Integrated Application
Salem-Keizer Public Schools
March 2023

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

Needs Assessment Summary

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

Beginning in the spring of 2022, a small team of district leaders began engagement processes with student, family, and community focal groups, including those identified by the Oregon Department of Education and those within our community that are important voices to elevate. In sum, the district hosted 38 engagement sessions in which we asked more than 1,100 participants to answer several questions in relation to our current strategic plan, our five-year longitudinal data, and their experiences in our school environments. The data collected were primarily qualitative in the form of stories and spoken or written responses to open questions. To ensure an unbiased, valid, and reliable analysis of these data, we partnered with the Center for Education Innovation, Evaluation, and Research at the Willamette ESD. Our ESD partners organized our data into themes, conducting an internal inter-rater reliability assessment to ensure that the data returned were valid and reliable.

The district used these qualitative data, along with our longitudinal data as reported on the Accountability Details Report and the Suppressed Data provided by ODE, to draft outcomes, strategies, and activities related to the common state education metrics and our internal Key Performance Indicators (KPIs). The team that worked on our initial draft included district leaders with expertise in the areas of instruction, operations, human resources, social emotional and behavioral health, and federal programs that specialize in meeting the needs of historically underserved students. The district then took the draft outcomes and strategies to district staff for additional feedback focused on whether our initial thinking was heading in the right direction. This additional feedback was used to further refine and inform outcomes, strategies, and activities.

Plan Summary

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

Salem-Keizer Public Schools (SKPS) developed a plan focused on strategies and activities to further our equity efforts and raise outcomes for all students. Our internal data show that some student groups historically struggle to find success in our school environments. For example, students who are learning English in our high school environments struggle to graduate. By implementing, monitoring, and adjusting strategies to promote graduation with an emphasis on students who are learning English, we will raise graduation rates for the entire district.

SKPS focused our strategies on pursuit of six outcome improvements in the areas of Sense of Belonging, Regular Attendance, English Language Proficiency, Grade 3 Reading Proficiency, 9th Grade On-Track Rates, and Graduation Rates. Outcomes include attention to specific student focal groups that were selected for the longitudinal performance of each group for a given outcome and for the intersectionality of these groups. For example, our students who are learning English encompass a significant number of our Hispanic/Latinx and Pacific Islander population, two student groups with disparate longitudinal outcomes in multiple outcome metrics. In addition, our strategies intersect across outcomes. For example, our strategy to invest in and expand dual language instruction is intended to impact grade 3 literacy proficiency in both English and Spanish, and as students develop academic proficiency in two languages and matriculate thought our system, we will see associated increases in English language proficiency, overall academic achievement, and graduation rates.

Monitoring our progress toward these goals will be accomplished through common strategies and activities across all outcomes. These monitoring processes include tools that assist educators and school leaders in interpreting data to make informed decisions, partnering with families to support student learning and provide regular feedback, updating our administrator evaluation system, and investing in professional learning that improves practices related to the specific strategies. Monitoring will also take place in the Board Room as we regularly report on our progress related to our outcomes.

Equity Advanced

(250 words or less per question)

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

  We have identified the following strengths regarding equity and access in Salem-Keizer. These provide quality opportunities for input and feedback relative to policy and practice and directly impact student focal groups and families.
  - *Student equity advisory groups at each high school*
  - *District student equity advisory group*
  - *District Equity Advisory Committee comprised of staff and community members*
  - *Student advisors to the SKPS school board*
  - *Equity-related support positions: LGBTQ+ Program Associate, Equity Program Associate, TAG Program Associate, Community School Outreach Coordinators (CSOCs) for eighth graders in each of our middle schools, Cultural Resource Specialists (CRSs) for focal groups (Latinx, AAPI, Black), elementary CRSs*
  - *Equity policy (ADM-A010)*
  - *LGBTQ+ affirming education procedures and policies (INS-A040, INS-P038, INS-P039, INS-P040, FAC-P022)*
  - *Affinity groups for staff (BIPOC Staff/Admin, White Ally Staff/Admin, LGBTQ+ Staff)*
  - *Anti-Bias and Anti-Hate policy (ADM-A012)*
  - *Community learning sessions*
  - *Black/African American summer school and an after-school program*
  - *GSAs at all our high schools and high school level alternative education*
  - *Staff equity teams at our schools and within our departments*
  - *TAG forms and system updated to be accessible online*
  - *Improvement to the TAG identification process*
  - *Translation and interpretation support*
  - *Cultural graduation ceremonies (Black/African American, AAPI, Native American, Migrant)*
  - *Creating materials for a variety of cultural recognitions (heritage and history months)*
  - *Anti-Bias training for staff*
  - *Culturally responsive leadership training*
  - *Peer-led equity professional learning for administrators*
  - *Every student is provided a Chromebook for the completion of student assignments*

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

  Through our engagement sessions, the following needs were identified:
  - *Improve supportive messaging from the district level for LGBTQ+ students*

- *Increase district-hosted education programs to access support and resources for focal groups and their caregivers, including School Bell, food, medical, mental health, and dental assistance*
- *Address lack of teacher knowledge/training when supporting focal groups*
- *Improve supports for staff with disabilities, and focal group staff in general*
- *Improve and increase mental health supports for students*
- *Continue recruitment and retention of a diverse staff that represent our student population*
- *Increase community engagement sessions for family/community focal groups*
- *Add parent training on navigating district webpage and applications*
- *Increase diversity and inclusion training for staff*
- *Increase parent learning for how to navigate school and college*

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

  Ready to upload with application.

