Harrisburg School District

Growth Target Setting

Five Year Graduation Targets (state average is 85.8%)

Baseline Data		2023-24	2024-25	2025-26	2026-27	2027-28
92%	**Stretch Target**					
3 yr. average - 92.94 %	**Baseline Target**	93%	93.50%	94%	94.50%	95%
Disability - 84.62%						

Four Year Graduation Targets (state average is 81%)

Baseline Data		2023-24	2024-25	2025-26	2026-27	2027-28
93%	**Stretch Target**					
3 yr. average 90.15%	**Baseline Target**	90%	91%	91.50%	92%	92.50%
Disability 84.62%	**Gap Closing**					

3rd Grade Reading Targets (state average is 40%)

Baseline Data		2023-24	2024-25	2025-26	2026-27	2027-28
63%	**Stretch Target**					
3 yr. average 55.4%	**Baseline Target**	56%	57%	57.50%	58%	59%
	Gap Closing					

9th Grade On-Track Targets (state average is 83%)

Baseline Data		2023-24	2024-25	2025-26	2026-27	2027-28
70.70%	**Stretch Target**					
2 yr. average 70.2%	**Baseline Target**	71.00%	74%	77%	78%	79%

Disability 33.3%	Gap Closing					

Regular Attendance Targets (state average is 65% for grades K-2)						
Baseline Data		2023-24	2024-25	2025-26	2026-27	2027-28
70%	Stretch Target					
2 yr average 68.3%	Baseline Target	69%	70%	71%	72%	73%
Emerging bilingual 50%	Gap Closing					

Question (250 words or less)	
What strengths do you see in your CTE Programs of Study in terms of equity and access?	Our CTE Programs of Study are available for every student who desires to enroll. The only time a student may not take the class of choice is when their schedule does not allow it. Our high school schedule has a number of single offerings which may prove difficult for some students to enroll in their first choice. Both programs have grown as students find them relevant and practical. All costs of the programs are paid for using the general fund budget and High School Success funds. There is no cost incurred by the student's family. In addition, there are no prerequisites for enrolling in the CTE course of study. All of the high school students have access to the same supports.
What needs were identified in your CTE Programs of Study in terms of equity and access?	Our CTE data reveals we have a higher percentage of female students initially enrolled in courses but they are not signing up for the second course. The number of concentrators is made up of mostly male students. Our needs assessment engagement activities revealed we should add one or two more CTE Program of Study classes. There is definitely a need for more CTE pathways opportunities for our high school students. We will add one or more CTE opportunities for our students using the SSA and HSS funds.
What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?	Currently the high school has an exploration program where freshmen are assigned an introductory CTE class for one nine week period. Through this program students are exposed to three different pathways. The high school counselor and agriscience instructor visit the 8th grade classes in the spring. The purpose of these visits is to create a greater awareness of CTE pathways for our students. The high school hosts an 8th grade student /parent open house every spring with tours of the high school facilities.
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 high school guidance counselor and administrator along with the CTE teachers will meet with every student promoting participation. The high school principal and counselor will monitor students' participation data in terms of equity and inclusion.

Question (250 words or less)	
If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?	We have worked very intentionally over the years to establish a open community relationship with our community. In a small town, people often don't want to attend an 'engagement meeting', but they are always willing to talk to the superintendent, either in office or around the community. The same goes with our board members, our administrators, our teachers and all other staff. We also then work collaboratively as a staff and even board to share information back and forth. This continual ongoing open dialog gives up immediate feedback from our community. We find that we do not get good attendance at community engagement events. We get a moderate response from parents and community using surveys. We found when we have an event such as elementary open house or sporting event we can double up and ask people for input for a short questionaire. Annually, we bring together staff leaders who were invovled in the creation of the strategic plan making sure the goals and stratgeies are relevant. Overall, small towns make for excellent community engagement. It may just not look like the traditional meeting format you may see in other places.
What relationships and/or partnerships will you cultivate to improve future engagement?	We will continue to be transparent with our community by informing people through our social media, websites and newsletters. Our Agriculture teacher is promoting a career fair for the Upper Willamette FFA District convention our students belong to happening this February. This event brings many local farms from our area. We have begun a partnership with the Willamette STEM Hub with board representation and maker space inquiries from elementary and middle school principals.
What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?	Engagement efforts require time and work, which takes people. Some of the funds that have been given to other agencies to support local districts do not help with this process. Local engagement is best done with local staff. If some of the funds given to other support agencies were given to districts directly for this service, we could do a more authentic job at engagement. Outside support for IG is not as helpful.
How do you ensure community members and partners experience a safe and welcoming educational environment?	All communty members and guests are welcomed and respected. Our values and vision say it all, "Together We Empower All Students to Succeed". These values are reiterated and shared by the board, staff, students and guests.
If you sponsor a public charter school, describe their participation in the planning and development of your plan.	We do not have a public charter school within our school district.

Question (250 words or less)	
How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	We expand our work-based learning opportunities through several avenues. First, we have two CTE programs that are connected with industry professionals and continually expand to expose more students to more opportunities within their field. This can be teacher led exploration or student interest based. Additionally, our support staff, including counselors, principal, CTE/STEM liaison work with classes, small groups and even individual students to get them the learning, exposure and opportunities to explore career fields, as we partner with employers.

