

# Section 1:

## Summary of Needs Assessment

The strategic planning process included 30 members consisting of 5 teachers, 5 administrators, 5 board members, 15 community members. In a series of 4 meetings in a span of 3 months time, the group reviewed the district strategic plan, continuous improvement plan, and long range facilities assessment for Cove School District. Groups were formed strategically to include representatives from each stakeholder and focal groups and included break out sessions to determine meaningful activities and outcomes for student success. After the sessions concluded the results and findings were communicated to the group as a whole and clarifying discussions followed as needed to determine the targets of the groups efforts. The comprehensive needs assessment process concluded in the Spring of 2022. The District partnered with Design West, an architectural company to provide data regarding the growth of the District in the past and the projected growth of the next decade. This data was extremely valuable to inform equity based decision making, strategic planning and resource allocation for focal groups.

## Plan Summary:

The exact needs or issues the investments will address the following:

Modify facilities to accommodate space for extended day efforts and small group interventions. This effort is specifically targeted at meeting students' and families' mental and behavioral health needs, as well as providing necessary academic interventions in efforts to improve academic achievement.

Increasing mental and behavioral health services. This has been accomplished by hiring a full-time mental health counselor. This is a direct effort at meeting students' and families' mental and behavioral health needs. This was a frequent expressed need elevated during our engagement efforts to students, families, staff, and community.

Expand instructional time through extended day efforts, with an emphasis on increasing accessibility and participation for students navigating poverty. This effort is focused on increasing academic achievement by providing expanded instruction time for students who need additional support. We have identified an academic disparity among our students navigating poverty and the inability for many of those students to be able to access extended learning opportunities if they are offered outside of the regular school hours. As a result, we will focus on reducing the transportation barrier for access to extended learning opportunities by providing transportation for students. This effort will also require adopting additional curriculum and funding allocation for the additional worked hours for two certified teachers.

Increase well-rounded learning opportunities for all students, with an emphasis on participation of students navigating poverty and students with disabilities. Engagement efforts revealed that students, families, and staff would all like to see an increase from current efforts for providing well-rounded

learning opportunities. We anticipate adopting an Augmented Reality program that can be used K-12 to provide enriching and engaging learning opportunities that otherwise wouldn't be available to our rural school district. This program will also align with and build upon our current STEAM Efforts.

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

The greatest strength we have in equity and access has to do with consistent equity and access to those identified as minorities. As a small school district, our benefit is mobilizing resources where needed, especially with historically marginalized groups including students experiencing financial insecurities, and students receiving special education services.

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

The needs are to continue to improve access and equity of the students navigating poverty. Students that make up a sizable portion of our student population are navigating poverty.

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

The equity lens guiding the decision-making process was adapted from InterMountain Education Service District Equity. The adopted equity lens served as a tool to guide the process in analyzing data, developing our community engagement plan, drafting the SIA plan, and establishing use of funds. The guiding questions included in the equity lens were reviewed prior to each SIA discussion and planning meetings to help focus conversations on equitable decision-making. The lens was reviewed throughout the application development process to help ensure that decisions and actions aligned with considerations outlined in the equity lens. Administrators in Cove SD thoroughly use an equitable lens in all decision making in order to provide equitable access for all students but specifically students in historically underrepresented groups.

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

The potential impact for all students and focal student groups will be readiness to learn. With these funds we have added a full time counselor, district nurse, and expanded CTE offering capacity within the district. With the addition of the counselor and nurse and programs we expect positive outcomes for students we serve and will provide the support necessary for district staff to increase capacity to better serve all students with an emphasis on traditionally marginalized student groups including their families. Focal groups will benefit from this access and achieve equitable outcomes for themselves and provide additional benefits for families as well.

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?

Barriers that exist include those that focal groups have traditionally experienced and continue to experience each and everyday. Students and families navigating poverty and/or homelessness will continue to experience these barriers on a societal level. There are always risks to making decisions but with the equity lens tool, as a District we can mitigate risks and make informed choices on what we have learned about providing equity and access for all students with an emphasis on our focal groups based on needed support. By providing this foundational support for equity and access, we can reduce or eliminate potential negative impacts for students to meet the Longitudinal Performance Growth Targets we have drafted to promote and achieve the positive changes of the plan.

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?

We focus on removing as many barriers as possible to provide equity and access to students. For example, we provide an Activity Transportation Route for students participating in activities that run well beyond daily school hours. This transportation route takes students to their prospective addresses or a location within walking distance of their place of residence, whether a designated home or a location they may be staying temporarily as they navigate homelessness. Regardless of their home status, we provide transportation and access to District activities.

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

Strengths in our current CTE Programs of study include access to the programs by all students. Additional supports are in place for safety and access to traditionally marginalized groups.

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

Continuing upon the efforts made currently to provide equity and access to CTE POS in Cove SD, needs identified include improving scheduling systems and data analysis using the YouScience Aptitude tool to help students access CTE POS.

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

The recruitment strategy for CTE Programs of Study include the usage of the YouScience Aptitude tool to help identify students with interests and aptitudes in CTE based skills and abilities with an emphasis on student focal groups. This valuable data gives valuable insight to ensure equitable access and participation in CTE Programs of Study.

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?

Through an equitable recruitment strategy to provide access to CTE Programs of study we will ensure focal student groups in Cove SD will have the opportunity to participate in and benefit from our Programs of Study within CTE. All Cove SD teachers have access to review data to help to recruit

students to CTE Programs of Study. All students will meet with the Academic Counselor and Administration based on their aptitudes and daily course schedules in order to remove barriers of access to CTE POS'.