- Describe how you used this tool in your planning.

  Our equity lens has been used in the development of each of the plans we are integrating. We have focused on inclusivity, making sure that all our focal groups were over-represented and had opportunities to provide input. Students and families were asked to identify barriers they have encountered, whether they felt those barriers have been addressed, and to share ideas for improving access.

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

  The potential impact includes the following:
  - *Increase graduation rates of our focal student groups*
  - *Decrease dropout rates of our focal student groups*
  - *Decrease achievement gaps between focal student groups and our white students*
  - *Improve achievement of all students in all subject areas*
  - *Improve 9th grade students' on-track towards graduation*
  - *Improve math outcomes in middle school*
  - *Improve reading proficiency in English and Spanish of students by 3rd grade*
  - *Diversify staff to better reflect the students in our schools*
  - *Increase culturally relevant resources in schools*
  - *Improve students' sense of belonging*
  - *Elevate student voice in decision making at the school and district-level*

- *Improve student transitions between levels (5th to 6th and 8th to 9th)*
- *Improve student language acquisition and more students demonstrating biliteracy*
- *Improve attendance of students to 90% or higher*

- 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, risks, and choices that impact students from focal groups to meet targets include:
  - *Safety concerns for some of our focal groups, including not being able to advertise or reach out to groups*
  - *Difficulties connecting with certain focal groups*
  - *Late Start Wednesdays present a challenge for working-class and low-income households to find additional childcare*
  - *School schedule does not allow for high school students to provide childcare/transportation for younger siblings because high school is released later than elementary schools*
  - *Homework help and tutoring after school for students is limited because of lack of transportation or the need for students to work or provide childcare*
  - *Lack of school knowledge about families' ancestral knowledge*
  - *Change the narrative concerning American history to be both truthful and inclusive of all nationalities in our country*
  - *Reduce class sizes beyond primary level, grades K-2*

- 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?

  - *Supplemental transportation plan*
  - *Registration policies - immediate enrollment (INS-M015, INS-W028)*
  - *Safe and Welcoming School Board Resolution*
  - *Bullying harassment and intimidation policies (INS-A003, INS-P006)*
  - *Process for students/families to access McKinney-Vento*

  The MV Liaison is charged with ensuring systems are in place and all district staff have been educated regarding MV with the goal that the referral process will be efficient so that barriers to enrollment and full participation in the educational process – including access to extracurricular opportunities – are removed. The MV Liaison also helps to facilitate communications between local districts to ensure that transportation requests are processed in a timely manner, so students experiencing homelessness maintain stability within their educational experience. At the beginning of each school year, all Salem-Keizer Public School

staff are required to complete mandatory training, including information on McKinney-Vento guidelines, potential signs that students are experiencing homelessness, and how to refer to MVP. Information is posted in every school as well as local utility assistance offices, laundromats, and shelters for students and families to access and inquire about the McKinney-Vento Program. https://salkeiz.k12.or.us/homeless/

School registrars, counselors, administrators, and others involved in the enrollment process are aware that MV students are to be enrolled immediately, without waiting periods due to records requests, lack of immunizations, or other verifications. McKinney-Vento staff determine eligibility through a confidential intake process and complete transportation requests, so students can continue in their school of origin; coordinate with schools regarding extracurricular activities (sports, the arts, CTE, summer school, etc.). MV students participate in so that they have transportation and all fees covered.

Salem-Keizer believes that every student should feel safe, welcome, and fully included in their school community. https://salkeiz.k12.or.us/parents/safe-welcoming/

CTE Focus

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

  We have continued to grow our demographics in CTE to mirror that of the general population. For example, in 2015-16, 2.78% of the English learner population participated in CTE programs and now more than 8% of the English learner population participate. Generally, CTE programs are about 0.5% above the district average in each concentration area.

