

Integrated Application Template

2023-25 I.G. NARRATIVES

Applicant Official Name: Ontario SD 8C

Link to plan on applicant website: <https://www.ontario.k12.or.us/District/Grants--Initiatives/index.html>

Application Set: District Independent with CTE program

Needs Assessment

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.

We conducted several engagement opportunities for parents, students, and the community to include groups who have historically been underrepresented and underserved. We conducted a parent meeting of the Migrant Parent Advisory Council, two Tiger Talks (open meetings with our school board for discussion of school concerns), community Trunk or Treat where approximately 2000 people attended, many of which voted on issues that they believed were most important for our school to focus on, a high school student survey, and a YouScience survey to gain knowledge of our student's aptitudes to inform academic offerings. Finally, we looked at our own various data points and known areas of deficiency. We used the product of each of these sources as our data for strategic planning.

All groups had similar ideas of where money should be applied: Safety, Mental Health, Academics, and College Credit Opportunities. This allowed us to look at our current efforts toward these priorities and see how to increase accessibility to our underserved populations (poverty, emerging bilingual, students of color, homelessness and students with disabilities), and design a strategic plan that weaves the allowable funding options from each grant to get the most "bang for our buck" in supporting these goals.

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.

OSD has been thoughtful in the equitable use of grant funds received from ODE, primarily comprised of High School Success and Student Investment Act grants. We have prioritized safety with added program supervision and building safety additions. We placed funding in academics to reduce class sizes, increase student and staff support, and added a T.A.G. specialist to identify



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and coordinate services for that population. College Credit/CTE promotion and education was prioritized with ColCred/CTE advisors at both the middle and high school levels. Tuition is also paid for all credits earned

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while in high school. CTE availability has also been increased with the addition of more equipment and covering CTE certification charges. Dropout prevention has been addressed with the creation of new extracurricular activities that target at-risk youth. Finally, we used funding to address student mental health with the addition of a district counselor, nurse, student wellness programs, and adoption of inclusive behavior management practices. We designed our funding decisions for each grant to work together for the overall goals identified as priorities through our engagement process.

Equity Advanced

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

Our school has a strong lens for equity when making decisions for our students. Walking through how our students in poverty, homeless students, students with disabilities and students of color will not experience any barriers as we develop new initiatives or programs is standard in our decision making process. For example, due to our significant poverty we pay for college credits earned while in high school and we do not have many of the school fees found at most schools.

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

Through our engagement process, it became clear that our parents in primarily the historically underserved populations were not receiving enough communication and opportunities to learn about their students' academic progress, planning and post-secondary opportunities. They are unable to support their students without this partnership. This population also has the lowest rate of parents completing their own schooling, which makes supporting their own student toward successful graduation and beyond sometimes impossible. They also did not have a clear idea of the CTE and paid college opportunities available to their students. We also discovered that students with disabilities and emerging bilingual students were being overlooked in the TAG (Talented and Gifted) identification process.

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

After receiving engagement feedback and analyzing the data, we identified the overarching areas of focus. We then used the questions found in the Oregon Equity Lens to process all planning of initiatives and actions developed to address and affect change in the identified focal groups. This helped us think deeply about possible barriers and methods to meet needs for those who struggle benefitting in the standard way.

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

The potential academic impact of our final planning decisions will hopefully be a stronger



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partnership with parents in supporting the whole student toward pre-planned goals, which

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should lead to a stronger investment in academic success. In addition, the students now identified as TAG will receive additional learning opportunities that are challenging and their parents will also learn how to support their TAG student, again creating a partnership for success in academics. All students and focal groups and families will have a greater understanding and access to post-secondary options and CTE.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

We have not identified any potential risks or barriers at this time that could impact our focal groups in meeting these targets. The only unknown or real challenge that is somewhat out of our control is the amount of parent engagement we will get through these efforts to educate and partner with parents for their students' academic success. There is also some question as to how students will respond.

