

Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.
(500 words or less)

Over the last year the district has been working to complete a comprehensive needs assessment in an effort to identify areas of need and improvement within the district. As part of this process the district teachers and administrator reviewed and evaluated student data in many different areas. The district held several community events to meet with student, parents and community members. These events were used to discuss school curriculum, current programs and future programs. Parents, students and community members provided information through surveys, group and individual discussions at these events.

The district established a committee composed of an administrator, teachers, parents and community members. The committee collects and utilizes data vital to the need's assessment process. of the rubric were provided to the district School Success Committee for further review and evaluation. The committee analyzed relevant data and determined the best methods of addressing the individual and academic needs of students. The committee's recommendations are forwarded to the district administrator and school board.

The district utilized the YouScience aptitude test as a method of analyzing student areas of academic and career interests. The test data identified several key career and academic areas of interest. As a result of the test data, the district will introduce new curriculum and advanced courses through its STEAM program for the next school year.

The district will continue to identify educational barrier and the needs of Huntington's disadvantaged student population through community outreach and needs assessments. The district has several community events scheduled in the future. These events will provide additional data for the district and allow for an open exchange of information between stakeholders and the district.

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Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

While it faced some minor obstacles and challenges, the district was able to successfully achieve several of its goals and will continue working towards meeting future goals. The school district staff and administration continued to analyze engagement data and determine what activities were deemed most important by students, staff, and community members. Huntington School District Administration has determined which activities would produce the most positive impacts, especially for our focal groups.

Huntington School district Investment Account investments have, and will continue to impacted our students in many positive ways. The district will continue to expand student access to STEAM programs and hands-on curriculum for all students. The district's, full-time, STEAM teacher that will provide access to STEAM curriculum to all grade levels, K-12. Currently 100% of all students, grades K-12, are enrolled in at least one STEAM or CTE related course.

The district will expand access to career and college related courses to middle school students through STEAM and CTE related courses. The district will continue to utilize the YouScience aptitude test for all 8th grade and high school students in an effort to identify areas of career interest and identify the needs and wants of all students.

The STEAM teacher will continue collaborating with district teachers, in other curriculum areas, in an ongoing effort to expand STEAM curriculum into other curriculum areas.

The district's summer school program will be open to all students, grades K-12. Summer school programs are designed to assist students with credit recovery options and extended instructional opportunities to all students. The Summer school program is optional, but provides students and families additional access to quality educational opportunities.

The district School Success Committee reviews and evaluates district and individual student data. The committee identifies areas of need and makes suggestions to the school board and district administrator. The committee identifies areas of need within the educational process and develops in identifying professional development opportunities. High school teachers meet on a bi-weekly basis to evaluate student data and discuss information received from the School Success Committee.

Students found to be at risk are required to meet with the school administrator and develop an educational plan that will assist the student in getting back on track for graduation. Parents are also notified of the situation and are fully involved in the process.

The district has implemented a Friday school program in an effort to assist student in recovering missed days due to absences. The program is open to all students who need additional assistance from teachers.

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Individual student grades are evaluated by both teachers and administrators at the end of each quarter and semester. The final years grades of at-risk students are evaluated by teachers and administrators at the conclusion of each school years. Prior to registration the district administrators and staff review student grades and identify any at-risk students. Those students and their parents meet with the school staff to identify areas of concern and develop an educational plan to get student on track for graduation.

Equity Advanced

(250 words or less per question)

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

Huntington is a very small district; the size of our district is definitely a strength in terms of equity and access. Our small class sizes allow the district to provide equitable access to all courses and activities throughout the school. With the small number of students in each class the ability to provide access to all courses is less complex and complicated.

The district has implemented a system to track individual students needs and their educational progress. Student progress is evaluated by both teachers and administrators at the end of each quarter and semester. The tracker assists the district in addressing the needs of at-risk students. Prior to registration the district administrators and staff review student grades and identify any at-risk students. At-risk students and their parents meet with the school staff to identify areas of concern and develop an educational plan to get student on track for graduation or address individual needs.