## Section 2:

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 Cove School District aligns resources and initiatives in response to our community needs including Agriculture. Music is required daily for K8 students and all MS students participate in band. Cove School has implemented Science Kits provided by the IMESD and has introduced Augmented Reality (Z-Space) with district-wide access. Spanish as a second language is available to High School students (9-12) and we have added course offerings in Technology. The 2023-2024 CHS Master Schedule will begin with general health occupation courses to provide additional access to a well-rounded education. We have found through our usage of the YouScience aptitude tool our students aptitudes and interests and are using this information for future opportunities for students. Within the Strategic Plan Student Success is a priority with additional activities to demonstrate an approach to a high-quality, well-rounded and healthy educational experience to all students that is engaging, rigorous and relevant. These activities include tracking of postsecondary outcomes for the years immediately following high school graduation, tracking student growth through a variety of data sets at all academic levels, prioritizing class sizes to provide student-teacher access, and establishing baseline data in accordance with state guidelines for an equitable approach to all grade levels.

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 have theater, music, art student/teacher led media arts in separate classes allowing students to access STEAM (Science, Technology, Engineering, Art & Mathematics). This emphasis on additional course topics and disciplines allows for a well-rounded educational experience for students in Cove School District.

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

SORA is available for K-12 students on an age appropriate access basis. Instructors have been given access to this library program to ensure students are able to access grade level, content specific books



to enhance their learning opportunities. Teachers may also request book purchases to build their classroom libraries ensuring an enriched learning environment K-12.

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

Ensuring students have adequate time to eat, and be active through exercise and play is a priority at Cove School District and demonstrated through master scheduling from the Elementary, Middle, and High School levels. As part of the previous and existing SIA plan, we have added a new elementary PE position. The addition adds to opportunities for academic intervention at the K6 level to promote equity of learning for our traditionally marginalized student groups as well as provide inclusive access to focal student groups to engage in healthy movement and play. Middle and High School lunch times and Physical Education are also offered for additional opportunities for movement and play.

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

Cove School District incorporates STEAM (Science, Technology, Engineering, Arts, and Math) as an embedded approach to instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content. We have included Science Kits provided by the IMESD, Robotics, Augmented Reality, Drones, and additional course offerings including college biology, and technology. We have visual, performing arts, and music to ensure access to STEAM activities. CSD hosts an annual district-wide STEAM night prior to Spring Break that includes K-12 teachers and students of all ages from the community are invited to participate and attend. The Cove School District also promotes GO STEM events including STEM week for increased exposure to STEAM learning activities. Educators also have the opportunity to complete the GO STEM Collective Impact survey to share their voice and input on STEM access for students with an increased focus on access and equity for student focal groups within the district.

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.

Cove has followed a consistent process for ensuring our adopted English Language Arts and Math curriculum consists of a clearly stated scope and sequence of K-12 learning objectives that are aligned to all state and national standards. Over the past two years Cove SD has participated in the Intermountain Curriculum Adoption Workgroup. Cove SD formed 2 committees consisting of grade level teachers throughout the District and participated in a series of meetings, collaboration, site visits, and discussions to adopt a new ELA curriculum in the Spring of 2022 and a Math adoption to be completed in 2023.

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

Cove SD administration frequently engages classroom observations and discussions with K12 instructional and support staff to ensure classroom instruction is intentional, engaging, and challenging for all students. Weekly staff meetings including student outcome data analysis and sharing of instructional strategies. Administrative team meetings, Site Council reports and data analysis is shared with the School Board at the District level. Learning walks are also conducted by the IMESD with local administrators, instructional coaches, and teachers.

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

Cove school supports, coordinates, and integrates early childhood programs with our After School program which provides an extended learning day for K5. Intentional coordination of curriculum and engagement with the local private pre-school also contributes to CSD's integration of early childhood education programs.

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

Efforts to coordinate with middle school teachers to provide course descriptions and scheduling options are in place with additional communication strategies with students and parent/guardians to guide their effective transitions from middle grades to high school. Additional meetings with the high school academic counselor and registrar ensure a smooth transition from middle school to high. The Cove High School Academic Counselor has protected time within their day to facilitate effective transitions from high school to postsecondary education. Instructional goals set forth by the Cove Charter Continuous Improvement Plan include providing increased exposure and interaction to postsecondary career opportunities. Cove SD frequently invites industry professionals to speak to students about postsecondary career opportunities and offers site visits to job-shadow various professional occupations. The YouScience aptitude testing tool is used at the Middle & High School levels to add longitudinal data points to give students a goal and pathway from middle school to high school and high school to postsecondary education. Additionally, dual credit options, CTE course instruction, open houses for parent engagement, data collection and analysis with Middle & High School instructors, FAFSA nights and advisory all contribute to facilitating these educational transitions. Providing support from our onsite mental health counselor also helps facilitate appropriate transitions for students from Middle to High school and High school to post secondary opportunities. Our CARE coordinator also provides support for focal groups, including students experiencing housing insecurity.

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.

Cove SD Administrators, teachers, and Academic Counselor review data to identify student needs and supports necessary to assist students who are not meeting or exceeding state and national standards. After careful analysis of the data, interventions are introduced, adjusted, and reviewed in a timely manner to monitor student growth and achievement. Additional communication with students' parents/guardians regarding this identification are key to supporting the efforts set forth to support all students with concentrated efforts for focal groups.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? Can/Should address all students but also call out focal students

Cove SD has implemented systems for supporting the academic needs of students, including for focal groups by offering advanced classes to middle and high school students including high school Algebra access for students who have achieved exceeding marks in state and national testing standards. Accelerated learning opportunities are available through TAG identification at the elementary level through differentiation and access to above grade level course work that includes critical thinking and project based learning opportunities. Dual credit courses are offered at the high school level and extended learning opportunities also include the CHS Work Study program, job shadows, and increased exposure and interaction to postsecondary career opportunities.

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?

