Integrated Application Template (Optional)

Applicant Official Name: Camas Valley SD 21J

Link to plan on applicant website: http://www.camasvalley.k12.or.us/

Application Set: District Independent with CTE program

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.

Part Three: Community Engagement and Input

The assessments used both quantitative and qualitative feedback from survey monkey and face to face interactions with the Superintendent. This clearly pointed away from emphasizes such as a longer school year (in terms of extra days) or an emphasis towards smaller class sizes. The quantitative feedback also gave a strong emphasis towards focusing on better facilities and a focus on extra-curricular programs. This feedback gave a strong direction on the logistics towards spending the SIA money. The survey brought up an emphasis for mental health services in both staff and student surveys. Our largest barriers were parent feedback from people who live throughout the county. Many of our families live a significant distance from the school. It is not uncommon for students to live 20 or more miles away from the school. We tried to limit this barrier by having an online option posted on our website through survey monkey. In the future we may use sporting events, parent-teacher conferences, and other extra-curricular activities in order to get ideas from families.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

We are not marketing experts. Any help with marketing our gains as a school would be incredibly helpful. We have seen huge academic growth in the past couple of years and we would appreciate help with marketing.

Strategies and Activities for Engaging Focal Student Populations and their Families

Our two focal groups are students in poverty and students who have a disability. Being proactive for both of these focal groups were our focus as a district. We focused on completing empathy interviews with students and using a variety of feedback (surveys and small group discussions) to understand the how to help these groups at our school district. We also broke up the groups in IRRE surveys and compared them with ODE indicators of success.

The district will have interviews with our focal group students. (students with disabilities and students from poverty). These interviews will involve some one-on-one empathy interviews between the administrator and students in these focal groups. The opportunity lens is used as a guide of questions when asking questions during the interviews and openly asked to the student and families. We have a specialized list of questions for reference which was created with belief of creating equal opportunity for all students. We also have a specific set of questions which we will use to interview and work with

students in a specified focal group. We are focusing on the needs of the students to create programs for a more equitable education for our school. Submitted with the application is the tool used for evaluating the opportunity lens and prompts used to help guide the empathy interviews with the students.

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.

Our school district is working on expanding well-rounded education as well as providing more opportunities for mental health services. In expansion well-rounded education, our district has invested in Music and FFA. Both of these programs have been beneficial to our students and we plan to use SIA funding to expand these programs in the future. It was clear that "well-rounded education" is a strong priority from all the stakeholders. This was a common theme is all forms of feedback (in-person, survey, gatherings) We also plan to use SIA funding to create a new metals workshop and add a .5 FTE metals teacher to the district.

In terms of mental health, this has been voiced by students and staff as a need for the district. We have improved access by increasing our counselor time at our school district and providing more therapeutic opportunities to students and staff. The district will continue to expand our options for mental health services in the next couple years. The need is there. We have ten percent of our students requesting a form of therapeutic services.

Facilities improvement is necessary to help expand more educational options to our students. Within the next couple of years, the district plans on adding a metals shop to our school district as well as expanding the quality of outdoor facilities. The district has spent significant funds on football, softball, track, outdoor classrooms, greenhouse, and the barn. All these improvements will need further care and additional help provide a high level of education for our students.

In core academic achievement we are creating individual supports for students at all levels in academic and behavioral skills conducing of creating a strong student. Through EIIS and HSS we have created strong RTI systems driven by data to support all students at our school district. This means that we have strong intervention systems for all the students in our district. Improvement in facilities and extra-curricular activities are tied into many of the interventions offered to students at our district.

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

Our school district is proud of our small class sizes, strong connections to the community and amazing technology offered in all of our classrooms. Our district has approximately 210 students from K-12. Our district has a strict policy of having about 20 students per class which provides

small class sizes at all levels. Due to the small class sizes and amazing staff to student ratio, students will often get individualized support. This helps eliminate unforeseen barriers until working with a student individually.

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

Our two focal groups are students in poverty and students who have a disability. These are the largest disadvantaged groups in our district, and we plan on having improved graduation rates in both groups. Financial opportunity, transportation, and eliminating stigmas are all barriers which need to be broken.

1.3 Describe how you used your equity lens or tool in your planning.

Our two focal groups are students in poverty and students who have a disability. Being proactive for both of these focal groups were our focus as a district. We focused on completing empathy interviews with students and using a variety of feedback (surveys and small group discussions) to understand the how to help these groups at our school district. We also broke up the groups in IRRE surveys and compared them with ODE indicators of success.

