Monroe School District
Integrated Application Template

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

Needs Assessment Process

Monroe School District's Needs Assessment was developed with a district team and based on review and analysis of input provided from community engagement activities and disaggregated District data on student achievement, program participation and opportunity. At each step, particular attention was placed on focal student groups, and their needs.

High-Level Results

The high-level results of this Needs Assessment are the following Outcomes, Strategies and Actions that align for Monroe School District's Plan for Student Success through Integrated Guidance of the six ODE Initiatives.

Outcomes-

- o Academic growth and success for all students
- o Increase high school graduation supports for all students, with particular attention to 9th Grade On Track rate and post-secondary planning
- o Expand Career and Technical Education (CTE) opportunities with new courses and within existing programs of study
- o Provide effective social and emotional learning opportunities that meet mental health needs and are accessible for all students K-12

Strategies-

- o Maintain current programs and staffing supported by Student Investment Account (SIA) and High School Success (HSS/Measure 98) dollars

- o Work to eliminate economic and language barriers to educational opportunities for all students

- o Improve and enhance communication with students, families and community

- o Increase supports for advanced coursework opportunities, career-technical education programs, counseling at all levels and on-time graduation for all students

- o Provide multi-tiered systems of behavioral support K-12 and increase classroom supports for students with disabilities

Actions

- o Fund two Counselors/Success Coaches (one in each building)

- o Two Family Support Liaison positions (one bilingual)

- o One Special Education/Life Skills position

- o K-12 AVID implementation

- o Community outreach activities for LatinX families

- o District level data coordination

- o Eliminate economic barriers to student participation in extracurricular activities

- o Improve District and school level communication with families through Blackboard

- o Provide opportunities for all students to access advanced coursework,

- o Behavior consultation through LBL-ESD

- o Fund behavioral support programs.

Data Sources
- ● Community Engagement Activities
  - o Surveys specifically targeting Students, Staff, Parents and the Community
  - o Outreach to Career and Technical Education Regional Coordinator, including attendance at Regional CTE Integrated Guidance Workshop
  - o Student Empathy Interviews
    - ▪ Focal Group Students were specifically and intentionally included as interview participants
  - o Community Engagement Nights for Focal Groups (students with disabilities and English language learners

- ● Data Review and Analysis
  - o Data sharing student outcomes and achievement was pulled from the Oregon Department of Education District website, as well as ODE's data dashboard from the NW Regional ESD's website.
    - ▪ Specific, disaggregated focal student group data was mined from these sources.
  - o Review of current programs in place through SIA and HSS expenditures
  - o Review of data received through recent Community Engagement activities

- ● The data and information listed above informed our district's equity-based decision making in the following ways:

- The representative district team included administrators and staff members from the elementary (K-8) and high school. Support was also provided by our CTE Regional Coordinator and ESD Integrated Guidance Liaison.
- The underperformance of focal group students was recognized through review of data and was discussed as part of the development of this plan's Outcomes, Strategies and Activities.
- Viewpoints and perspectives from a variety of stakeholders were attempted to be obtained through Community Engagement activities. Surveys were made accessible for all parents (on-line and in person), as well as specifically selecting focal group students to provide input for the Needs Assessment process.
- Student data was reviewed and utilized by the district team as it considered development of its Outcomes, Strategies and Actions.

Plan Summary

Our plan will produce the following **Outcomes** that follow our **Strategies** and **Actions** that align for Monroe School District's Plan for Student Success.

Outcomes-

o   Academic support and success for all students

o   Increase graduation supports for all high school students, with particular attention to 9th Grade On Track rate and post-secondary planning

o   Expand Career and Technical Education (CTE) opportunities with new courses and within existing programs of study

o   Provide effective social and emotional learning opportunities that meet mental health needs and are accessible for all students K-12

Strategies-

o   Maintain current programs and staffing supported by Student Investment Account (SIA) and High School Success (HSS/Measure 98) dollars

o   Work to eliminate economic and language barriers to educational opportunities for all students

o   Improve and enhance communication with students, families and community

o Increase supports for advanced coursework opportunities, career-technical education programs, counseling at all levels and on-time graduation for all students

o Increase supports for students with disabilities and provide effective behavioral support programs for all students