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

  - *Only 75% of students are accessing CTE at the high school level, largely because we currently cannot provide enough sections of the most popular programs.*
  - *Through surveys of both students and parents we identified that there is still a lack of awareness of our CTE offerings or misconceptions that CTE is a hobby course.*
  - *Students who receive special education services are not accessing CTE at rates comparable with their representation in schools.*

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

  - *Our recruit and retain strategy has several steps as outlined in our marketing concept. The process starts with the development of a copy point brochure that outlines all the programs in our district, the locations and the top three things you will achieve from the program.*

- *Each spring, these are mailed to all 8th grade students in either English or Spanish.*
- *Grade 8 students attend an assembly at each middle school to discuss career planning and programs.*
- *Students then select three programs they would like to experience at their feeder high school.*
- *Rising grade 9 students are bused to the high schools for showcases where they do mini activities with current students.*
- *Students then work with counselors on the forecasting of all courses for the coming school year. A similar recruiting process is followed for all sophomores to attend our Career Education Technical Center (CTEC).*

We vertically align curriculum from sixth grade through post-secondary. Students can demonstrate proficiency in technical skills prior to high school and avoid repetition of introductory course material in college. This also allows students to take more courses at the post-secondary level.

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Our mission is to have the right student in the right program for the right reasons. If we focus on the students' goals and post-secondary interests, we can ensure we have the right students in programs. We strive to ensure equitable access for all students, especially students from our focal groups.

We have CTE course offerings at both EDGE (our online program) and Roberts (alternative high school). By providing CTE in our traditional and nontraditional settings we reach a wider demographic of students including our teen parents. We are currently working on opportunities at the Willamette Career Academy under the leadership of Willamette Education Service District for students who attend EDGE or Roberts, increasing placement options to eight instead of two.

Well-Rounded Education

(250 words or less per question)

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

Elementary School Level: One of the goals of our strategic plan is to build inclusive culture and community, and we launched this school year focusing our leadership on this goal. We are implementing restorative practices in our schools, which focuses on ensuring students' inclusion and wellbeing through quality and healthy relationships. The instructional program includes focused time for all schools and students that include time for social-emotional learning. Our assessment system includes regular school teaming around literacy and math screeners, as well as the use of Panorama, a survey designed to capture student perspectives about culture and climate.

Middle School Level: Middle schools in Salem-Keizer balance consistent time in core subjects with rich electives and access to interventions. All middle schools maintain a consistent schedule for instructional time in math, language arts, social studies, and science, health, and physical education. In addition, all middle schools also offer access to music, AVID, art, and CTE programs within the school day. Student skills in Social-Emotional Learning and College-Career Readiness are also embedded in the school day through Advisory and core instruction. After-school opportunities are available to enrich the student's educational experience, such as athletics, clubs, and advanced music ensembles.

High School Level: High schools in Salem-Keizer offer core sequences of a guaranteed and viable curriculum across all core content areas and adhere to the credit requirements for the State of Oregon. All of our high schools pride themselves on award-winning CTE and music programs, AVID, art, and more. All high schools in Salem-Keizer have robust AP, IB, and dual credit opportunities that help prepare students for post-secondary education. Alternative programs help meet the needs of students who need different schedules and pathways to graduation. Our Career-Technical Education Center is an internationally recognized program that trains students in industry-specific skills and certifications. Student skills in social-emotional learning and college-career readiness are also embedded in the school day through Advisory and core instruction. After-school opportunities are available to enrich the student's educational experience, such as athletics, clubs, and advanced music ensembles.

- 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?

  Elementary Level: All our elementary students participate in two music classes per week. The instruction is focused on the music standards and includes music theory and performance. Additionally, schools hold musical performances, which may also include theater productions. Any 4th or 5th grade student may join the orchestra or band. Our system is organized to provide transportation to this extracurricular activity. Students perform alongside the secondary groups at least once a year. In addition, all our elementary teachers include visual arts instruction in their regular classes for all students.

  Secondary Level: At the secondary level, instrumental music courses continue to build on the foundation of elementary learning to award-winning programs at the high school level. Students starting in grade 6 have access to electives in the visual arts and CTE (media productions). Theatre and dance electives begin at the high school level and are available to all students in addition to advanced art and CTE offerings.

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

  Salem-Keizer has taken several steps to ensure our students have access to strong library programs. Library policies and procedures are established at the district level to set expectations for library programming. These policies are shared through our library department, which is also responsible for cataloging, technical support, professional development, and site-based assistance. Additionally, all libraries have dedicated staffing to help students access print and digital materials. Each school is staffed with at least one library media assistant, and high schools all have a full-time licensed teacher librarian. Maintaining quality collections is important, so annual budgets are provided to each library. Collection development is guided by our selection policy, and book orders are reviewed by teacher librarians prior to placement. Along with school budgets for libraries, a district library budget is used to provide digital resources (eBooks and research databases) along with targeted book orders to address library initiatives (diversity, STEM, etc.). These actions allow us to provide access to a wide range of resources to our students whether using library materials for classroom research or for personal interest.

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

  Elementary Level: All students are provided a minimum of 40 minutes to include both recess and lunch each day. Our elementary administrators receive the same time allocations which are implemented in all the schools. In addition, all students have at least four 30-minute PE classes per week. Teachers include brain breaks that focus on cross body movement

throughout their day. Lastly, the structure of the elementary school day provides for multiple opportunities for movement as they travel to and from specials (P.E., music, and library media) every day.

