

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)

Clatskanie School District engaged in a comprehensive needs assessment process using the results of stakeholder engagement feedback and five data metrics (disaggregated by race/ethnicity/gender) which will be used to measure progress of our Integrated Guidance Plan. We convened a committee of teacher leaders, administrators, classified staff, and the Superintendent to lead this work. The committee examined 5 years of data in metric areas which included third-grade literacy, 9th-grade on track, 4-year graduation rates, 5-year graduation rates, and attendance.

We engaged stakeholders in several processes to gather input which would inform our 4-year plan. These engagement activities included a community-wide survey, Story Circles, empathy interviews with focal student groups, a graduate portrait (future readiness) process. A highlight of the engagement process was the Story Circle activity which engaged all students in grades 3-12 and the empathy interviews with focal student groups in middle and high school. These focal student groups included English Language Learners, students with disabilities, LGBTQ2SIA+ students, and Native American students. The committee look for themes in the feedback from students, staff, and families and the disaggregated data within the five data metrics and specifically examined the data for gaps in achievement of students within focal student groups as compared to all students.

Based on our engagement and feedback from our community, there was clear support of a well-rounded education and mental health supports for students. Our full plan includes music, physical education, a full-time counselor, and a special education teacher at the elementary level. At the secondary school, our plan includes middle school physical education, an additional education assistant to assist with small group intensive interventions for students with disabilities, an alternative education teacher, a 0.55 Family and Consumer Studies teacher, a high school teacher to support 9th grade on track processes and school-wide intervention processes for students in need of additional time and support. Finally, we will provide professional development for all teachers and administrators in order to implement collaborative teacher teams and an RTI/MTSS system at both schools and train all certified staff on research-based instructional strategies (AVID).

Our tiered planning process identified the need for additional professional learning on research-based instructional strategies and Response to Intervention and instructional coaches at both schools. We feel strongly we have developed a plan which addresses the highest needs in our district and the collaborative processes we engaged in were very productive and insightful.

Integrated Application Template (Optional)

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)**

As we began putting this four-year-plan together, we recognized that because the funds from the SIA, HSS, EIS, CTE, and EDM program can be blended and braided together, we would be more able to approach our plan to meet student needs, with special attention to our focal student populations.

Historically, Clatskanie School District has not had specialists in PE or music at the elementary level and grade-level teachers facilitated these activities. This provided no time for teacher collaboration and planning during the student contact day. SIA funding supports have allowed Clatskanie to hire specialists in these areas which now provide teachers with preparation and collaboration time within the student contact day and provide a more well-rounded education for our students. Going into the planning process, we anticipated value around these investments and it certainly was confirmed through our data review and the input from the engagement processes how important a well-rounded education was for our students, but also how valuable the planning and collaboration time for teachers was in the elementary school.

In addition, our process revealed the continued importance of supporting students' mental health and social emotional needs. Thus, we identified the need to increase counseling support at the school from 0.4 to 1.0 FTE. We also identified the need to maintain additional support for students with disabilities through the continuation of an additional special education teacher. The need for a high school success position to support the work of the 9th grade on track strategies and to lead the implementation of school-wide tier two system of support for students was identified. Our plan includes continue support for a middle school teacher and finally, an alternative education teacher to support the multiple learning needs of students remained a priority.

Additional funds for professional learning are part of this four-year plan as well, as we realize the need for continued investment in the capacity of adults to learn about research-based strategies related to RTI/MTSS and collaborative teacher teams in order to improve learning outcomes for students.

We confirmed our plans to implement RTI/MTSS and high school success 9th grade on track strategies will address the need for early warning systems incorporated into our plan and we identified the strengths of our well-developed CTE programs in this process and we are thankful for the support we receive for CTE through the regional consortium.

In the tiered planning process, we identified additional professional development and instructional coaches and behavior specialists as needed support if our tier one plans are not able to be secured.

We will be monitoring these programs on a monthly basis through our regular district data review process. These allow us to make real time adjustments to our work. The state growth targets will

Integrated Application Template (Optional)

ultimately measure our success. Third Grade ELA assessment results, 9th grade on track, Attendance data, 4 Year Graduation rates, and 5 Year completion rates will provide our data sets.

Equity Advanced

(250 words or less per question)

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

In Clatskanie we work diligently to provide access and equity for all of our students. We have a strong commitment to diversity and inclusion which is reflected in our curriculum, hiring practices, and activities. When we work through important programmatic or budget decisions, we consider equity through our equity lens. We do a good job of prioritizing our resources to ensure our students, especially students in our focal student groups, have access to the opportunities needed to close achievement gaps.

A few examples:

- We deliver our Special Education services through a specific and functional inclusion model
- Our Title I services help promote equity for all students
- Students in need of academic support receive dedicated focused instruction in reading and or math through intervention groups
- Students receive free and reduced breakfast and lunch on a daily basis.

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

Clatskanie is a smaller community with little diversity. We are deeply committed to the success of all of our students. We must constantly work to remember that although the actual number of students in any focal student population may be small, we have a duty to meet the needs of each individual

We need to continue our work to engage both the Hispanic community (students, parents, families, community members) as well as reach out to those (students, their parents, families) in our district experiencing poverty. Our outcomes with these students indicate an opportunity gap must exist. Their input is a vital component for helping us design and deliver programs improving outcomes for these students. When we do listen, we learn to engage in a more effective way. If we are not intentional about this, and all we do, the input we receive comes from those with greater privilege.

