



**Arlington School District**  
**Integrated Programs Application**  
**2023-2025**

## **Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced**

**Applicant Name:** Arlington SD 3

**Please provide the link to where your plan is posted on your website:** [www.arlington.k12.or.us](http://www.arlington.k12.or.us)

### **Summary of Needs Assessment**

In the spring of 2022 we held our first community engagement event, where we invited parents, community members, and staff to give input on the needs of our school district. We held a similar event during the school day to receive feedback from students in grades 7 - 12. In the fall of 2022, we held another round of engagement events, which included all groups previously mentioned.

We began reviewing collecting data and artifacts, previous HSS and SIA goals and strategies, local OSAS data, and engagement data contributed by community members, families, staff and students. We then formed a Needs Assessment Team, made up of volunteers representing the entire school. The Needs Assessment Team met several times to discuss the process we intended to use to formulate outcomes by starting with areas of needs and concerns and then matching those areas with the data received from the engagement activities. From there we looked at OSAS data to identify disparities in focal groups. Once the desired outcomes were identified, we developed strategies and activities to achieve those outcomes. Throughout this process, the Board of Directors was kept informed of our progress.

In regards to equity-based decision making, we at Arlington will continue to ensure that our students are recognized, valued and treated as unique individuals with a variety of backgrounds, needs and experiences.

### **Plan Summary**

Our plan focuses on four major areas that were elevated by our engagement data and assessment data. Those broad areas are: Reading and ELA with a focus on K-2 proficiency and continued support through all grade levels; 2) Student mental, emotional, and behavioral health with a focus on all students feeling a sense of belonging and connectedness to school; 3) Welcoming parents into their children's schools and continuing to develop collaborative relationships with them; and 4) Supports, projects, and courses for students in grades K-12 that create engaging opportunities, especially centered around life skills, preparation for next steps (college and/or career), and exploration of the arts.

Our plan dovetails with High School Success program areas by offering career related learning and college level opportunities as well as focusing on engaging, high interest courses and activities for students that connect them to school and create connection to school for students. Our investments are also connected to addressing health and safety for all students, expanding well-rounded learning experiences, and enhancing community engagement.

Our monitoring strategies include climate surveys for students and particularly focal groups, parent surveys including empathy interviews to receive input of parents' connectedness to school, as well as OSAS and formative assessments to inform academic progress.

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

As a small school, our greatest equity strength is that we know each student as an individual. Due to our small class size, activities and coursework, including advanced coursework are available to all students; no student is ever excluded from any District offering including exclusion for inability to pay any fee or purchase any equipment that an activity may require.

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

We needed to make sure our Hispanic students, females, and students navigating poverty have full access to all of our resources designed for their success.

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

When looking at our Outcomes, Strategies, and Activities the Needs Assessment team considered the four pillars of our equity stance: 1) Who does it impact? 2) Who has opportunities? 3) Whose voices are at the table 4) Were negative impacts or barriers identified?

In our small school focal groups are something of a moving target. Student numbers in our combined focal groups range from 0 to 14, and for individual focal group categories it is not unusual to have no students in some groups for a particular year.

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

The academic impact for our students will be keeping and retaining students through our efforts to expose students to opportunities related to trades, community college and university. In our elementary school we will improve our reading, writing and math scores due to the addition of a title one coordinator and reading/math specialist to oversee an elementary wide program.

**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?**

We applied our equity lens as we developed our Outcomes, Strategies, and Activities. Also, as a small school, our classes are inclusive and no student who wants to participate in a class is turned away.

**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?**

Our board policies are clear that we do not exclude any students from participating in any of the programs or offerings we provide here at school. For example we have a no cut policy for our sports and afterschool activities. We have a large group of students at or below the poverty level and continue to find ways to serve these students through afterschool and summer programs.

## **Integrated Application Section 2: Well-Rounded Education - District/Independent Charter**

**Applicant Name:** Arlington SD 3

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

We believe that a well-rounded education takes shape in our district in two ways: 1) the depth and breadth of the curriculum in each class and 2) the variety of valuable, engaging, and relevant educational experiences we offer to students.