Career exploration opportunities, including career information and employment opportunities, career guidance, and academic counseling before and during CTE POS enrollment are provided through conversations beginning at the middle school level with the completion of the YouScience Aptitude tool to give an overview of students interests/aptitudes and the matching component. Engagement is a priority of CSD and is evident within the Strategic Plan. Increased relevance to classroom learning through job shadows, internships, work site visits, classroom speakers, and school-to-business activities have been embedded in the district and staff goals for the 2022-2025 time period. Frequent meetings with the Academic Counselor, administration, and CTE instructors provided before and during CTE POS enrollment are key to supporting students as they navigate their pathways.

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

ALL students have the opportunity, but our focal groups are encouraged to participate in work-based learning opportunities. Specifically, our CTE Ag POS engages in work-based learning experiences that occur at a work site, co-supervised by an instructor, and learning agreements built on professional,

academic, and technical competencies are aligned to the student's program of study, student success, and/or graduation plans.

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.

With access to integrated, coherent, rigorous, challenging and relevant learning experiences our students' academic and technical skills will be improved. The addition of Technology and Human Services courses contribute to a well-rounded education that include opportunities to earn postsecondary credit (dual credit options) while in high school.

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

We offer Speech & Debate that will assist students in achieving self-sufficiency in their identified areas of achievement and success. Job shadowing opportunities and work-site visits also give students an understanding of expectations of industry professionals and can contribute to self-sufficiency in identified careers. At the high school level, a Work Study program is offered to Seniors, (Juniors upon request) to provide real world opportunities and experiences for students and their identified careers.

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

Quarterly newsletters for District and community wide communication that are available to all families within the District and surrounding areas included in the Charter. The Cove SD website lists course descriptions and all relevant information for focal groups and their families to learn about CTE course offerings and Programs of Study that are available and developing within the school district setting. Students and families from focal groups are encouraged to participate in conferences and open houses to gather information to learn more about CTE course offerings and Programs of Study that are available. Additional applications have been purchased by the District through our website provider. We use the Rooms application that families can access directly from their phones on file with the District through SMS messaging.

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

Students are encouraged to participate in and prepare for non-traditional fields including Agriculture, Welding, and future CTE POS in Technology and Human Sciences. Through course selection, meetings with CTE instructors and the Academic Counselor, the YouScience tool is also used to determine best fits for CTE participants in non-traditional fields.

Describe any new CTE Programs of Study to be developed.

Cove High School is in the process of developing Health Science and Integrated Technology Programs of Study based on longitudinal data gathered using the YouScience Aptitude Tool. Based on this data our IT Director is in the process of gaining CTE licensure to incorporate Integrated Technology course

offerings to students as well as the hiring of a District wide nurse who will also complete the CTE licensure process and add these new Programs of Study to CHS. Integration of the new POS should be implemented in the 2023-2024 academic year with improvements planned for student achievement success that will be reviewed and analyzed by CTE Regional Coordinators, administrators, and prospective CTE teachers over the next few months.

## Section 3

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

The Cove School District Site Council is made up of teachers, administrators, a Board Member, Superintendent (ex-officio). Our community engagement concerning this plan was established through the improvement process. The site council continues with this work to ensure authentic and ongoing community engagement. The site council was part of the strategic planning process and provides ongoing engagement regarding implementation and monitoring/data analysis. Priorities of the Strategic Plan include Engagement of all key stakeholders with the overall goal to build strong relationships with staff, families, community and students to promote trust, support, and collective responsibility for student success. Activities within this goal include an increased relevance to classroom learning through job shadows, internships, work site visits, classroom speakers and school to business partnership activities. Efforts to provide belonging are evident through inclusive opportunities for connections to peers, staff and community. Additional attention to promoting a sense of ownership within the school community is a priority along with integration of social emotional learning into implicit instruction.

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

Ongoing efforts are in place to build new partnerships with the Health Sciences and Technology POS professionals to assist in the growth of these programs. The Engagement priority found within the Strategic plan lends guidance with building and cultivating relationships and/or partnerships with continued attention to increasing relevance to classroom learning through job shadows, internships, work site visits, classroom speakers and school-to-business partnership activities.

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

A continued focus on connection to industry professionals that will promote student engagement and success in the identified areas including CTE Programs of Study currently and for future programs will enhance engagement efforts. Our District nurse and Business teacher provide additional support for engagement efforts and also utilize YouScience data in order to communicate to families the interests and aptitudes of students to enhance engagement in these course offerings and Programs of Study.

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

Community members and partners are invited to share ideas and input regarding student achievement and success including focal student groups. Public comment is welcomed and encouraged in public meetings including regular board meetings. Our Charter Council (Site Council) consists of a diverse population that represents focal groups of marginalized students and allows for information sharing, ideas, and thoughtful conversations regarding a safe and welcoming educational environment. Open houses, community events, quarterly newsletters, direct access to teachers through applications (Apptegy/Rooms) are designed to provide a safe and welcoming environment for students and families. Our community engagement efforts are our strength. As a small school we have the ability to meet with and discuss challenges with families, students, and guardians from marginalized groups that many mid or large school districts. These opportunities are critical to meeting the needs of these historically underserved groups.

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

X ☐ Students of color

X ☐ Students with disabilities

☐ Students who are emerging bilinguals

X ☐ Students who identify as LGBTQ2SIA+

X ☐ Students navigating poverty, homelessness, and foster care

X ☐ Families of students of color

X ☐ Families of students with disabilities

☐ Families of students who are emerging bilinguals

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

How were they engaged?