1.6 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?

Students who are experiencing homelessness receive layers of support and monitoring in our district. We have a full-time homeless liaison, building administration, parent involvement coordinators and teachers are all aware of a student's status and regularly communicate needs. Homeless students are allowed to attend school in our district no matter where they reside. We do not let any class fees or equipment needs prevent them from participating. We have a "Comfort Closet" that contains donations of clothing and toiletries free of charge. All of this is done discreetly and a homeless student in our school has the same access as all students to academics and extracurricular activities.

Equity Advanced CTE

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

Our CTE program strengths include providing equipment for those who cannot afford it, doing everything possible to keep a CTE program class that a student is taking in their schedule when they fall behind in credits, looking for alternative ways to catch up, and paying for certifications. We have also invested in growing our programs to provide greater access to meet the increasing need.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

We identified that our CTE programs were not well-known to parents, particularly parents of

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color, Spanish-speaking only, and those navigating poverty. This in itself is a huge barrier that directly impacts the equity of access.

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

We currently recruit through our counselors and their 8th grade planning meetings as well as any subsequent meetings. However, we have identified the need to increase these recruitment efforts to involve parents in a more targeted way to ensure equitable access and participation.

1.10 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?

We will ensure there is equitable access and no discrimination for the focal groups by building a layer of action in each approach that specifically answers the question “How do all of our parents, to include those who need a deeper understanding, translation, or more support, know what is needed for their student to have a thorough knowledge of the programs available in Career and Technical Education?”

Well-Rounded

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

At the elementary level, we use core curriculum vetted by our educational experts and intervention programs that identify areas needing more support and provide the resources for that support. Intervention classes and groups are also used. ELL supports are provided and there is a heavy emphasis on learning through engagement and consistent formative/summative assessments to guide instruction. Students also participate in music and PE, as well as receive SEL lessons.

At middle school level, we use core curriculum vetted by our educational experts and intervention programs that identify areas needing more support and provide the resources for that support. Intervention classes and ELL supports are provided and there is a heavy emphasis on learning through engagement and consistent formative/summative assessments to guide instruction. Students have PE and health classes, and opportunities for art, band, and choir. Students utilize chromebooks for learning.

At the high school level, we use core curriculum vetted by our educational experts and intervention programs that identify areas needing more support, providing resources for

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that support. Intervention classes and ELL supports are provided and there is a heavy emphasis on learning through engagement and consistent formative/ summative assessments to guide instruction. Students have PE and health classes, art, band, and choir, computer science, computer animation, early childhood education, culinary, agriculture, college dual credit classes, Spanish, ESports, video editing, weight training, and CTE courses such as welding, fabrication, manufacturing, personal training and agriculture classes. Students utilize chromebooks for learning.

2.2 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?

At the elementary level, students are provided art opportunities embedded in their classrooms and separate opportunity for music in a separate learning environment.

At the middle school level, art, choir and band are all separate class periods.

At the high school level, all classes (core and non-core) are offered in separate class periods.

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

Each school has its own library and librarian. The librarians receive training yearly and work directly with teachers for scheduling regular time in the library. The librarians also train students how to use the library and they share and advertise encouragement and excitement about new arrivals, themes for the month, etc. to generate interest.

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

Each school has gauged the amount of time it takes for students in their age bracket to comfortably get their food and eat and have a standard amount of time/frequency that students need time to move and be active that is in relation to their level (elementary, middle and high school).

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

Our district regularly trains teachers in the foundational practices of their planning to allow students to learn through discovery and challenging, rigorous critical thinking. This results in teachers moving away from worksheets to multi-day learning opportunities, activities that promote discovery and problem solving with each other, asking questions, and systematically approaching problems.

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2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

We have subject and grade level specific curriculum adoption teams who vet all curriculum adoptions against state standards and curriculum mapping.