The district's School Improvement Committee provides feedback to the district administration and school board. The committee assists in identifying and developing equitable methods of providing equitable access to courses, advanced courses, services and career and college related curriculum. The committee also reviews district procedures and polices in an effort to identify areas of inequity or access.

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

The largest at-risk group within the district are low-income students and families. During this process the district was not able to identify any major issues of equity or access. The district teachers and administrator will continue to review and evaluate student data in all areas of the school educational environment. The district will continue to meet with students, parents and community members to discuss school curriculum, current programs and future programs and to identify the needs of disadvantaged groups.

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

The District School Improvement Committee plays a key role in researching, reviewing, evaluating and implementing changes based on equity and access. The committee utilizes the ODE's Equity Lens tool in all areas of its research and decision-making processes. The Equity Lens Tool provides allows the committee to provide equity-based feedback to the district

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administration and school board. The committee assists in identifying and developing equitable methods of providing equitable access to courses, advanced courses, services and career and college related curriculum.

The committee reviews district procedures and policies in an effort to identify areas of inequity or access. Throughout the planning process, investments were analyzed to determine if the proposed activities would produce unintended consequences for racial/ethnic or underserved groups within Huntington. In addition, activities were thoroughly discussed in an attempt to identify and eliminate potential barriers that may prevent racial/ethnic and underserved groups from engaging in the planned activities.

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

The district hired a full-time STEAM teacher that will provide access to STEAM curriculum to all grade levels, K-12. Currently 100% of all students, grades K-12, are enrolled in at least one STEAM or CTE related course.

The district's summer school program is open to all students, grades K-12. Summer school programs are designed to assist students with credit recovery options and extended instructional opportunities.

The funds will be used to facilitate increased teacher collaboration and professional development opportunities that will directly impact all students. Teachers will meet on a bi-weekly basis to collaborate, evaluate relevant curriculum and student data. Administrators and teachers will be provided additional time to evaluate individual student needs, on-track for graduation and develop educational plans. The district has developed a Student Tracking Sheet to assist in this process and provide a documented plan for each student.

The district will continue to expand current community partnerships with local colleges, educational institutions, community organizations and local businesses in an effort to provide greater career and college exposure to students. These partnerships will be used to establish internship and career opportunity programs.

The district will continue expanding the welding, metal fabrication and mechanics courses over the next four years. The programs will provide advanced courses and allow students to earn real-world certificates.

- 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?

The greatest barrier to achieving initial and lasting success to Longitudinal Performance Goals is parental participation in a student's educational career.

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- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The district's School Improvement Committee plays a key role in researching, reviewing, evaluating and implementing policy and procedure changes based on equity and access. The committee utilizes the district's Equity Lens tool in all areas of its research and decision-making processes. The Equity Lens Tool provides allows the committee to provide equity-based feedback to the district administration and school board. The committee assists in identifying and developing equitable methods of providing equitable access to courses, advanced courses, services and career and college related curriculum. The committee also reviews district procedures and policies in an effort to identify areas of inequity or access.

The district has seen a large increase in the number families and students that meet the definition of homeless. The district has worked to educate district staff on policies and procedures that relate to homeless students and families. The district has adopted procedures that provide equity and confidentiality to students and families. The district provides families with information on services and access to assistance funds if required.

CTE Focus

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

The district does not currently have a CTE program of study. Within the next two years the district will apply for a CTE Program of Study in Metal Fabrication and Welding. The small class sizes have allowed all students access to welding and metal fabrication courses offered at the school. The district has increased the number or introductory and advanced level courses in welding and metal fabrication to allow equitable access to all students who wish to enroll.

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

Due to the districts small class sizes there were no real issues with equitable access to the welding or metal fabrication courses. During the second year of the welding and metal fabrication program there was a large increase in the number of students wanting to enroll in the introductory welding class. To make the course accessible to all students the district added two additional classes to the schedule. This allowed all students equitable access to these courses.

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

The district requires all middle school students to enroll in a CTE based course. The district is currently considering the purchase of two virtual welding machines that will be used to introduce welding to middle school students. The district has held several, Open Houses, in an effort to peak student and parental interest in the welding programs. The district has worked with several of its community partners to promote the programs, develop internship opportunities and procedures to offer real-world certificates and certifications.