When we do listen, we learn to improve. For example, when we conduct our 9th grade on track meetings, we have learned we must place a specific focus on working with our disaggregated subgroups to intentionally close outcome gaps in high school graduation rates.

Integrated Application Template (Optional)

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

The equity lens is a vital part of the decision-making process. Using an equity lens or tools means we intentionally consider the impact of decisions and actions on historically marginalized and underrepresented groups. Reaching all students, their parents, and families where they are is critical, and the students of Clatskanie School District are viewed through the lens of all students deserving and receiving the best educational opportunities. All planning and decision making involves this lens. Our lens expects we will analyze data on student demographics, achievement, and discipline to identify disparities and inequities that need to be addressed.

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

The resources provided to the Clatskanie School District through the Student Investment Account (SIA), High School Success (HSS), and Early Indicator and Intervention System (EIS), Career Technical Education (CTE), and Every Day Matters (EDM) program are vital to our work and the success of our students. Especially our focal student groups. We are able to braid and blend these funds to provide a higher level of instruction and opportunities for our students through targeted universalism.

Based on community engagement feedback, the Clatskanie CIP, the QEM, disaggregated data, our Equity Lens, QEM, and evidence-based educational practices, we have been able to make important programmatic decisions. We will ensure students have a well-rounded education by offering music, physical education classes, and smaller class sizes. We will ramp up our professional development for implementation of RTI/MTSS to ensure students receive the support and intensity of instruction needed to ensure their success. Well implemented MTSS delivered through an equity lens is especially important for reducing implicit bias in our delivery for our focal student groups.

- 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?

Attendance patterns have been greatly affected by the pandemic. Recovering from this change in dynamics will be a challenge. Student and staff attendance rates have dropped off significantly and will need to be rebuilt in reference to communicating expectations, follow up with support, and putting a direct focus on kindergarten attendance to build the level of urgency at the most basic of levels. Our Every Day Matters work will be important if we hope to overcome this challenge.

We also are facing a historic challenge in hiring quality educators. Quality teachers, classified staff, and administrators are all hard to attract, hire, and retain. We currently have an interim superintendent and the board has just hired a new superintendent slated to begin in the district on July 1. We will all need to rally to ensure her success.

Education funding in Oregon is always subject to the vagaries of the economy. If the current legislature does not provide adequate funding, or a recession impacts our revenue, we will be hard pressed to hang onto the additional programming the "Integrated Planning" process has provided.

Each of these issues has an exaggerated impact on our focal student groups. If we hope to meet our LPGT goals for these groups we will need to overcome these potential risks and barriers.

Integrated Application Template (Optional)

- 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?

The Clatskanie School District regularly reviews and makes changes to policies and procedures that might otherwise be barriers for students navigating homelessness. These include so many things such as the challenge to enroll, attend, have adequate transportation, or even get the additional support needed for school success.

In our district we have a McKinney-Vento liaison who ensures students experiencing homelessness are supported at the school level as well as helping to locate community resources. We find ways to transport students to the school, help with clothes and supplies, collaborate with outside agencies, and give students individualized attention to feel included and supported in Clatskanie.

Our Homeless Liaison receives regular training in McKinney-Vento practices. They work with our counselors and school staff to identify school-age homeless youth in a non-stigmatizing way. We all ensure the names of students navigating homelessness are confidential. Our best support is found through asking and then listening to the responses of our students who navigate homelessness and then delivering on their suggestions.

CTE Focus

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

CTE (Career and Technical Education) programs of study is a valuable tool for promoting equity and access for all students at the high school level. These programs provide students with career-oriented skills, knowledge, and experience that can lead to high-demand, high-paying jobs in various fields. Our CTE programs are particularly beneficial for students who may not have access to other post-secondary options, such as college.

One strength of our CTE programs of study is that we offer a variety of pathways and options that can cater to students' diverse needs and interests. CTE programs range from healthcare to metals, and they can offer students various certification and credentialing opportunities that can enhance their employability.

Our CTE programs also promote equity by addressing workforce shortages in high-demand fields and providing students with opportunities to learn in-demand skills that can lead to meaningful careers. By providing students with agency and pathways to careers, our CTE programs help to close gaps in access and opportunity.

Clatskanie CTE programs promote equity by providing access to resources and support for students from marginalized communities. Our CTE programs work to ensure students have equal access to opportunities, resources, and support that are essential for their academic and career success, regardless of their background or circumstances.

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

Integrated Application Template (Optional)

We have been able to blend funding we receive through CTE and HSS to offer more CTE opportunities and Programs of Study than ever before. As a result, we have more students participating and reaping the positive benefits CTE delivers on.

Unfortunately, when we disaggregate our participation data we see we have fewer females than males participating in and completing our Programs of Study than males. In addition, we find that students who we provide additional academic support in the way of special education, bilingual services, or extra academic dosing often lose access due to scheduling conflicts caused by the timing of the class schedule.

These realizations have identified issues we need to overcome in order to take full advantage of our wonderful CTE offerings. More intentional recruitment, removal of implicit bias, and improved scheduling models will help us find solutions to these problems.