Question (250 words or less)
What strengths do you see in your district or school in terms of equity and access?
What needs were identified in your district or school in terms of equity and access?
Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.
Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
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?
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?

Harrisburg School District has many strengths in terms of equity and access to educational opportunities for ALL students.
* ALL high school students have access and scheduled time with the Counselor to discuss and access class, program and future o
maximize their success.
* Master scheduling minimizes access barriers for high level core and enrichment instruction,
* On-line and alternative education options are available for students to access high level core and enrichment instruction when s
arise.
* Student participation and achievement data shows that students of poverty are accessing the programs at higher rates than the
are successfully meeting the academic requirements.

Harrisburg School District does have needs in terms of strengthening equity and access to educational opportunities for ALL stude
make improvements to not only offer full access to advanced courses and offerings, but that we have systems in place to meet th
underserved students encouraging them to sign up for the more challenging academic and CTE courses and extracurricular activit
remediate all known barriers for all students.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1348/Harrisburg/2649921/Equity_Lens.pdf   The Harrisb
Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan.
      The Equity Lens was applied as agenda items and/or through discussion at the following steps in
            the Integrated Guidance process:
●   District Team participation – The District Team developing our Aligning for Student Success Plan included classified, licensed
as well as representative community members who are parents, partners, and have vested interests in our students, including tho
student groups.
●   Community Engagement Activities
   This Equity Lens was shared at each Community Engagement activity prior to discussion and input, and was utilized again as disc
strengths and weaknesses, program effectiveness, and potential outcomes were considered.

Use of these funds will have significant academic impact for ALL our students, including those in focal student groups. Increasing s
interventions and supports improve our ability to connect with a wider range of students and their interests. We will continue of
support for all students.

Choices being made to support student growth and achievement through the Integrated Guidance process by Harrisburg SD have
focal students' ability to meet them at their level providing individualized support. The multi tiered system of support should ben
high achieving to our most vulnerable and struggling students. We will achieve academic growth when we serve every student w
aside time, attention and qualified diversified staff. Not only diversified staff, but trained staff in evidenced based instructional st
This requires well rounded diverse programming in each building.

Harrisburg SD utilizes the following supports to provide information to children, youth and families navigating homelessness.
District Homeless Liaison provides support for students through direct services, and support for staff through trainings, that are tr
sensitive to the special needs of these students and families; Title I set-aside dollars; Elementary, MS, HS Counseling support thro
weekly contact and intervention;
Community Collaboratives include county agencies coming together on a regular basis to discuss the needs of families through ou
Team) which in turn impacts our students.

Question (250 words or less)
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.	1) Student Empathy Interviews 2) CTE and elective student survey 3) board meeting agendas 4) Spanish speaking parent meeting 5) Staff survey
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?	These artifacts show continued engagement with Growth Goals, Needs Assessment,Plan Summary, Equity Advanced,EA CTE Focus,Well Rounded Education,WRE CTE Focus, Who was engaged & How Engaged, Community Engagement CTE Focus, Strengthened Systems&Capacity Explore our community, from developing a shared vision for education in our schools to surveys as to what we should offer or how we can improve the social emotional needs of our students. They include the voice of all within our community. They show a deep appreciation for parent and student voice, while also showing that we are willing to listen to everyone and accept feedback from everyone.

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 conducted several outreach campaigns to learn more from some of our focal groups, such as surveying our Spanish speaking parents and student empathy interviews for feedback. These outreach opportuntiies become open conversations regarding barriers, positive techniques and things to improve upon. Another strategy was to survey all our middle and high school students to get a sense of how they are feeling with our school, our levels of support and if they feel they are getting what they need to be successful. The survey asked safety and wellbeing questions. Both of the methods used would fall under invovle level 3 of the spectrum.
Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.	We had twenty people from the staff representing varying departments and levels of learning in the school district. This group held three different meetings discussing the needs assessment by looking at data and personal experience. Our second method for engaging the staff was through google surveys. This is a great way to reach every staff member as an anonymous participant. The integration guidance team would fall on collaboarte spectrum level 4. The survey method of engagement is on the involve level 3 part of the spectrum.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?	We have discovered that families and students are really seeking relevant learning opportunities and well rounded education. We found that all areas of education have come to the forefront, not just a single data point or trait. Our students and families want teachers and staff who care about the students wellfare. They would like more CTE or elective opportunities beginninng at the middle school level carrrying into the high school. They desire learning the skills that will help them find a good job, keep that job and even progress through promotion, they seek academic, social and emotional learning to be successful adults and they seek courses and opportunities that bring joy to their day. They want the schools to reflect real world opportunities ie. robotics, computer technology coding and health sciences.