Actions

o Fund 2 Counselors/Success Coaches (one in each building)

o Fund 1 Special Education/Life Skills Position

o Fund 2 Family Support Liaisons (one bilingual)

o K-12 AVID implementation

o Community outreach activities for LatinX families

o District level data coordination

o Eliminate economic barriers to student participation in extracurricular activities

o Improve District and school level communication with families through Blackboard

o Provide opportunities for all students to access advanced coursework

o Behavior support consultation through LBL-ESD

o Fund behavioral support programs (PBIS, PAX)

Equity Advanced

(250 words or less per question)

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

As a small, rural school district, we are able to build on our ability to know each family and student in our schools. Our district is inclusive of all students, providing equity and access in meeting individual needs of our students and families. Because our class sizes are low, we know each student and their individual needs and strengths, we are able to provide the support needed by every student. We have a full-time Success Coach/Counselors in each building, two Family Support Liaisons (one dedicated to our LatinX population), a fully staffed special education department, which includes Life Skills and behavior support systems, and an English Learners program K-12. In addition, our K-8 elementary school is a Title 1 school, providing math and reading support and interventions for all students who need it. Our budget equitably aligns

resources with student needs and student achievement in order to optimize access across the district. All district extra-curricular fees for athletics, clubs and activities have been removed in order to dismantle any economic barriers to participation for all students.

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

    Continued mental health and behavioral support for all students, additional after-school programming for elementary-aged students, reduced costs for extra-curricular activities organized by non-district entities, additional Career and Technical Education courses for secondary students.

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

    Our district equity lens consists of the following questions and is used continuously throughout the process as a guide for decision-making and as a tool for reflection: Whose voice is and isn't represented in this decision? Who does this decision benefit or burden? Does this decision close or widen the access, opportunity, and expectation gaps? How have we intentionally involved stakeholders? How will we modify or enhance the district's strategies to ensure each learner and community's individual and cultural needs are met?

- Describe how you used this tool in your planning.

    Monroe School District will continue to utilize funding to provide the most broad based and well-rounded opportunities possible for all of our students. Increased staffing, programming options, and targeted interventions will improve our ability to meet the needs of all students. Funding has been dedicated towards building student mental health, increasing student and family access to school in our LatinX and special education populations, and removing economic barriers to participation in school activities.

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

    Monroe School District will continue to utilize funding to provide the most broad based and well-rounded opportunities possible for all of our students. Increased staffing, programming options, and targeted interventions will improve our ability to meet the needs of all students. Funding has been dedicated towards building student mental health, increasing student and family access to school in our LatinX and special education populations, and removing economic barriers to participation in school activities.

- 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?

    Monroe School District has made significant progress in providing social, emotional and mental health support and skills training for all students and staff. As we continue to invest in these areas and support the overall mental health of all students, we will also need to continue to invest in strong and appropriate academic programming to ensure all students are given what

they need to be academically successful and prepared. As we navigate the post-COVID era, we are focusing on strengthening our academic and behavioral intervention systems so that we are not over-identifying students for special education services.

- 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?

  Monroe School District policies and practices ensure students and families navigating homelessness are not stigmatized or isolated. As a small school district, we are flexible and quickly responsive to the individual needs these situations create. We are able to provide the support needed for students to continue their educational experiences without pause or hindrance. Our Family Support Liaisons and Counselors have been especially critical in identifying and assisting these students and families.

CTE Focus

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

  We currently offer one CTE Program of Study in the area of Manufacturing. We have intentionally focused on this program as it builds on our strengths as a district and the interests of our students. It is a broad-based area of study which enables us to incorporate many different skill sets and aspects. This Program of Study is accessible for all high school students and includes a variety of courses, which are inclusive and encouraged for all students, regardless of previous knowledge, skill level or disability. All course related costs are covered by the district, ensuring there are no economic barriers to participation in the program.

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

  We are currently working on adding a second program of study in the area of culinary arts to further diversify our course offerings to meet the interests of students and increase participation. We are also in the beginning stages of the development of a school-based community garden with plans to begin developing a horticulture program.

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

  Our school administrators, counselors and teachers meet with middle school students and incoming freshman students and their families to explain our courses and program of study. All students build a full, custom schedule and are encouraged to participate in these courses. Our schedule is built so that no student will be excluded from these course options, regardless of need.