Secondary Level: All students have a separate 30-minute lunch period built into their daily schedule at both middle and high school. Middle school also requires one full year of PE for all 6th graders, and two to three trimesters of PE for all 7th-8th graders. High school requires 1.0 credit of PE to graduate, with many students (particularly student athletes) taking above and beyond the required credit minimum to focus on their interest.

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

  At the elementary level, our literacy instruction is integrated with science and social studies topics creating cross-disciplinary investigations. All students have access to a Chromebook in their classrooms, and they are regularly used in instruction.

  At the secondary level, science courses are based on the NGSS Standards and require students to use inquiry to investigate and explore phenomena in labs and other experiences from/in the natural world by using models to explore the knowledge and skills in the standards of science, technology, and math.

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

  SKPS has integrated Tribal History/Shared History curriculum resources into elementary scope and sequence and secondary planned course statements into all course subjects: social studies, science, ELA, and math. Place-based curricular resources from Confederated Tribes of Grand Ronde (CTGR) and Confederated Tribes of Siletz Indians (CTSI) as well as Klamath and Cow Creek Band of Umpqua Tribe of Indians are also available in addition to the ODE lessons agreed up on by Oregon Tribes. SKPS is currently in early collaboration with CTGR to provide professional development to our educators.

  Elementary Level: All our teachers follow projection maps for each of the content areas. These maps are organized by the standards, and the curriculum is aligned. Teachers receive support for instruction that include learning targets that are deconstructed from the standards, and the adopted curriculum is utilized as a support for teaching these learning targets. The same is for science and for health. For math, the projection maps follow the sequence of the basal, and it is organized to include all the grade-level standards.

Secondary Level: All courses follow planned course statements that outline the consistent standards that will be followed in each course. Additionally, courses are linked through aligned standards maps and course sequences that are consistent across the district, that afford schools flexibility in defined areas to allow for local innovations (such as AP and IB courses).

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

Elementary Level: Over the years we have supported our schools with professional development relative to instructional strategies that have higher effect sizes. A focus has been ensuring learning is visible for students; all teachers post their learning targets daily, review it with students, and help students to self-assess in relation to that learning success criteria. Additionally, we have implemented the "Fab 4" high leverage instructional strategies. Schools engage their staff in analyzing their school data and selecting two to three strategies to focus on as a school. This informs professional development and teacher feedback. One of the areas on the "Fab 4" is focused on student engagement and clearly articulates the look-fors.

Secondary Level: All secondary schools align instruction to the AVID Instructional Framework and professional learning to ensure schoolwide systems for instructional consistency. This framework focuses on raising rigor of instruction while ensuring literacy (writing, reading, speaking, and listening - collaboration), inquiry, and organizational systems as the foundation of student academic confidence and agency. This also ensures an aligned instructional vocabulary is used across all our schools, aligning under specific instructional strategies, ways to talk about school-wide consistency, and leadership required to achieve these. We additionally incorporate other strategies and practices according to school needs, such as social-emotional learning, language, and literacy development, PBIS, and more. Additionally, differentiated and layered professional learning is used to help create coherence and instructional leadership. Secondary leadership trainings (administrators and instructional mentors) focus on developing the capacity of our leadership team to move instruction forward in their schools; Instructional Mentor Forum goes deeper into the coaching skills needed to help develop adult learners and practitioners; and school- and department-level professional learning directly supports teachers in developing their knowledge and skills in research-based instructional practices.

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

The needs assessment process illuminated areas for increased collaboration among early learning providers when preparing to transition to kindergarten. Preschool leadership participates in the district-wide professional learning opportunities that are planned three times a year. They follow the same strategic plan. District Teachers on Special Assignment

(TOSAs) support the pre-schools with professional learning and onsite support of the Dual Language expansion. We plan on building on this model to include all the preschools.

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

  Middle School Level:
  - *High school counselors visit the middle school to register students*
  - *Athletic coaches connect with 8th graders*
  - *We provide CIS Career Information Systems for students*
  - *Guess speakers help students with the opportunity with real world careers*
  - *We provide Career Fairs in the middle school during the school day*
  - *MS students go the high school for CTE showcases*
  - *We provide student and parent nights on college and career readiness*
  - *All AVID 8th grade students and parents are provided with an opportunity to attend U of O for a day*

  High School Level:
  - *Each high school has a college and career coach to help support students and parents*
  - *Our goal is to have every senior to have a post high school plan*
  - *Our goal is to have every senior complete a FAFSA or ORSAA*
  - *We provide FAFSA/ORSAA support nights for parents and students*
  - *We provide two college and career fairs each school year*
  - *Middle school students go the high school for CTE showcases*
  - *We provide Aspire mentors in our high schools*
  - *We provide mock interviews for students*
  - *We provide scholarship support for students*
  - *We provide career exploration for students*
  - *We provide students with an opportunity to meet with reps from universities and colleges*
  - *9th grade summer transition camps for incoming 9th graders to their schools*
  - *9th graders start school year one day prior to every other high school student to learn the school layout, teachers, expectations, etc.*
  - *9th grade open house for families in the spring of their 8th grade year*
  - *9th grade parent nights*
  - *Parent-teacher conferences*

- 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?