- X ☐ Survey(s) or other engagement applications (i.e., Thought Exchange)
- X ☐ In-person forum(s)



- X☐ Focus group(s)
- X☐ Roundtable discussion
- X☐ Community group meeting
- X☐ Collaborative design or strategy session(s)
- X☐ Community-driven planning or initiative(s)
- X☐ Website
- ☐ CTE Consortia meeting
- X☐ Email messages
- X☐ Newsletters
- X☐ Social media
- X☐ School board meeting
- X☐ Partnering with unions
- X☐ Partnering with community-based partners
- X☐ Partnering with faith-based organizations
- X☐ Partnering with business

If you sponsor a public Charter School, describe their participation in the planning and development of your plan:

**The Charter Council is made up of teachers, administrators, community members, a Board Member and the Superintendent (ex-officio) and participated in the planning process of the plan through several bi-monthly meetings and conversations with the Board. Through this work, the Continuous Improvement Plan and Strategic Plan.**

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.

Strategic Plan Document  
Continuous Improvement Plan

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?

The selected artifacts demonstrate evidence of engaging focal groups including but not limited to in district resident students. These in-person work sessions provided engaging discussions from community members and representatives of our marginalized student groups.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Cove SD is invested in community engagement and provides several opportunities for families to interact within the school environment. The community Christmas program, STEAM night, game nights, Spring Carnival and athletic activities demonstrate efforts for community engagement including providing activities at no cost to students and/or families. Additional food and. These strategies fell under the involvement and collaboration spectrum of community engagement.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We use weekly Staff meetings to assist in engaging staff. Our small size allows us to have open, meaningful conversations and we consistently solicit feedback from staff members. We also emphasized the Oregon wide Teacher Survey for additional allowance for feedback and to allow for staff engagement. These strategies fall under the Empower for Impact level on the Community Engagement spectrum and were used in order to engage staff.

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

We have learned that the community and staff feel informed and welcomed to provide input in planning. We have learned this through attendance of the planning meetings and anecdotal observations in staff meetings regarding engagement and input.

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

Work-based learning is considered to be very important in our region as exemplified by the fact that our CTE Regional Coordinator set aside funds in the grant process to support the position of WBL Coordinator. This individual has worked earnestly this year to first help CTE teachers understand what constitutes appropriate WBL activities. Secondly, he has begun to develop relationships with

employers to support the WBL process through the development of internships, practicums, etc. This is above and beyond what our CTE teachers currently do with our business/industry partners. We are also looking at how to effectively incorporate school-based enterprises, as well as the possibility of virtual simulations. Admittedly, there is much to do with expanding relationships in the future, but we feel our formula is the right one to provide our students real world experiences.

## Section 4

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?

In past practices and partnerships with the IMESD, Cove SD recruits, onboards, and develops quality educators and leaders by offering position descriptions that provide insight of our work towards meeting the needs of all students including focal groups identified within the district including students of color; students navigating financial insecurity; students experiencing housing insecurity; students with disabilities that may be receiving special education services and accommodations based on individual needs. Retention efforts include new teacher support with resources, instructional support, as well as Literacy and research Hubs.

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?

Cove SD has weekly staff meetings to engage all staff members to ensure processes are in place to identify and address any disparities that result in historically marginalized focal groups being taught more often than other students by ineffective, inexperienced, or out of field teachers. A rigorous evaluation process is implemented on a yearly basis to ensure teachers are meeting and exceeding the required standards and professional domains set forth by the Teachers Standards and Practices Commission (TSPC). Instructional coaching and learning walks are offered and utilized by IMESD on a needs basis. Monthly staff meetings include a Student Success Team component led by the District Counselor with additional input from administrators and our special education teacher. A robust teacher recruitment process is also implemented when seeking qualified instructors and professional development is a priority in Cove School District. 9th Grade on track teams are in place and careful monitoring of student progress is reviewed by the high school academic counselor and administration.

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

Discipline practices are consistent throughout the District and data is tracked through usage of our Student Information System (SIS) Synergy. Data is reviewed for consistent application of discipline practices and particularly for focal student groups. Student discipline is reviewed by administration and staff members during monthly Student Success Team (SST) meetings. Based on the disciplinary data, students in traditionally marginalized focal groups are not intentionally or unintentionally

targeted. The approach to student disciplinary measures are applied depending on the nature of the offense and without bias.

How do you align professional growth and development to the strengths and needs of the

Professional development and instructional goals are centered and aligned with the Cove School District Strategic Plan, Continuous Improvement Plan, and the Superintendent goals for the given academic year. Teachers are encouraged to seek professional development that is meaningful and the District provides reimbursement for continuing professional development.

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

Learning walks facilitated by IMESD in addition to observations and evaluations that provide opportunities for feedback and coaching. Assigning mentors to new teachers has also been effective in providing feedback and coaching to guide instructional staff in research-based improvements to teaching and learning.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Student data collection systems are in place using District wide assessments as well as State Testing information. Teachers and administrators regularly meet in staff meetings once per month to discuss student progress and to identify students who may be at risk of academic failures. The Academic Counselor at the high school regularly reviews student academic progress and achievement and shares results with the building principal. Communication and engagement with staff, parents/guardians, and students are key to ensuring support of the student who may not be on track.

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 are a small community with high levels of communication and collaboration from early childhood education (Cove Pre-School), elementary, middle, and high school. Open houses and transition efforts by administrators and teachers help to ensure an effective transition for all students including focal groups.

## **Section 5**

### **Assurances**



# Decision Making with a Purpose

**MISSION:** Our mission is to provide outstanding customer service to our school districts in four areas: special education, technology, school improvement, and administrative services.

**VISION:** IMESD strives to ensure the success of every child by providing equitable services to close the opportunity gap. We are committed to the values of antiracism and multiculturalism.

