Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. *(500 words or less)*

We engaged the Port Orford - Langlois community in the following ways:
- ❖ **Students**
  - ➢ **Surveys**
  - ➢ **Small Focal Group Discussions**
  - ➢ **one-on–one discussions w/ focal student group members**
- ❖ **Parents/Guardians**
  - ➢ **Surveys**
  - ➢ **Phone Interviews w/ focal group families**
- ❖ **Community Members**
  - ➢ **Community-based organization meetings**
  - ➢ **Electronic Surveys**
  - ➢ **Business leader input**
- ❖ **Staff**
  - ➢ **Surveys**
  - ➢ **Small group discussion forums**

In addition to our community engagement feedback, we also consulted our 5-year district performance data to identify trends and areas for improvement that need to be addressed in our plan, including any areas in which focal student groups have historically underperformed compared to our general student population. Due to the COVID pandemic, district data from 2021 proved problematic, but was still a point of consideration for our district team.

Our engagement activities and data review revealed the following needs and/or areas of concern in our district, and our plan reflects an effort to address each of these areas:
- ❖ **Chronic Absenteeism**
- ❖ **Behavior / Restorative Practice & a redirect process → Discovery Practices / Collaborative Problem solving / 360 degree accountability / Relationship repair/ Stress Continuum**
- ❖ **Community building with students / SEL**
- ❖ **CTE courses/community partnerships**

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. *(500 words or less)*

- ❖ **Mental health**
  - ➢ **Counselor**
  - ➢ **SEL program to be developed/ ACEs**
- ❖ **Oregon Healthy Teens Survey**
- ❖ **Grad teacher/coach**
  - ➢ **Community Based liaison → Every Day Matters**
- ❖ **Expanded Elective Offerings**
- ❖ **Advisory program/Classes 7-12 (Guide)**
  - ➢ **Developing a portfolio program**
  - ➢ **Future / Essential Skills planning**
  - ➢ **Career / College Planning**
  - ➢ **Pathways linked to diploma tracking**
    - ■ **Honors Diploma, CTE Diploma (*letters, honor cords, etc.*)**
  - ➢ **Industry Tours / College/Higher Ed tours /**
- ❖ **Progress monitoring by Leadership team**
- ❖ **Development of a TAG program**
- ❖ **Math Curriculum**
- ❖ **ELA Curriculum**
- ❖ **Technology - 1:1; SmartBoards in classrooms; on-line support & curriculum tools/supplementals**
- ❖ **Careers: Construction Tech, Wood Craft, Welding, Horticulture, Animal Science, Culinary Arts after-school program**
  - ➢ **Acquiring more 1:1 equipment**
  - ➢ **More lab based instruction and equipment in Ag Science / Science / Culinary Arts courses**
  - ➢ **Developing more specialized skills tied to high wage, high demand careers**
  - ➢ **Welding Certifications while in HS**
  - ➢ **Industry Tours / Field trips depending on the class**
- ❖ **PE Specialist - K-6**
- ❖ **Place Based education: CTE courses, outdoors education k-12**
- ❖ **Students given the opportunity to take online classes outside of district offerings**

Equity Advanced

(250 words or less per question)

- ● What strengths do you see in your district or school in terms of equity and access?
  - ○ **Know every students and families by name, strength, and need**
  - ○ **Small school population → more ways to connect**
  - ○ **The small population allows us to achieve 100% engagement in most activities.**

- **Community that wants to be engaged; includes people who do not have children at the school and community members at large**
- **Staff to student ratio is high**
- **Free Breakfast / Lunch for all students → removal from any stigma**
- **Do not have pay-to-play for activities/athletics**
- **No cut policy for activities/athletics**
- **Activity bus for activities/athletics**

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

  - **Transportation is a huge barrier to equity and access**
    - **To school / activities**
    - **To internships / job opportunities / further education opportunities**
  - **District needs to address bias/negative stereotypes affecting student mental health**
  - **Internet access availability / Cell coverage → Connectivity**
  - **Understaffed for additional activities beyond current offerings**
    - **Scheduling capacity limits elective participation**
  - **Housing availability in community**
  - **Food insecurity**

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
  - **[Oregon Equity Lens](#)**

- Describe how you used this tool in your planning.
  - **Admin. has a template shared with every teacher**
  - **Equity lens shared with board for plan consideration**
  - **Teacher PLCs will use the Equity Lens to discuss instruction planning**