Our District is committed to ensuring our students have access to up-to-date curriculum and our teachers have the opportunity to participate in professional development in the curriculum and in teaching methods. This happens at all grade levels for all academic classes with state standards for curriculum and in classes that do not have state standards, national standards are used.

We use HSS and SIA funds to help ensure a safe environment for students and to support students in pursuing a well-rounded education. We also use these funds to offer age appropriate, engaging courses at the high school, elementary and middle school.

**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?**

Our teachers provide a wide range of opportunities for students. These include music programs K-12, elementary art through various programs in their individual classrooms, we have and will continue to use artists in residence to come into our classrooms. We also participate in numerous field trips to enhance our exposure to the arts.

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

We continue to support our library with a designated educational assistant assigned to our library for a certain period of time each day.

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

We review our master schedule every year to ensure we have both adequate play and recreate.

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

We are fortunate to have a science teacher that has a background in solar and wind technologies. He integrates projects into his class studies, takes students on field trips in the area to enhance inquiry and cross disciplinary practices.

**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.**

We are on a curriculum adoption cycle that has been adopted by the previous administration and currently are in our math adoption cycle.

All our textbook adoptions are done in accordance with Oregon law and Division 22 Standards. We submit Division 22 Standards assurances to the Oregon Department of Education yearly. When we adopt textbooks we only consider books on the Oregon approved curriculum list which are aligned to all state and national standards. In the event Oregon does not have an approved curriculum for a subject area, we choose from textbooks aligned with the national standards for the discipline.

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

We are fortunate in our district to have a number of seasoned teachers that continue to develop and deliver a diverse curriculum and challenging course work. The administration is in teachers' classrooms on a regular basis to observe and confer with teachers on their instruction.

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

We are currently in the process of moving the pre-school into our facility and will oversee the hiring and course of study.

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

This past year we have moved the middle high school, 7th and 8th grade classes to the high school. This allows a smooth transition for students in these middle grades. Our middle school is involved in many high school activities and being with older students has diminished discipline concerns.

**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?**

Since we are a smaller school we have the opportunity on a weekly basis to review with our staff areas of concern academically. Coming out of the pandemic we are reviewing our academic needs and are working on a process to review and recommend adjustments in our curriculum in these areas: in math, science, language arts and literacy. Our school has a process in place to review our tech concerns on a yearly basis and budget to keep up to date. Again our focal groups, because we are small, are in one category, our students.

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

Each week we convene a staff meeting and address students of concern. We discuss students' academic concerns, attendance and behavioral issues. During these discussions we find ways to meet individual needs. Such as additional support from our educational assistants, their need for online classes including college classes and formulate strategies to support this particular student. Our class sizes make this process easy and effective.

We offer extensive support for students to take online college courses and have a part time employee to track and help these programs and students.

**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?**

This past year we have worked hard to provide career exploration opportunities and employment opportunities including college and university visitations, union trade representatives, local sheriff presentation on job opportunities, Waste Management Corporation visitation and presentation about work opportunities, military recruiters, local wind and solar opportunities, ranch work presentation to name a few. We also host parent night to help with the application process for grants and scholarships. We have a part time employee that helps coordinate our efforts.

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

The CTE program has set aside resources for our students to access for summer internships where students will be working with local businesses and receiving a small stipend and school credit. We have also implemented a new program this year that gives our students hands-on experiences including carpentry, food service and production programs in our CTE classes. Since we are a small school every student has opportunities to become involved in these classes.

**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.**

Being fortunate to have small class sizes we are able to do numerous field trips and outside the classroom activities. Our science class went to a local research center to track and explore the habitat of deer antelope and smaller mammals in our area. Visiting solar and wind farms to help students understand climate and see this new technology in action. We support outdoor school where students are exposed to different temperate zones and examine and experience the Oregon Coast. This exposure enhances and supports critical thinking skills and supports a well rounded educational experience.

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

Our efforts to offer "mini" courses in a variety of areas will help students become more aware of the world they will be entering. Examples of these opportunities include: welding, manufacturing and production, carpentry, videography, computer literacy, college course work, culinary experiences, personal finance, health and personal fitness, geometry and algebra in shop activities.