Programmatic Considerations	Equity Focused
<p>What are we trying to do?</p> <p>Why are we doing it?</p> <p>Is there a need within our districts?</p> <ul style="list-style-type: none"><li>Does this decision benefit all our districts or select districts?</li></ul> <p>How is it funded or what resources are needed?</p> <ul style="list-style-type: none"><li>What internal IMESD resources are needed?</li><li>Are there external resources needed?</li><li>Which IMESD departments or staff will be involved in the decision and implementation?</li></ul> <p>Is the decision reasonable and sustainable?</p> <ul style="list-style-type: none"><li>Is there data to support the decision?</li><li>Is the data reliable and valid?</li><li>How will it be sustained?</li></ul> <p>Who in the organization needs to support it?</p> <ul style="list-style-type: none"><li>Who will be involved in planning, implementation, monitoring, and/or reporting?</li></ul>	<p>How does it align with our mission and vision statements?</p> <p>How does this decision, <i>intentionally or unintentionally</i>, impact our students and staff?</p> <ul style="list-style-type: none"><li>Are all focal groups considered?</li><li>Does the decision ignore or worsen disparities?</li><li>Does the decision eliminate opportunity gaps?</li></ul> <p>What are the barriers to more equitable outcomes?</p> <ul style="list-style-type: none"><li>Are we considering mandated, political, emotional, financial, resource, programmatic, or managerial constraints?</li></ul> <p>How have partners been intentionally involved?</p> <ul style="list-style-type: none"><li>Who was or needs to be involved in the decision-making?</li><li>Have multiple perspectives been included in the decision, including those of the impacted groups?</li></ul>

# Cove Charter Continuous Improvement Plan

January, 2022

**Mission Statement:** Cove Charter School is a school of choice focused on providing an engaging learning environment that promotes progress toward academic excellence as well as the development of the whole student.

**Background:** Cove Charter School (CCS) was proposed by a collaboration of teachers, parents, and administrators from Cove School District. In this endeavor Cove seeks to maintain the tradition of small class sizes and staff/student rapport to provide an optimal educational experience. The target enrollment of CCS is primarily in-district students, as well as students from neighboring districts as space allows. CCS projects an enrollment between 280 and 306. K-12 students. CCS will use enrollment caps to ensure small class sizes and a low student to teacher ratio. Small class sizes will be maintained through charter language specifying enrollment targets by grade level as follows: Kindergarten, 18; Grades 1-4, 20; Grades 5-8, 25; Grades 9-12, 27. Not to exceed 306 total enrollment.

## Instructional Goals

1. Provide frequent and relevant opportunities in Science, Technology, Engineering and Math (STEM) as well as in Career and Technical Education (CTE).
2. Provide opportunities for high levels of technology integration in small learning environments to allow for innovation and flexibility in learning.
3. Provide increased exposure and interaction to postsecondary career opportunities.

## Community and Parent Engagement Goals

1. Support and maintain collaborative partnerships that foster learning, communication and positive culture in our school and community.

## Teacher Professional Development Goals

1. Professional development for all employees is a priority.
2. Professional development plans centered on Charter School goals are generated through local needs assessments of educators.



## **Charter Outcomes**

1. Students will participate in STEM and CTE opportunities throughout the year both in the classroom as well as through enrichment activities.
2. Students will experience innovative technology through intentional academic integration.
3. Students will participate in career connected learning activities that will create and exercise career awareness, exploration, preparation and training.
4. Cove Charter School educators will participate in professional learning throughout the year that align with the Charter Instructional Goals and Community and Parent Engagement Goals.
5. Cove Charter School education stakeholders and students will feel supported and connected to the community of Cove.

1.4.22

# Cove School District 15

## Strategic Plan

### Background:

During the fall months of 2018; parents, teachers, administrators, community members, and board members collaborated together to help establish a strategic direction for our school district. Throughout the discussions, the central theme of providing a superior educational environment that will prepare our children to be highly successful in whatever endeavor they pursue became self-evident. In 2022 a similar group was formed to gather ideas and input to review our Strategic Plan and revise and update the District priorities and activities. Additionally, the group affirmed the continuation of the two particular areas of focus for the strategic direction: Student Success and Engagement. Engagement encompassed a number of stakeholders, including students, community/parents and staff. Based upon this collaboration and additional feedback from staff and community members; the following Strategic Plan has been modernized for the Cove School District. The purpose of the strategic plan is to provide direction and focus for leadership in decision-making over the next few years. The strategic plan is a "living document" and is expected to be updated regularly. Each year, the District will align goals and priorities to increase student success.

### Educational Philosophy:

It is the Board's desire to provide a rigorous curriculum which prepares students to realize the vision of their future.

#### The Board believes:

- The family is central to the child's development
- It takes the total community to raise a child;
- Learning is an active, lifelong process;
- The school provides continual opportunities for student success;
- Each student is unique and important;
- Attitude and self-image are key factors in educational success;
- Quality teaching demands innovation, collaboration and continual professional development.

#### Cove School District Values:

- Safe, caring and respectful school environment.
- High expectations for all.
- Open, honest and timely communication.
- Relevant learning experiences that foster integrity, responsibility, critical thinking, perseverance, collaboration, and leadership development.

## **Mission:**

*Together with parents and the community, Cove School District will support each student in developing skills needed to become successful, self-sufficient and critical thinking citizens who contribute responsibly to their local and global community.*

## **Priorities:**

### **Engagement:**

*Build strong relationships with staff, families, community and students to promote trust, support and collective responsibility for student success.*

#### **2022-2025 Activities:**

- Increased relevance to classroom learning through job shadows, internships, work site visits, classroom speakers and school-to-business partnership activities.
- Provide belonging through inclusive opportunities for connections to peers, staff, and community.
- Promote a sense of ownership within the school community.
- Integrate social emotional learning into implicit instruction.