The district will have interviews with our focal group students. (students with disabilities and students from poverty). These interviews will involve some one-on-one empathy interviews between the administrator and students in these focal groups. The opportunity lens is used as a guide of questions when asking questions during the interviews and openly asked to the student and families. We have a specialized list of questions for reference which was created with belief of creating equal opportunity for all students. We also have a specific set of questions which we will use to interview and work with students in a specified focal group. We are focusing on the needs of the students to create programs for a more equitable education for our school. Submitted with the application is the tool used for evaluating the opportunity lens and prompts used to help guide the empathy interviews with the students.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

We want to raise our graduation and attendance rates for all students including our focal group at Camas Valley SD.

1.5 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?

Financial opportunity, transportation, and eliminating stigmas are all barriers which need to be broken for the plan,

1.6 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?

We look at our opportunity lens and we are proactive for involving all students.

Equity Advanced CTE Focus

1.7 What strengths do you see in your CTE Programs of Study in terms of equity and access?

We have incredibly small class sizes and plenty of individualized instruction in the CTE programs. Most of classes in the CTE program are under 10 students. Our staff has a strong connection with people in the community and focus on many local careers.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

Financial opportunity, transportation, and eliminating stigmas are all barriers which need to be broken.

1.9 What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

First this will be the first certified CTE class offered for all of our students. Second, we have supports from other agencies in the school and supports in place to help marginalized groups. Our Focal groups for success in our district is students of poverty and students with disabilities. Students of poverty do not have the transportation resources to get opportunities out of the area. Having a strong program on-site is incredibly important to provide opportunities to tall students. We also have a strong stance of not charging students for extra-curricular activities at our school. We plan to have the same stance with this program. There will be no participation fee required for students who participate. Students with disabilities and other barriers for employment have a variety of supports to help get a career. Our school is partnering up with the University of Oregon to create a Youth Transition Program at our school. This program works with the Special Education teacher, local industries, and Vocational Rehabilitation to create skills for students to be employed. This person in the district will help promote and create accommodations for any students who need help with entering our agriculture program.

1.10 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?

Students of poverty do not have the transportation resources to get opportunities out of the area. Having a strong program on-site is incredibly important to provide opportunities to tall students. We also have a strong stance of not charging students for extra-curricular activities at

our school. We plan to have the same stance with this program. There will be no participation fee required for students who participate. Students with disabilities and other barriers for employment have a variety of supports to help get a career. Our school is partnering up with the University of Oregon to create a Youth Transition Program at our school. This program works with the Special Education teacher, local industries, and Vocational Rehabilitation to create skills for students to be employed.

Well-Rounded Education

2.1 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).

We plan on expanding our extra-curricular programs at the school. This is the implementation of FFA and Music at our school district. Both of these programs involve local community members and involving input from students and staff about how to implement this in our school. All data points towards wanting a well-rounded education at our school. The next moves are looking at expanding our woods and implementing a metals program at our school. Music start focusing on starting younger students in instrumental and choir to help build a higher amount of HS students who participate in the program. FFA will continue to expand their animal and forestry programs at the school. Within the past couple of years, we have built a barn and industrial greenhouse to expand this program and eventually allow all students K-12 to benefit from the program. Our expansion to woods and possibly a metals program is the next logical step to provide more opportunities for students.

2.2 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?

FFA, music and metals will be offered as a separate class to students K-12.

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

The library is open throughout the school day, after school and during the Summer.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

We follow all state regulations on time to eat and physical activity for students.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math)

instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Our district has a STEAM coordinator which works with multiple teachers and our local STEAM hub to promote STEAM projects in our school district.

2.6 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.

The Camas Valley School Board believes that proper care and judgement should be exercised in selecting basic textbooks for student use. While the Board retains the authority to approve district textbook adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for staff and parent involvement and employ suitable selection criteria to ensure that the recommended textbooks;

1. Display fairness in their portrayal of people;
2. Contain appropriate readability levels;
3. Show consistency with the District's adopted curriculum content;
4. Provide for ease of teacher use;
5. Are attractive and durable; and
6. Can be purchased at reasonable cost.

2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Class visits are conducted using district approved protocol. The protocol provides credible and actionable data around key components of effective teaching and learning, and third-party researchers found it to be predictive of student success on high-stakes assessments.

2.8 How will you support, coordinate, and integrate early childhood education programs?

The district uses SRSA funds to provide a preschool program for 4-year-olds in our school district. We also integrate many subjects such as music and FFA to all grade levels at our school district.

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

Our district consults with an outside agency named High School Success to help improve these transitions at our school district. For the MS to HS transition we have a transition night with parents and a day where the MS students come to meet HS teachers. We also regularly discuss

8th graders transitioning into HS during our biweekly HS Success meetings to create interventions when they first start attending HS. Our post high school supports are regular goal setting in their professional education plan, individual consultation with all students about careers, and promotion of vocational/college readiness programs. We also have many different vocationally based instructional programs such as FFA, woods, graphic design, and Youth Transition Program (for students with a barrier to a vocation).