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
  - **Transportation is a huge issue → have budgeted, but can't get drivers**
  - **Expanding relationships with community-based organizations shows increase in academic growth**
  - **Job-shadow opportunities to provide practical career experiences**

- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?
  - **Covid → Credit Deficient**
  - **Connectivity - can't do work at home**
  - **Transportation- district covers a large geographic area that remains economically depressed**
  - **Lack of support systems; Changing parental/guardian mindsets**

- o **Chronically Absent**
- o **Summer School - Transportation, on-line credit retrieval classes - no actual teacher; if students fail a class**
- o **Healthy Teens Survey- lack of parent support for participation- district is deprived of data**

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?
  - o **Have a McKenny-Vento Liaison that keeps information confidential**
  - o **Provide transportation via activity bus**
  - o **Free athletics - no pay-to-play**
  - o **Kids who are unable to "afford" things, are opted out of cost**
  - o **Healthy Teens Survey**
  - o **Free breakfast/Lunch**
  - o **District provides gift cards to local markets to alleviate food insecurity**

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?
  - o **Available to all students**
  - o **No financial barrier to participation**
  - o **After-school CTE offerings**
  - o **Activity Bus available for students to participate after school**
  - o **Project Based Learning**
  - o **Establishing partnerships with local businesses for internship opportunities**
  - o **Offer CTE intro courses to middle school students**

- What needs were identified in your CTE Programs of Study in terms of equity and access?
  - o **Transportation to school for events**
  - o **Courses students want to take are difficult for students to enroll in due to scheduling**
  - o **Limited number of CTE instructors**

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
  - o **Middle grades recruitment activities**
  - o **Bulletin Boards**
  - o **Announcements over loudspeaker and reader boards; updates on events, sharing information at conferences, events, etc.**
  - o **CTE project showcase opportunities/Project fundraisers sold to community**
  - o **Local business selling CTE projects**

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?
  - o **Small student population allows for equal opportunity for student engagement**
  - o **Targeted recruitment for focal groups/historically underrepresented populations**

Well-Rounded Education

(250 words or less per question)

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

        - **Targeted focus on Reading & Math; small group instruction and double-dose time built into schedule**
        - **IAs in elementary for support**
        - **Vertical alignment K-6**
        - **Core classes are 90 minutes each day**
        - **Multiple formative and summative assessment pieces**
        - **Wonders reading curriculum**
        - **Ready Math curriculum**
        - **Weekly SEL classes with counselor**
        - **Daily Art and PE classes**
        - **SMART Reading k-2**
        - **Partnership with Curry Watershed for outdoor gardening project**
        - **6th grade outdoor school**

    - **Middle**

        - **HMH Into Literature ELA curriculum**
        - **Big Ideas math curriculum**
        - **MS courses taught by specialists / highly qualified teachers in core area subjects**
        - **Elective options**
        - **Multiple formative and summative assessment options**
        - **Semester-long college and careers class**
        - **Daily Targets, Building Relationships, Engagement**
        - **Daily PE for 6-8**
        - **Athletic team offerings**
    - **High**

        - **HS courses taught by specialists / highly qualified teachers in core area subjects**
        - **Partnerships with community colleges (OIT/SWOCC) to offer dual college courses**

- **Elective options**

- **CTE high wage/high interesting elective options for careers based education based on student interest**

- **Daily Targets, Building Relationships, Engagement**

- **ASB/FBLA student organizations**

- **Required class that introduces/supports future college and career opportunities**

- **Career & College Fair attendance; job site visits**

- **Athletic team offerings**

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?
  - **Journalism**
  - **Robotics**
  - **Art**
  - **Leadership**
  - **Yearbook / Digital Media**
  - **Wood Craft/Art**
  - **Horticulture**
  - **Welding / Metal Art with CNC work**
  - After-school culinary arts
- How do you ensure students have access to strong library programs?
  - **Part of the Coastal Library system. Students are able to access/order books throughout the Coastal Library System in addition to the collection housed in our district libraries.**
  - **Elementary has classroom libraries; uses school library**
  - **County Librarians have ties to the community and district**
- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?
  - **Elementary**

    - **Scheduled times for lunch; required to stay in cafeteria for a specific amount of time to finish eating before going out for 2nd recess during lunch time**

    - **Scheduled times for recess per grade level in the morning/afternoon**

    - **Elementary PE in the afternoon taught by PE specialist/highly qualified teacher**
    - **New all - weather track, playground, and outdoor seating are with cover**
  - **MS**

