outcomes.

Moving forward, we remain committed to these professional learning initiatives, ensuring staff have the tools to support all students, particularly those in our focal groups.

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

KFCS implements policies and procedures to ensure children and youth experiencing houselessness have full access to all programs and activities without stigma or exclusion. All McKinney-Vento meetings occur in confidential locations with select staff. The McKinney-Vento coordinator works closely with building administrators and secretaries to support eligible students while maintaining strict confidentiality. Teachers, coaches, and other staff do not have access to this information.

Students receiving McKinney-Vento services participate in all school activities at no cost, ensuring equal opportunities. KFCS maintains a no-fee policy for extracurricular sports, allowing these students to engage in athletics without financial barriers. Additionally, the district provides necessary equipment confidentially, removing any potential stigma.

To further support students, KFCS offers clothing and hygiene kits to ensure they feel comfortable and included among their peers. The district also partners with the Assistance League to provide each McKinney-Vento student with a \$125 gift certificate to a local clothing store annually.

These measures uphold our commitment to inclusivity, ensuring every student has the resources and support needed to fully participate in school life.

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

KFCS ensures equitable access to Career and Technical Education (CTE) programs by using YouScience Aptitude and Interest Testing. All students in grades 8-12 take this assessment annually to match their interests and strengths with career options. Skilled advisors meet with

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students multiple times a year to align their career goals with CTE pathways leading to high-wage, in-demand jobs. Students and families receive CTE pathway maps outlining the courses needed from middle school through high school and beyond, whether in higher education, training, or direct employment.

This strategy has successfully increased participation in non-traditional CTE fields. For example, engineering programs often enroll predominantly middle- and upper-class white males, yet our approach achieved 60% female participation while overrepresenting priority populations. Similarly, healthcare and pre-teaching programs typically attract more female students, but we balanced male and female enrollment at a 50/50 ratio while also increasing participation from priority populations.

KFCS's commitment to equitable CTE access has produced measurable success. Our model now serves as a best practice presented to district leaders statewide.

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.

When funding for the Early Literacy Framework became available, KFCS was in the process of adopting a new elementary Language Arts curriculum. We relied on the Program Review Tool to evaluate curriculum options carefully, keeping in mind our district's high poverty rates and historically low achievement levels. Using an equity lens, we prioritized materials that would best serve our students' unique needs.

To ensure an effective selection, we consulted districts outside Oregon with similar demographics that had achieved strong student outcomes. This research led us to materials closely aligned with the Science of Reading framework. However, we found that none of the Oregon-approved curricula adequately addressed our students' needs. As a result, KFCS independently adopted **UFLI Foundations** and **Bookworms**, which provide evidence-based instruction designed to improve literacy outcomes.

Without the Program Review Tool and our equity-driven approach, we might have selected materials similar to our previous curriculum, which lacked the effectiveness needed for student success. This year, we are implementing UFLI and Bookworms alongside a robust professional learning plan to support teachers in using these resources effectively.

These strategic updates ensure our literacy program meets the needs of all students and fosters stronger academic outcomes across the district.

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2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*
3. 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?

KFCS ensures that all adopted curriculum materials include a clearly stated scope and sequence of learning objectives and align with state and national standards through a rigorous adoption process. This process begins with forming a committee of key stakeholders and community representatives who identify essential and desired criteria for new materials. Based on these priorities, the committee develops a rubric to evaluate curriculum options. A key component of the rubric ensures alignment with state and national standards and a well-defined scope and sequence of learning objectives.

Using an equity lens, the committee evaluates materials to ensure they meet the needs of all students, including those in focal groups. Teachers on the committee review materials, test sample lessons in their classrooms, and present their findings to the full committee. Once approved, the selected materials are submitted to the school board for final adoption.

This structured approach guarantees that all curriculum materials—core, basal, and supplemental—maintain high standards, align with learning objectives, and serve students equitably. KFCS applies this process consistently across all grade levels, schools, and content areas, ensuring a cohesive and standards-aligned K-12 education.

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

Klamath Falls City Schools (KFCS) is committed to providing all students with a well-rounded, intentional, and engaging education. At all grade levels, students receive instruction in core subjects—reading, writing, math, science, and social studies. At the elementary level, students receive robust music, SEL, and PE programs. Art instruction is integrated across content areas. Middle school students benefit from diverse elective offerings, including band, orchestra, choir, drama, art, Coding, Green Energy, Strategic Gaming, and Survival.