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- 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 district's School Improvement Committee is made up of a district administrator, teachers, parents and community members and receives input from the student body representatives. The committee plays a key role in researching, reviewing, evaluating and implementing changes based on equity and access. The committee utilizes the ODE's Equity Lens tool in all areas of its research and decision-making processes. The Equity Lens Tool provides allows the committee to provide equity-based feedback to the district administration and school board. The committee assists in identifying and developing equitable methods of providing equitable access to courses, advanced courses, services and career and college related curriculum. The committee also reviews district procedures and policies in an effort to identify areas of inequity or access.

Well-Rounded Education

(250 words or less per question)

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

The district has been focused on adopting new state approved curriculum for ELA, Mathematics, STEAM, CTE and college and career. This year the district's School Improvement Committee has focused on developing a totally redesigned Math and Literacy Program, for grades K-12, that will provide new curriculum, identify student needs through data research, expand educational access and opportunities to all students, and track individual student progress throughout their educational career.

The Math and Literacy Plan will provide the district with a path to improving student performance by adopting new curriculum, identifying areas of student need, providing appropriate professional development, evaluating data and continually monitoring student progress.

The courses are designed to introduce elementary level students to STEAM related subjects. As students move into middle school they are introduced to more advanced STEAM courses that are related to college and career paths. By the time these students enter high school the STEAM courses

- 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?

The district offers a wide range of fine arts courses throughout the school year. The elementary school has art, music, visual arts, STEAM related courses and other types of fine arts that are integrated into their classroom curriculums.

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The middle school students have access to art, music, STEAM, visual arts and other forms of fine arts that are integrated into the classroom curriculum. Middle school students are enrolled into a separate art class for one semester and enrolled in a music history class for the second semester.

High School students have access to numerous disciplines of the Arts courses throughout their high school careers. The high school currently offers art, wood working, STEAM design and fabrication courses, theater, visual arts, photography, video editing, blog development, and several more available through distance or online learning.

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

In an effort to maintain a strong library program the district annually budgets funds dedicated to library use. The funds are used to expand library access, purchase books and materials, upkeep and library services. The district is currently a member of the SAGE Library System. The SAGE System online network allows students access to hundreds of thousands of books and materials from libraries across Oregon. The district does not have a fulltime librarian and the library is run by a local volunteer and is open two days a week. Teachers are provided with library access to check out books and materials during the week when the library is closed. The library has several book fairs and community related events that promote the library and provide additional funding for the purchase of books.

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

Elementary students (K-5) are provided breakfast in the classroom and lunch in the cafeteria. Elementary students are served lunch separate from the rest of the school. For breakfast and lunch students are provided with 30 minutes to eat. Elementary students are provided a total of two recess times, totaling 45 minutes, and 25 minutes of physical education class per day.

Middle and high school students have 30 minutes for both breakfast and lunch. Both meals are served in the cafeteria and they eat together at the same times. Middle and High school students are allowed to use the gymnasium after eating breakfast and lunch. All middle school and a majority of high school students have 57 minutes of physical education class each day.

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

The district employs on, fulltime, STEAM teacher for grades K-12. The elementary (K-8) have 30 minutes of STEAM instruction each day. Elementary students also participate in an after-school Lego Robotics program. All middle school students receive at least one hour and 30 minutes of STEAM related curriculum daily. High school students receive 57 minutes of STEAM curriculum or more daily. The STEAM teacher also has free period each day dedicated to teacher collaboration, cross curriculum assistance and STEAM integration into all subject areas.

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The STEAM curriculum includes science, technology, engineering, math, project based, critical thinking, inquiry and college and career-based instruction. The district has invested heavily in technology, equipment and STEAM based curriculum. The district will continue to expand community partnerships, provide professional development opportunities, purchase new equipment and expand access to advanced STEAM college and career related courses.

- 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.

To ensure curriculum adoptions are aligned with state requirements, the Huntington School District partners with the local education service district (Malheur ESD). The ESD hosts book caravans, where all state approved curriculums can be researched in one location.