    - **Scheduled times for lunch; required to stay in cafeteria for a specific amount of time to finish eating before going out for recess during lunch time**

    - **7-8th PE courses taught by PE specialist/highly qualified teacher**
    - **Current project to expand cafeteria area and outdoor quad areas**

- **HS**
  - **Scheduled times for lunch - students are able to access outdoor sports areas**
  - **Students have access to sports; no pay to play or tryouts - all students can participate; open gym times for sports**
  - **Strength & Conditioning Class offered (PE); students can take PE to meet Graduation requirement and continue to take as elective**
  - **Current project to expand cafeteria area and outdoor quad areas**
  - **New all-weather track and MS/HS**

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.
  - **HS Robotics course**
  - **Statistics**
  - **Cross-curricular science courses supported by community presenters**
  - **Dedicated Arts teacher: MS & HS Art, Yearbook / Digital Media**
  - **Community partnership with City of Port Orford, Curry Watershed, OSU Extension office, and Oregon Stewardship**
  - **Project-based math and science instruction**
  - **Outdoor gardening project at elementary**
  - **Wetlands Restoration project in partnership with Curry Watershed**

- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.
  - **Curriculum Mapping (vertically aligned)**
  - **Professional development with curriculum publishers, state and national organizations**

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
  - **Know every students by name, strength, and need**
  - **TalentED observation/feedback- 3 times per year minimum**
  - **Teacher PLC opportunities when available**
  - **Ongoing professional development with curriculum providers and state/national organizations**
  - **Designated weekly professional development opportunities built into district calendar/schedule**

- How will you support, coordinate, and integrate early childhood education programs?
  - **Partnership with community Head Start organization to provide kindergarten to all 4-year olds regardless of income. Supported by SIA grant funds.**

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

- o **ETS/TRiO**
- o **ASPIRE**
- o **Academic Advising**
- o **Class Meetings**

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?
  - o **Extra time with instructors**
  - o **After-school tutoring with transportation provided**
  - o **Six-week grade checks**
  - o **Weekly progress checks with identified students**
  - o **Online grade portal access**
  - o **Other communication with parents of students not meeting standards**

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
  - o **TAG for k-12**
  - o **Dual credit offerings**
  - o **Online offerings for higher-level classes**
  - o **Monetary support for state and national academic competition qualifiers**

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
  - o **College and career information is accessible at any point**
  - o **Provide different types of welding for students to learn that connect with industry**
  - o **Career research projects based on subject area**
  - o **Oregon CIS**
  - o **Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work**
  - o **School Based Enterprise Experience for YTP**
  - o **Workplace Simulation/Technology Based Learning**
  - o **College and Career Fairs**

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
  - o **Middle grade recruitment through forecasting**
  - o **Open House- Fall**
  - o **Parent Teacher Conferences (opportunity to view programs)**
  - o **Course offered to Middle School Students**
  - o **Multiple communication formats (social media, bulletin board, announcements, other district communication)**
  - o **Translation services available through ESD**

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

- Intentional approach to introducing historically underrepresented groups to various fields
- Transportation made for most after-school CTE offerings

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

  - **More welders = more time welding not sharing**
  - **Updated equipment for wood-working**
  - **Professional development for staff**
  - **Support integration of academic skills into high quality programs**
  - **Community partnerships providing work-based learning opportunities**

- What activities will you offer to students that will lead to self-sufficiency in identified careers?
  - **Resume building**
  - **Industry expectations provided students need to embrace**

    - **working on getting these for industry partners**

    - **Recruit HIPPO - CBO offering resume building and career coaching**

  - **Career-exploration opportunities**
  - **Community partnerships providing practical experience**

- How will you prepare CTE participants for non-traditional fields?
  - **Experience with well-rounded CTE offerings**
  - **College and Career Fair**
  - **Industry Presenters**

- Describe any new CTE Programs of Study to be developed.
  o There are no current plans/capacity to further develop an new CTE POS

Engaged Community

(250 words or less per question)

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

    - **Reconnecting with an expanded community after COVID.**

  - **Successes:**

    - **Back to School/Open House events**

    - **After-school events**

    - **Extra-curricular activity attendance**

    - **Community business/organization participation in engagement planning**

  - **Barriers**

- **Geography - community is spread out; students & families at a great distance from school site - multiple communities served within district boundaries**