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

The best practice we utilize to ensure equitable access and participation in our CTE Programs of Study is engaging our students to find out what will help us in this intentional recruitment. Listening sessions, empathy interviews, and surveys are all employed to determine how we can best proceed. Students tell us our academic planning guide and forecasting practices make a significant difference. We provide students and their families with details about the course offerings we have, how they are beneficial, and how a Program of Study can impact their futures. As a result, when we forecast our CTE programs are typically those that fill up first. Our CTE programs have a positive reputation in the school and community. This reputation helps sell students on participation.

We know implicit bias can creep into our work and so we review disaggregated information on participation rates and success. We then examine ways we can improve on our recruitment and delivery practices. Professional development for our CTE teachers in equity and attempts to diversify our CTE teaching staff are also important efforts for recruitment.

- 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?

The two previous answers provided above in regard to recruitment and equity of access and participation are fairly thorough answers to this question. Please remember those responses. In addition, we use our Equity Lens when we make decisions about our CTE programs in an effort to improve access for our focal student groups. We eliminate or limit prerequisite requirements in our initial Programs of Study classes so we can create a broad opportunity for all students. The schedule we build is always created to remove as many singleton class conflicts as possible so more students have opportunities to participate in our CTE classes as scheduled.

Our CTE teachers have professional development in equity and the delivery of instruction through culturally relevant teaching strategies. They scaffold their objectives so students can enter into learning as comfortably as possible. They review disaggregated data to monitor participation for equity and

Integrated Application Template (Optional)

inclusion and review for possible biases influencing student involvement. In Clatskanie we always work to foster a positive environment that values and respects diversity in our programs. If students need additional support, an accommodation, translation, or resources to fully participate, we provide it for them.

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).

Students in the Clatskanie School District are provided a well-rounded education beginning in the primary grades and throughout their middle and high school experiences. We are especially committed to ensuring our focal student groups receive these important well rounded learning opportunities. In Clatskanie, we utilize our equity lens and targeted universalism so that our students receive equitable program opportunities by design. The RTI/MTSS teams meet regularly and the RTI/MTSS techniques are continually being utilized, improved, and developed in each level of our system. This systemic focus allows us to offer engaging, appropriate and timely interventions and enrichments. This is the primary instructional model and practice we deploy. Our grade level bands meet frequently and our weekly early release time allows for professional development in this area.

At the elementary level our primary focus is on the development of literacy skills. We know that if a student cannot read by the end of third grade, they will face significant challenges in school and life. We also have a key focus on numeracy. Students need to have mastered their Mathmore advanced mathematics (Algebra and beyond). In addition, our elementary students receive regular instruction in physical education, music, and media (library) science. In the classroom, teachers provide regular enrichment opportunities with integrated art and CTE lessons. We have a TAG program for identified students, and we work to ensure inclusivity in this important program.

In grades 6-8 we focus our work on subject mastery in English/Language Arts, Mathematics, and on the social emotional (SEL) learning of our students. Our library is an inviting space with a healthy catalog of engaging material and student access to technology. Our classes regularly visit the library and it is open for students at lunch, as well as before and after school. Our middle schoolers can take art, music, and have a rotation exposing them to a variety of CTE experiences. Our Physical Education and Health offerings meet our robust state standards.

In our High School we work to develop the skills our students will need for success as adults. To get them there, we implement a proven, research-based 9th grade on track program to ensure credits are earned, learning is taking place, and our students are headed toward graduation. We offer well-articulated learning in our core subject areas (math, ELA, Science, Social Science) as well as a plethora of elective opportunities. Our CTE program is excellent, and students have wonderful opportunities to develop both the soft skills and technical skills needed for success in any endeavor. We offer Music, PE, Health, and the Arts (visual and performing). Our students have access to the library

Integrated Application Template (Optional)

and full classes visit this important resource on a regular basis. Students receive excellent service in our college and career readiness program with college credit learning opportunities and strong counseling services.

- 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?

Clatskanie is not a large district at 658 students, but by braiding and blending our funds we are able to offer all of our students a well-rounded education. We are committed to delivering a program that will meet the needs of the whole child. At the elementary level music is delivered as a required course. We also provide physical education as a standard part of our curriculum as required by the state. In our grade 5 and 6 program, students can participate in our Band program. Our teachers have received professional development in integrating Art (visual, media), and music into their classrooms.

At the middle school and high school, we provide a full array of learning opportunities for our students. Band, Choir, and Theater, are all available and popular as elective courses. Similarly, we have elective classes in both visual and media arts.

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

In Clatskanie, we have made sure we have trained classified staff in school libraries. They ensure we have current, rich, relevant, engaging, and diverse collections available for our students. At each level (elementary, middle, high) teachers take their classes to the library for instruction on how to effectively utilize this resource. Students learn how to effectively access the variety of resources available there (books, reference materials, and electronic/technology).

Our librarians work closely with staff to ensure that the library is open for daily/weekly check out. We ensure students can access these valuable spaces during the day, before school, at lunch, and after school. Accelerated Reading is a component of all grade levels from first grade on.

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

All students at the elementary level can eat uninterrupted both breakfast and lunch. They are provided with adequate time to eat their meals. Classroom teachers supervise this time period and then release students to the playground for an uninterrupted 30 minutes of free play recess. There are three playground areas to be used throughout the day. Primary students have additional breaks in the morning and afternoon. Intermediate students have one additional break in the morning or the afternoon depending on their lunch recess time.