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High schools provide a blend of traditional and specialized science courses such as Oceanography, Astronomy, and Zoology. Students also have access to band, orchestra, choir, visual and performing arts, and various CTE programs. KFCS high schools offer pathways for both college-bound students and those pursuing career-focused alternatives, ensuring all students receive a well-rounded education tailored to their goals.

To maintain high instructional quality, all KFCS schools implement a learning-walk protocol to collect data on student engagement and the use of evidence-based teaching strategies. These learning walks inform professional development needs, which instructional coaches address through targeted training for staff and individual teachers. Additionally, administrators conduct rigorous teacher observations, collecting data on instructional effectiveness and student engagement. The Director of School Improvement collaborates with administrators to ensure consistency in feedback, monitoring, and staff evaluation.

These efforts ensure KFCS classrooms provide intentional, engaging, and challenging instruction that supports student success at all levels.

5. 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?

Klamath Falls City Schools (KFCS) prioritizes safety through multiple systems designed to create a secure and welcoming learning environment. Our schools implement advanced security measures, including firearm detection systems, immediate emergency notification protocols, and secured entry points. Each school maintains strict access control, ensuring all exterior doors remain locked and monitored.

All visitors undergo an identification screening process, which includes scanning their ID against a national sex offender registry. Approved visitors receive a temporary badge, which must be worn at all times. Upon arrival, secretarial staff welcome visitors, confirm their purpose, and assist them as needed. If a visitor remains on campus, the secretary ensures their badge is visible and either escorts them or provides directions. Staff are trained to welcome badged visitors while directing anyone without a badge to the front office.

To further enhance student safety, KFCS installed vape detectors in secondary school restrooms. These devices immediately alert administrators when vaping occurs, allowing for swift intervention. Coupled with a drug-education diversion program, this initiative has significantly reduced vape use among students.

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KFCS remains committed to maintaining a secure, inclusive environment where students, families, and community members feel safe and supported. Our proactive approach to school security ensures that all students can focus on learning in a positive and protected space.

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

Klamath Falls City Schools (KFCS) is committed to providing students with strong school library programs that support literacy and learning. Each school library has a designated library aide who oversees daily operations and collaborates with the district's library media specialist to ensure alignment with library media standards.

Elementary students have scheduled library times throughout the week, where they learn about library resources and check out books. Middle school students visit the library weekly during their literature class, fostering regular engagement with reading materials.

At the high school level, the library serves as a central hub for students and staff. During the school's renovation from 2015 to 2018, KFCS intentionally designed the library as a key gathering space. It is now a frequently used resource for students studying independently, collaborating on projects, or accessing academic support. Teachers also incorporate the library into their instruction, enhancing its role as an essential part of student learning.

Through dedicated staff, structured library programs, and accessible resources, KFCS ensures that all students benefit from a well-supported library system that fosters a love of reading and lifelong learning.

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

Klamath Falls City Schools (KFCS) monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through structured behavior teams at each school. These teams meet at least monthly to assess student needs, determine appropriate interventions, and track progress.

Each student receiving support has an individualized behavior plan tailored to their specific challenges. The behavior team continuously reviews these plans to evaluate effectiveness and decide when a student has made sufficient progress to discontinue the intervention. This process ensures that every student struggling with mental health or behavioral challenges receives targeted, data-driven support.

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Additionally, behavior teams assess classroom management strategies and provide support to teachers when needed. By strengthening classroom practices, KFCS helps reduce the need for external interventions, creating a more inclusive and supportive learning environment.

Through regular monitoring, individualized planning, and teacher support, KFCS ensures that students receive effective interventions that promote emotional well-being and academic success.

8. 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?

Klamath Falls City Schools (KFCS) implements structured systems to identify and support students who are not meeting or exceeding state and national standards, with a focus on ensuring equitable support for focal student groups.

At the elementary and middle school levels, KFCS uses local benchmark assessments three times a year to analyze disaggregated data. This process ensures that focal student groups receive proactive interventions. Students struggling to meet standards are placed in targeted interventions based on their specific needs. Progress is monitored regularly, and students who do not improve receive more intensive support, while those who meet their goals exit interventions.

At the high school level, this process is in its early stages. High schools have a **9th Grade On-Track** team that monitors student progress and provides interventions for those who become credit deficient. Advisory teacher teams also track student performance and offer individualized support. When students fall behind, counselors work with them and their families to arrange credit recovery options during the school year and summer.