Elementary Level: We have multi-tiered systems of support that include a common assessment and school teaming time across our schools. The focus on the teaming times is to ensure students receive the instruction they need, based on the screener. There are teaming times and protocols for the instruction that all students receive and for the students who need intervention. This will be fully implemented for reading at the end of this school year and will begin implementation for math beginning 2022-23 school year.

Secondary Level: At the secondary level we also have implemented multi-tiered systems of support in all schools. Data is used in a variety of dashboards looking at student success criteria and early warning factors. School 100% Teams look at school wide data and trends in academics, behavior, and social-emotional factors. 20% teams look at those not meeting benchmark to collaboratively problem-solve and find interventions and supports for students. Tier 1 PLCs (course-alike data teams) also look at their own assessment data and determine in-class interventions for students who are not meeting course goals. Each school has identified focal groups of students, in addition to the district level focus of students designated as English Learners. The data related to these focal groups is then turned into school goals and monitored by the school MTSS teams and administration.

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

Elementary Level: School teams review curriculum-based measure (CBM) screener data for literacy and make instructional plans to meet the needs of all their learners. The plan is to create a similar plan for math in the 2023-24 school year. Currently in place is a digital instruction learning path that is created for all students after they complete the math assessment. This path is created based on the students' current level, which may be above the state standard for math.

Secondary Level: Starting in middle school, students can accelerate in math if they have exceeded diagnostic screeners and the state standards. In high school, all students across the district have access to embedded honors opportunities in all courses in the core sequence in math, language arts, social studies, and science. These opportunities are articulated extensions that go deeper into the standards for the course. All students then can branch into IB, AP, and dual credit course work as they progress towards graduation.

CTE Focus

- 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 first step is to help students identify the career that best suits them. In middle school, we use the career information system (CIS) and the Ready to Work, Ready to Learn contract we have with Salem Chamber of Commerce. This combination allows students to explore independently through assessments as well as through interaction with guest speakers/presenters from various industries.

  In high school, we continue this conversation with our Career Trees (interactive wall graphic) where students identify their goal career and then have multiple opportunities for consistent reflection on progress. We have different career trees at the middle and high school level as the career reflection is different. At this level students participate in career expos, job shadowing, internships, and mock interviews, as well as having industry guest teachers. The variety of ways we expose students to different career fields through authentic work experience allows students to explore and fail safely while finding their niche.

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

  As mentioned in previous areas, we have a strong recruit and retain process that includes information shared with families via USPS mail and in multiple languages. 8th grade students and sophomores tour their feeder high school or the tech center. We have interactive booths during future freshman nights and back to school nights.

  Our district also has community outreach specialists at both the middle and high schools as well as at a district level. These individuals represent a variety of ethnic communities. We provide tours of our programs, host events they are putting on for their families and attend functions they are hosting in their communities to share about our programs. We also have CTE information on both the district website and the school specific sites.

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

  We have a partnership with the Salem Area Chamber of Commerce that includes a Ready to Work Ready to Learn program, three business liaisons based at CTEC that work directly with the industry to connect them with our students and teachers. One liaison works with our resident high schools in developing regional advisory committees that help us build programs for the region as well as ensuring we do not overschedule our partners.

Many of our programs already have onsite opportunities such as an auto detailing shop, auto repair centers, MAPS Credit Union Branch, hair salon, sports medicine/athletic training practicums with school athletics, and more.

We are partnering internally among our departments to create and grow our own employees. One example of this practice is the hiring of automotive students to work at transportation as paid interns. If they successfully complete the internship, they can apply for tuition to a diesel post-secondary program paid for by our school district if they return. The other support program under development is to provide licensure to students to be ACER / Chromebook repair technicians that work for our technology department.

- 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.

All our CTE programs are aligned with a post-secondary institution. When a program is not articulated it is generally because students would have to retake the course in college regardless of CTE completion in high school. We want to ensure students are earning credit with purpose. We have two of our high schools that are approved IB schools with IB CTE course offerings. Across our district schools must offer either dual credit or IB/AP.

Another example is one that is common in our culinary programs where students have cook off competitions with chefs in local restaurants and military providers. We have successfully implemented geometry in construction (GIC) at McNary with desires to implement at other locations. One of the most successful examples of enhancing academic and technical skills is through integrated core classes. At our Career and Technical Center every program is paired with English (11 and 12) as well as science, math, or social studies. Students access instruction through the lens of their career pathway. For example, students do not read literature in the drones program but rather read informational text such as weather reports or career specific technical manuals.

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

In many of our CTE programs students develop portfolios of their work. By engaging in the development of a portfolio they have built technical skills and now have something to showcase these skills in a job or college interview. These can be anything from graphic designs to a collection of step-by-step pictures of autobody repair to CAD drawings of a home as well as pictures of them working on the house being built.