Needs Assessment Summary	Outcomes	Strategies	Actions	Data Analysis
Harrisburg School District 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. Our integration guidance team included CTE teachers, parents of CTE students, special education teachers, counselors, building principals from all three levels and staff leaders. The team met three times to discuss the school districts needs based on data collected. The school district's strategic plan and goals were examined during the initial meeting to determine if it was still relevant. Members of the team had the opportunity to share in their small groups and prioritize outcomes.	**A. All Students will read grade level text by the end of 3rd grade.** **B. All students will successfully complete Algebra 1 by the end of 9th grade.** **C. All students will be on track to graduate with the required credits.** **D. Every student and staff member feels safe, supported, and respected in the school district.**	A1. Monitor students reading progress in grades k-3 using a system of sound instruction, assessment, and intervention, so all students are reading at grade level by 3rd grade. A2. Fully implement a k-10 Multi-Tiered System of Support (MTSS) providing additional reading and/or math instruction. A3. Provide equitable access to social, behavioral, and mental health supports. A4. Align Language Arts power standards in grades k-12 developing a guaranteed and viable curriculum for all students. A5. Each building emphasizes and communicates the importance of good attendance to parents as critical to the success in school. B1. Fully implement a K-10 Multi-Tiered System of Support (MTSS) providing additional reading and/or math instruction and/or support. B2. Teachers will use the MAP assessment data to determine Algebra 1 readiness and the need for interventions. B3. Provide equitable access to social, behavioral, and mental health supports. B4. Align Math power standards in grades k-12 developing a guaranteed and viable curriculum for all students. B5. Each building emphasizes and communicates the importance of good attendance to parents as critical to the success in school. C1. Each 8th grade student will develop an education plan taking into consideration their career pathway interests. C2. Fully implement a K-10 Multi-Tiered System of Support (MTSS) providing additional reading and/or math instruction and/or support. C3. Develop a system where students are monitored and support is provided to help ensure on-time graduation, including things like student success coaches, family liaisons, and time for teachers to collaborate. C4. Provide equitable access to social, behavioral, and mental health supports. C5. Round out our middle and high school curricular offerings to expand CTE/STEM as well as advanced and dual credit courses that are accessible to each and every student.. D1. Create and staff student support rooms or areas on each campus. D2. Provide social emotional learning opportunities for students as needed. D3. Create and support opportunities for students to connect in meaningful ways in an extracurricular setting. D4.Provide opportunity for staff and student voices to be heard. D5. Maintain a healthy, cooperative, and professional relationship with all staff to ensure a quality education of our students and build a culture of trust.	**Hire two counselors** **Hire one Middle School Principal** **Hire one licensed social worker/counselor** **Hire a Bilingual Family Support Liaison** **Hire elementary physical education teacher** **Hire student success coach** **Hire one agriculture sciences teacher** **Hire one woods and metal manufacturing teacher** **Hire one middle school secretary 2 for tracking attendance and behavior** **Hire two for the NEST and Behavior program** **Purchase MAP assessment tool for grade k-11 Contract with BTC and with Inflexion**	The following data was looked at by the integrated guidance team
The results of this Needs Assessment are the following Outcomes, Strategies and Actions that "Align for Harrisburg SD Student Success" through Integrated Guidance of the six ODE initiatives.				Attendance data - students with no more than 8 absences a year at 34%, Every school has a goal of 95% attendance by every student.
				Percent of third grade students who read at or above grade level at 63%
				The percent of 8th grade students who are Algebra ready or above at 58%
				The percent of students earning at least 6 high school credits by the completion of 9th grade. 76%
				Four year graduation rate data - District is at 83% while students with disabilities is at 71.4% and students experiencing poverty are at 80%
				The percent of students reporting their school has a safe climate, 51.1%
				The percent of students reporting their school has a respectful climate, 37%
				The percent of students earning at least 6 high school credits by the completion of 9th grade. 76%
				Four year graduation rate data - District is at 83% while students with disabilities is at 71.4% and students experiencing poverty are at 80%
				The percent of students reporting their school has a safe climate, 51.1%
				The percent of students reporting their school has a respectful climate, 37%
				Specific focal student group data. Attendance data: Students with disabilities are 3 percentage points less than the district total. Emerging English learners are 15% below the district average. 9th grade on track data: Students with disabilities are at 33.3% while the district average is at 70.7% of students. Four year graduation rate for students with disabilities is at71.4% nearly 12% below the district average.
				Developing Outcomes, Strategies and Activities
				In 2016 the school district pulled together teacher leaders, parents and other stakeholders to shape and develop a Strategic plan or blueprint for the district. The group came up with three district categories with goals and strategies and data points. In 2018 when school districts were tasked with developing a comprehensive improvement plan district leadership decided to use the strategic plan as a base. The data points had not been met and g
				Our largest student focal group is students in poverty. We hope to provide interventions and additional choices for these students to close the gap. The students with disabilities group has gaps that will continue to be challenging to close. However, we will offer classified assistance where possible and increase our CTE offerings. Our emerging English language learners group receives assistance and through some of our strategies and actions we h

Question (250 words or less)
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?
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?
How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?
How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
How do you provide feedback and coaching to guide instructional staff in research-based improvement to 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?
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?

Recruiting has been a challenge lately. Along with traditional recruiting and ourtreach, we have increased our programs and funding to support local staff to grow into other positions. We have two individuals invloved through our 'Grow our own' program because we had zero applicants for the specialized position.   All employees are educators, so we value a diverse staff to connect with students. We have tuition reimbursement and incentives for our instructional assistants to become licensed teachers.   Our building principals provide professional growth opportuntiies each month in their perspective staff meetings. Our Principals and I are invovled in a book study we use in conjunction with our district leadership PLC time each month. Our staff does not reflect the student focal groups other than we are over 80% white as is our students demographics.

Multi-tiered system of support and SST teams are used to identify and address disparities for students academically, socially emotionally. We allocate time to meet as teams in grades k-8 to apply interventions to support students in need. Our building principals and teacher mentors work with inexperience teachers and out-of-field teachers to provide quality instruction to all students. All staff are trained in how to refer students to our student support teams.

