



Spray School District
Integrated Programs Application
2023-2025

Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program

Applicant Name: Spray SD 1

Please provide the link to where your plan is posted on your website spray.k12.or.us

Summary of Needs Assessment

A team of teachers, an administrator, classified staff, and a community member was assembled from Spray School District to provide a comprehensive needs assessment process in partnership with North Central Education Service District Staff. We looked at Student Engagement Data, Student Climate Surveys, Community Engagement Data, Staff Engagement Data, and OSAS data. Our data dive indicated that our students experiencing learning disabilities and those experiencing poverty are at the greatest risk. We have determined that teacher training along with professional development will impact and increase our student's abilities in reading and mathematics. Additionally, we plan to provide more opportunities for students to enjoy and practice human expression and the arts.

Plan Summary

We will blend and braid our Student Investment Account and High School Success funds in order to support what we have identified from working with our data from our students, the community, and staff. Our needs assessment showed that we had a significant number of primary students below grade level in reading and math. Our team made the decision to focus on reading and math at the primary level. We plan to provide professional development for teachers and Teacher Assistants in early literacy and math and provide extended-day math and reading clubs. Additionally, we identified Mental Health and Social Emotional Learning as an area in need of support for our students as well as our staff. We plan to hire a counselor and provide professional development for all staff at Spray. To maintain our high attendance we will continue our focus on providing robust CTE and career or college pathways. We will add hands-on engaging field trips and career-based field trips.

Our students, community, and staff data showed strong support for providing art and music to our students. We plan to provide more field trips to museums, art galleries, musicals, and theatrical performances. Additionally, we will continue to fund an art and/or music teacher position and Missoula Children's Theater. We will monitor and assess students' progress in the fall, winter, and spring using formative and summative assessments, this data will inform our instruction. We will continue with student and community surveys to guide development and support our spending of funds.

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

Our small size means that staff members know our students and families which allows us to be aware of any situation that will impact their learning. Opportunities are open to all students who wish to participate ensuring equality and access. If we recognize that a student is experiencing inequity in some way, our staff works hard to address the issue and support the student and our community. Overall our students feel safe and heard at school.

What needs were identified in your district or school in terms of equity and access? We are a small rural school district, the two areas that we have identified as needing our attention through looking at

our school data are our students experiencing learning disabilities, and those experiencing poverty, and or homelessness.

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

At Spray School District we use an equity lens when considering our policies and practices that will impact our students and our community. Specifically, in regard to our community, student, and staff engagement data, we used an equity lens when creating our survey questions. Additionally, we utilized our Equity Lens in our Needs Assessment Team Meetings while examining the data, when making decisions, and determining our Outcomes, Strategies, and Activities for the next four years.

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

We are planning on spending funds on professional development for teachers and TAs. We anticipate this to increase all students and our focal student groups' outcomes in reading and mathematics. We will support the social and emotional well-being of students and staff through a mental health care provider or counselor. Additionally, we plan to provide more opportunities for students to enjoy and practice human expression, the arts, music, and career exploration through field trips and elective opportunities.

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?

Due to Spray School Districts' small size, we are not required to, nor will we be drafting LPGTs. As a small school, we have a limited number of students within our focus groups. Our primary groups of concern are our students of families dealing with poverty and our students with disabilities.

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 data did not show any significant concerns. We are a small inclusive community. Staff members know their students and families, and we adjust to their needs.

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

Our classes are open to all students, all who show an aptitude or interest are encouraged to take the class photography, video editing, and design. This class helps our students become more creative, and enjoy the arts and it helps them to enjoy school.

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

These classes are available to all students.

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

These classes are promoted by staff and students that have taken the classes. The students enjoy the hands-on nature of learning in these classes. All interested students are encouraged to take CTE classes.

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?

Our counselor and staff will check in with our students and families experiencing poverty and or special needs on a quarterly basis to ensure that they know and enroll if interested in available programs.

Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program

Applicant Name: Spray SD 1

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

At Spray we offer a well rounded education to our students. Our elementary students have opportunities in the arts and humanities and they participate in hands-on experiential learning, an example is Missoula Children's Theater. Our middle and high school students continue to have access to arts and humanities classes, CTE programs are available in photography and video editing and design, life skills classes such as culinary arts, and other hands-on experiential learning through Missoula Children's theater. Our High School students have access to leadership skills and opportunities. Sports are available to all interested students beginning in elementary school, we offer flag football, football, basketball, volleyball and track and field. We provide physical education to students at all grade levels everyday, we have an ASB club and social emotional skills are taught through our classroom instruction and activities. Our instructional focus has been on early childhood literacy, our approach, methods, and training have been centered on getting language arts teachers and their TAs trained in the Orton Gillingham system; this a structured literacy approach that is sequential, explicit and multi-sensory. Student skill development is focused on decoding, fluency, and comprehension.

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?

We offer visual arts and media arts at this time. We have visiting theater companies that work with K-12 students.

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

Spray has a licensed librarian in the main building available part time, although the library is open to students and staff full time.

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

Breakfast and lunch is served each school day (Monday-Thursday) additionally students who arrive late may be served and are given time to eat. Our lunchtime provides half an hour to eat and thirty minutes for recess - students may stay in to finish if they have not completed their meal. We have other breaks throughout the day, one in the morning, and one in the afternoon for physical movement and play. We have an open campus for Middle School and High School students if authorized by parents they are free to leave and return to campus following their lunch break. Additionally, K-12 students have physical education classes daily (Monday-Thursday).

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

Our K-12 NGSS-aligned Science curriculum incorporates STEM projects. Since all elementary classroom teachers and the middle/high school science teacher uses NGSS as our guide for lessons and units, critical thinking, cross-disciplinary content, and inquiry are embedded in those lessons. Most of

our teachers are connected with the Columbia Gorge STEM Hub and stay current on STEAM events and projects through that organization as well. Some teachers take STEAM training as part of their professional development. Additionally, our middle school and high school science classes utilize project-based learning. Our technology is integrated into all the classrooms. We offer welding to middle and high school students which integrates Science, Technology, Engineering, Arts, and Math.

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 partner with North Central Education Service District to support our adoption process of the new curriculum. 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 competent 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. Additionally we partner with NCESD to provide mentorship and coaching for staff. Professional development has focused on early literacy, classroom management, engagement, equity, inclusive trauma informed practices and suicide prevention for all our students.

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

We have hired a preschool teacher, and provide a classroom that is within our main building at Spray School to offer preschool to our families and the community. We partner with North Central Education Service District for funding and Four Rivers Early Learning and Parenting Hub, and Childcare Partners to provide professional development and coaching for our teacher.

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

We have the 6th graders go over all that the middle/high school experience will be. We run an incoming 6th grade orientation and plan to hold a session with 9th grade students ensuring they are aware of all requirements they need to graduate on time. At our yearly Open House we hand out our student parent handbook, introduce all staff and they tell a little bit about themselves. We talk about course offerings, diploma requirements, scholarships, activities, and athletics. The Principal, with support from our teaching staff, develops the child's 4 year plan and profile and we meet with the parent and the student individually each fall to explain where the student is in their progress. In the students' junior year we begin the conversation of what is next after graduation. As we are so small we can meet and discuss multiple times with the students and their parents and get them the support they need as they plan for life after high school. We also take many trips throughout their high school experience to various colleges and universities in the region. This at least gives our rural/frontier kids exposure to life outside

Wheeler county. We are proud of these programs and the effort we make to help our students transition.

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 consist of small numbers and the data indicates our students experiencing poverty and students with disabilities are our most at risk.

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 as dual credit or college credit -our college partners include: Columbia Gorge Community College, Blue Mountain Community College, Treasure Valley Community College, Eastern Oregon University. We have staff who do extra duty in order to track and help these programs and students. Additionally we will be formalizing our Multi Tiered Systems of Support structure over the next year and updating our Talented And Gifted plans.

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?

We have worked hard to provide career exploration opportunities and employment opportunities including college and university visitations, union trade representatives, local sheriff presentations on job opportunities, military recruiters, and a ranch work presentation to name a few. Juniors and seniors take the ASVAB to explore career interests and possible options. Administration and teachers help coordinate our efforts.

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

Our CTE program is open to all students. We have implemented some new classes that give our students hands-on experiences including welding, culinary, and video editing production and design in our CTE program. The students contribute to the school newsletter and the yearbook through this work. Since we are a small school every student has opportunities to become involved in these classes and program of study.