Professional Learning Communities (PLCs) at all grade levels monitor student progress using common formative assessments. While PLCs are not yet fully developed across all schools, KFCS is actively improving them. Effective PLCs allow teachers to analyze data, adjust instruction, and differentiate support for students at all ability levels. They also address the **fourth PLC question**: “How will we extend learning for students who are already proficient?” This ensures that advanced students receive meaningful challenges.

Through these systems, KFCS provides responsive academic support to all students, ensuring their success.

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9. 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.

Klamath Falls City Schools (KFCS) is expanding Career and Technical Education (CTE) programs to align with regional workforce demands in Healthcare, Construction/Skilled Trades, Manufacturing, and Education/Pre-Teaching. These programs will provide equitable access to high-demand career pathways for all Klamath County students.

1. **Health Occupations (Launched Fall 2024)**

KFCS established a Health Occupations program at Klamath Union High School, securing a **\$440,800 Future Ready Oregon Grant** in partnership with Sky Lakes Medical Center, the region’s largest employer. We recruited a high-quality teacher and are collaborating with community partners to develop a regional CTE center focused on healthcare education.

2. **Engineering (Launching Fall 2025)**

KFCS will introduce an Engineering program in partnership with Oregon Tech, Klamath Community College, and local industry leaders. We are securing a qualified teacher and using summer school funds and CTE revitalization grants to equip the program. The Engineering POS will collaborate with Eagle Ridge New Tech’s revitalized Manufacturing program on hands-on projects and community-based learning opportunities.

3. **Education/Pre-Teaching (Launching Fall 2026)**

To address the rural teacher shortage, KFCS will establish an Education/Pre-Teaching program, working with Klamath Community College and Southern Oregon University. KUHS administration has successfully developed similar programs in the past, and we aim to recruit and retain future educators from within our community.

These initiatives strengthen Klamath County’s workforce, provide students with career-focused opportunities, and ensure equitable access to high-quality CTE programs.

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

Klamath Falls City Schools (KFCS) offers a range of **work-based learning (WBL)** experiences in collaboration with community partners, allowing students to explore careers and gain hands-on skills.

Low-intensity experiences occur weekly and include guest speakers, workplace tours, informational interviews, and job shadows. Courses such as *Introduction to Healthcare* and *Introduction to Skilled Trades* feature multiple guest speakers and bi-weekly workplace tours,

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exposing students to various careers. In *Senior Seminar*, students complete three professional interviews across different fields as part of their senior project to refine career plans.

Medium-intensity experiences provide hands-on learning through student-run enterprises. Students in *Digital Media Design* and *Business and Marketing* operate **The Pel Shack Coffee Shop, Pel Press Photography Services, DJ Services, and Pels' Press Magazine production**, gaining real-world business and marketing experience.

High-intensity experiences offer direct industry exposure. Healthcare students participate in **weekly rotations** at local hospitals and clinics, with opportunities for employment while still in high school. Construction and skilled trades students enroll in a **BOLI-recognized pre-apprenticeship program**, ensuring job placement in local apprenticeships upon graduation. Students 18 and older can begin apprenticeships while still enrolled in high school.

KFCS is committed to expanding **CTE programs** and increasing access to **medium- and high-intensity WBL experiences** by strengthening partnerships with local employers and community leaders, ensuring students graduate with career-ready skills.

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

KFCS students have the opportunity to earn CTE college credit while in high school.

Through strong partnerships with **Klamath Community College (KCC) and Oregon Tech**, KFCS currently offers **dual credit in 11 CTE courses**. Students in *Digital Media Design* can earn a **complete Pathway Certificate** from KCC while still in high school.

KFCS is committed to expanding dual credit opportunities. As CTE programs grow, the district plans to **add 3-5 dual credit courses annually**. This expansion is supported by hiring highly qualified staff, providing professional development to upskill current educators, and collaborating regularly with local colleges and universities to develop new dual credit options.

Through these efforts, KFCS ensures students have **increased access to college credits**, allowing them to graduate with valuable credentials and a strong foundation for post-secondary success.

Engaged Community (250 words or less per question)

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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, Klamath Falls City Schools (KFCS) has significantly improved community engagement, progressing from **Consult/Involve (Level 3/4)** toward **Collaborate (Level 5)** on the **Integrated Guidance scale**. This marks substantial growth from our **2023-2025 application**.