2.10 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?

We have biweekly meetings to discuss supports for students who are not being successful. These are data driven talks which lead into feedback on how we can create supports for the student in the future.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

All students are given an interim assessment three times a year. This diagnostic is used to give our district a normed number to represent the amount of academic growth from each student. Students who are not showing proper academic growth are given interventions through a district-wide Response to Intervention model. Students' who are academically higher than their peers are given individual support during intervention time and during core instruction to keep the academic growth above average.

2.12 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?

Our CTE program of study in FFA and Music are detailed in a systematic and explicit plan for both programs. Students are pulled by individual staff members to work on the professional education plan. The students are also tracked by our High School success team and interventions are created if needed.

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

All students have individual supports in getting vocationally based classes and/or work-based learning. During individual plans, there is a discussion on the barriers in place for the students and how the district to eliminate these barriers.

2.14 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.

Our school district is incredibly proactive in getting students in college classes, vocational skills linked to local careers, and options in the military.

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

We regularly talk about goal setting with students and help break larger concepts into smaller steps for a strong path to completion.

Well-Rounded Education CTE Focus

2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Some of the CTE courses have an advisory committee to make sure to be advertised to the community. CTE programs are discussed with parents during conferences and active parental events such as 8th grade transition night..

2.17 How will you prepare CTE participants for non-traditional fields?

We use many different community resources and often place students with local communities. Being part of the Youth Transition Program, using our HS Success coordinator and our College Success Coordinator allows these students to have options in any career.

2.18 Describe any new CTE Programs of Study to be developed

Expansion of the greenhouse will involve a more involved forestry program.
o   The CTE Program at Camas Valley is working on developing three Programs of Study within the Agriculture, Food, and Natural Resources Systems Career Area: Forestry, Agribusiness and Animal Systems. These three areas address the needs of our community and provide our students with career pathways to high skill, high wage, and in-demand careers.
o   Our Forestry POS will consist of the following classes: Introduction to Agriculture, Agricultural Biology, and Forestry and Natural Resources. These classes will prepare our students for careers in the Nursery/Greenhouse and the Forestry Industry. These industries are very prevalent in Douglas County and are always looking to hire people with background

knowledge of their industry area.

o   The Agribusiness POS will consist of the following classes: Introduction to Agriculture, Agriculture Leadership and Public Speaking, and Agribusiness and Marketing. Douglas County is experiencing population growth and with that growth comes more small, family owned businesses. These classes will give students the skills in customer service, sales, and marketing needed to work at these businesses. It will also prepare students to pursue college degrees in Agribusiness, Business, and/or Marketing.

o   Our Animal Systems POS will consist of the following classes: Introduction to Agriculture, Animal Science, and Veterinary Science. With Douglas County's growing population and the pandemic, the animal services industry is booming. People are constantly looking for places to board their animals and/or for veterinary services. Our classes would help prepare students to become veterinary assistants and prepare them for veterinary technician courses post high school. These classes would also prepare students to pursue college degrees in Animal Science, Animal Behavior, and Veterinary Science.

Engaged Community

3.1 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?

We reached out to our community in several different ways. We have parents and community members that live a great distance from the school, so we offered an online survey to parents. This was posted on Facebook and on our website. We also had monthly meetings at the local restaurant with the community to discuss SIA spending (Donuts with Don) and a meeting with the purpose of only discussing SIA in our community. All three of these involved the Superintendent and was discussed by the leadership team in the district.

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

We are working with our local community college and involving them more in the future would be helpful for the SIA process.

3.3 What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

We are not marketing experts. Any help with marketing our gains as a school would be incredibly helpful. We have seen huge academic growth in the past couple of years and we would appreciate help with marketing.

3.4 How do you ensure community members and partners experience a safe and

welcoming educational environment?

Offered in multiple formats at different times. Online, at the local restaurant and at school during different times of the day to allow community members to show up to the meeting which makes them feel the most comfortable.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

We are a charter district, so we do not sponsor a charter school.

3.6 **Who was engaged in any aspect of your planning processes under this guidance**

Business community

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Community leaders

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students with disabilities

Licensed staff (administrators, teachers, counselors, etc.)

Regional Educator Networks (RENs)

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who identify as
LGBTQ2SIA+

Students with disabilities

3.7 How were they engaged?

Collaborative design or strategy
session(s)

Community group meeting

Focus group(s)

In-person forum(s)

Partnering with community based
partners

School board meeting

Social media

Survey(s) or other engagement
applications (i.e. Thought Exchange)

3.8 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?