At the middle school and high school, students are also provided with plenty of time for breakfast and lunch. We have designed our daily schedule with bus arrival, opening of the day (doors open) to ensure students have at least 30 minutes for breakfast. They also have a 30-minute lunch period, which allows for ample time to eat and socialize. We offer PE classes as required by the state of Oregon at the secondary level as well as a full range of extracurricular activities.

Integrated Application Template (Optional)

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

Students at the elementary school can experience most aspects of STEAM. Although most of the instructional time is spent meeting reading, writing, and math requirements, project based learning and critical thinking are built into our instructional practices. Examples of topics are penguins, whales, Oregon Trail, the Titanic, and other scientific inquiries depending on the topic being discussed in the classroom. Technology skills, especially since the pandemic, are integrated into our daily learning along with additional instruction as part of our library program.

At the secondary level we provide rich science courses as part of our required curriculum and our older students can access several options to meet these requirements. Project-based learning, critical thinking, and inquiry are built into all classes we offer. We provide a broad selection of technology and CTE classes, and students are able to build these opportunities into their schedules. In addition, our teachers integrate STEAM into their curricula on a regular basis. Technology is evident in every classroom, especially since the pandemic.

- 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 Clatskanie School District works diligently to ensure our curriculum has a well-formed scope and sequence throughout our K-12 continuum. We tie our targeted student learning objectives to all the state and national standards. When we prepare to purchase both basal and supplemental curriculum materials, we go through a thorough and detailed adoption process as set forth in school board policy IIA-AR. Prior to official adoption by our board, a curriculum adoption committee studies the materials to ensure they meet our stated scope and sequence and that the state and national standards are met. Our community is provided with an opportunity to comment on materials prior to adoption. We purchase materials on the state-approved adoption list. We utilize Houghton Mifflin Harcourt for English/Language Arts and Go Math!

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

At each of our schools we have a set of common agreements that are aligned to grade, and subject level standards and curriculum maps. We have developed and are implementing explicit instruction that is culturally responsive, inclusive, structured and intentional. Our teachers provide learning through a variety of strategies and methods that enhance student engagement. They deliver lessons that are experiential, create collaborative participation, provide for choral and individual response, make learning visible, and are at the appropriate rate and level for each student. These practices provide engaging, challenging and intentional learning for students.

Our administrative team provides teachers with professional development and support on a daily basis as well as with periodic intensive days designed to improve instructional delivery. We conduct regular evaluations and walk thoughts with improvement as our goal. Through this process staff receive both

Integrated Application Template (Optional)

formal and informal observation and participate in a SMART goal cycle process. We monitor instruction to ensure it is intentional, engaging, and challenging for all students.

As a baseline, our district targets the standards directly correlated to state expectations and the SBAC assessments that are given in May of each year. We regularly utilize our results from both formative (classroom) and summative assessments (SBAC) to review and then improve our instructional program and delivery.

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

The elementary school works with the preschools in the area to support the students' transition to public education. There are transitional meetings for students who demonstrate a high level of need and to ensure that IFSP documents are transferred to the IEP format of formal education if indicated. There are also transitional meetings and back to school nights to build familial relationships and KinderKamp every August for all incoming kindergarten students to experience the routines of school prior to the official start in September.

Our district is always on the lookout for additional early childhood opportunities. We would love to have a preschool promise or other state funding early childhood program in the district. We know how important these programs can be for all students, but especially for our focal student populations.

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

The transition process between the middle school and high school is provided throughout the preceding school year and then intensifies as in May as we work through the forecasting process for high school classes and schedules. Students and their families receive detailed information about the high school program, the courses available, and how their choices prepare our students for future success. With the support of administrators, our high school counselor leads this process. Students travel to the high school facility for tours and exposure to the various opportunities, expectations, and to begin learning the physical layout of the school. Our SPED students visit the new school more frequently to acquaint themselves to the new environment. There are also transitional IEP meetings held so that the students have opportunities for success from the beginning of their Mid/High career.

At the high school level, we take the transition to college and career very seriously. We provide post-secondary planning through our classrooms and even more specifically through the counseling center. We arrange visits with college admission counselors, community colleges, the military, the trades, and bring in guest speakers. We also offer trips to visit community colleges, universities, and the trades. Our CTE Programs of Study provide detailed experiences and information, advanced training, and employment opportunities. We anticipate implementing an AVID program for the 2023-24 school year and are very excited about the prospect.

Finally, we partner with Clatsop Community College, WOU, and OIT to offer dual credit in several courses. We know if our students graduate with college credits, they are more likely to have the confidence to continue their education.

Integrated Application Template (Optional)

- 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?

The Clatskanie School District is continuously assessing and adjusting instruction practices to meet the needs of all students. We are in the process of strengthening our EIS work with MTSS/RTI implementation and utilize the EasyCBM platform or Renaissance Star Reading and Math for progress monitoring and adjustment. We regularly disaggregate data to ensure we are meeting the opportunity needs of our focal student groups, and adjust as needed.

At the elementary level our Title I staff uses the EasyCBM platform or Renaissance Star Reading and Math. Title I runs intervention groups for all grade levels utilizing various platforms (ReadLive, IXL, Reading Mastery, etc.). All grade levels have 30 minutes of intervention daily, and some students receive an additional half hour for more strategic support. If a student is identified for a specialized program, they are served by our special education teachers, 504 coordinator, tag coordinator or ELL coordinator.