### **Integrated Application Section 3: Engaged Community - District/Independent Charter**

**Applicant Name:** Arlington SD 3

**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 are sending newsletters in the mail for the first time to help inform parents and community members on our progress. The administration is visible at local churches, senior centers, city and county council meetings as well as athletic activities. As well as personal phone calls and parent meetings to engage our community.

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

We are planning movie nights this summer on our football field, summer programs for students, and an end of the year barbeque for parents and community members. We are strengthening our relationships with the local Chamber of Commerce as well as our local rodeo and county fairs to help with our message.

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

We had a great turnout for our first community involvement night where our small district had close to eighty people attend. One of the highest turnouts for a school sponsored parent/community event. We accomplished this with a local vendor serving tacos, drawings were held and a grand prize was awarded. We also canvassed the town with numerous flyers and brochures. We used grant money to support this event and would like to repeat this throughout the year.

-ODE can 1) provide liaisons with continued Professional Development 2) keep expanding the database of community engagement to see what our neighboring districts are doing.)

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

The past few years we dealt with restrictions here at school but now are opening up our classroom, cafeteria and school events that allow more access to our facilities. We also work hard to ensure that all the parents are contacted for our parent conferences. Each morning we have a staff member welcome parents and students at the door. Our efforts are aimed at making parents and the community feel welcome.

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

We are a single charter school district.

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

- Students of color,

- Students with disabilities,
- Students navigating poverty, homelessness, and foster care,
- Families of students of color,
- 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, members, classroom volunteers, etc.),
- Community leaders

### **How were they engaged?**

- Surveys or other engagement applications (i.e. Mentimeter),
- In-person forums,
- Focus groups,
- Community group meeting,
- Website,
- Email messages,
- Newsletters,
- School board meeting,
- Partnering with business

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

We chose the artifacts we did to show that our engagement activities were collaborative in nature for all groups,

### **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.**

Mentimeter for our high school students was used to find out their thoughts and desires in making our school more responsive to their needs. Our Community engagement dinner was very successful in bringing a record number of parents and community members to our school to help us define goals and strategies. A round table activity with questions and open-ended responses was also used.

### **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.**

Mentimeter for our high school students was used to find out their thoughts and desires in making our school more responsive to their needs. Our Community engagement dinner was very successful in bringing a record number of parents and community members to our school to help us



define goals and strategies. A round table activity with questions and open-ended responses was also used.

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

What we learned from our community was to focus on improved reading and math scores, continue with counseling services, and offer extended learning opportunities to both elementary and secondary students. These ideas were the center of an ongoing discussion with all stakeholders on how best to achieve these desires.

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

We currently have a program in place that will offer internships to students who will work with local business owners on specific projects including construction, telecommunications and health care to name a few.

#### **Application Section Four: Strengthened Systems and Capacity - District/Independent Charter**

**Applicant Name:** Arlington SD 3

**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?**

The district staff is currently stable , we are predicting several teachers will be retiring and we are starting the process of looking at candidates to hire as substitutes. We are also securing affordable housing to allow new teachers a place to live. Our salary and benefit package is very competitive for the region.

**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?**

Since we are such a small school we accept all students where they are and work to accommodate their needs in each classroom. We have a support team of counselors, teachers and special education resources to support any student that may have specific concerns.

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

Our school is very fortunate to have little to no major discipline concerns. We know most of the parents, teachers live in our community, and our students continue to respect our school and staff.

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

We discuss with staff the best use of our staff development time. Staff identify specific classroom concerns and these are different for each teacher, we then work together to find the best approach to focus on during these professional growth opportunities. Additionally we have twice a year regional workshops where teachers are matched with similar grades and subject matter to discuss best practices.

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

Over the last two years we have dealt with the repercussions of the pandemic. Our focus has not been on research based teaching and learning but more focused on the social and emotional health of our students and staff. Moving forward we are using our SIA and HSS grant to focus on best practices for reading and math as well as adopting a new math curriculum and aligning our reading program.