We provide behavioral support training and classroom management training for all staff. Our K-8 schools utilize the PBIS behavioral systems and philosophy. Incentive programs are also used in both buildings to reinforce positive behaviors. Our philosophy is to keep students in class as much as possible, by adding positive adult interactions and behavior support plans, instead of suspensions or taking students out of class. Our building principals use contracts and agreements for academic, and behavior growth with their students and families. Student voice is at the forefront of problem solving in our schools through an active high school leadership class and other student leaders.

Professional growth and development comes from teacher feedback, student voice and data, and leadership team guidance. All our decisions flow through our strategic plan, which were staff and community developed. Additionally, all administrators regularly report to the board regarding their professional development plans and happenings within the schools.
The Superintendent and building administrators continually seek out and attend trainings on the latest research and strategies to support our staff. Knowledge is shared through school-wide trainings and individual conversations. Each building has teacher leaders who are training in the PLC process along with the building principal. We have a strong collaborative relationship with our union, giving all staff a voice in trainings and meeting their needs. Our evaluation system allows frequent feedback to support the improvement of teaching and learning.   We are an AVID school district sending teams every summer to an exceptional professional development opportunity bar none.

RTI teams meet regularly to review student data and teacher referrals. Individual student plans are created, monitored and adjusted weekly to ensure supports are provided meeting students' academic, social and emotional needs.

Ongoing collaboration occurs between schools and programs. We offer a fifth grade visit day to the middle school before school is out for the summer. Student meet teh middle school teachers and become familiar with the building. The 8th grade students and families can attend an open house in April at teh high school. They meet the teachers and tour the campus. Students from various clubs are available to answer questions.   In the fall our 9th grade students participate in link crew which is run by a licensed teacher and school counselor. This program is designed to assist students with the transition by pairing the 9th graers with upper classmen.

Question (250 words or less)
Describe your approach to providing students a wellrounded 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).
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?
How do you ensure students have access to strong library programs?
How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?
Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and crossdisciplinary content.

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.
Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
How will you support, coordinate, and integrate early childhood education programs?
What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?
What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Our district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art and music. Our elementary teachers incorporate the arts intermittently to unit plans as time allows. Our middle school and high school schedules are created so that all students have access to these types of courses. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing.

The focus of elementary has been on regaining learning loss since the pandemic, making individual student academic growth, supporting social/emotional needs while also focusing on a well rounded education. Middle school and high school have similar approaches, including adding more academic and social/emotional courses and supports, while increasing course diversity to meet the varied interests and needs of our students.

We have a band teacher for the school district who teaches orchestra to our 3rd and 4th grade students. He has a beginning band class starting in grade 5. He has grade level bands from grade 5 through grade 12. He meets with every class daily providing students opportunities to excel in understanding music and playing an instrument of choice. The high school offers a jazz band that meets during zero period.

Visual art is taught by the general education elementary teachers a couple times a week. We have two part time teachers at the high school who provide several different types of art instruction including drawing, painting, multimedia, and ceramics/pottery. We have one general education teacher at the high school who teaches one semester class of drama.

We partner with LBL ESD to provide our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system.

All elementary students have time built into the master schedule to access the library. They learn how to use the library and regularly check out books to take home and read. The middle and high school students will access the library individually for research or project work or when a teacher incorporates it into their lessons.

The building principals design a master schedule providing enough time to eat for every student. Following lunch every student has access to free time either on the playground or covered play area or gymnasium depending on the weather and grade levels.

Our science classes at the high school contain various forms of STEAM. One of the high school science teachers has a robotics class.   Robotics is an after school activity at the middle school with two different groups of students. Many of our general education teachers have an interactive board they can use when providing instruction.

We recently started a collaborative with the Linn County STEM Hub to add more opportunities and expertise into our schools.

Our district is committed to a rigorous curriculum adoption process following district policies. The building principal establishes the team of people including both teachers and parents who ultimately select the curriculum of choice.   State adoption recommendations, and (rubric/ODE Instructional Materials Evaluation Tool) were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners.

Our new teachers are paired up with a mentor teacher. This ensures an instructional partner for the new person for the course of the school year. Our teacher mentors receive a stipend to offer guidance and support. Teacher evaluation standards and rubrics align to engaging, intentional and challenging instruction for all students. Staff are given PD in these areas and our evaluating administrators are given PD to support their work in helping individual teachers meet these standards. Through collaborative discussions and observations centered in these areas, teachers and administrators work to set goals, find areas of improvement and discuss strategies for improvement.

Harrisburg School District continues to collaborate and support early intervention programs through hosting annual meetings with the key stakeholders of our local preschool programs. Together we determine training, supplies and materials we share in order to prepare our incoming kindergarten students and families. Each spring we schedule transition meetings for specific students to ensure services are not interrupted. Additionally, we provide transportation for early childhood students to the ESD supported program when appropriate.

At each transitional level, care is taken to provide ample and clear communication with both parents and students. Starting in 7th grade, students begin with filling out a goal plan for middle school and what they hope to do once they reach high school. In homeroom, students work on several different aspects of what it means to be a successful student and citizen. We refer back to their goal sheet throughout their middle school time.