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 OMSI to research marine life. 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. By bringing in education that provides student and community interest (i.e. CTE and life skills) it helps students to understand the need to be able to communicate, read and perform mathematics skills. This type of learning will help students develop and enjoy an overall useful education.

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

Our efforts to offer life skills 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, video editing and design, computer literacy, college course work, culinary experiences, personal finance, health and personal fitness, geometry and algebra in shop activities. And through our Career Exploration Program, students will have opportunities in independent investigation of careers in which they have an interest.

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

Spray School District has an employee that coordinates community college visitations, we highlight specific projects that students are completing in their vocational classes. There have been numerous articles about our program in our newsletters, local papers and presentations at our board meetings. We discuss our CTE program and course options at Back to School Night, and Open House. Our CTE teacher has been in the community for a short time, but she informs the community of our programs and what they have to offer.

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

Throughout the year we find opportunities for our students to become aware of traditional and non traditional job opportunities. To name a few: iron workers business agents to discuss opportunities as an ironworker. Local ranchers came in to explain ranching and opportunities in this field. Local sheriff's department came to talk about job opportunities as well as the military. We expose our students to various metal and manufacturing classes during the year.

Describe any new CTE Programs of Study to be developed.

We are starting up a Culinary Academy. We are looking into a school and community greenhouse and we are enhancing and working on getting our Welding and Fabricating Shop approved for CTE.

Integrated Application Section 3: Engaged Community - District/Independent with CTE program

Applicant Name: Spray SD 1

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

We are currently partnering with NCESD to assist in our community engagement efforts and anticipate continuing with that. We can utilize Back to School Nights, Open House and other gathering times to gain input from families. We are sending newsletters in the mail to help inform parents and community members on our progress. The administration is visible at local churches, city and county council meetings as well as athletic activities. Personal phone calls and parent meetings to engage our community are other strategies used.

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

We are planning summer programs for students, an end of the year barbeque and a beginning 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?

ODE can 1) provide liaisons with continued Professional Development (i.e. Rosa Gonzalaz, sustaining ongoing community engagement) 2) keep expanding the database of community engagement to see what our neighboring districts are doing.

We had a great turnout for our first community involvement night, a Spaghetti Feast, where our small district had forty people attend. One of the highest turnouts for a school sponsored parent/community event. We accomplished this with our robust volunteer program. We sent out numerous emails and flyers to our community members. We used grant money to support this event and would like to repeat this throughout the year.

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

All parents and community members are welcome to events/activities to share information and ideas. 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 extend an open invitation to community members and all partners to observe teachers and staff. We also work hard to ensure that all the parents are contacted for our parent conferences. Each morning staff members welcome parents and students at the door. Our efforts are aimed at making parents and the community feel welcomed.

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

Not applicable.

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, classroom volunteers, etc.). Business community leaders and community leaders.

Other groups engaged Sheriff's Department

How were they engaged?

Surveys or other engagement applications (Mentimeter), in-person forums, focus groups, community group meeting, community-driven planning, website, email messages, newsletters, School Board meeting, engaged with community based partners, and engaged 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. Our community and students include our focal groups: families and students experiencing poverty and families of and students with disabilities.

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 held a community engagement dinner to draw community members in to exchange ideas. The dinner was very successful in bringing a record number of parents and community members to our school to help us define goals and strategies. An in person forum with questions and open-ended responses was also used. Additionally, we used Mentimeter for our high school students to find out their thoughts and desires in making our school more responsive to their needs. These strategies fall on the level 3 (Involve Voice) of the Community Engagement 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.

Teacher surveys were used as well as discussions in our weekly staff meetings. We used these strategies to ensure all staff had an opportunity to feel comfortable voicing their concerns and thoughts. As continued follow up we used our weekly staff meetings to further our discussions on the direction we needed to proceed. Additionally staff were integral in our Needs Assessment Team meetings and planning. These strategies fall on level 4 (Collaborate Delegate Power) of the Community Engagement spectrum.

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 and staff was to focus on improved reading and math scores, the need for counseling services, and to 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 and informed our outcomes, strategies and activities.

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 auto shop, and welding.