### **Student Success:**

*Provide a high-quality, well-rounded and healthy educational experience to all students that is engaging, rigorous and relevant.*

#### **2022-2025 Activities:**

- Track post-secondary outcomes for the years immediately following high school graduation.
- Track student growth through a variety of data sets at all academic levels.
- Prioritize class sizes to provide student-teacher access.
- Establish baseline data in accordance with state guidelines for all grade levels.



PO Box 68, 803 Main Street,  
Cove, Oregon 97824  
(541) 568-4424 FAX: (541) 568-4251

**REGULAR BOARD MEETING**  
**Minutes**  
**March 21, 2023**  
**School Cafeteria, 7:00 PM**

**I. PRELIMINARY MATTERS**

**A. Call to Order and Introduction of Special Guests**

1. Steve called the meeting to order at 7:01pm.
2. Board members in attendance: Steve McLean, Jamie Dickenson, John Frisch, Hannah Johnson, Chris Thew
3. Administration in attendance: Earl Pettit, Dustin Clark, Amie Breshears

**B. Pledge of Allegiance**

**C. Celebrations and Recognitions:**

1. Earl - Winter sports did very well. Boys Basketball and Swimming did great in regards to wins vs losses. Girls Basketball grew a lot in talent this year.
2. Kelli Langford– Although she missed last quarter of the season, she feels like she and the team both experienced huge learning opportunities, which they took advantage of. Looking forward to next year and the success it will bring.
3. Caleb Wiggins & Patrick Frisch – Going into this season was the first time Caleb had felt the excitement of everyone thinking they had a chance to make it somewhere. He appreciated the underclassmen and the effort they put in and feels they are very capable to carry it forward. Very proud of how far they made it. He believes that hard work will beat talent in the end, always. Couldn't have been a better year to end their high school basketball career. Patrick – Seniors had a tough freshman year in regards to leadership. Then COVID hit and things got put on hold. Glad to end their senior year this way. Coach Wiggins – Thank you to administration for their support. He however did tender his resignation this year. John and Steve also gave some positive input.
4. Steve Koza – This season caught coach him off guard. Had 8 athletes this year, which is a record to this point. The team participated in 5 regular swim meets against 12 total teams in district. Districts was in La Grande. Qualified 6 athletes for state. 3 individual titles at state. 4<sup>th</sup> team placement at state. Support from school and Brett was very impressive. Bus to give rides to students into practice worked very well.

Taylor Fox – Last original member of the team, started in his freshman year, now graduating this year.

D. Student Reports: HS Basketball, FFA, ASB

1. FFA - Caleb & Patrick – Very successful state convention. 5 individuals to compete and a freshman team. 3 students qualified for nationals in proficiency. Most accomplished group Caleb has been to state with. Senior heavy officer team right now, but the underclassmen are going to be fun to watch in the future.
2. ASB - Grace Swendiman - Student run carnival was very successful. The students worked very hard, they came early and stayed late. Earned over \$1000.

E. Booster Club Report:

1. None

F. Bond Committee Report:

1. We are getting informational materials prepared and preparing for an open house on Apr 26. A postcard will be mailed out for invitation to the open house. There is also information on the bond committee Facebook page also.

G. Charter Council Report: Mr. Clark

1. Activity heavy this spring. Exciting place to be at this time, but everyone is ready for spring break also.
2. Charter council met and discussed the extension/renewal of the charter document and recommends to extend it.
3. You Science data is really exciting. Using the data to provide core offerings next year that students may be interested in.
4. Would like to highlight the FBLA work that is happening due to Candy's hard work. Many activities and fundraisers have been done.
5. Have researched and collaborated on the new baseball field. The geometry class will be using it as a real worked geometry project. Snow has gotten in the way a little up to now.
6. Building master schedule for next year using the You Science data.
7. F1 visa process in moving forward.

H. Agenda: Adjustments, Item Sequence, Additions or Deletions and Adopt the Agenda

1. Add II.C Out of state travel for Softball. Move current C & D to D & E.
2. III.A Discussion of Senate Bill 290.

**John moved to adopt the agenda as amended, Hannah second, motion passed unanimously.**

I. Public Comments

1. None

**II. ACTION ITEMS**

A. Approval of the following **consent agenda** items:

1. Approval of Minutes:

- i. Regular Meeting – February 21, 2023
  2. Payroll and expenditure ratification. Disbursement Detail Listing.
  3. Superintendent's Leave and Expense Report
  4. Ratification of Superintendent's Annual Performance Evaluation
- Chris moved to approve the consent agenda as presented, Hannah second, motion passed unanimously.**
- B. Presentation, Public Hearing and Review of Integrated Plan
1. Discussion and possible approval of the Integrated Application
    - a. Earl reviewed the Integrated Budget numbers, expenditure details and explained that the public hearing was a requirement by ODE as a stop in the Integration Plan process.
    - b. Steve opened it up for public questions or comments. There were none.
- John moved to approve the Integrated Plan Application for the next biennium, Hannah second, motion passed unanimously.**
- C. Softball Out of State Travel – April 21<sup>st</sup> to Lyle, WA.
1. John asked if we could do a blanket approval for baseball and beings that they travel a lot out of state and a lot of times it will be short notice. Earl stated that the policy was made specifically for insurance purposes, so he will have to verify that would be ok.
- John moved to approve the out of state travel for softball to Lyle, WA, Jamie second, motion passed unanimously.**
- D. Discussion and possible action to accept Superintendent's Performance Goals for 23-24
1. Earl reviewed some of the high lights of his goals and explained how his goals are also used indirectly as goals for Mr. Clark and all teacher during their evaluations.
- Hannah moved to accept the Superintendent's Performance Goals for 23-24, Chris second, motion passed unanimously.**
- E. School Board Self Evaluation – much discussion from the board on each Standard.
1. Standard 1: Leadership: Mission, Vision and Goals – Doing well
  2. Standard 2: Policy and Governance – Doing well
  3. Standard 3: Community Relations – Doing well, but always room for improvement, just need to figure out how to do that.
  4. Standard 4: Cultural Responsiveness and Educational Equity – Doing well
  5. Standard 5: Accountability and Performance Monitoring – Doing well
  6. Standard 6: Board Operations: Meetings – Doing well
  7. Standard 7: Board Operations: Board Member Communications – Doing well
  8. Standard 8: Board Operations: Board-Staff Relations – Doing well
  9. Standard 9: Board Operations: Board-Superintendent Relations – Doing well
  10. Standard 10: Values, Ethics and Responsibility for Self – Doing well
  11. Standard 11: Board Systematic Improvement – Doing well
- John pointed out that we have always used District goals as Board goals, therefore we will not be setting separate Board goals.