We know academic and technical skills are key to a successful student/employee but to make them well rounded they also need professional skills. We have developed a professional skills

rubric to be used at both the middle and high school levels. These are posted in all classrooms and embedded in the curriculum. Students are scored on their professionalism during projects and presentations, they are taught specific professional skills from outside professionals and through student leadership organizations. Students employ their professional skills through internships and as program ambassadors who introduce guests to the environment and their specific program.

Students are also taught how to interview, build a résumé, and basic independent living skills such as creating budgets. Each of our schools employ student mentors, college and career coaches, and Aspire mentors to help guide them.

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

All schools will continue to develop and implement the program improvement process for equity (P.I.P.E) work that was started in the district six years ago. We focus on matching the demographics of our CTE courses with that of the high schools. We also strive for an increase in nontraditional gender enrollment such as more females in engineering and automotive programs as well as males in nursing programs.

Through the work with Tools for Schools we focus on the right student in the right program for the right reasons. We utilize strategies such as informational mailings, 8th grade assemblies, and showcase experiences at high schools for 8th graders. This ensures our students are aware of their options and parents understand these opportunities as well.

We are creating a joint effort between College/Career coaches, counselors, and CTE liaisons to create a 6-12 planning culture in our schools. Each 6-12 team will develop a yearly plan that will create opportunities to streamline work and provide additional opportunities. They will work together when bringing post-secondary partners for presentations, career planning events such as career shows, join forces on workshops on how to build résumés/portfolios, etc.

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

We have opened a new computer science program this academic year at Sprague High School with the plan to fully develop the program within three years to be cyber security. The district has also just purchased a building located at the McNary Airfield in Salem that we will operate an aviation program. The plan is to move the existing drones program out of our Career and Technical Education Center to the airport where we will then expand to full aviation which includes general pilot, AMP, and drones flight. With the expansion to the airport, we have then provided space at the tech center to add a program of behavioral and mental health. We are also still engaging in conversations with post-secondary partners on expansion into viticulture and dental assisting.

Engaged Community

(250 words or less per question)

- 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?

  Over the course of seven months, beginning in May 2022, we engaged with thirty different groups which included students, families, community leaders, district leaders, and tribal leaders. Many of these groups are well established such as the SIA, education associations, early learning hub, parent advisory committees, local tribes, and faith-based groups. Each of these entities, as well as those with whom we engaged as a first time gathering, are interested in continuing the conversation over the course of the next several years. Levels of engagement include components of informing, consulting, involving, and collaborating. For established groups who meet regularly, follow-up engagements will be easier to schedule. For focal groups who gathered intentionally for the purpose of this integrated needs assessment process, planning follow-up meetings will be more challenging.

  We experienced the greatest challenges in engaging with the groups most impacted by barriers to education, specifically students navigating homelessness and in transition, as well as students and families of different cultural backgrounds and languages. Anticipating these challenges, a few additional questions were included during the intake process when students and families were willing to participate. For future engagement efforts, connecting with students and families who have established relationships with SKPS staff would be optimal.

  For challenges due to language barriers, we will continue to engage similarly, as our model of facilitating conversations in the languages of our families was successful when groups were smaller.

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

  Educators at both association groups appreciated the opportunity to review and discuss data among colleagues and provide feedback to district leaders. They expressed a desire to be provided with ongoing updates in a similar feedback loop moving forward, which will strengthen relationships and ultimately enhance the educational experience for our students.

  We will continue to cultivate relationships with our students and families who historically have not had a strong voice or presence at the table. Voices from various cultural backgrounds, ethnicities, languages, abilities, identities, family structures, etc., will be intentionally invited to engage in meaningful conversations and planning sessions that impact the educational experience for their children.

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

  Data provided at the state level would be greatly enhanced if it were available in languages representative of our students and families. Specifically, data in the following languages include Spanish, Russian, Swahili, Marshallese, Chuukese, and Dari.

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

  Intentional efforts are being made to ensure that all who enter our buildings feel safe and welcome. Examples include affirmations and or symbols in entryways, classrooms, and throughout. We strive to exude positive, welcoming atmospheres from the first point of contact, whether over the phone or in person. For instance, requests for more culturally inclusive environments, curriculum, and reading materials was a theme with Naïve Hawaiian/Pacific Islander and Native American engagements. We will continue to examine our educational resources and improve inclusivity by ensuring our students are provided materials that expose them to rich, authentic content representative of the various backgrounds of our students.

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

  The four district-sponsored charters within the district will submit their own plan rather than operate from the SKPS plan. That said, our charter school leaders were included in communication to and feedback from administrators, and the charter family communities are included in SKPS communities. Additionally, we met with the charter leaders to share all data from feedback sessions and discuss SKPS draft outcomes and strategies.