We are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students and are required to consult with your local tribal government.

No

Application Section Four: Strengthened Systems and Capacity - District/Independent with CTE program

Applicant Name Spray SD 1

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

This is an ongoing process, housing is an issue in our area. We are working to “grow your own.” 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 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 teachers and special education resources from our partners at NCESD to support any student that may have specific concerns. We are currently looking to hire a counselor. Additionally, we will continue to provide training to our classified staff. The focus of our Professional Development is Trauma Informed Practice and Engagement strategies to better serve the needs of our students.

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. Our administration works closely with regional administrators, meeting monthly with other Superintendents.

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 funds to focus on best practices for reading and math as well as adopting a new math curriculum and aligning our reading program as well as developing an MTSS. We do provide ongoing job embedded mentoring and coaching for new teachers.

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, Dibels, Mobymax, and parent conferences each semester as well as parent contact via email and phone messaging. Our teachers, aides, parents, special education personnel, and administration discuss ways to address and improve specific areas of concern. We make a plan and monitor progress and make adjustments if 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?

We have a preschool program on site, we hold transition meetings each spring for children leaving the program. Our elementary school is K 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 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 on one campus.

Students are exposed to numerous opportunities during their junior and senior years they have visitations to local and regional colleges and universities, numerous trade and local job opportunities such as automotive, welding, photography, law enforcement, and military. There are parent nights that allow support to students to fill out grant and scholarship applications as well as assistance from staff and administration as needed.

Application Section Five: Attachments and Assurance

Applicant Name Spray 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

Name of person completing this section: Glen Butler

Email of the person completing this section: gbutler@spray.k12.or.us

Select your institution from the drop down list to the right: 2247-Spray SD 1

Please provide contact information for the person completing this budget

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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	able to comprehend and discuss at their grade level through comprehensive literacy strategies, including professional development plans for teachers, which are documented					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	By providing professional learning on early literacy instructional practices, along with coaching and team planning time for primary teachers, those teachers will apply early literacy instructional best practices, and students' reading and writing abilities will improve.					
	A2	Implement a school wide Multi Tiered System of Support in Language Arts.					
	A3	Classroom materials including consumable and non-consumable instructional materials are available for teachers and students as needed.					
	A4	Learning opportunities in reading are provided for students after school, on Fridays, and in summer programs.					
Strategies	Outcome-B	Level in math by the beginning of the next school year, the comprehensive math strategies, including professional development plans for teachers, are documented and communicated					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Implement a school wide Multi Tiered System of Support in mathematics.					
	B2	By providing professional learning on mathematical instructional practices, along with coaching and team planning time for primary, elementary and middle level teachers, then those teachers will apply mathematical instructional best practices, and students' computation and problem solving abilities will improve.					
	B3						
	B4						
Strategies	Outcome-C	All students, K-12, especially those in focal groups, report a sense of understanding and appreciation of the arts.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Implement an art and/or music program in grades K-12, all students will have the opportunity to participate through expanded offerings.					
	C2	Classroom materials including consumable and non-consumable instructional materials are available for teachers and students as needed.					
	C3	Professional learning is provided to staff in the arts/music.					
	C4						
Strategies	Outcome-D	Students in Spray will have access to a counselor or qualified mental health provider and all students and staff, especially those in our focal groups will report a sense of belonging at school					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	D1	Implement a school wide integrated model of positive mental health practices to create healthy, safe and inclusive school environments.					
	D2	The school plans and implements activities and strategies to help students feel included, valued, and connected to the school community.					
	D3						
	D4						
Strategies	Outcome-E	including the education and training needed to achieve it; our high school and colleges work together with industry partners to transition students smoothly from program enrollment					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	E1	A career connected Learning Specialist works to develop college/ employer/school relationships and to build work based learning opportunities.					
	E2	Beginning in seventh grade students are informed, updated, and understand graduation requirements.					
	E3	The school explores and offers college tours and career opportunities for students.					
	E4	Partners examine selection and enrollment practices that may create barriers for all students to participate in career connected learning activities, such as dual credit, CTE, and work based learning experiences.					
Strategies	Outcome-F	District will have multiple options for learning and engaging in hands-on, high interest activities, and will have access to healthy life skills courses that support academic achievement					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	F1	The school explores and develops K-12 activities, electives, and field trips that are engaging, relevant, and rigorous for students.					
	F2						
	F3						
	F4						
	Outcome-G						