As in previous years, we gathered community input through **surveys** and **formal and informal meetings**. However, we strengthened our approach by establishing **formalized partnerships** with community organizations through **MOUs**, structured meetings, and collaborative decision-making processes. These efforts ensured that community voices were not only considered but played a key role in shaping our Integrated Application. We now view this plan as a **community-driven initiative**, rather than solely a KFCS plan.

Despite these advancements, barriers remain. A significant challenge is the **lack of understanding among community partners and key stakeholders** regarding the specific challenges schools face. To address this, KFCS plans to implement **targeted training** to help stakeholders better understand these barriers and collaborate more effectively.

Through these continued efforts, KFCS is committed to fostering deeper **community collaboration**, ensuring that all voices—especially those of focal students, families, and staff—are integral to our decision-making process.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)
 - ✓ Students of color and families of students of color
 - ✓ Students with disabilities and families of students with disabilities
 - ✓ Students and families who are navigating poverty, houselessness, and foster care
 - ✓ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
 - ✓ Students and families who recently arrived
 - ✓ Migratory students and families of migratory students
 - ✓ Justice involved youth
 - ✓ Families of justice involved youth as appropriate
 - ✓ Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.

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- ✓ Students and families experiencing active duty military service
 - ✓ Emerging bilingual students and families of emerging bilingual students
 - ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
 - ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - ✓ Local or regional business and/or industry community
 - ✓ Local Community College CTE Deans and/or Instructors
 - ✓ Local or Regional Workforce Development Board
 - ✓ CTE Regional Coordinators
 - ✓ Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____
3. 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.)

KFCS employed **targeted strategies** to engage focal students and families throughout the integrated planning process.

One key strategy was **strengthening consultation with the Klamath Tribes**, ensuring Indigenous students' voices were represented. Another was **face-to-face collaboration with families of Special Education students**, allowing direct input from those most impacted. Both strategies were intentional efforts to **engage, listen, and collaborate** with these focal groups. To reinforce these efforts, KFCS conducted **follow-up surveys and meetings** to ensure our application effectively addressed their needs.

Additionally, KFCS **expanded partnerships** with organizations that support **students in poverty, the justice system, and those experiencing homelessness**. We formalized these relationships through **Memorandums of Understanding (MOUs)**, strengthening collaboration and improving support for students facing significant barriers.

By deepening engagement with **tribal communities, Special Education families, and at-risk student populations**, KFCS ensures that the **integrated plan is inclusive, responsive, and community-driven**. These ongoing efforts help build stronger connections and ensure meaningful support for all focal students.

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4. 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.)

KFCS engaged both **classified and certified staff** throughout the integrated planning process using **multiple surveys and interviews** to gather meaningful input.

One key strategy was the **SOREN culture survey**, which assessed staff perspectives on workplace culture, identifying strengths and areas for improvement. Additionally, KFCS conducted a **general staff survey** to understand educators' insights on how to best support students.

The most in-depth engagement occurred through the **RTI/MTSS systems audit**, which included **staff surveys, face-to-face interviews, and classroom visits**. This comprehensive approach provided a deeper understanding of instructional practices and areas needing support.

These strategies ensured staff voices were represented at the **consult/involve level of engagement**, allowing their input to directly shape the integrated plan. By gathering feedback through **multiple touchpoints**, KFCS strengthened its commitment to **collaboration and continuous improvement** in meeting the needs of both staff and students.

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Our first artifact, a flyer from a Special Education family event, highlights engagement with our families who have a child identified with a disability. The biggest learning from this group was the importance of creating an environment where students feel welcome and supported at school.

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6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Our second artifact is the results of our system-wide audit. This audit comprised multiple levels of staff engagement including staff surveys, interviews, and classroom observations with both our certified and classified staff. The biggest learning from this engagement effort highlighted the positive reception of our Professional Learning plan, but also highlighted the need to continue this plan into future years. It also highlighted the need to expand our improvement efforts into other tiers of support beyond tier I classroom support.

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Our third artifact is from our community Youth Attendance Team. This team consists of community organizations from around the Klamath Basin all coming together to support improving student attendance. Membership includes staff from the Tribes, juvenile department, DHS, and other local organizations supporting students in our schools. Our biggest takeaway from this engagement was the need to better communicate with these organizations. These organizations have a multitude of resources available to support our students. Improving communication allows us to better take advantage of these resources.