- 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?

CTE staff, counselors and administrators will work individually with all students to support participation. Data will be tracked to monitor participation for program equity and inclusion.

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).

  We are in constant communication with our staff, students and families regarding the areas we are doing well with, as well as areas of need and future planning. As a small, rural district we emphasize small class sizes across grade levels and are able to build deep and meaningful connections with our students. We strive to offer the broadest education possible, aligning curriculum and instruction with Common Core State Standards. We have prioritized textbook adoptions and infusing technology effectively into the classroom and have devices available for all students. We implement Second Steps as our K-8 SEL curriculum and have full-time Success Coach/Counselors in each building. Middle school and high school students are offered diverse electives reflecting student interest. Daily physical education is provided to all students K-8 and is offered as a multi-period elective at the high school. After school clubs and activities include SMILE (steam) club, Robotics, OBOB, and a variety of extra-curricular opportunities. We actively integrate AVID and Constructing Meaning strategies at all grade levels.

- 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?

  Art, music, dance (through Physical Education) and media arts are provided through content area curriculum in grades K-8. Theater arts is a stand alone elective available to all students in grades 6-12. We do not currently offer a stand alone music program but this has been identified through the SIA process as a district priority for the future.

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

  Each building houses a library with staffing which is open to students throughout the school day, including recess. The local public library is located near the high school campus. K-5 classrooms visit the Monroe Community Library once a month throughout the school year Funding has been dedicated to upgrading both library facilities.

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

  Each campus contains a cafeteria area for eating both breakfast and lunch. All students have scheduled lunch times, as well as recess times at the grade school. Master schedules are created with consideration for adequate time to eat and recess for movement and play. State mandated physical education minutes are met for all students K-12.

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

  Monroe School District supports projected-based learning by allocating funds to buy supplies and materials necessary to invest in these hands-on learning opportunities. Teachers are encouraged to attend PD that supports integration of STEAM into classrooms. Inquiry is a key part of our science instruction 6-12 grade as students address essential questions through hands-on lab activities. STEAM instructional practices are integrated in ELA, Math and Science classes. SMILE and Robotics are additionally offered for students in grades 6-8.

- 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 and textbook adoptions are currently up to date. Selections are done collaboratively at each grade band and are based on adherence to state learning standards and student needs. Community and board input is encouraged and periodic reviews and training is completed to ensure curriculum effectiveness.

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

  Teacher evaluation processes, standards and rubric align to create intentional, engaging and challenging instruction for all students at each grade level. Professional development needs are assessed annually and individualized if needed. Teachers and administrators work together to establish growth goals, find areas of improvement, and create best practices for instruction.

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

  While the district does not currently host a preschool program, we do have one program that operates within our school boundaries. It is our goal to establish a more meaningful connection with this program and to investigate the possibility of creating our own program. Our district partners with the Benton County chapter of Strengthening Rural Families for many activities and outreach. Our district does host a Relief Nursery operated by Old Mill Center at our grade school campus. The Relief Nursery serves targeted local families and preschool youth.

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

  For middle school to high school transition we conduct 7th and 8th grade visitation/hands-on learning day and a new student/freshmen orientation day for incoming freshmen at the beginning of the school year. We encourage positive connections by allowing free middle school athletic event admission. All high school students participate in college visits, job/career fairs, resume buildings, mock interviews, and mentoring. As a graduation requirement, all seniors complete a Senior Project activity which connects them with community mentors and resources.

- 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?

  Through regular and universal progress monitoring, student academic achievement is collected and analyzed. We have a structured RTI process for math, reading and behavior, which includes data from Acadiance, easyCBM, and DESSA. Students are benchmark tested three times each year, with progress monitoring occurring between assessments. Students that are performing below grade level receive appropriate and individualized interventions to support academic growth. Student care teams (IPS/SST/Student talk) meet regularly and discuss student concerns. Particular attention is given to focal groups with EL teachers regularly consulting with teachers in order to deliver culturally-responsive and supported instruction. We also provide targeted support within our Special Education program, which provides both push-in and pull-out supports.