For middle school transition our middle school principal and counselor visit with the 4th grade students and teachers in the spring. They provide students with information on how middle school works, what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselor to choose their class schedule.

For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community colleges visit multiple times to provide early enrollment opportunities.

Each of our schools have teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. In our current middle and high school schedules we have "Eagle time" built into the schedule for instructional supports depending on students academic needs.

We also have a push in model where our Special Education teacher is in with the regular math class to support our students utilizing math IEPs so they are getting regular instruction and specific supports.

Just as we do with struggling students, we also work individually with students to push advanced students into more difficult courses, college courses or help develop TAG plans to support the individual learning and needs of all students.

Who was engaged in any aspect of your planning processes under this guidance?	
Students of color	student survey and disaggregated student data
Students with disabilities	student survey and disaggregated student data
Students who are emerging bilinguals	student survey and disaggregated student data
Students who identify as LGBTQ2SIA+	Student survey and disaggregated student data
Students navigating poverty, homelessness, and foster care	student survey and disaggregated student data
Families of students of color	student survey and disaggregated student data
Families of students with disabilities	
Families of students navigating poverty, homelessness, and foster care	
Licensed staff (administrators, teachers, counselors, etc.)	
Classified staff (paraprofessionals, bus drivers, office support, etc.)	
School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)	

Regional STEM / Early learning Hubs

How were they engaged?
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

Question (250 words or less)
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?
How are you providing equitable work-based learning experiences for students?
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.
What activities will you offer to students that will lead to self-sufficiency in identified careers?

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
How will you prepare CTE participants for nontraditional fields?
Describe any new CTE Programs of Study to be developed.

The high school currently uses Naviance once a month during our advisor time. One of the tools that has been provided to us in Naviance is a career exploration survey and career finding tool. The high school counselor spends time talking with students about their future plans, training or education that may be needed, and high school classes they would need in order to strengthen their academic skills and their resume. Any employment opportunities that come in, are sent out to students directly and oftentimes posted on the career website as well.

There are a few different ways that students and their families can learn about the CTE course offerings that are available. When students are in the 8th grade, the high school counselor visits the middle school and explains high school graduation requirements and the various classes that we have to fulfill each required area of study. We also host an 8th grade open house where teachers and staff members, like myself, can meet incoming freshmen and their parents and share course offerings. For sophomores through seniors, most of those conversations happen during school registration days in August, scheduling each semester, and in everyday interactions and conversations with students and their families during meetings and phone conversations.

Each FFA field trip is centered around a specific career in agriculture. For example, we just returned from the AG Mechanics CDE field trip with the focus on students practicing the skill sets that are required in the mechanical industry, including engine repair and electrical wiring. These field trips are sponsored, supported and aligned with current industry professionals. We participate in over 30 field trips, Career Development Events, connected to a career in the agricultural industry or related industries each year. Some are applicable to several areas and industries, like Job Interview, in which students practice interview skills in a mock interview setting. Others are very focused to a specific career like Vet Science, where students practice the skill of proper animal handling and administering medicine to cats.

All students and parents are educated on the opportunities of work-based learning.

We have taken all our general programs and grant funded programs to create as many diverse opportunities as we can afford to support in the way of academic achievement, enrichment, CTE and even paying for all college level course opportunities for our students.

Our middle school students are given the opportunity to take a career explorations class. Our CTE intro courses extend to cover many career opportunities within each field. All of our courses also incorporate activities such as work ethic, integrity, time management, teamwork, conflict management, etc. Our CTE instructors come from industry and teach industry expectations along with career related skills.

The students will learn about the programs by visiting the high school as 8th grade students. The high school leadership class and Agriculture students visit the middle school on different occassions. They have the 8th grade open house night for families of incoming freshmen to tour the facilities, ask questions of the teachers, counselors and principal.

CTE courses and programs build connections with industry to get the students real world experience, learning and mentorship. Our health occupations students are supported post-graduation to get them their CNA licenses and our shop students and culinary students can earn scholarships to help them with additional post-secondary skill training, courses or programs.

We just added a third program of study, so our plans are to maintain current programs funded by general education funds and grant funds. Within these courses, funds will be used to add new equipment, offerings, curriculum and expand opportunities. Any new future opportunities will be vetted with students and families first.

	Select your institution from the drop down list to the right:

	Please provide contact information for the person c
Name	Bryan Starr
Phone	541-995-6626
Email	bryan.starr@harrisburg.k12.or.us

2099-Harrisburg SD 7J

ompleting this budget

Integrated Planning &

OUTCOMES & ST

Strategies	Outcome-SAMPLE
	S1
	S2
	S3

Strategies	Outcome-A
	A1
	A2
	A3
	A4
	A5

Strategies	Outcome-B
	B1
	B2
	B3
	B4
	B5

Strategies	Outcome-C
	C1
	C2
	C3
	C4
	C5

Strategies	Outcome-D
	D1
	D2
	D3
	D4
	D5

ategies	Outcome-E
	E1
	E2
	E3
	E4

Str	E5
	Outcome-F
Strategies	F1
	F2
	F3
	F4
	F5
	Outcome-G
Strategies	G1
	G2
	G3
	G4
	G5

20, 2022

RATEGIES

SD achieves at least a 93% graduation rate across all demographic groups.

Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.

Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.

Provide equitable access to social, behavioral and mental health supports.

All students will read at grade level by the end of third grade.