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	\$64,275.15	\$98,265.50	\$162,540.65
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$64,275.15	\$98,265.50	\$162,540.65
--	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
C1	Hire and/or contract for an art and/or music teacher.			Arts: Fine & Performance Arts (art/music/theatre/dance)				WRE	13X					\$10,000.00	\$10,000.00
														\$0.00	\$0.00
C1	Contract for Missoula Children's Theater during the school year.							WRE	31X					\$6,000.00	\$6,000.00
														\$0.00	\$0.00
D1	Hire a counselor to work here at least 2 days per week.		0.5	Supports: School Counselor/School Social Worker		DP STA		H&S	11X				\$25,000.15	\$32,800.00	\$57,800.15
														\$0.00	\$0.00
E1	Salaries, benefits and stipends for career connected Learning Specialists.			Arts (Applied): Career Exploration				WRE	13X					\$30,681.00	\$30,681.00
														\$0.00	\$0.00
F1	Salary and benefits for Family and Consumer Sciences teacher		0.28	Other: Electives teacher not listed				CTE STA	111				\$13,400.00	\$10,000.00	\$23,400.00
														\$0.00	\$0.00
F1	Salary and benefits for an Agricultural teacher		0.28	Other: Electives teacher not listed				CTE STA	111				\$14,616.00	\$8,784.50	\$23,400.50
														\$0.00	\$0.00
F1	Create engaging field trips and educational opportunities.							DP STA	WRE	34X			\$11,259.00		\$11,259.00

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 (24-25)	CTE Activity Budget (24-25)	EIIS 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	\$66,898.62	\$102,276.34	\$169,174.96
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$66,898.62	\$102,276.34	\$169,174.96
--	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
C1	Hire and/or contract for an art and/or music teacher.							WRE	13X					\$12,000.00	\$12,000.00
C1	Contract for Missoula Children's Theater during the school year.							WRE	31X					\$8,000.00	\$8,000.00
															\$0.00
D1	Hire a counselor to work here at least 2 day per week.		0.5	Supports: School Counselor/School Social Worker		DP STA		H&S	11X				\$29,000.62	\$30,346.34	\$59,346.96
															\$0.00
E1	Salaries, benefits and stipends for career connected Learning Specialists.		0.25	Arts (Applied): Career Exploration				WRE	111					\$31,480.00	\$31,480.00
															\$0.00
F1	Salary and benefits for Family and Consumer Sciences teacher		0.28	Other: Electives teacher not listed		CTE STA		WRE	111				\$13,688.00	\$10,266.00	\$23,954.00
															\$0.00
F1	Salary and benefits for Agricultural teacher		0.28	Other: Electives teacher not listed		CTE STA		WRE	111				\$15,400.00	\$8,555.00	\$23,955.00
															\$0.00
F1	Create engaging field trips and educational opportunities.					DP STA		WRE	34X				\$8,810.00	\$1,629.00	\$10,439.00

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
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$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
A1	Professional learning in HMH curriculum								31X						
A3	Supplies, materials and equipment to support learning.								41X						
A4	Funding to provide staffing for an extended day literacy club								111						
B2	Provide professional learning in mathematics								31X						
B2	Maintain purchases of consumable and nonconsumable materials to support learning.								4XX						
B1	Funding to provide staffing for an extended day math club.								111						
C2	Purchase consumables and non-consumables to support teaching art/music.								4XX						
C1	Funding for field trips to expose students to the arts and music.								34X						
C3	Expenses related to professional learning for staff.								31X						
D2	Maintain current curriculum and/or supporting materials for Social Emotional Learning.								42X						
D2	Provide professional development for Social Emotional Learning.								31X						
E1,E4	Create robust CTE and career related pathways, including job shadows, and career field trips for younger students.								34X						
E2	Salary and or stipends to support academic counseling.								111						
E2	Benefits and or stipends to support academic counseling								2XX						
F1	Supplies, materials and equipment for activities, electives and field trips.								4XX						
F1	Create hands-on engaging field trips for younger students.								34X						