### III. REPORTS/DISCUSSION ITEMS:

#### A. Board Requested Discussion Items:

1. Senate Bill 290 – Gives enforcing power to ODE for any laws/regulations they create. John suggested that the District send a letter to some of the bill committee members and our District representatives giving our opinion on the bill. Pretty sure it won't do any good, but wouldn't hurt to try.

**John moved to instruct Mr. Pettit to write a letter to the committee members of the bill and also to our District representatives and give Chairman McLean authority to review and approve the letter prior to it being sent, Hannah second, motion passed unanimously.**

#### B. Deputy Clerk: District Financial Report

1. Monthly Board Report
2. Reports presented to the board, no questions from the board.

#### C. Superintendent Report (Information/discussion items)

1. Technology Report – Mr. Asberry
  - a. Continuing to work toward CTE licensure. The Professional Development Plan appraisal has been signed off on by the necessary individuals and the application is being submitted now.
  - b. Finished current bond brochure.
  - c. Working with Kelsey, Kim & Dustin to implement an additional unexcused absence call which goes out to parents in the afternoon.
  - d. Preparing for STEAM night and working with staff to get ready for that.
  - e. \$6000 Go Stem grant to be used on Computer Science equipment. K-2 is the focus, however there are some opportunities to bridge 6<sup>th</sup> through HS. There is also \$2000 additional dollars to use towards some upgrades for Robotics.
  - f. Thrillshare Rooms app adoption by parents and staff is coming to fruition.
2. Activities Report – Mr. Dunten
  - a. New baseball field in the works with assistance from HS Geometry class. The new backstop will arrive next week. Concrete guys are lined up once the back stop arrives to get it installed.
  - b. Spring Sports
    - i. MS Track – 14 girls & 14 boys participating, first meet this year, possibly more joining after spring break.
    - ii. HS Track – 13 boys & 5 girls participating.
    - iii. Golf – 7 boys & 2 girls participating.
    - iv. Softball – 6 girls from Cove & 7 girls from Union participating.
    - v. Baseball – 8 boys from Cove & 8 boys from Union participating.
    - vi. Little League – 80 kids ages 4-16 signed up just from Cove.
  - c. Working on getting shot clocks ordered and installed before basketball season.
  - d. Co-op going very well. Baseball coach reached out to Brett regarding students attending school and students who have been tardy. Continuous communication.



- e. Will be attending OADA conference next month. Lost 6 more 8 man football teams, now there is only 21 teams in Oregon that play 8 man football. All of them moved to 6 man football.
- f. Next year Volleyball schedule is out and Football schedule will be out after that conference.
- 3. Bond Process Update
  - a. First Information Brochures were mailed out last week.
  - b. Newsletters that will have a front page Bond article, will go out next week.
  - c. Just waiting to see what the vote results in May are at this point.
- 4. Earl spoke about his past Navy experience, 7 years ago. 2 superintendents from this side of Oregon, one of them being him, were flown by the Navy down to a transporter airplane, which then flew down to Stennis of the Sea. The spent 3 days talking to sailors. He has a similar opportunity where the Marine Corp will send him to San Diego, talk to recruits and see how that experience is in regards to students coming up who may look into joining. This experience will be paid for by the Marines.
- 5. Enrollment Report: 292

#### **IV. REQUESTS FOR FUTURE AGENDA ITEMS**

None

#### **V. UPCOMING EVENTS**

STEAM Night.....March 22  
Spring Break..... March 24-April 2  
Parent Conferences..... April 6-7  
Regular Board Meeting.....April 18

*Recess for 5 min at 9:00pm, then into Executive Meeting*

#### **VI. EXECUTIVE SESSION: District Negotiations – Guidance to Negotiations Team:**

*The board may enter into executive session in accordance with ORS 192.660(2)(d): To conduct deliberations with persons designated by the governing body to carry on labor negotiations.*

*Recess into regular meeting at 10:03pm*

#### **VII. ADJOURNMENT**

John moved to adjourn at 10:04pm, Jamie second, motion passed unanimously.

Select your institution from the drop down list to the right: 2216-Cove SD 15
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Please provide contact information for the person completing this budget	
Name	Dustin Clark
Phone	541 568 4424
Email	dustin.clark@covesd.org