Monitor student's reading progress in grades k-3 using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.

Fully implement a K-10 Multi-Tiered System of Support (MTSS) providing additional reading and/or math instruction

Provide equitable access to social, behavioral and mental health supports.

Align power standards k-12 developing a guaranteed and viable curriculum for all students.

Each building communicates the importance of good attendance to parents as critical to success in school.

All students will complete Algebra 1 by the end of 9th grade.

Fully implement a K-10 Multi-Tiered System of Support (MTSS) providing additional reading and/or math instruction

Teachers will use the MAP assessment data to determine Algebra 1 readiness and the need for interventions.

Provide equitable access to social, behavioral and mental health supports.

Align power standards k-12 developing a guaranteed and viable curriculum for all students.

Each building communicates the importance of good attendance to parents as critical to success in school.

All students will be on track to graduate with the required amount of

Each 8th grade student will develop an education plan taking into consideration their career pathway.

Fully implement a K-10 Multi-Tiered System of Support (MTSS) providing additional reading and/or math instruction

Develop a system where students are monitored and support is provided to help ensure on-time graduation, including things like student success coaches, family liaisons, and time for teachers to collaborate.

Provide equitable access to social, behavioral and mental health supports.

Round out our middle and high school curricular offerings to expand CTE and STEM,as wellas advanced and dual credit courses that are accessible to each and every student.

Every student and staff member feels safe, supported and respected in the

Create student support rooms or areas in each campus.

Provide social emotional learning opportunities for students as needed.

Create or support opportunitites for kids to connect in meaningful ways in an extracurricular setting.

Provide opportunity for staff and student voices to be heard.

Maintain a healthy, cooperative, and professional relationship with all staff to ensure a quality education of our students and build a culture of trust.

CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
		x			**OUTCOME ACTIVITIES:** ENTER ON BUDGET TAB
x				*x*	
x				*x*	
.					
					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
		X	X	X	
				X	
				X	
		X	X	X	
				X	**OUTCOME ACTIVITIES:** ENTER ON BUDGET TAB
				X	
				X	
			X	X	
		X	X	X	
f credits.					
		X	X		**OUTCOME ACTIVITIES:** ENTER ON BUDGET TAB
			X		
			X		
				X	
	X		X	X	
school district.					
		X	X		**OUTCOME ACTIVITIES:** ENTER ON BUDGET TAB
				X	
	X		X	X	
				X	
				X	
					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB

					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB

Outcome and Strategy	Proposed Activity	Partnership
--	**Total Allocation 2023-24:**	--
--	**Total Budgeted Amounts (Autosum):**	--
--	**Unbudgeted (Autocalculate):**	--
S1	Sample	
--	Indirect/Administration	--
	Middle School Principal	
	Counselors	
	Licensed Social Worker	
	Elementary P.E. teacher	
	Graduation Coach support	
	Secretarial support for attendance and behavior tracking at HMS	
	Educational support for the behavior room (NEST)	

	Bilingual Familiy Support Liaison	
	Graduation support person	
	CTE Manufacturing Teacher	
	CTE Agriculture Teacher	
	CTE Computer Science Technology Program	
	CTE Equipment and Supplies	

FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code
--	--	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
1.5	Equity/Diversity/Inclusion Specialist		STF		H&S	111
--	--	--	--	--	--	690
1	Supports: Other				H&S	113
2	Supports: School Counselor/School Social Worker				H&S	111
1	Supports: School Counselor/School Social Worker				H&S	111
1	Core: Health/PE/Athletics				WRE	111
0.2	Supports: School Counselor/School Social Worker				WRE	111
1	Supports: Other				H&S	112
					WRE	
1	Supports: Intervention Specialist				H&S	112

1	Supports: Family/Community Engagement (incl. McKinney-Vento)				H&S	112
1	Other: Other staff position not listed				WRE	112
1	Arts (Applied): CTE (Approved Program of Study)	1131		CTE STA	WRE	111
1	Arts (Applied): CTE (Approved Program of Study)	1131		CTE STA	WRE	111
1	Arts (Applied): Computer Sciences (programming/ tech/ web design)			CTE STA	WRE	111
1	Arts (Applied): CTE (Approved Program of Study)	1131		CTE ESF	WRE	460

CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)
$0.00	$0.00	$2,214.03	$236,882.94	$624,317.70
$0.00	$0.00	$2,214.03	$236,882.94	$624,317.69
$0.00	$0.00	$0.00	$0.00	$0.01
$3,250.00		$2,500.00		$65,000.00
				$143,672.00
				$126,877.00
				$85,824.00
				$72,948.00
		$2,214.03	$20,736.94	$3,319.69
				$40,178.00
				$42,001.00

				$33,798.00
			$52,607.00	
			$75,700.00	
			$67,839.00	
				$75,700.00
			$20,000.00	

Total Activity Budget (23-24) (Autosum)
$863,414.66
$863,414.66
$0.00
$70,750.00
$0.00
$143,672.00
$126,877.00
$85,824.00
$72,948.00
$26,270.66
$40,178.00
$0.00
$42,001.00

$33,798.00
$52,607.00
$75,700.00
$67,839.00
$75,700.00
$20,000.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00