1. Documentation of monthly meetings with the community. Our Superintendent completed regular meetings with the community to discuss the direction they would like to spend SIA funds and other school related services.

2. Community group meeting with a discussion on SIA funds before the School Board Meeting.

3.9 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.

Students-

The students were asked to complete survey while at school from grades 6-12. There was systematic process of interviewing students in our focal groups. This was done in an interview process with students willing to complete the process. The Superintendent also went to all of the HS students asked their thoughts on the spending of SIA money in person during the school day.

The school district used surveys similar to staff input, individualized interviews based on students in focal groups and group discussion with our educational leader about SIA spending. Along with our SIA directed survey, the district reviewed IRRE data from students. IRRE student surveys were specific on students' thinking about their own motivations, their perceptions of safety and how they view their relationships with adults.

3.10 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.

Community-

We reached out to our community in several different ways. We have parents and community members that live a great distance from the school so we offered an online survey to parents. This was posted on Facebook and on our website. We also had monthly meetings at the local restaurant with the community to discuss SIA spending (Donuts with Don) and a meeting with the purpose of only discussing SIA in our community. All three of these involved the Superintendent and was discussed by the leadership team in the district.

Staff-

Staff involvement was completed in a couple of ways. SIA was discussed in full staff meetings, all staff were offered an online survey directed at SIA funds and all staff took an IRRE sruvey. This information was analyzed by the leadership team in the district. The annual IRRE survey uses the information to help with understanding the needs for school environment and instructional support in the school. This outreach for information was used to get responses from staff members. Teacher and IA surveys tell us more about how teachers and instructional staff perceive the quality of their supports available to them. Having more than one type of survey and having group conversation about SIA funds was helpful to see correlate some similar responses between the two surveys.

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

We learned that both students and staff believe that we should expand our mental health services in the school. We also reaffirmed that a high percentage of people agree with our current spending of the previous SIA money. The emphasis is also similar the previous outreach where people want the school district to focus on a well-rounded education and better facilities at the school.

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We started a advisory committee for our FFA program and this will focus on work-based learning opportunities for students.

3.13 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.

Strengthened Systems and Capacity

4.1 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 promote the small classroom environment with a family-centered work environment. This has allowed us to keep many different employees and encourage people to apply to our district. We have staff members who represent our main focal groups.

4.2 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?

All students are given an interim assessment three times a year. This diagnostic is used to give our district a normed number to represent the amount of academic growth from each student. Students who are not showing proper academic growth are given interventions through a district-wide Response to Intervention model.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

The district collects discipline data and meets in a group of experts when a student regularly has disciplinary problems. We do not hesitate to administer a Functional Behavior Assessment and implement a Behavior Support Plan for any repeat offenders. Any major discipline results in a support plan to help eliminate this behavior in the future.

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Leadership works collaboratively to give ongoing feedback and support to teachers throughout the year.
Support Includes:
- Individual and team coaching
-Targeted professional development
-Curated resources to support going professional learning for individuals and teams
-Shoulder-to-should work on defined projects
-Strategic Consultation
Areas of work include but are not limited to:
-Needs assessment and goal setting
-Monitoring, accountability, and feedback practices
-Team and leader development
-Facilitating Data-guided conversations
-Protocols for curriculum and instructional refinement
-Planning and facilitating professional learning
-Time management
-Delineating responsibilities

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Class visits are conducted using district approved protocol. The protocol provides credible and actionable data around key components of effective teaching and learning, and third-party researchers found it to be predictive of student success on high-stakes assessments.

4.6 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?

Students at all levels have a team of adults working on their academic skills. We have intervention teams at every grade level who regularly meet and discuss how to work with students to improve their academics. Each system is set into an RTI model with systematic intervention for each student. We plan on expanding this model and use successful interventions more often in the future. This is a huge investment in the district, and we have already seen a significant increase in both reading and number of Freshmen on track.

4.7 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?

Our district consults with an outside agency named High School Success to help improve these transitions at our school district. For the MS to HS transition we have a transition night with parents and a day where the MS students come to meet HS teachers. We also regularly discuss 8th graders transitioning into HS during our biweekly HS Success meetings to create interventions when they first start attending HS. Our post high school supports are regular goal setting in their professional education plan, individual consultation with all students about careers, and promotion of vocational/college readiness programs. We also have many different vocationally based instructional programs such as FFA, woods, graphic design, and Youth Transition Program (for students with a barrier to a vocation).

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
    - 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 - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you 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.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant

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.

Application submitted by: Tyler Ochs

Submitter email: Tyler Ochs