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	Students have access to health services and opportunities to participate in CTE Programs					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	Implement district-wide nursing services and build systems					
	A2	Provide professional learning, coaching, team planning regarding Health Sciences CTE Program of Study					
	A3	Implement a district-wide health model where staff and students have access to initial care on campus					
	A4	Add CTE course offerings in foundational health sciences to high school students and health related programs K8					
Strategies	Outcome-B	Students in each focal group and all students feel an increased sense of belonging					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Integrate social emotional learning into implicit instruction					
	B2	Provide belonging through inclusive opportunities for connections to peers, staff, and community					
	B3	Implement district-wide mental health services					
	B4						
	B5						
Strategies	Outcome-C	Cove Elementary students have additional opportunities for safe movement, play, and academic intervention					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Utilize additional gym space to provide a safe space for students to engage in safe movement and structured play.					
	C2	Provide professional learning and development resources for staff implementing intervention strategies.					
	C3	Staff teams plan and organize intervention efforts in identified area of academic need.					
	C4						
	C5						
Strategies	Outcome-D	Elementary students access additional opportunities for enrichment and academic intervention					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	D1	Provide a safe and welcoming environment for all students in after school enrichment program					
	D2	Develop research based curriculum to be utilized by students K5 with an emphasis on STEM instruction					
	D3	Schedule training opportunities for staff development once per year.					
	D4						
	D5						
Strategies	Outcome-E	Cove SD provides a safe and welcoming educational environment for all students including educational opportunities					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	E1	Implement staff development and training opportunities for student wellness and safety.					
	E2	Provide time to collaborate on school wide safety plans for students and staff					
	E3						
	E4						
	E5						
Strategies	Outcome-F	Students from historically marginalized groups are able to access STEM & CTE opportunities					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	F1	Staff are engaged in professional development to build on the foundation of the Drones program once a year					
	F2	Students experience a range of opportunities to experience technology through competitions and work based learning opportunities in an environment focused on smaller class sizes					
	F3						
	F4						
	F5						
Strategies	Outcome-G	Students achieve high rates of academic success and achievement and transition to post-secondary opportunities					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	G1	Implement systems of data review, staff collaboration, and student interaction to improve graduation rates and post-secondary success.					
	G2	Provide team planning time to meet and discuss student progress and areas of concern for all students specifically focal groups.					
	G3	Improve parent/guardian communication systems including addition of communication tool through district website					
	G4	Increase student awareness and a sense of ownership of academic achievement and career exploration					
	G5						

[illegible]

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	ELIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	ELIS Activity Budget (23-24)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$941.79
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$941.79
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00
S1	Sample	--	1.5	Equity/Diversity/Inclusion Specialist	--	STF	--	H&S	111	\$3,250.00		\$2,500.00
--	Indirect/Administration District nursing services	--	--	--	--	--	--	H&S	690			
A1		--	0.5	Health: Nurse	--	--	--	H&S	2XX			
A1	Health Services CTE		0.5	Arts (Applied): CTE (Approved Program of Study)				WRE	111			
A3	Health Services CTE							WRE	112			
	Health Services CTE							WRE	4XX			
B1	Mental Health Counselor		1	Health: QMHP/Psychologist/LCSW				H&S	111			
B2	Mental Health Counselor							H&S	112			
C1	PE Teacher		0.5	Core: Health/PE/Athletics				IIT	111			
C1	PE Teacher							IIT	112			
D1	After School Program		0.33	Supports: Social Emotional Learning (SEL)				IIT	111			
D1	After School Program							IIT	112			
E1	School SHO		0.25	Supports: Other			DP OCG		31X			
F1	High School Drones		0.17	Arts (Applied): Computer Sciences (programming/tech/ web design)			CTE STA		111			
F1	High School Drones						CTE STA		112			
F2	High School Drones						CTE ESF		4XX			
G1	Guidance Counselor		0.17	Supports: School Counselor/School Social Worker			DP STA		111			
G1	Guidance Counselor						DP STA		112			
G1	Business CTE		0.33	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111			
G4	Business CTE						CTE STA		112			
G4	Business CTE						CTE ESF		4XX			
G4	Career Exploration						CLO OCG		4XX			
G1	Data Literacy and analysis					TRN			13X			\$941.79

Outcome and Strategy		Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	ELIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	ELIS Activity Budget (23-24)
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B1		Mental Health Counselor		1	Health: QMHR/psychol oplist/LCSW				H&S	111			
B2		Mental Health Counselor							H&S	112			
C1		PE Teacher		0.5	Core: Health/PE/Athl etics				IIT	111			
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G4		Business CTE						CTE STA		112			
G4		Business CTE						CTE ESF		4XX			
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D1		After School Program											
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G4	Business CTE						CTE ESF		4XX			
G4	Career Exploration						CIO OCG		4XX			
G1	Data literacy and analysis				TRN				13X			\$941.79

Outcome and Strategy		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)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$941.79
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$941.79
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00
S1	Sample		1.5	Equity/Diversity/Inclusion Specialist	STF			H&S	111	\$3,250.00		\$2,500.00
--	Indirect/Administration	--	--	--	--	--	--	--	690			
A1	District nursing services		0.5	Health: Nurse				H&S	2XX			
A1	Health Services CTE		0.5	Arts (Applied): CTE (Approved Program of Study)				WRE	111			
A3	Health Services CTE							WRE	112			
	Health Services CTE							WRE	4XX			
B1	Mental Health Counselor		1	Health: QMHP/Psychologist/LCSW				H&S	111			
B2	Mental Health Counselor							H&S	112			
C1	PE Teacher		0.5	Core: Health/PE/Athletics				IIT	111			
C1	PE Teacher							IIT	112			
D1	After School Program		0.33	Supports: Social Emotional Learning (SEL)				IIT	111			
D1	After School Program											
E1	School SRO		0.25	Supports: Other			DP OCG	IIT	112			
									31X			
F1	High School Drones		0.17	Arts (Applied): Computer Sciences (programming/tech/ web design)			CTE STA		111			
F1	High School Drones						CTE STA		112			
F2	High School Drones						CTE ESF		4XX			
G1	Guidance Counselor		0.17	Supports: School Counselor/School Social Worker			DP STA		111			
G1	Guidance Counselor						DP STA		112			
G1	Business CTE		0.33	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111			
G4	Business CTE						CTE STA		112			
G4	Business CTE						CTE ESF		4XX			
G4	Career Exploration						CIO OCG		4XX			
G1	Data Literacy and analysis				TN				13X			\$941.79