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

  We maintain small classroom sizes and our teachers differentiate instruction that targets the learning needs of each student. In addition, we use formative assessments to determine the effectiveness of instruction and develop lessons that are directly correlated to the data present by assessments. In addition to our RTI process, we regularly review SBAC data, comparing it with building level data and course work to determine if a student may qualify for TAG. We have a TAG coordinator and a TAG handbook. At the high school level, students have access to advanced coursework, including College Now credits in math and writing as well as equitable access to other college (credited) coursework through Linn Benton Community College.

CTE Focus

- 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?

  High school students participate in annual career conventions and job fairs and monthly counselor-led class meetings for goal-setting, academic tracking, and transcript review. We utilize YouScience Aptitude tests and Interest Inventories for all students, as well as conducting annual student and club interest surveys. All students are given the opportunity to meet with local university staff, apprenticeship and military speakers, in addition to multiple college, industry and STEM site visits.

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

  Counselors and administrators meet with all students individually during the planning and scheduling process for high school courses. Spring transition meetings with students and parents, as well as a new student orientation day, are additional means in which information regarding CTE programs are shared.

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

  All students complete a Senior Project, which incorporates a work-based experience, as a graduation requirement. High school administration, counselors and teacher advisors work closely with each student individually to help them craft an experience that is relevant, accessible and meaningful for them in planning for their post-graduation careers.

- 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?

  All high school students have access to postsecondary credits through the College Now program in association with Linn Benton Community College. At this time, our high school offers College Now credits for Writing 121 and College Algebra. We are in constant pursuit of additional College Now opportunities but have chosen to focus on these courses for their utility and versatility. All high school students also have access to online and in person credit opportunities at LBCC free of cost beginning in their junior year.

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

  High school students participate in annual career conventions and job fairs and monthly counselor-led class meetings for goal-setting, academic tracking, and transcript review. We utilize YouScience Aptitude tests and Interest Inventories for all students, as well as conducting annual student and club interest surveys. All students are given the opportunity to meet with local university staff, apprenticeship and military speakers, in addition to multiple college, industry and STEM site visits.

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

  CTE courses and programs build connections with industry to get the students real world experience, learning and mentorship. Our manufacturing students and culinary arts students can earn scholarships to help them with additional post-secondary skill training, courses or programs. All students complete a Senior Project as a graduation requirement which will connect them with local resources and mentors for post-high school decision-making.

- Describe any new CTE Programs of Study to be developed.

  We are currently building a second program of study in Culinary Arts. This was based on student interest. We are also working on the development of a community garden with the hopes of growing this into a Botany/Horticulture program. Because of our small numbers, it is critical that we are deliberate and thoughtful in crafting new programs. We will continue to survey our students and families as to what programs are relevant and meaningful for them.

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?

  As a small, rural school district we are able to connect with our students and families on a regular basis. While participation in engagement activities was limited, we place a priority on making sure that school and district administrators are readily available at school and community events. There is continuous and open dialog occurring across our district as our small size allows for quick access and communication across a variety of means. While attendance at our engagement activities was low, we believe strongly that our community and families trust our leadership and feel their access to school staff is open and available.

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

  We plan to continue to build stronger relationships with our focal group families. One strategy we found useful was to incorporate more community resources into the events in order to further develop our partnerships with community organizations (i.e. community mental health services, medical services, post graduation services, etc...) and to help educate our families on what is available to them.

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

  At this time, we feel we have the resources necessary to improve our engagement processes and are focusing on consistency and relevancy.

- How do you ensure community members and partners experience a safe and welcoming educational environment?

  Our small community schools are long-standing centers in our community. These are important gathering places that serve both school and community needs. We have invested in many safety components in both buildings and strive to maintain an open and inviting atmosphere in each.

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

  Monroe School District does not sponsor a public charter school.

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

  ✅ Students of color
  ✅ Students with disabilities

✅ Students who are emerging bilinguals
✅ Students who identify as LGBTQ2SIA+
✅ Students navigating poverty, homelessness, and foster care
✅ Families of students of color
✅ Families of students with disabilities
✅ Families of students who are emerging bilinguals
✅ Families of students who identify as LGBTQ2SIA+
✅ Families of students navigating poverty, homelessness, and foster care
✅ Licensed staff (administrators, teachers, counselors, etc.)
✅ Classified staff (paraprofessionals, bus drivers, office support, etc.)
✅ 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.)
✅ Business community
✅ Regional Educator Networks (RENs)
✅ Local Community College Deans and Instructors; Local university deans and instructors
✅ Migrant Education and McKinney-Vento Coordinators
✅ Local Workforce Development and / or Chambers of Commerce
✅ 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)

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

✅ Partnering with community-based partners
☐ Partnering with faith-based organizations
☐ 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.