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

Our district trains heavily on learning through engagement and language acquisition. Our teachers all lesson plan and embed their engagement plan, which is monitored by the instructional coaches.

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

We are working with our local ESD on their early childhood programs and participate in that transition into kindergarten.

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

Incoming 9th graders do a tour of the high school the end of their 8th grade year and they and their families participate in scheduled four year planning meetings. Prior to beginning their 9th grade year, they participate in Link Crew, a mentoring program that is meant to set them up for success. Our 12th graders attend college and career fairs, take the YouScience aptitude test, attend FAFSA nights with their parents, meet with the college and career coordinator on staff individually, and we also take many student groups on college tours as well as have colleges visit classrooms. Finally, 12th graders do a senior project that has them explore the career option of their choice, do a job shadow, and create a resume.

2.10 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?

Students who are not meeting standards are identified through a systematic EBIS process and/or by their individual teacher. A plan is then developed to utilize our resources to intervene and support improvement/achievement/success.

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



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standards?

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Students who have exceeded standards are given opportunities that are more challenging. They might be embedded within a self-contained classroom assignment or in taking a more challenging or higher level course.

2.12 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?

The CTE program has industry visitors that share information about the industry. There have also been some internships and campus visits, as well as industry visits. Counselors have been educated on CTE and also offer information to students and their parents. This is an area that we need to work on.

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

12th graders are required to do a job shadow that is monitored and guided by their teacher. For those who do not have the support or confidence to approach that on their own, teachers step in. Students with disabilities are also provided opportunities for work-based learning through our transitions and internship programs.

2.14 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.

We are constantly reviewing our instructional resources and teaching methods to increase rigor under the direction of the instructional coaches to create cohesive initiatives for the entire district. Many classes at the secondary level are designed to prepare students for the option of taking any dual credit class and earn college credit while earning high school credits.

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

In our senior project process, students learn the importance of intrinsic motivation, learn communication skills, interview skills, time management, and self-promotion. Our agriculture and FFA programs also provide many opportunities for students to practice these skills.

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Well-Rounded

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

This is one of the areas we need to improve on. Our plan has put a CTE advisor in place that will develop frequent communication plans and “advertising” for our CTE programs.

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

The CTE advisor will create messaging and recruitment that invites students to explore non-traditional fields, such as males for the nursing program and females for the welding program as both of these fields are traditionally are gender-dominant. Individual conversations will also be led based on aptitude test results and when non-traditional fields are identified as a strong skill or the interest is expressed, specific guidance and encouragement can be given.

2.18 Describe any new CTE Programs of Study to be developed

We do not have any new CTE programs in development. We are working on strengthening what we have and our school population can only absorb so many.

Engaged Community

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

GED COMMUNITY

This was the first year of engagement. We have completed our required number of engagement opportunities. It was difficult to get parents involved, particularly those of the focus groups. Now that we have this experience, an engagement plan that is more well-rounded and diverse will be conducted with more specific thought given to how to engage those hard-to-reach parents.

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

In the future, we may partner with our local chamber of commerce and different alumni groups. We may also partner with our local mental health resources.

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

This was the first year we have done this, so I’m not sure if there is anything ODE can do to help



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at this point. We have learned some things and will implement them next time.

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

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We live in a relatively small community, so any connections we have had in our buildings with community partners have always been welcoming as most have students in our schools already.

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

We do not sponsor a charter school.

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

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students who are emerging bilinguals

Families of students with disabilities

Licensed staff (administrators, teachers, counselors, etc.)

Migrant Education and McKinney-Vento Coordinators

Other

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who are emerging bilinguals

Students who identify as LGBTQ2SIA+

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Students with disabilities

Counselors

3.7 How were they engaged?

Focus group(s)

In-person forum(s)

School board meeting

Survey(s) or other engagement applications (i.e. Thought Exchange)

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

These artifacts were representative of a large cross section of our students, families and community, as well as targeted groups, such as students of color.

3.9 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.