The district creates a temporary panel of teachers within the curriculum area being adopted. This panel will research, analyze and decide as to the best curriculum for adoption. The panels determinations are forwarded to the district administrator. The curriculum adoption selections are shared with staff, parents and students, with the opportunity for staff and community feedback. Staff and community feedback are forwarded to the panel for evaluation and final determinations, if required. The curriculum adoption choices are then presented to the school for final approval.

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

The district has worked very hard to ensure classroom instruction is engaging and challenging to all students. While the district has experienced some minor obstacles and challenges, it has been able to successfully achieve many of its curriculum and educational goals. Throughout the school year the district staff and administration analyzed and evaluated educational data to determine what activities were deemed most important by students, staff, and community members. Huntington School District Administration had to also determine which activities would produce the most positive impacts, especially for our focal groups.

The district has expanded staff access to professional development opportunities and expanded its college tuition program. Together these opportunities will expand teacher knowledge within their content area, provide additional insight into the needs of students and improve the overall educational opportunities to our students.

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

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

The size of the Huntington School, the small number of staff and the small student population make the transition from middle school to high school much less stressful and intimidating for

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our students. The small school setting requires middle and high school kids to interact with one another on an hourly and daily basis. They share the same buildings, lock rooms and classrooms as high school students. The eight grade students are taught core classes from the same teachers they will have throughout high school. Students are able to interact during breakfast and lunch breaks, as they share the cafeteria during these times as well.

Upon the completion of their eighth-grade year, students entering high school will meet with their class advisors and office staff to develop a class schedule for their freshman year. This provides students the opportunity to familiarize themselves with classrooms and staff.

Freshman are still required to register with their parents at the start of the next school year. This provides an opportunity for both parents and student to ask questions, visit classrooms and meet school staff. Class advisors meet with freshman on a monthly basis to address academic issues or concerns and to review individual student tracking forms.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

The district administrator and teachers meet on a bi-weekly basis to review and evaluate student data. The committee develops individual and district strategies to ensure at risk students are on track to graduate. High school teachers meet on a bi-weekly basis to evaluate student data and discuss information received from the School Success Committee.

The district has developed a, "Student On-track Form", to assist the districts administrator, teachers and class counselors to track the academic progress of students, identify areas of need and develop educational plans for those students not on track to graduate. Students and class advisors meet on a monthly basis to review tracking forms with individual students. The tracking forms provide staff, students and parents with information on students current academic standing and plans to get back on track if necessary.

Students found to be at risk are required to meet with the school administrator and class counselor to develop an educational plan that will assist the student in getting back on track for graduation. Parents are also notified of the situation and are fully involved in the process.

To assist these students the district has implemented a Friday school program in an effort to assist student in recovering missed days due to absences. The program is open to all students in need of additional assistance from teachers. The district also provides before and after school tutor opportunities to all students. Summer school is also provided to all grade levels and can be used for credit recovery and additional academic assistance. Students attempting to recover credits have access to online credit recovery courses that can be completed during the school year, summer break, or during the tutorial class offered as part of the students scheduled classes.

The district is also developing a new Literacy and Mathematics Plan that will be used to guide curriculum, professional development and student learning, that will ultimately lead to improved student educational outcomes.

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

Advanced level courses are available to all students that meeting academic requirements to enter those courses. The district has adopted policies that cover, Expanded Options and advanced placement programs within the district. The policies provide strict guidelines as to how the programs are developed and the enrollment process. The district works closely with the Malheur ESD and Treasure Valley Community College to provide advanced and college level courses for our students. The district has additional online advanced placement courses available to student through the Edgenuity program used by the district. These students have access to AP and college level courses through online distance learning.

In an effort to increase access to AP and college level courses, the district has created a tuition assistance fund that provide financial assist low income students to cover the cost of tuition, textbooks and other required materials. There district has access to other tuition assistance funds through its partnership with the Malheur ESD and TVCC.

- 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?

All 9th grade students will work with their advisors to develop a college and/or career plan that will follow them throughout their high school career. The plan will be reviewed annually with the student and advisor. All 8th grade and 10th grade students will take the YouScience aptitude test to assist students in identifying career and college paths.