    - **Lack of transportation**

    - **High rates of community poverty**

    - **Loss of traditional income streams throughout community**

- What relationships and/or partnerships will you cultivate to improve future engagement?
    - **Partnering with Port Orford Rotary, Langlois Lions Club, Port Orford and Sixes Volunteer Fire Department**
    - **City of Port Orford**
    - **Curry County**
    - **Planned Listening Sessions (Coffee or not)**
    - **Veterans Celebration (as a community Event)**
    - **Industry Partnerships: linking community businesses to the classroom**
    - **Churches and Faith Based Organizations**
    - **Port Orford library (after-school club activities)**

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?
    - **Work with Scholastic on school survey**
    - **Resources (time, …)**
    - **Professional Development**
    - **State Reporting Support through ESD**
    - **Integrated Application**
    - **Process to onboard/certify CTE educators easier**

- How do you ensure community members and partners experience a safe and welcoming educational environment?
    - **Working with the South Coast ESD with safety & health integrations planning with students, staff, & community**
    - **Staff Supervision at all events**
    - **Volunteer orientation/training**
    - **Anti-bias training for staff**
    - **Trauma-informed systems of care (ACES)**
    - **Student-led orientation for new students/advancing grades**

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

- Who was engaged in any aspect of your planning processes under this guidance?
  (Check all that apply)

    X Students of color
    X Students with disabilities

Ⅹ Students who are emerging bilinguals
Ⅹ Students who identify as LGBTQ2SIA+
Ⅹ Students navigating poverty, homelessness, and foster care
Ⅹ Families of students of color
Ⅹ Families of students with disabilities
Ⅹ Families of students who are emerging bilinguals
☐ Families of students who identify as LGBTQ2SIA+
Ⅹ Families of students navigating poverty, homelessness, and foster care
Ⅹ Licensed staff (administrators, teachers, counselors, etc.)
Ⅹ Classified staff (paraprofessionals, bus drivers, office support, etc.)
Ⅹ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
☐ Tribal members (adults and youth)
☐ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
Ⅹ Business community
☐ Regional Educator Networks (RENs)
☐ Local Community College Deans and Instructors; Local university deans and instructors
Ⅹ Migrant Education and McKinney-Vento Coordinators
☐ Local Workforce Development and / or Chambers of Commerce
Ⅹ CTE Regional Coordinators
☐ Regional STEM / Early learning Hubs
☐ Vocational Rehabilitation and pre-Employment Service Staff
☐ Justice Involved Youth
☐ Community leaders
☐ Other _____

- How were they engaged?
  (Check all that apply)

  Ⅹ Survey(s) or other engagement applications (i.e., Thought Exchange)
  Ⅹ In-person forum(s)
  Ⅹ Focus group(s)
  ☐ Roundtable discussion
  ☐ Community group meeting
  Collaborative design or strategy session(s)
  ☐ Community-driven planning or initiative(s)
  Ⅹ Website
  ☐ CTE Consortia meeting
  Ⅹ Email messages
  ☐ Newsletters
  Ⅹ Social media
  Ⅹ School board meeting
  ☐ Partnering with unions
  Ⅹ Partnering with community-based partners

☐ Partnering with faith-based organizations
X   Partnering with business
☐ Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

EXAMPLES:
- ❖ Open House, Survey, Survey results
- ❖ Homecoming, Sports Banquet, Parent-Player Scrimmages- Participation
- ❖ Empathy Interview → WIth High School Kids → During school day, use assembly schedule
- ❖ Coffee Or Not (Round Table)
- ❖ Conference Data
  - ➢ Put up data from Open House Survey
  - ➢ Data to collect: Communication, Engagement, Feel Welcomed on Campus
    - ■ Ask them what data they want us to collect
- ❖ Final Community Engagement Event to share Community Engagement Results-Offer Dinner

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

  - **Survey: objective data**
  - **Open House: large cross section of community engagement who attended**
  - **Parent-Teacher Conference Data: Academics, student success, & partnering with parents to collect data using a different method**
  - **Notes from 1-1 parent discussions- different method of engagement, personalized engagement approach**
  - **Board minutes/discussion- proof of engagement throughout the process**

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

  We used an overall survey, where parents,community members, staff and students were asked questions in regards to school culture, needs, etc. Then, we identified our focal groups as students of color and students with disabilities and ensured those students had ample opportunity to participate in the survey, as well as called the families personally to ensure they took the survey.
  The survey was then given over the phone one-on-one with additional questions to build on survey responses.
  These fell within levels 2 and three of the engagement spectrum.