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Artifact four highlights our ongoing work and consultation with the Klamath Tribes. In the prior biennium, this consultation was almost an afterthought. During this biennium, it became an integral part of creating our application. We truly engaged in a collaborative effort. Our two biggest learnings from this collaboration include 1) improving attendance is of utmost importance to the tribes, and 2) they are similarly struggling with how to improve attendance.

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Artifact five highlights our engagement with community partners in creating a CTE cooperative with the intention of supporting high-need high-earning potential careers in the Klamath Basin. Our main learnings from this collaboration are that the healthcare field is a high-need, high-demand field in the Basin and that our community partners are heavily invested in supporting us in getting the Health Occupations CTE pathway in our district.

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~~10. **Response required only if applying with a sponsored charter.** If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)~~

Outcome of Engagement

11. 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.

KFCS significantly strengthened its **community engagement process**, leading to a more **targeted, purposeful, and community-driven** Integrated Application.

A key takeaway from community feedback was widespread **concern about chronic absenteeism**. Engagement efforts not only reinforced the urgency of addressing attendance issues but also unexpectedly **generated offers of support from community partners**. With this collective commitment, KFCS expanded its attendance initiatives by leveraging **community resources and collaboration**.

Additionally, the community **demanded stronger student outcomes**, prompting a **comprehensive audit of our systems**. This deeper analysis led to a **reevaluation of instructional and support structures**, ensuring that resources and strategies are aligned with students' greatest needs.

By incorporating community and staff input, KFCS refined its **focus on attendance improvement and system effectiveness**, making these priorities central to the Integrated Plan. The **collaborative engagement process** not only informed decision-making but also strengthened **community partnerships** that will drive long-term success.

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?

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Recruiting educators in the **Klamath Basin** is a significant challenge due to our **rural and geographically isolated location**. To attract candidates, KFCS participates in **local, state, and national job fairs**, posts openings on **nationwide job boards**, and develops **promotional materials** highlighting the benefits of working in Klamath Falls. However, despite these efforts, recruitment remains difficult.

To support new teachers, KFCS assigns each **a mentor for at least one year**. Mentors help new educators navigate **district systems, curriculum, and evidence-based instructional practices**. At the principal's discretion, mentorship can extend to **two years**. Additionally, KFCS provides **leadership opportunities**, encouraging teachers to serve on **committees, become deans, or transition into instructional coaching roles**.

New administrators receive **structured mentorship** from the **Director of School Improvement**, who provides **guidance on leadership strategies, coaching, and joint classroom observations** to ensure principals become confident and effective in their roles.

Recruiting educators from **focal student groups** presents ongoing challenges. KFCS collaborates with **the Klamath Tribes**, submitting job postings for dissemination through tribal communication channels, though this has not yet resulted in applicants. Expanding recruitment efforts to attract diverse educators remains a priority for improvement.

By refining recruitment strategies and strengthening **mentorship and leadership development**, KFCS is committed to **building and retaining a high-quality, representative workforce** that meets student needs.

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? 4.2

KFCS has **systems in place** to ensure that **focal students** receive instruction from **effective and highly qualified teachers** at the same rate as other students.

Our **collective bargaining agreement** includes **class-equity language**, ensuring that class composition remains **balanced** across all classrooms. At the **elementary level**, principals collaborate with teachers to create **equitable class lists**, ensuring fair representation of **minority populations, gender, academic ability, and social-emotional needs**. At the **secondary level**, the **counseling department** manages class scheduling to maintain **equitable distribution of students** across teachers.

KFCS actively avoids the outdated practice of **placing the newest teachers with the most at-risk students**. Instead, we prioritize **assigning experienced and proficient educators** to

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classrooms with **the greatest needs**. This ensures that focal students receive **high-quality instruction** from teachers with the expertise to support them effectively.

By maintaining **equitable class structures** and ensuring **experienced educators teach our most vulnerable students**, KFCS upholds its commitment to **fair and effective instruction** for all students.

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

KFCS employs a **multi-tiered approach** to analyzing **disciplinary referrals, suspensions, and expulsions**, ensuring data is **disaggregated by focal groups** to identify and address trends.

Each school has a **building behavior team** responsible for **planning and implementing student behavior interventions**. These teams regularly review **disaggregated behavior referral data** at the school level to detect patterns that may require intervention.

At the district level, a **district behavior team**—comprised of representatives from each school’s behavior team—analyzes **district-wide referral data** to identify larger trends. When patterns emerge, building and district teams collaborate to **develop targeted solutions** that address disparities and improve student outcomes.