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

  ☒Students of color
  ☒Students with disabilities
  ☒Students who are emerging bilinguals
  ☒Students who identify as LGBTQ2SIA+
  ☒Students navigating poverty, homelessness, and foster care
  ☒Families of students of color
  ☒Families of students with disabilities
  ☒Families of students who are emerging bilinguals
  ☒Families of students who identify as LGBTQ2SIA+

☒Families of students navigating poverty, homelessness, and foster care
☒Licensed staff (administrators, teachers, counselors, etc.)
☒Classified staff (paraprofessionals, bus drivers, office support, etc.)
☒Community-based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
☒Tribal members (adults and youth)
☒School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
☒Business community
☒Regional Educator Networks (RENs)
☐Local community college deans and Instructors; local university deans and instructors
☒Migrant education and McKinney-Vento coordinators
☒Local workforce development and / or Chambers of Commerce
☒CTE regional coordinators
☒Regional STEM / early learning hubs
☐Vocational rehabilitation and pre-employment service staff
☒Justice-involved youth
☒Community leaders
☐Other _____

- How were they engaged?
  (Check all that apply)

  ☒Survey(s) or other engagement applications (i.e., Thought Exchange)
  ☒In-person forum(s)
  ☒Focus group(s)
  ☒Roundtable discussion
  ☒Community group meeting
  ☒Collaborative design or strategy session(s)
  ☐Community-driven planning or initiative(s)
  ☐Website
  ☐CTE consortia meeting
  ☒Email messages
  ☐Newsletters
  ☐Social media
  ☒School board meeting
  ☒Partnering with unions
  ☒Partnering with community-based partners

☒Partnering with faith-based organizations
☒Partnering with business
☒Other _____empathy interviews_____

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

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

    Artifact 1 – SKPS Community Engagement Photo Highlights: This slideshow was generated to highlight examples of the engagement work that occurred between May 2022 and December 2022 with key focal groups and community organizations within our community. This artifact was selected to showcase these engagement sessions and highlight participation of our community in this process.

    Artifact 2 – SKPS Community Engagement Schedule: Community engagement with our student focal groups and community was key to successfully conducting our Integrated Needs Assessment. Maintaining a schedule was necessary to identify and track key focal groups, utilize district leadership as facilitators and to ensure we were able to maintain timelines in meeting the requirements of this process.

    Artifact 3 – WESD Executive Summary: The research team from WESD compiled an executive summary of the feedback received from our community and from our student focal groups as part of our engagement work. This information was key in helping inform district strategic planning, setting goals, and in finalizing our Integrated Budget.

    Artifact 4 – Padlet Examples: Focal Group Input with Guiding Questions – Consistent guiding questions were utilized in each engagement session to provide opportunities for input and feedback on our strategic plan and on focal student group academic performance. Padlets were used to gather this data under each question and were used by the team from WESD to summarize feedback and identify trends and themes within our community.

    Artifact 5 – Vision Word Cloud Examples: What are your hopes and dreams for the children of Salem-Keizer? This question was used to launch each community engagement session. Participants reflected on this question and provided their hopes and dreams for all kids in short one-word answers or short phrases. The word cloud provided real time input and all participants were able to see everyone's hope and dreams for the children in our school district. Similar words and phrases were highlighted at various times throughout the

engagement sessions by the district facilitators. This information will be used as a data point to inform future updates to our vision statement for Salem-Keizer Public Schools.

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

We employed various strategies to engage students, families, community members and staff:

1. *Engagement sessions were planned and facilitated in a variety of ways including in-person, virtual, hybrid and in 1:1 empathy interviews to maximize participation and engagement. These decisions were made using our Equity Lens to maximize participation and engagement and to ensure our most marginalized focal groups were engaged to provide input and feedback. Community Spectrum – Collaborate*

2. *Provided Language Specific Engagement Sessions - These were planned to ensure focal community groups and historically marginalized communities could engage in this process and provide input and feedback to SKPS. Specifically, sessions were facilitated in the following languages: Spanish, Swahili, Chuukese, Marshallese, Russian, Arabic, Dari, and English. Community Spectrum – Involve*

3. *Leveraged Partnerships with Community-based Organizations – Various community-based organizations were engaged to support and recruit students and families to engage in these sessions. Examples include the Salem-Keizer Coalition for Equality and Salem for Refugees who both worked in partnership with district leadership to communicate events, co-facilitate and worked to increase participation of focal groups. Community Spectrum – Collaborate*

4. *Empathy Interviews – These were utilized to provide input and feedback from key focal groups including students experiencing incarceration/detention and students/families in our McKinney-Vento program. Meeting individually with students and families to conduct empathy interviews provided opportunities for input and feedback while also maintaining confidentiality for individuals. Community Spectrum – Consult*

- 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.