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

    These fell within levels 2 and three of the engagement spectrum.

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

We learned the following from our community members:

- **Students Grade 4-6**
    - **They enjoy having their school counselor in the classrooms and meeting with her in group and one-on-one environments. Many students request more time with the counselor.**
    - **Students want to see the following continued or added to activity offerings:**
        - **Cooking**
        - **Rock Climbing**
        - **Yoga**
        - **Art Class**
        - **Sports**
    - **There is fear following news reports of school shootings that a similar event could take place at their school.**
    - **The majority of students feel safe and respected at school**

- **Students Grades 7-12**
    - **Students want to interact with teachers outside the traditional, formal classroom setting.**
    - **Many students report not being able to take electives due to scheduling conflicts with required, core classes. Limited staff at a small school creates this barrier.**
    - **Lack of transportation is the primary barrier to participating in extra-curricular, after school activities.**
    - **Students are concerned about school due to hallway chatter that includes negative stereotypes and biases.**
    - **Need for a quiet space during times of anxiety and/or stress**

- **Families**
    - **Families appreciate district use of social media but families without access to electronics and/or internet connectivity feel other forms of communication are necessary.**
    - **Want more open communication with teachers regarding student progress**
    - **Want to see more family-oriented events/activities at the school that draws the community in and provide opportunities to interact with teachers informally.**

- **Community Members/Business Leaders**
    - **Want expanded opportunities for internships/work experience with local businesses**
    - **Establish a shared vision with community organizations and identify a shared vision to**

> > **work towards together.**
> > ○ **More activities that bring the community into the schools**
> > ○ **Want more information on emergency response procedures**
> > ○ **Want Community classes held at the schools**
> > ○ **Want more open communication between district and the community**

Our planning reflects what we have learned from our community as it contains the following elements:
- **A continuation/expansion of the counselor position funded through SIA grant money**
- **A plan to expand/improve our facilities to provide more space for community activities and improve/promote student social, emotional, and physical health**
- **Expansion of elective/activity offerings**
- **Maintaining existing community partnerships and expanding into others to leverage the resources in our community to the benefit of our students.**
- **Improved/expanded methods of communication to families and the community**

CTE Focus
- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?
    - **Continue to build partnerships with TRIO, YTP, and RECRUIT Hippo**
    - **Continue partnerships with CIty of Port Orford CUrry County**
    - **Community Service with local community organizations**
    - **Work Study Credit**

Affirmation of Tribal Consultation
- If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

    POLSD does not meet the criteria for this requirement.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?
    - **We have a peer mentorship program for new staff**

- PLC groups : training staff and school expectations, collaborative school culture, scientific improvement model
- Contract: pay for further education up to $15k per year for certified staff ; movement along the pay scale with professional development
  - We recognize excellence with our staff.
  - Grow Your Own scholarship opportunities
  - Work on licensure program that works with staff
  - Communication
  - TalentEd/ COSA
  - Leadership Team: teachers help develop and build capacity & staff,
  - superintendent/principal helps move improvements for staff, professional development (conferences), mentors,
  - Recruitment at Teacher Fairs

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?
  - With our high student-to-teacher ratio, also students are taught subject matter by the same teachers.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?
  - Redirects/handle discipline at the lowest level possible (in the classroom)
  - Restorative thought process of redirecting students

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
  - Leadership team gives staff a voice: PD is based around data of staff needs
  - Professional development permission from administration based on individual staff needs
  - Higher educational opportunities for all teachers
  - System wide programs offered on professional development: Reading Curriculum Training, SCESD (Autism Specialist, Positive Discipline, Book Study, Family Engagement, SEL learning, ACE's, trauma informed care, etc)

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?
  - TalentED/Danielson Observation/Feedback model
  - Staff Goal Meetings

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

- o **Process that includes staff engagement every month that includes academic, attendance, and behavior data that includes a tracking process that is proactive**
- o **1:1 contact with students who are identified as at-risk**
- o **1:1, small group work with counselor**

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?
  - o **District partners with Head Start for kindergarten transition program that is integrated with the district (Head Start and Kindergarten teacher work together throughout the year; including but not limited to Round up, transition pieces, etc)**
  - o **Elementary-Middle School orientation day**
  - o **Middle-High orientation day**
  - o **ASPIRE, TRIO programs**
  - o **Campus visits**
  - o **Creating 7-12 Advisory program to help with transitions**

Attachments Completing Your Submission

- Integrated Planning & Budget Template
  - o The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.