**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?**

We use ParentVue, Synergy, Buzz Math, Dibels, parent conferences each semester as well as parent contact via email and phone messaging. Our teachers, aides, parents, special education personnel, counselors and administration convene to seek ways to address specific areas of concern. We make a plan and monitor our plan to make any adjustments needed.

**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?**

Currently we are in the process of including the pre-school program into our school. We will be operating this program and work with our local ESD to ensure our curriculum is adopted and are following federal and state guidelines. We are excited to have this program within our school system. Our elementary school goes to 6th grade and our staff works together to ensure a smooth transition between grades. We are fortunate to have staff that have been together these last few years and we discuss amongst us the best ways to transition students successfully.

Since we are a small school the middle school is housed in the high school where teachers teach both middle and high school students in one campus.

Students are exposed to numerous opportunities during their junior and senior years to have visitations to local and regional colleges and universities, numerous trade and local job opportunities such as Waste Management, wind farms, solar, law enforcement, military. There are parent nights that allow support to students to fill out grant and scholarship applications.

# Application Section Five: Attachments and Assurance - District/Independent Charter

**Applicant Name:** Arlington School District

## **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).



I have attached a copy of the equity lens tool we have utilized in completing this application



I have attached the necessary artifacts of community engagements



Documentation of Tribal Consultation if applicable



Board Minutes indicating presentation, opportunity for public comment, and board approval of the plan



District Charter Program Agreements (if applicable)



MOU detailing aligned program consortia agreements (if applicable)



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



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 reviewed and taken into consideration the recommendations of 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)



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.



Please provide any links to external documents you wish to share

Larry  
Johnson

Name of person completing this section

Email of the person completing this section

[ljohnson@arlington.k12.or.us](mailto:ljohnson@arlington.k12.or.us)

Select your institution from the drop down list to the right: 2005-Arlington SD 3
---

Please provide contact information for the person completing this budget	
Name	Larry Johnson
Phone	541-454-2632
Email	ljohnson@arlington.k12.or.us

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Strategies	Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	S1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.					
	S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.					
	S3	Provide equitable access to social, behavioral and mental health supports.					
Strategies	Outcome-A	ding at their grade level before the beginning of the next school year; all students in grades 3 - 8 will be able to read for comprehension and write to express their personal ar					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	Implement a school wide Multi Tiered System of Support in Language Arts.					
	A2	Professional development opportunities are provided in reading and ELA.					
	A3						
	A4						
	A5						
Strategies	Outcome-B	All students have the opportunity to explore and develop their interests in a variety of high interest, engaging elective activities					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Explore and develop elective opportunities for students that are engaging, relevant, and rigorous.					
	B2	Develop an elective outline & schedule with scope and sequence					
	B3	Implement and support engaging, relevant and rigorous courses and/or activities including electives.					
	B4						
	B5						
Strategies	Outcome-C	All parents are welcomed and invited into the school for a variety of engaging activities relevant to their children's education					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Teachers and parents partner to offer opportunities.					
	C2	Offer a variety of parent and parent/student activities to encourage parent involvement.					
	C3						
	C4						
	C5						
Strategies	Outcome-D	All students, including focal group students, report a sense of belonging and connection in a school climate that is safe, supporting and motivating					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	D1	Provide opportunities for students to connect with each other at school.					
	D2	A MultiTiered System of Support is in place					
	D3	All students, including focal group students have access to and the opportunity to participate in highly engaging, team-building activities. These include field trips, guest speakers, and short courses.					
	D4	Students K-12 have the opportunities for out of school learning experiences.					
	D5						
Strategies	Outcome-E	All students at Arlington will have the opportunity and tools necessary to be prepared for the next steps, including high school graduation, college, and/or career readiness					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	E1	A career/college connected Learning Specialist develops employer/school relationships and builds work based learning opportunities.					
	E2	By providing relevant, meaningful experiences, and a focused trajectory, we prepare students to live a productive, self-determined life, and the opportunity to ascertain their strengths, interests, preferences, and needs.					
	E3						
	E4						
	E5						