$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00

$0.00
$0.00

Outcome and Strategy	Proposed Activity	Partnership
--	**Total Allocation 2024-25:**	--
--	**Total Budgeted Amounts (Autosum):**	--
--	**Unbudgeted (Autocalculate):**	--
S3	Sample	
--	Indirect/Administration	--
	Middle School Principal	
	Counselors	
	Licensed Social Worker	
	Elementary P.E. Teacher	
	Graduation support	
	Secretarial support for attendance and behavior tracking at HMS	
	Educational support for the behavior room (NEST)	

	Bilingual Familiy Support Liaison	
	Graduation support person	
	CTE Manufacturing Teacher	
	CTE Agriculture Teacher	
	CTE Computer Science Technology Program	
	CTE Equipment and supplies	

FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code
--	--	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
1.5	Equity/Diversity/Inclusion Specialist		STF		H&S	111
--	--	--	--	--	--	113
1	Supports: Other				WRE	
2	Supports: School Counselor/School Social Worker				H&S	
1	Supports: School Counselor/School Social Worker				H&S	
1	Core: Health/PE/Athletics				WRE	
0.2	Supports: Intervention Specialist			DP STA	WRE	
1	Supports: Other			DP STA	H&S	
1	Supports: Behavioral Specialist				H&S	

1	Supports: Family/Community Engagement (incl. McKinney-Vento)				WRE	
1	Other: Other staff position not listed			DP STA		
1	Arts (Applied): CTE (Approved Program of Study)	1131		CTE STA		
1	Arts (Applied): CTE (Approved Program of Study)	1131		CTE STA		
1	Arts (Applied): Computer Sciences (programming/ tech/ web design)	1131		CTE STA		
				CTE ESF		

CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)
$0.00	$0.00	$2,214.03	$246,551.63	$649,800.05
$0.00	$0.00	$2,214.03	$246,551.63	$649,800.05
$0.00	$0.00	$0.00	$0.00	$0.00
$3,250.00		$2,500.00		$65,000.00
				$149,418.88
				$131,952.08
				$89,256.96
				$75,865.92
		$2,214.03	$21,566.42	$3,452.48
				$41,785.12
				$43,681.04

				$35,149.92
			$54,711.28	
			$78,728.00	
			$70,552.56	
			$193.37	$79,237.65
			$20,800.00	

Total Activity Budget (24-25) (Autosum)
$898,565.71
$898,565.71
$0.00
$70,750.00
$0.00
$149,418.88
$131,952.08
$89,256.96
$75,865.92
$27,232.93
$41,785.12
$43,681.04

$35,149.92
$54,711.28
$78,728.00
$70,552.56
$79,431.02
$20,800.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00

$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00
$0.00

Outcome and Stragegy	Proposed Activity	Partnership
--	**Total Budgeted Amounts (Autosum):**	--
S3	*SAMPLE: Contract with local mental health providers to provide counseling services at all school sites on a weekly basis*	
S1	*SAMPLE: Hire additional secondary math teachers*	
	Hire a Choral Music Teacher	
	Hire a high school Art Teacher	
	Hire a STEM/CTE Coordinator for the school district	
	Hire a General Education Teacher	

	Music teacher	
	District STEM/CTE Coordinator	

FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget
--	--	--	--	--	--	--	$0.00
				DP OCG	WRE	640	
2	Math: Teacher | Coach | Assistant | TOSA			DP STA	RCS	111	
1	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)						
1	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)						
0.5	Other: Other staff position not listed						
1	General: Elementary Teacher	1131	STF		RCS	111	

1	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)					111	
0.5	Arts (Applied): CTE (Approved Program of Study)						

CTE Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
$0.00	$0.00	$0.00	$283,000.00	$283,000.00
		$10,000.00	$7,500.00	$17,500.00
		$30,000.00	$30,000.00	$60,000.00
			$76,000.00	
			$76,000.00	
			$55,000.00	
			$76,000.00	

Partnerships
Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of **Indian students**, including Tribal Nations supporting Oregon communities
Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. *Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes, private and for-profit organizations should be identified as "Business/Industry"*
Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services
Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. *Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"*
Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land preservation, etc.)
Public or private organizations that are affiliated with a religion and/or spiritual faith

FTE Types
Arts (Applied): CTE (Approved Program of Study)
Arts (Applied): Career Exploration
Arts (Applied): Computer Sciences (programming/ tech/ web design)
Arts (Applied): Media Arts
Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
Core: English Language Arts
Core: Math
Core: Science (biology/ chemistry/ physics)
Core: Social Sciences (civics/ history/ economics/ psychology)
Core: Health/PE/Athletics
Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
General: Elementary Teacher
General: Multiple subjects teacher (middle/high school)
Health: QMHP/Psychologist/LCSW
Health: Nurse
Language: English Language Development
Language: World Languages (incl. ASL)
Library & Media
Special Education (all positions)

Supports: Behavioral Specialist
Supports: Family/Community Engagement (incl. McKinney-Vento)
Supports: Intervention Specialist
Supports: School Counselor/School Social Worker
Supports: Social Emotional Learning (SEL)
Supports: Other
Other: Electives teacher not listed
Other: Other staff position not listed

CTE
Function Codes

Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities
Curriculum – Standards, Content, Alignment and Articulation
CTE Professional / Personnel Development
Scientifically Based Research
Indirect - Support Services - Central Activities