- 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?

  We selected these artifacts as evidence of our work to engage both our general student and family population, as well as engaging focal group students, families and community.

- 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 chose to conduct surveys for all families, while engaging focal groups family directly with engagement nights (special education and English learners). We also conducted empathy interviews designed to directly engage focal group students, as well as our general student population. We used these strategies to better reach focal groups in our schools.

- 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.

  As a small, rural school district with two campuses and a small staff (approximately) we work closely together throughout the school year. Staff are universally engaged through building and team meetings that are scheduled weekly. We use a collaborative decision-making process that allows for multiple voices to be heard and acknowledged. Our union relationships are strong and collaborative.

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

  Due to our small class sizes, staff are able to build meaningful relationships with all students and families. Our district's relationship with the community and families informed our planning by identifying ways that we can further strengthen this partnership to support student achievement and belonging. Our schools serve as important foundations for our community and we are a direct reflection of their values and norms.

CTE Focus

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

  Monroe High School will continue to create opportunities for all students to access post-secondary avenues that fit their individualized goals. The primary focus is on Junior and Senior students to access industry, higher education, and apprenticeship through local partnerships. We have created a robust network that ensures all students have the opportunity to pursue whichever avenue of Military, college, or career they desire. We match this with our Senior Project process that steers students to determining their potential next steps after high school

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.

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?

  Recruiting quality educators and staff during the post-pandemic time period has been challenging. We have continued to utilize our normal avenues of recruitment while expanding into other areas, including working to grow our own from current staff. We are working to retain staff by providing a safe and welcoming work environment with necessary support.

- 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?

  Expanded staffing, including certified and classified staff, for students with disabilities. New or inexperienced teachers are provided with a mentor. Our multi-tiered system of support and SST teams involve our counselor, administrator, family liaison and grade level teachers meeting regularly to identify and discuss strategies to support our most vulnerable students. District supports training and professional learning for ineffective, inexperienced or out-of-field teachers to support continual growth.

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

  Students are disciplined as per District policy, with care given to individual student needs when necessary. We employ restorative practices and follow a tiered RTI process that includes Tier II and Tier III supports. Our Family Support Liaison, Success Coaches and building administrators work closely with students and families to problem-solve and are proactive about school discipline and culture. Our special education team prioritizes data collection and behavior interventions that replace excessive disciplinary practices. Behavior support systems are integrated into our K-8 classrooms (PAX K-5 and PBIS K-8) in order to establish positive behavioral expectations and processes.

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

  Professional development is aligned with District goals and building level data. Administrators solicit feedback from teachers regarding professional growth needs during goal meetings. District allocates funds to support professional development that reflects staffing and school needs.

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

  Building administrators work closely with instructional staff to provide feedback and coaching. All administrators have received professional development in effective evaluation and coaching strategies (Center for Educational Leadership). Our evaluation system allows for frequent feedback to support the improvement of teaching and learning for all students. Staff meetings and team times are built into schedules on a weekly basis across the district. Our union relationships are strong, positive and collaborative.

- 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?

  Intervention teams meet regularly to discuss students that may be at risk of academic failure. IPS or SST plans are developed to strategically support the student with individualized interventions in targeted areas of need.

- 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?

  Special programs teachers meet with incoming students and families who have identified needs through our ESD programming. Grade school administration meets with incoming Head Start programs and students in addition to conducting a Kindergarten Jumpstart which begins two weeks prior to the start of the school year. New student/freshman orientation, incoming freshmen student/parent night, implementing a hands-on learning day for grades 7th and 8th on

the high school campus. Many college, career, and military speakers and visitation days throughout the school year, and career fairs. At each transition level (K, 5th grade, 9th grade and post-secondary) attention is given to the needs of our students and families to help them make the transition successful.

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.