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS-Activity Category	SIA - Allowable Use Category	Object Code	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)	Total Activity Budget (23-24) (Autosum)				
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$89,053.30	\$202,084.19	\$291,137.49				
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$89,053.30	\$202,084.19	\$291,137.49				
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				
S1	Sample		1.5	Equity/Diversity/Inclusion Specialist		STF		H&S	111	\$3,250.00		\$2,500.00		\$65,000.00	\$70,750.00				
--	Indirect/Administration	--	--	--	--	--	--	--	690						\$0.00				
A1	*Salary & Benefits for Reading, writing, math intervention specialist		0.5	Supports: Intervention Specialist				WRE	111					\$45,929.00	\$45,929.00				
D1,D3	Salary/Benefits for Dean of Students, Activities/Athletics Coordinator, Student Success Specialists		1					H&S	111					\$62,748.19	\$62,748.19				
B3	Supplies, materials and equipment for career related learning.						CTE ESF		4XX				\$4,600.00		\$4,600.00				
E2	Salary/Benefits for CTE and career related learning		0.42				CTE STA		111				\$84,453.30		\$84,453.30				
A1,E2	5th Grade Teacher		1					WRE	111					\$93,407.00	\$93,407.00				



Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	ELIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	ELIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$92,688.12	\$210,332.52	\$303,020.64
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$92,688.12	\$210,332.52	\$303,020.64
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
S3	Sample		1.5	Equity/Diversity/Inclusion Specialist		STF		H&S	111	\$3,250.00		\$2,500.00		\$65,000.00	\$70,750.00
--	Indirect/Administration	--	--	--	--	--	--	--	690						\$0.00
A1	Salary & Benefits for Reading, writing, math intervention specialist							WRE	111					\$50,177.33	\$50,177.33
D1,D3	Salary/Benefits for Dean of Students, Activities/Athletics Coordinator, Student Success Specialists							H&S	111					\$64,748.19	\$64,748.19
B3	Supplies, materials and equipment for career related learning.						CTE ESF		4XX				\$6,234.82		\$6,234.82
E2	Salary/Benefits for CTE and career related learning						CTE STA		111				\$86,453.30		\$86,453.30
A1,E2	5th Grade Teacher							WRE	111					\$95,407.00	\$95,407.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget	CTE Activity Budget	EIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
--	<b>Total Budgeted Amounts (Autosum):</b>	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
S3	SAMPLE: Contract with local mental health providers to provide counseling services at all school sites on a weekly basis						DP OCG	WRE	640				\$10,000.00	\$7,500.00	\$17,500.00
S1	SAMPLE: Hire additional secondary math teachers		2	Math: Teacher / Coach / Assistant / TOSA			DP STA	RCS	111				\$30,000.00	\$30,000.00	\$60,000.00
A2	Expenses related to professional learning for English Language Arts (reading and writing)							WRE							
A1	Purchase consumable and non consumables to support programming.							WRE						xxxx.xx	
B3	Contract with guest professionals to teach short term intensive units of study.						CTE STA	WRE						xxxx.xx	
B3	Purchase kitchen stations						CTE ESF							xxxx.xx	
B3	Purchase a coffee cart.						CTE ESF							xxxx.xx	
B3	Purchase consumable and non consumables to support programming in relevant and rigorous courses and activities, including electives						CLO ESF	WRE						xxxx.xx	
C2	Purchase consumables and non consumables to encourage parent involvement							OCG						xxxx.xx	
C2	Salary/stipend for organizers of parent, parent/student events.							OCG						xxxx.xx	
D2	Counselor (Contracted)							H&S						xxxx.xx	
D1	Purchase an SEL curriculum K-12							H&S						xxxx.xx	
D2	Continue with Professional Development with all staff to support students.							H&S						xxxx.xx	
D1	Salary/benefits/stipends for staff to supervise study hall time/tutoring sessions during school hours.							WRE						xxxx.xx	
D4	Salary/benefits/stipends for supervision outside of school student support activities.							WRE						xxxx.xx	
D3	Travel for field trips.							WRE						xxxx.xx	
D3	Supplies, fees, and equipment for students support activities.							H&S						xxxx.xx	
B1-3, E1-3	Salary/Benefits for career connected Learning Specialist						DP STA	WRE						xxxx.xx	
B3	Support for Regional Professional Development							WRE						xxxx.xx	