The district requires that all high school students earn one CTE and one STEAM credit related to college and career as a graduation requirement.

At the beginning of the 2022-2023 school year the district hired a, fulltime, STEAM teacher to develop college and career related STEAM curriculum and courses for students, 6-12. The district has made a substantial investment in STEAM college and career related technology and equipment, curriculum, software and professional development. The district will continue to expand the STEAM programs and work to create courses that provide students with real-world endorsements and certificates that can be used beyond high school.

During the 21-22 school year all, high school students began developing a college and career portfolio. Students meet with their advisors on a monthly basis to develop, review and amend their plans. The district implemented the YouScience aptitude test for 8th grade and 10th grade students. For the introductory year of YouScience, the district opened testing to 9th and 11th grade students in an effort to provide them with usable college and career data. This year the district tested all 8th and 10th grade students. The YouScience data will be used to determine student personal and educational interests

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Starting the 22-23 school year, the district hired a STEAM teacher that will develop STEAM curriculum related to college and career. The STEAM program will expand STEAM curriculum to all classrooms, grade K-12.

During the 21-22 school year, all 8th, 10th, 11th grade students were given the YouScience test. The YouScience test has provided students with additional personal data related to college and career. The data has provided students with a more in-depth look into possible future career paths. Last year 50% of students were enrolled in college and career courses. For the 22-23 school year 100% of students will have access. The districts new STEAM curriculum will provide access to college and career related courses to 100% of our students. The expanded access and introduction of new curriculum has energized our students and sparked increased interest in career exploration.

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

Oregon's Educational Equity Lens was used throughout the planning process to identify racial/ethnic and underserved groups in the Huntington School District and bring awareness to the students within those groups when analyzing student data, seeking stakeholder feedback, and identifying SIA priorities. Data analysis focused on highlighting the strengths of and identifying the academic disparities for racial/ethnic and underserved groups.

Throughout the planning process, investments were analyzed to determine if the proposed activities would produce unintended consequences for racial/ethnic or underserved groups within Huntington. In addition, activities were thoroughly discussed in an attempt to identify and eliminate potential barriers that may prevent racial/ethnic and underserved groups from engaging in the planned activities.

- 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.

The district has continued to expand student access to STEAM programs and hands-on curriculum to all students. The district hired a full-time STEAM teacher that will provide access to STEAM curriculum to all grade levels, K-12. Currently 100% of all students, grades K-12, are enrolled in at least one STEAM or CTE related course.

The district has expanded access to career and college related courses to middle school and high school students. The district implemented the YouScience aptitude test for all 8th grade and high school students in an effort to identify areas of career interest.

The district purchased new laptops for use in the CAD design and computer coding courses. The STEAM teacher continues to collaborate with district teachers in expanding STEAM curriculum into curriculum levels and classrooms.

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The district provided a summer school program, open to all students, grades K-12 . Summer school programs were designed to assist students with credit recovery options and extended instructional opportunities. The Summer school program is optional, but provides students and families additional access to quality education.

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

CTE Focus

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

The Huntington School District does not currently have any CTE programs of study. The district has not submitted a CTE program application as of this date. The district continues to work with local organizations, community partners and the local ESD to move the program to a certified plan of study. At which time the district feels the welding and metals fabrication program meets all requirements and goals of the district, the district will submit a CTE Program of study application to the ODE.

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

The district has worked tirelessly to provide all Huntington students the opportunities to explore different college and career paths. The district is currently expanding STEAM college and career related curriculums that will provide students the opportunity to earn real-world experience, certificates and certifications in non-traditional fields. The same process is being explored in our welding, metal fabrication and mechanics courses.

The district works extensively to maintain and expand its community partner relationships. These relationships have allowed Huntington students access to job shadows and internships in several different industries. The district is also working to expand current college and career courses in an effort to get middle school students thinking about career interests before entering high school.

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

Huntington is currently in the process of developing several college and career related STEAM courses that will provide students with real-world certificates and certifications that can be used after high school. The expansion and improvement of the high school's metal fabrication and welding curriculum and facilities will continue. The district will continue to expanded community partnerships that will assist the district in providing job shadows, internships and other career related options.