This **data-driven approach** allows KFCS to make informed decisions that foster **fair and effective disciplinary practices**, ensuring all students receive equitable support and interventions.

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

Klamath Falls City Schools (KFCS) has structured systems in place to support students and families transitioning from **Long-Term Care and Treatment (LTCT) sites, Youth Corrections Education Programs (YCEPs), and Juvenile Detention Education Programs (JDEPs)** into schools.

1. **Re-enrollment Support** – When students leave JDEP or LTCT programs and remain in **Klamath County**, we ensure they are **promptly re-enrolled** in their local school and connected with necessary resources.
2. **Exit Surveys** – Before leaving JDEP or LTCT programs, students complete an **exit survey** to provide feedback and identify any needs for continued support.

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3. **Follow-Up Check-ins** – Staff conduct **regular check-ins** with students after re-entry to monitor progress and address any challenges.
4. **Access to Community Resources** – Students receive guidance on **community education programs** and available resources to support ongoing learning and personal growth.
5. **Goal Setting** – Staff assist students in **setting clear, actionable goals** for their education and future career pathways.
6. **Academic Monitoring** – Attendance and grades are closely tracked to ensure students remain **engaged and on track** academically.
7. **Graduation Support** – KFCS monitors students' progress toward **graduation**, offering necessary support and celebrating their achievements, including attending **graduation ceremonies**.

Through these **proactive measures**, KFCS ensures that students receive the guidance, stability, and resources needed for a **successful transition back into school and their community**.

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? 2.8 and 4.7

KFCS implements structured transition programs to support students and families as they move through different educational stages, ensuring a **smooth and informed progression** from early childhood to postsecondary opportunities.

For **early childhood to elementary**, KFCS collaborates with **Klamath Early Childhood Development Center and Head Start**. Each spring, **joint meetings** between preschool staff, families, and elementary school staff help prepare students for kindergarten.

The transition from **elementary to middle school** begins in the spring of **5th grade**. Middle school principals and student representatives visit **5th-grade classrooms** to introduce students to middle school life. Additionally, a **meet-and-greet event** connects upcoming **6th-grade families with middle school staff** to ensure families understand expectations and school culture.

The transition from **middle school to high school** starts in **8th grade**, when **high school administrators visit middle school students** to provide an overview of high school life. Students also complete the **YouScience assessment**, which helps guide **course forecasting** and introduces them to potential career or college pathways.

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As students progress through **high school to postsecondary education or the workforce**, they receive **guidance, mentorship, and exposure** to career and college opportunities, ensuring they are well-prepared for life after graduation.

By **engaging students and families early** and **providing structured support**, KFCS ensures smooth transitions at every stage of a student’s educational journey.

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.2.12 & 2.16

KFCS provides **comprehensive career exploration and development** through a structured system of **guidance counselors, career and college advisors, deans of students, and on-track coaches**. These professionals collaborate with school and district administration to deliver **best-in-class career exploration and guidance counseling** using **YouScience Aptitude and Interest Testing**.

All **students in grades 8-12** take the **YouScience assessment annually**, which identifies their strengths and interests and matches them to **hundreds of career options**. Trained staff meet with students multiple times throughout the year to align their career goals with **CTE pathways** leading to **high-wage, in-demand jobs**. This process significantly improves **course forecasting accuracy**, ensuring students enroll in the most relevant classes.

KFCS also provides **CTE pathway maps** to students and families, outlining **the required courses from middle school to high school and beyond**, whether in **higher education, training programs, or direct employment**. These maps also include **information on work-based learning opportunities** to ensure students understand real-world career experiences available to them.

Through **regular guidance, counseling, and structured planning**, KFCS ensures all students have **equitable access to career-connected learning and CTE opportunities**, preparing them for success in both college and the workforce.

7. *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

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all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs. **This is a new question.**

KFCS recognizes the need for **stronger professional development** to prepare teachers and school staff to effectively support **Indian children**. While past efforts to establish professional learning partnerships with the **Klamath Tribes** have not been successful, we remain committed to strengthening this collaboration.

Each school has **dedicated liaisons** who receive **training from the Klamath Tribes** to support **tribal students and their families**. However, we have not yet expanded this training to **all KFCS staff**. To address this gap, we have implemented **Capturing Kids' Hearts**, a framework designed to create an **inclusive and respectful** learning environment for all students.