Additionally, at the high school we have a well-developed 9th grade on track program designed to increase student achievement/learning, attendance, and high school graduation rates. SIA funds have and will continue to be used to add to our district counseling staff. This addition allows our counselors more time to help individual students engage in courses and instruction designed to advance their current skills and long-term goals. We monitor student academic, social, and emotional progress, disaggregate the data, and use our outcomes as a feedback loop for improvement. We anticipate adding an AVID program next year.

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

In a well-planned and delivered program, many, if not all of the programs for students not exceeding state and national standards are the same for those exceeding state and national standards. A well implemented MTSS/RTI program like we are working to deliver in Clatskanie determines where a student is on the learning and knowledge continuum and provides information on the pathway for additional learning.

Again, we utilize the EasyCBM platform or Renaissance Star Reading and Math for progress monitoring and adjustment. We regularly disaggregate data to ensure we are meeting the opportunity needs of our focal student groups, and make appropriate individualized adjustments to advance student learning.

We have a process to identify students for our TAG program, ensure focal student groups are appropriately represented, and create plans for all students who qualify to support their individual learning progress. All of our teachers receive professional development on how to provide students with enrichment and advanced learning opportunities in their regular classrooms. We also offer a variety of advanced course opportunities for students in multiple disciplines at the secondary level.

Integrated Application Template (Optional)

- 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?

Providing career counseling services: students with career counseling services to help them identify their interests, strengths, and goals, and explore potential career pathways. This can involve working with counselors, or other professionals who can provide personalized support.

Offering career exploration activities: such as job shadowing, internships, industry visits, guest speakers, and career fairs. These activities can provide students with firsthand experience and information about different career options.

CMHS provides students with access to various career information and resources, including online databases, labor market information, employment outlook and educational materials. This can help students to make informed decisions about their career goals and the educational pathways they need to pursue.

Overall, providing career exploration opportunities, career information, employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment requires a comprehensive and collaborative approach that involves educators, counselors, employers, and community partners.

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

It can be a challenge to know the best way to provide equitable work-based learning experiences for our students. We have found that by asking our female students and focal student groups what they are looking for and what barriers they face in participation we can make program improvements. We then work to remove these issues. For example, we have deleted many of the prerequisites for participation in our entry level and middle level Program of Study classes. We are constantly working with a variety of our local industry partners to offer appropriate work-based learning opportunities for all of our students. Our CTE instructors have had professional development in equity and are aware of, and working to remove any implicit bias from their programs.

- 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.

In Clatskanie, we have focused on improving the academic and technical skills of students by providing integrated and relevant coursework within each classroom setting, postsecondary coursework, business and industry, dual credit/college credit, and our careers courses. We offer a strong CTE elective program and Programs of Study that allow students to develop technical skills as well as the important soft skills such as communication, teamwork, problem solving skills and professionalism.

We provide a well-rounded education for all students and work to create a breadth of coherent and rigorous opportunities through career certificates, apprenticeships, and college credit. We offer dual

Integrated Application Template (Optional)

credit college courses through partnerships with Clatsop Community College, Western Oregon University, and Oregon Institute of Technology. We also offer AP courses and many of our students earn college credit through the AP assessment process. We believe these efforts and programs advance student academic skills by making their learning more relevant.

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

One strength of our CTE programs of study is that we offer a variety of pathways and options that can cater to students' diverse needs and interests. Our CTE programs range from healthcare to metals, and they offer students various certification and credentialing opportunities that prioritize their employability and self-sufficiency in identified careers. We make sure our students are keenly aware of Oregon High Wage High Demand Data as they make important academic decisions.

Our CTE programs address workforce shortages in high-demand fields and provide students with opportunities to learn in-demand skills that can lead to meaningful careers. By providing students with agency and pathways to careers, our CTE programs help close gaps in access and opportunity.

Our CTE programs work to ensure all students have equal access to opportunities, resources, and support that are essential for their academic and career success, regardless of their background or circumstances. Our courses allow students to develop technical skills as well as the important soft skills such as communication, teamwork, problem solving skills and professionalism.

We are in the process of bringing AVID into our district for next year, which is a program rich in self-sufficiency. We currently utilize the Oregon CIS system to identify traits, interests, job skills, career paths, labor market projects, and education.

CTE Focus

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

We use our Academic Planning Guide to ensure all students, parents, and their families know about the CTE programs we have, the Programs of Study we offer, and the opportunities they present for our students. We make sure the guide is available in both English and Spanish.

During forecasting our counselors and ELL staff reach out and communicate directly with families to ensure they have all of the necessary information to help their students make good decisions regarding class and program selection. Our administrators and counselors go to classrooms prior to forecasting day to further communicate about opportunities. We hold an open house as well as conferences and back to school nights where our CTE programs are highlighted to ensure students, parents, families and the community know about our rich CTE offerings.

Integrated Application Template (Optional)

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

In Clatskanie we are working to deliver on our expectations around participation in CTE by all students. This means representation in our CTE classes on a percentage basis for all focal student groups, with a specific emphasis on female students. We regularly look at disaggregated data to determine how we are doing in this effort, and then make adjustments if we determine any student demographic is underrepresented.

We have engaged our students through surveys, listening sessions, empathy interviews, and the creation of strong and authentic relationships. Through these engagements we have begun to learn how we can improve our participation rates in those who have been non-traditional CTE students.