Engaged Community

(250 words or less per question)

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- 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?

The Huntington School District strived to develop in-depth, meaningful, and authentic methods of engagement that were equitable to all stakeholders during the data collection process. Processes were developed to actively engage all students and their families in the most efficient and equitable manner.

The District created an SIA committee consisting of an administrator, staff, and parents. The committee was tasked with collecting, analyzing and identifying current district data relevant to the SIA grant application. Demographics information was collected to identify areas that may need a more in-depth engagement process

One barrier faced by the district was lack of community and parental interest in the engagement process. This has been an ongoing issue for many years in Huntington. When analyzing the best methods of getting community members and parents involved, that was through school events. The district has hosted three community barbeques and two dinners to engage parents and community members. These events were used to collect data through paper, electronic surveys and at public presentations.

These events have been very successful and will continue as a very dependable method of community engagement.

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

Huntington will continue to expand, improve and cultivate existing community partners that have contributed or assisted in community engagement. We will continue to work with the Malheur ESD to develop surveys, engagement tools and additional engagement methods. We will continue to improve and explore different communication methods in an effort to better communicate with marginalized groups within the district.

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

The process of engaging stakeholders, collecting and processing data, identifying needs, developing solutions to those needs, building resources and community partners and creating an overall plan is very time consuming. This process is made more difficult in small districts that have, at most, one to two administrators and a small number of teaching staff. Small district administrators and teachers are required to wear many hats throughout their daily schedules. Adding additional tasks to already full schedules can be overwhelming. Most small rural schools in Eastern Oregon are affiliated with Education Service Districts. The ODE should identify ways in which ESD's could provide more assistance to small districts in developing, implementing and monitoring SIA plans.

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

The small school environment of Huntington creates a very welcoming and inclusive atmosphere to all people. The district and its administration have adopted policies and procedures that encourage public input and involvement. The district has an “Open Door Policy” that promotes communication with staff, students, parents and community members. The district hosts many community events that

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

Not Applicable N/A

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

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- How were they engaged?
(Check all that apply)
 - Survey(s) or other engagement applications (i.e., Thought Exchange)
 - In-person forum(s)
 - Focus group(s)
 - Roundtable discussion
 - Community group meeting
 - Collaborative design or strategy session(s)
 - Community-driven planning or initiative(s)
 - Website
 - CTE Consortia meeting
 - Email messages
 - Newsletters
 - Social media
 - School board meeting
 - Partnering with unions
 - Partnering with community-based partners
 - Partnering with faith-based organizations
 - Partnering with business
 - Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

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

Huntington has struggled with parental and community involvement for many years and has worked tirelessly to improve methods and styles of engagement and communication. The district had considered several different methods of expanding and improving engagement. The district found that community barbeques and dinners that coincided with school events would be the best method of drawing larger groups throughout the community.

The process included both internal and external stakeholders throughout the entire need's assessment process. The district administrator, staff, board of directors and parents were involved in the assessment process. The district created several different committees that included administration, staff, board members, and parents. The district conducted several student/parent meetings that collected educational needs data from students and parents.

- 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.

Integrated Application Template (Optional)

During the 21-22 school year the district had four community engagement events at the school. During the first event the district administration addressed attendees and basis for the engagements.

- 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.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

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

Huntington's small rural setting has been a major obstacle in the districts efforts in recruiting and retaining qualified educators. There seems to be no easy fix to this problem and the district has struggled for years to find a workable solution to this issue. Currently the district employee's social media, the districts website, Oregon Employment Department and the Malheur ESD as methods of advertising and expanding the search for qualified applicants.

In the past five years the district has hired applicants with Bachelor's Degrees and no teaching experience to fill positions. As an incentive to continue in the field of education, the district provides tuition assistance to encourage teachers to continue expanding their educational knowledge within their content areas.

Housing within the district is major issue and the district has several apartments that can be rented by teachers at a very low cost. The district is currently exploring other housing options that could be available to potential new teachers.