HSS
Activities Categories

Dropout Prevention Professional Learning
Dropout Prevention Ongoing Community Engagement & Partnerships
Dropout Prevention Equipment, Supplies, and Facilities
Dropout Prevention Curriculum
Dropout Prevention Staff Salaries and Stipends
Dropout Prevention Middle School- 8th grade only
College Level Opportunities Professional Learning
College Level Opportunities Ongoing Community Engagement & Partnerships
College Level Opportunities Equipment, Supplies, and Facilities
College Level Opportunities Curriculum
College Level Opportunities Staff Salaries and Stipends
College Level Opportunities Middle School- 8th grade only
Career & Technical Education Professional Learning
Career & Technical Education Ongoing Community Engagement & Partnerships
Career & Technical Education Equipment, Supplies, and Facilities
Career & Technical Education Curriculum
Career & Technical Education Staff Salaries and Stipends
Career & Technical Education Middle School- 8th grade only

EIIS
Allowable Expenditure Areas

Staffing to maintain the system and facilitate corrective action
Training for staff to maintain and use the system with fidelity
System software purchases and subscriptions
Data analysis and research
Tribal government consultation
Student, family, staff, and community engagement

SIA
Allowable Use Categories
Health and Safety
Increased Instructional Time
Ongoing Community Engagement
Reduced Class Size
Well Rounded Education

ALL
Object Codes
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit
112 Classified Salaries for work performed by "Classified Employees"
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"
Administrative Salaries
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary
12X Substitute Salaries for employees who are hired on a temporary or substitute basis
Additional Salaries
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)
410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.
460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than $5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of
470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.
480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.
Other Supplies and Materials
Capital Outlay
541 CTE Depreciable Equipment (Single pieces of equipment or technology items over $5,000) to enhance and
690 Grant Indirect Charges/Administrative Indirect
Dues and Fees
Miscellaneous
Other

Code
Indian Community-Based Organization
Community-Based Organization
Business/Industry
Career-Connected Learning/Pathways
Physical/Mental/Social Well-Being
Faith-Based Organization

Codes
1131
2210
2240
262X
2600

Codes
DP PL
DP OCG
DP ESF
DP CUR
DP STA
DP MS8
CLO PL
CLO OCG
CLO ESF
CLO CUR
CLO STA
CLO MS8
CTE PL
CTE OCG
CTE ESF
CTE CUR
CTE STA
CTE MS8

Codes
STF
TRN
SSS
DAR
TGC
ENG

Code
H&S
IIT
OCG
RCS
WRE

Code
111
112
11X
113
2XX
12X
13X
31X
34X
410
460
470
480
4XX
5XX
541 ***Requires ODE Approval***
690
640
8XX
Other

Data teams are forming, and they frequently review data that inform a school's decision-making proc
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedure
Comprehensive literacy strategies, including professional development plans for educators, are docu
An audit of 9th grade course scheduling is conducted, accounting for student core and support cours
Students in each focal group and all students report an increased sense of belonging at school.
Students have access to, and equitably participate in work based learning experiences that take plac
High schools and colleges work together with industry to transition students smoothly from program
Historically and currently marginalized students earn industry credentials and college credits, or com

Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining ped
Provide professional learning, coaching and team-planning time for our primary teachers on early lite
We will plan, staff and implement a Ninth Grade Academy each summer before school starts during
Utilize continuous examination of data to determine which students have access to work based learr
Regional Industry advisory committees are engaged at least quarterly to ensure CTE program alignr
Support district schools on their journey in becoming Community Schools to provide wrap-around he

Hire two additional counselors
Hire a social worker
Purchase SEL curriculum
Contract for trauma Informed professional learning
Replace primary reading adoption
Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the
Provide professioal learning and coaching for high school counselors/career advisors on value of CT
Hire 3 instructional assistants for the primary literacy program
Registration, travel and extra-duty pay for special education staff to attend summer learning early lite
Hire an early literacy instructional coach
Extra duty pay for 9th grade teachers, counselors and advisors to plan, implement and deliver the N
Educators participate in summer externship opportunities to learn current skills needed by students
Student tours
Supporting extra-curricular and co-curricular clubs
Developing individualized learning and connection plans that will be reviewed at each conference pe
Convene partners to examine selection and enrollment practices that may create barriers for all stuc
Explore other classroom personnel, departments, or offices that could provide a simulated WBL on s
When in engaging with business, industry, and/or community partners ask if they can either come tc

MPLE OUTCOMES

cesses, including barriers to engagement and attendance.

es are adequately meeting the needs of students.

umented and communicated to staff, students (developmentally appropriate), and families.

se placement, and disaggregated by student focal groups.

ce in simulated, virtual, OR in person settings.

entrance through to degree or certificate and into employment in their field.

abinations of credentials, at the same rate as all students, and concrete plans are in place to keep rat

MPLE STRATEGIES

dagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and stud

eracy instructional practices supporting primary teachers to apply those early literacy instructional pra

which each student will connect with their advisor, 9th grade teachers and coaches, explore CTE pro

ning or career connected learning experiences.

ment and quality

ealth and well-rounded academic and extra curricular supports for students and families.

MPLE ACTIVITIES

district level.

TE Programs of Study for All Students

eracy institute

inth Grade Academy

riod with students and families

lents to participate in career connected learning activities such as dual credit, CTE, and work-based

school grounds

the classroom or visit virtually as a mentor on project

tes proportional.

dent

actices

ograms, college

learning experiences.