Our CTE staff have participated in professional development examining their own implicit biases. We are working to diversify our CTE instructional staff as the opportunity presents itself. When we bring in industry experts, guest speakers, or visit local businesses we are intentional about ensuring female and focal student group representation.

Our recruitment is intentional as well. Our counselors and career services support staff working with our students focus on non-traditional gender representation and focal student groups when presenting information about the benefits of participation in our CTE programs. During forecasting we aggressively recruit these same students into our programs. Our efforts are showing results.

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

Our district does not anticipate adding any new CTE Programs of Study over the next few years to our already rich set of CTE programs.

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?

It is the explicit intent of the Clatskanie School District to have ongoing, authentic, and meaningful engagement with our community. In fact, in our small tight knit part of Oregon, the community would not have it any other way. People want us to know what they think. Our challenge is to ensure we hear from everyone, especially those who have been historically marginalized and therefore have not been likely to engage.

Much of our traditional communication was interrupted by the pandemic. And while the electronic communication we developed as a result presented new opportunities for input, barriers for our focal student families through this avenue have their own challenges. The work of creating our Integrated Guidance plan provided an opportunity for a reset. Armed with specific intent of being inclusive, we conducted surveys, held listening sessions, participated in Story Circles, conducted empathy interviews,

Integrated Application Template (Optional)

and began to re-establish many of our traditional engagement strategies. These include things like open house, family literacy night, back to school night, parent teacher conferences, and student performances. We also regularly engage with our city, county, and local industry/businesses.

We had many successes, and some failures as well. The number of participants is not an issue, but we are not as successful as we intend at getting input from our focal student groups, their parents and family. especially from our Latinx community. A rather significant portion of our survey respondents identified as either being LGBTQ2SIA+ or caring for a student who identifies as such. Additional listening and intentionality helped, but we find it necessary to constantly target inclusive participation for it to occur. Food, improved translation, and child care can help, and should be used more often in the future.

In the middle of our effort to implement community engagement strategies, our superintendent separated from the district and an interim superintendent was hired. We had been nearly overwhelmed by, but focused on, our effort to overcome the learning loss and SEL issues created by the pandemic. Adding Integrated Guidance to our workload nearly broke us. But, as we near completion we find the community engagement and diverse inclusion has been valuable and plan to continue this work into the future.

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

In our tight knit community, partnerships and relationships were strained by the pandemic and the socio-political context it exacerbated over the last few years. We have had to work hard to re-engage and create authentic opportunities for input by all voices.

It is our continued explicit intent to bolster strong relationships with families, and especially with families who historically have not participated in our engagement efforts. Specifically, our families who live in poverty, or who are members of our Latinx community. We also need to continue developing our partnerships with businesses and government entities in our community as well.

Creating opportunities that include food, improved translation, and child care can help, and should be used more often in the future. Providing specific input opportunities designed for groups who have not typically fully participated is important too. Creating group agreements, using an Equity Lens, and delivering a safe and caring environment have been helpful.

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

While the creation of surveys and a myriad of engagement models has some value for our specific community, in a small district the burden created is nearly insurmountable. We do not have the big district support people at the district office or multiple administrators at each school who can focus on something like this. Our three administrators - superintendent, elementary principal, secondary principal, have an incredible work load just to deliver school every day. If not for the technical assistance from Northwest Regional ESD and the funding the state provided them, we would not get this done.

The state needs to develop more of the engagement materials, and then provide technical resources and support for generating meaning out of the feedback we receive (I.E., software that helps write, collect

Integrated Application Template (Optional)

and tabulate community feedback). Continued funding and additional support is important too. Ongoing dedicated community engagement staff funded by the state and at each district would be incredibly helpful.

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

To ensure a safe and welcoming educational environment for community members and partners our schools and district take several steps. These include:

1. Building relationships: work to build relationships with community members and partners through open communication, regular updates, and collaboration. By establishing a sense of trust and transparency, we can help to create a welcoming environment.
2. Providing clear guidelines and policies: We create clear guidelines and policies for behavior and communication that prioritize respect, inclusion, and safety for all. This can help to ensure that community members and partners feel welcome and valued. This includes our intentionality about utilizing the equity lens as we enter discussions and decision making.
3. Training staff and students: We provide training and resources for staff and students to help them understand and embrace diversity, equity, and inclusion. This can help to create a more welcoming and supportive environment for all.
4. Creating safe spaces: we create physical and virtual safe spaces where community members and partners can engage with the school and each other without fear of judgment or discrimination. This includes designated areas for meetings, events, and other activities. We specifically work to engage not just entitled parents, but with our parents and students representing our focal student groups too.

Overall, creating a safe and welcoming educational environment requires intentional effort and ongoing commitment to promoting equity, inclusion, and respect for all community members and partners.

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

Our 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+

Integrated Application Template (Optional)

- 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 _____

Integrated Application Template (Optional)

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 artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

We chose these artifacts because they show our commitment to engaging focal student populations and their families. We engaged all students grade 3-12 in Story Circles, but Empathy Interviews with focal student groups gave these students a chance to share in a smaller setting and ensured we heard from our most vulnerable students. Our Shared Vision for Readiness activity engaged our students, staff, and family members to collaboratively identify attributes we must develop in our students for future success beyond high school. Our Community Survey was developed to gather as widely as possible feedback from staff, families, community members, business community, and faith-based organizations. The survey gathered a high number of respondents and those responding were students, staff, families, and community members. We believe the combination of these varied activities allowed for multiple points of entry for feedback and provided varied questions in order to access the wisdom of all stakeholders.