The district provides funding to cover the cost of professional development opportunities to individual staff members. The district has increased base salaries to match those of surrounding

Integrated Application Template (Optional)

districts in an effort to be competitive. The district offers a yearly staff retention bonus to teachers that have five years or more of experience within the district.

- 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?

The district has many policies and procedures adopted by the school board to identify and address disparities within the school. The district administration and school board sponsored and promoted the creation of the School Success Committee which plays various roles within the district. The committee reviews and evaluates district procedures, and individual student data and other. The committee identifies areas of need and makes suggestions to the school board and district administrator. The committee identifies areas of need within the educational process and develops in identifying professional development opportunities.

The district's teachers are able to collaborate with other educators during the county wide in-service sponsored by the Malheur Education Service District (MALESD). Teachers are able to attend professional development workshops while collaborating with teachers from other school districts. The event is held twice a year and allows teachers to identify new teaching methods and strategies for the classroom.

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

The district uses many different strategies to address discipline within the school. The district adopted a point system for disciplinary

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

High school, Middle school and elementary teachers meet on a bi-weekly basis to collaborate on curriculum and student needs. These meetings are attended by the school administrator.

The district School Success Committee reviews and evaluates district and individual student data. The committee identifies areas of need and makes suggestions to the school board and district administrator. The committee identifies areas of need within the educational process and develops in identifying professional development opportunities.

The district's teachers are able to collaborate with other educators during the county wide in-service sponsored by the Malheur Education Service District (MALESD). Teachers are able to attend professional development workshops while collaborating with teachers from other school districts. The event is held twice a year and allows teachers to identify new teaching methods and strategies for the classroom.

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

Integrated Application Template (Optional)

The district School Success Committee meets on a bi-weekly basis to review and evaluate student data. The committee develops individual and district strategies to ensure at risk students are on track to graduate.

High school teachers meet on a bi-weekly basis to evaluate student data and discuss information received from the School Success Committee.

Students found to be at risk are required to meet with the school administrator and develop an educational plan that will assist the student in getting back on track for graduation. Parents are also notified of the situation and are fully involved in the process.

The district has implemented a Friday school program in an effort to assist student in recovering missed days due to absences. Attendance is mandatory for any students failing courses. The program is open to all students who need additional assistance from 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?

During the 21-22 school year, several 12th grade students were not on track for graduation at the start of the school year. The students made the decision to go an alternate route and get their GED. In an effort to assist these students the district worked with the ODE, Malheur ESD and the GED Testing Company to establish the Oregon GED Options program in Huntington. The district has established a set time, on a bi-weekly basis, to allow teachers the opportunity to collaborate on student data, credit recovery plans and curriculum options. The district is working with the local ESD to provide data literacy professional development opportunities. The district now offers a wide variety of online and classroom-based credit recovery courses that are open to all students. For the last two years the high school has offered an one hour study hall class during the regular school day for students in need of credit recovery.

The district has expanded before and after school access to teachers at all grade levels. During the 21-22 school year, the district established a Friday School program that is open to all students in grades 6-12. Select teachers work every other Friday and tutor students in need of additional assistance. It also provides students with access to credit recovery courses. The district operated a three-week summer school that was open to all district students.

The district developed an individual student tracker designed to track the individual progress of each student. The tracker provides detailed information on missing credits, credit recovery plans, student data and other important information about the student. Students meet with their advisors at least twice a year to review the data tracker information. Tracker information is also emailed and mail home to parents. Students not on track for graduation are required to meet with their advisor on a monthly basis.

The student tracking forms have created a much smoother environment for both teachers and students. The teachers appreciate that written plans are in place to get a student back on track

Integrated Application Template (Optional)

for graduation and these plans are accessible to teachers, students and parents. The collaboration meetings and data literacy trainings will improve teacher confidence and provide time for additional teacher input into plans.

- 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?

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Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- Board meeting minutes
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Documentation of Tribal Consultation (if applicable)
- District Charter Program Agreements (if applicable)
- MOU detailing aligned program consortia agreements (if applicable)
- URL where grant application is publically posted

Integrated Application Template (Optional)

Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

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

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

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

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.