Wore a sandwich board at our district Trunk or Treat that and gave hundreds of people tickets to vote for which 2 areas of education they felt were most important for students. This event has around 2000 people attend. This was a Level 2 Community Engagement activity. Also met with the Migrant Parent Advisory Committee for a roundtable discussion about what aspects of academics they view as most important, what barriers they encounter, how we can overcome those barriers, etc. This was a Level 3 Community Engagement activity.

3.10 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.

This is an area that now we have our first year of engagement under our belt, is evident needs to be "beefed up". However, we have administrative reporting out regularly through our academic



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support coaches and PD coordinators on an almost weekly basis, so they gather lots of information that is shared regularly with the administrative team. This means we have a bead on what staff thinking is most of the time. Because it was not really different than community and family thinking, the focus went to student thinking in

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engagement efforts. Most staff was present at the Trunk or Treat event and participated so their input was factored in with the others, but that did not allow us to carve out their unique perspective. There were also some staff at the Tiger Talks and their voice was heard there. Although our internal systems allow us to hear feedback regularly from teachers, it is the plan to design more focused opportunities to engage staff for this purpose specifically in the future.

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

Students, families and the community overwhelmingly identified safety, mental health, academics, and college credit opportunities as what they considered the most important areas of support for students. That information was taken to our planning team and using the equity lens, ideas and budgeting were formed through those areas.

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

We have been working with our Poverty to Prosperity group that consists of members of industry to regularly evaluate and identify areas of employment and skill need for our local workforce. From that information we look for partnering opportunities for internships for our CTE students in the areas of nursing, welding and personal training.

3.13 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

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

Beyond the traditional recruiting methods of advertising through common educational job posting sites and on our website, we utilize our early childhood education class to encourage students to continue their education and bring their skills back home. We also rely heavily on word of mouth and referrals. We advertise many of our job openings as "bilingual preferred" to

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keep meeting the language need, but to also have representation of languages in the building. We often go to great lengths to contact and recruit educators of color knowing the impact having a staff that is as reflective of our student population as possible opens doors and removes some barriers. Our rural area often makes it difficult for us to recruit, but we are aggressive and do not limit ourselves to waiting for people to apply.

4.2 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?

Our student placement is random for the most part, eliminating any exclusion opportunities. However, we do review placement to see if students in those focus groups have randomly been placed in a situation that will create barriers for them and work to make changes that benefit them.

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

Our district is currently learning to apply the practices of Restorative Justice and Conscious Discipline and are working to make it part of the culture.

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

We have an instructional coaching staff that is led by district staff who work a year ahead to use data and feedback, along with research on best practices, to determine what the focus for PD will be for the upcoming year and a calendar is created that is followed with fidelity in every building in the district to deliver this PD.

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

Instructional coaches provide regular feedback to teachers and we have a healthy observation program for evaluation done by administrators that allows for conversation and feedback on their instructional practices.

4.6 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?

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We utilize the EBIS process district-wide to identify students who may be at risk of academic failure and that same team develops a plan of action to support.

4.7 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 do a kindergarten round up process beginning the spring and going through the summer leading up to the start of kindergarten that engages parents and students in the transitional process. 6th grade students do a tour of the middle school in the spring and are educated on what to expect and have questions answered to lower anxiety. 8th graders visit the high school in the spring to tour the building, meet staff, and learn about expectations. They then return right before school starts in the fall for Link Crew, a mentoring program led by high school students that is meant to help them acclimate.

12th graders can participate in college tours and college and career fairs, as well as industry exposure for CTE programs. All 12th graders are required to do a senior project that leads them through a career exploration process that includes a job shadow, resume creation, and interview practice.

Attachments

- [Integrated Planning & Budget Template - True](#)
 - 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 - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

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.



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True



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

True

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)

True

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

True

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.

True

Any additional links provided by the applicant

After Application

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.

Application submitted by: Jodi Elizondo

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