- 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 engaged all students grade 3-12 in Story Circles and Empathy Interviews. We chose these strategies with focal student groups gave these students a chance to share in a smaller setting and ensured we heard from our most vulnerable students

- 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.

The information, input, and feedback we were able to gather from staff was both valuable and insightful. We used a variety of strategies including but not limited to Listening Sessions, Open Conversations, Empathy Interviews, and our Survey.

Listening Sessions allowed us to gather information quickly from nearly all staff in a broad open meeting format. Staff were very engaged in providing input and were able to feed off each other with responses and ideas. These sessions helped us get a foundational understanding of staff input.

The survey we delivered provided many of the same advantages. Again, a significant amount of information was gathered through a single strategy. The difference here is the level of anonymity that a survey provides. We always work to ensure a safe environment when we gather information, but a survey provides an additional level of freedom for staff.

On the community engagement spectrum, our staff Listening Sessions were at level 3 - Involve. These provided for interactive engagement with accessibility and safety.

Integrated Application Template (Optional)

Our survey provided a level 2 engagement (Consult) on the community engagement spectrum. They allowed us to gather input broadly and quickly.

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

Distilling our input was a significant but important task in order to inform our plan going forward. You will see we listened and incorporate what we heard into our plan. Not surprisingly, we had broad support to continue much of the work we started in previous iterations of the SIA, HSS, EIS, and CTE. Broad insistence at maintaining and delivering a well-rounded education was evident and manifested itself as, “keep the music and PE positions” we previously added with these resources. We intend to do this as asked.

We found our school climate and culture to be a relative strength with some needs in SEL. Parents indicated they want support for the mental health needs of their children and would like teachers to have the same. As a result, we intend to retain the additional counselor time we have added as well as offer additional communication on this issue. Students told us we had strengths due to adults who care, respect for cultural differences, and teachers who go out of their way to support students. Students further communicated a need to build respect for peers, encourage empathy for other students, and make sure their families feel welcome.

We learned that staff and community believe CTE access and Dual Credit opportunities are a strength. Still, students asked for additional College and Career support, while our Industry partners hope for additional engagement.

Retaining our additional counseling staff will help with College and Career support. Intentional planning for engaging with our industry partners will be enhanced going forward.

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

Clatskanie already has CTE programs in partnerships with employers to provide work-based learning opportunities for students. We need to continue growing and exposing more students to these opportunities within their Program of Study. These efforts can be student interest based or led by our CTE teachers.

Our district leadership - the superintendent, high school principal, CTE staff - will prioritize work with the city of Clatskanie, local business/industry, and our CTE consortium to locate additional organizations and employers willing to partner with our district so students can have more work-based learning opportunities.

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

Integrated Application Template (Optional)

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 educators, especially diverse educators, has been a significant challenge. Some positions seem nearly impossible to fill. This is something we have had to work at harder each year. We attend job fairs and advertise online to fill positions. Where we advertise, the job descriptions we post, and the hiring processes we use, all send messages to educators' representative of focal student groups. We intend to send messages which are well received, welcoming, and supportive.

Locally, we have simplified pathways for our classified staff and community members to earn certification. We have found recruiting in these places to be more successful. Besides outreach, our work includes supporting them with course work as well as guidance through the TSPC process.

Once we have successfully hired, we begin the work of onboarding and retaining. Our community and district are unique and when staff arrive, we want to provide them with every opportunity at navigating successfully. We mentor new staff with experienced employees, provide quality professional development regarding district programs, and impart our unique set of community agreements.

Our new teachers learn about the district programs and systems we use to enhance student learning. Our administrators provide supportive feedback designed for teacher improvement through our evaluation process. We continue learning (teachers and administrators) in regard to equity and our own implicit bias. We desperately need to hire and retain culturally and linguistically diverse teachers on behalf of all students, especially our focal student groups.

- 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?

To start with, our district is committed to hiring only the very best teachers who have the skills to work with all students. We maintain the quality standards and rely on the "highly qualified" teacher requirements set by TSPC.

When assigning students into the various classes we are purposeful. We consider membership in our focal student populations, cultural diversity, poverty, academic need, and student behaviors when placing students. We always want to ensure our students who need the most help are receiving it from our most experienced and capable teachers. If staff need additional support to meet the needs of specific students within their classrooms, we provide it. At times, we do have teachers who are not meeting our expectations. When this occurs, we support them to improve their instruction/effectiveness, or to find other work opportunities.

Integrated Application Template (Optional)

Our district is not large with about 50 students per grade level. Often that means just two teachers at an elementary grade, or a few teachers in any one subject at the secondary level. One strength of a district or schools of this size is that we really know the strengths and weaknesses of our teachers. This allows us to effectively place students with their best match.

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

We operate with the belief that a systematic approach to creating the behavior we want, and reducing behavior we don't want, is an important part of our work as educators. So, we have implemented a PBIS system as a component of a larger MTSS/RTI model.

We can't expect students to know what we have not taught them. We therefore, teach the behaviors we want in each school setting. A reward system is in place to reinforce positive behaviors, and a reteaching model is ready if needed. We teach simple and basic rules for our students to remember - be safe, be respectful, be responsible, be kind. At each school level (HS, MS, Elementary) we have agreed upon behaviors, rewards, and discipline approaches.