KFCS is currently in the process of **training all staff in this framework**. Half of the staff will complete the training this year, with the remaining half receiving training next year. Additionally, plans are in place to **ensure all new hires receive this training**, guaranteeing that **both current and future educators** are equipped to provide an environment that supports **Indian students and all learners**.

KFCS remains committed to **expanding professional development opportunities** and **strengthening partnerships** with the Klamath Tribes to ensure all staff are properly trained to support Indian children in an inclusive and culturally responsive way.

Early Literacy Inventory and Prioritization

START HERE!!!

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.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

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2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

- ✓ General Fund
- ✓ Student Investment Account (SIA)
State School Fund SSF
- ✓ Title I
- ✓ Title II
Title III
Title IV
- N/A (less than 50 ADMw, no match required)
- ✓ CCLC

3. If you answered "Other" on #2, please describe below:

Our district is the recipient of a 21st Century Community Learning Center grant. We use some of the funds from this grant to support our extended learning program, providing literacy learning

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- ✓ Hiring
- ✓ Purchasing Curricula & Materials
- ✓ High-Dosage Tutoring
- ✓ Extended Learning Programs
- ✓ Professional Development & Coaching
- Other purposes

5. If you answered "Other" on #3, then please describe below:

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6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:
- ✓ Have the lowest rates of proficiency in literacy of elementary schools in the district;
 - ✓ 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;
 - ✓ have literacy proficiency rates that have not recovered to pre-pandemic levels;
 - ✓ have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
 - N/A if you have only one elementary school
7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].
(write N/A if you have only one elementary school)

Joseph Conger Elementary School – 25%

Mills Elementary School – 25%

Pelican Elementary School – 25%

Roosevelt Elementary School – 25%

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

ODE can best support KFCS' continuous improvement process by ensuring initiatives are funded at a high level. The grants in the Integrated Application allow KFCS to fund positions, purchase materials, and fund Professional Learning that allows us to engage in a rigorous continuous improvement process. Ongoing funding of these grants at current or greater levels is critical to our success in continual improvement.

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Plan Summary

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

Klamath Falls City Schools (KFCS) has developed a **comprehensive Integrated Plan** aimed at improving student outcomes by addressing **key strengths and areas for growth** identified in our **needs assessment**. This plan aligns directly with our **Longitudinal Performance Growth Targets (LPGTs)** and focuses on measurable improvements in:

- **K-12 regular attendance**
- **Third-, eighth-, and eleventh-grade reading proficiency**
- **Third-, eighth-, and eleventh-grade math proficiency**
- **Four-year graduation rate and five-year completion rate**

Vision and Approach

Our goal is to **achieve the highest levels of proficiency and success** ever recorded in KFCS within the next five years for **both the overall student population and focal student groups**. To accomplish this, we will:

1. **Enhance Instructional Quality** – Using **Student Investment Account (SIA) and Early Literacy funds**, we will provide **focused, in-depth, ongoing professional development** to improve teaching effectiveness. This includes revamping our **Professional Learning Community (PLC) processes** and fostering a **culture of collective teacher efficacy**, a research-backed approach with a high effect size (1.57) that maximizes student learning outcomes.
2. **Support Social-Emotional and Behavioral Needs** – SIA funds will help strengthen our **tiered intervention system (RTI) from K-12**, ensuring **academic and behavioral support** for all students. A well-implemented RTI system, with a high effect size (1.29), is proven to positively impact student learning.
3. **Data-Driven Decision-Making** – We will implement **effective systems for collecting and analyzing student achievement and teacher practice data** to continually monitor progress and **adjust strategies as needed**. This **culture of continual improvement** will ensure we remain responsive to emerging needs.
4. **Expanding Career and Technical Education (CTE)** – Using **Measure 98 and SIA funds**, we will expand **CTE pathways** in alignment with high-demand, high-wage

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professions in our region. These programs not only meet **community workforce needs** but also **increase student engagement**, leading to higher **graduation and completion rates**.

Commitment to Continuous Improvement

KFCS is committed to **remaining flexible and adaptive** as we implement this plan. While our goals are clear, we recognize that **new challenges and needs may emerge**. We will **continuously assess and refine** our strategies to maintain a **laser-like focus on student success**.

By investing in **teacher development, student support systems, data-driven improvements, and expanded career pathways**, this plan ensures that **all students, regardless of background, gender, race, sexual identity, or past trauma, have the opportunity to succeed**.

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