As part of our PBIS/MTSS/RTI approach we examine data to determine where and when negative behaviors take place, and disaggregate it to find any discrepancies for our focal student groups. If we find discrepancies, we set to work to rectify them in real time.

Only our administrators can remove a student from the classroom with detention, suspension, or expulsion. Our intent is to keep students in class and learning whenever possible. Our administrators are well trained at reducing removal practices for all students with special attention to our focal student groups. They have received professional development in bias training, equity, and the impacts on learning for lost instructional time for students who need the most support.

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

District leadership - Superintendent and Principals, ensure our instructional coaching is centered on a structured system which supports the district learning goals and improved instruction. We utilize TalentEd as our platform for evaluation. Together, we use student outcome data, input from students and their families, as well as teacher observation to determine the goals teachers set for each year. At the elementary level, reading and math data inform classroom teacher goals, and at the secondary level subject specific student growth is utilized. At the end of each year the goals are assessed and progress is noted. We have a quality teacher evaluation process. We engage in goal setting (as described), an informal walk-through process with feedback for improvement, and formal evaluations. Our goal is to improve instructional delivery in each classroom to ensure improved system wide student learning.

District wide, and school specific professional development is designed each year based on the broad needs we identify as a district. These needs are determined by student outcomes and the high leverage learning/strategies.

We also engage in a quality teacher evaluation process.

Integrated Application Template (Optional)

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

Clatskanie is an RTI district and we are working toward improved implementation of the full MTSS system. That means we constantly utilize student performance data to make important decisions in regard to students.

Data collection also provides us with feedback about the effectiveness of both our curriculum and instruction. RTI and MTSS are research-based models, and we feel confident their use improves our performance as a system and as individual practitioners.

In our schools the administrators are instructional leaders who ensure we implement district agreed upon research-based practices. They work in partnership with teachers and the teacher teams they supervise to collect, analyze, and interpret outcome data and to set goals, improve teaching practices, and guide instructional decisions.

We use student outcome data, input from students and their families, as well as teacher observation to determine the goals teachers set for each year. Administrators observe teachers in their classrooms on a constant basis by doing “walkthroughs”. They also conduct a formal evaluation process with both informal and formal classroom observations. Feedback and coaching on instruction is provided at each step in the process. We utilize TalentEd, which lends itself to the simplification of this process by asking specific questions and looking for strengths as well as areas for improvement.

We provide professional development on research-based best practices for all teachers. We design our professional development to meet areas of needed improvement based on student outcomes. Our teachers and administrators are constantly fine tuning their teaching and learning.

- 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?

RTI/MTSS provide the foundational system for all of our teaching and learning. RTI teams regularly meet to review student progress data and adjust our instructional practice. Plans are made for the individual student that are monitored and adjusted weekly to meet the students’ academic, social, and emotional needs. If the student is not making reasonable progress a referral for further evaluation may be indicated. It is a continuous process of assessing and adjusting instructional practices. Through the EasyCBM and Renaissance Star Assessment platforms, students that are at higher risk receive targeted interventions (tier 2 or tier 3) and more frequent progress monitoring to identify areas that need improvement/further development.

At the high school level, we also have a strong 9th grade on track program. We review academic performance, attendance, credit accumulation, and assessment results so we can better support students. We know 9th grade outcomes are predictors of the likelihood of eventual graduation. This program allows us to intervene early and support the student to ensure graduation.

Integrated Application Template (Optional)

- 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?

The transition between early childhood and kindergarten is an important one. We coordinate with the NWRESA for all children in the EI/ECSE program and ensure any IFSP is reviewed for appropriate action. School staff attend IFSP meetings at the preschool level and meet with the preschool teachers in June to determine the various needs and strengths of the incoming kindergarten class. We conduct Kindergarten enrollment nights in both May and August and promote our KinderKamp at those events. The KinderKamp takes place in August and the program provides significant transition support for our kindergarteners.

The transition process between the elementary and our middle school is nearly identical to the transition between the middle school and high school. Teachers meet and discuss each child to smooth the transition. The work begins early in the preceding year and then intensifies as in May as we work through the forecasting process for Mid/High school classes and schedules. Students and their families receive detailed information about the school program, the classes/courses available, and how their choices prepare our students for future success. With the support of administrators, our counselors lead this process. Students travel to the facility for tours and exposure to the various opportunities, expectations, and to begin learning the physical layout of the school. Our SPED students visit the new school more frequently to acquaint themselves with the new environment. There are also transitional IEP meetings held so that the students have opportunities for success from the beginning of their Mid/High career.

At the high school level, we take the transition to college and career very seriously. We provide post-secondary planning through our classrooms and even more specifically through the counseling center. We arrange visits with college admission counselors, community colleges, the military, the trades, and bring in guest speakers. We also offer trips to visit community colleges, universities, and the trades. Our CTE Programs of Study provide detailed experiences and information advanced training and employment opportunities. We anticipate implementing an AVID program for the 2023-24 school year and are very excited about the prospect.

Attachments Completing Your Submission

- Integrated [Planning & Budget Template](#)
 - 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
- Board meeting minutes
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)

Integrated Application Template (Optional)

- Documentation of Tribal Consultation (if applicable)
- District Charter Program Agreements (if applicable)
- MOU detailing aligned program consortia agreements (if applicable)
- URL where grant application is publicly posted

Integrated Application Template (Optional)

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.

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

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.