1. *Association Leadership – Association leadership for both our licensed and classified staff were essential to our engagement work. Association leadership worked directly with facilitators to host both the licensed and classified engagement sessions at the Oregon*

Education Association offices in November 2022. Association leadership was essential in providing space and in communicating directly to membership to increase participation and to ensure we had both licensed and classified voice in this process. Community Spectrum – Collaborate

2. *In January 2023, our superintendent and director of strategic initiatives invited staff and school-based leadership to review and provide input into our draft Strategic Plan, longitudinal growth targets, and on our Integrated Budget priorities. This process allowed for staff to review district priorities and goals and provide input and feedback before the plan went to the school board for feedback and final approval in February 2023. Community Spectrum – Collaborate*

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

The process of public engagement has been a learning experience for our organization and has provided insights into our strengths and opportunities for growth. We heard from our parents, students, and community members that they desire improvement in students' sense of belonging in schools, improvement in student attendance and improvement in our students' mental health and well-being. They also identified improvements in core academic math and reading at the elementary level as key priorities.

Both our licensed and classified staff identified that leadership development was a priority in our district but did not necessarily get to the teachers and staff in schools. They were clear in their feedback that leadership development must also get to our schools to affect change and improve conditions for teaching and learning across the district. Likewise, elementary reading, K-12 math instruction and a focus on language acquisition strategies to support our growing population of English learners were also identified. School safety and student behavior management were identified as areas for improvement by both our licensed and classified staff throughout the district.

The recommendations identified above along with student performance and survey data (e.g., Panorama surveys) were reviewed to identify common trends and themes. Data and recommendations were reviewed to generate Longitudinal Performance Goals and to update our Strategic Plan. We developed outcomes for each of the Integrated Guidance areas: Well Rounded Education, Strengthened Systems & Capacity, Engaged Community and Equity Advanced. Data was used in the development of our Integrated Guidance outcomes and associated strategies and activities.

CTE Focus

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

  For a CTE program to be approved by the state of Oregon it needs to have an active industry advisory committee. We have moved away from individual advisory committees and developed regional ones. This allows industry partners to have input in the technical and professional skills attained by students in a CTE program district wide. Therefore, they are shaping their future workforce.

  We also have partnerships that have guided work-based learning in our area. SKPS is a member of the regional Control Tower project that has a software management system (Transeo) that links industry and students to job shadows/internships. We also partner with the WESD on an event called Industry Connect, which allows companies to bring authentic projects to teachers. This is an annual event and many of the students' solutions or product development have been incorporated with the businesses.

  Aside from outside partners, we have also engaged internally to provide students work-based learning opportunities. This includes student-run enterprises such as coffee shops, preschools, event catering, and oil changes. We also have 'Grow our Own' internships with our transportation department where students in automotive can apply to work at the bus barn and earn scholarships. We are also in the process of building a program for students to earn Chromebook repair certifications through ACER and work for our technology department.

Affirmation of Tribal Consultation

Ready to upload into application.

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

Strengthened Systems and Capacity

(250 words or less per question)

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

  Salem-Keizer Public Schools (SKPS) uses a multi-tiered recruitment approach. We have recruiters on staff; their focus is on international, national, regional, and local recruitment of diverse teachers. We also have established multiple grow-your-own programs for employees to become teachers as well as for teachers to become administrators. SKPS has a strong mentor program that provides 90 yearly hours of direct support to teachers in their first three years of teaching. All teachers new to the district receive a multi-day onboarding/professional development process to help assist them as they transition into an SKPS classroom. Our recruitment plan targets historically black colleges and universities and highly Hispanic colleges and universities; our international recruitment consists of teachers from Mexico, Spain, and Puerto Rico. Part of our retention strategy for targeted teachers' groups is providing culturally relevant training and helping those new to SKPS culturally connect with ethnically and racially diverse members of our school district and community. Competitive wages, tuition reimbursement, and access to free or paid professional development opportunities are also positive factors in our retention plan. SKPS offers career pathway navigation assistance for employees seeking to advance their careers within the district. Pathway navigation is a one-to-one experience that recruiters facilitate with staff members.

- 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 current hiring model allows the hiring supervisor discretion to hire teachers in a manner which provided the most support to the students in the community which they serve. This process allows administrators to review all applicants and make informed hiring decisions to ensure students' needs are being met. Additionally, students are strongly encouraged to be a part of all interview panels. Being a district that supports 65 schools we can spread inexperienced or out-of-field teachers naturally across the school's system, with careful monitoring at both the school and district level for increased numbers in any one school. The hiring administrators have been trained in to use equity-based hiring practices that lead to the increase of diverse, highly trained, and highly qualified teachers hires. If a teacher is ineffective based on evaluation, inexperienced or out-of-field the administrator will perform more frequent observations, to provide professional growth feedback to the teacher. Lastly, administrators have the authority to request a teacher be transferred. When this occurs, Human Resources (HR) will investigate other placements options and will identify options

which have experienced administrators and a supporting staff of teachers to aid the transferred teacher in their professional growth as they look to become an effective teacher. When reviewing placement options available for transfers, HR will consider the needs and demographic makeup of the student community before placement.

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

  K-12: Each of our schools has implemented PBIS systems that have been strengthened by a culturally responsive approach; this has been the focus of learning for our schools this year. Coupled with restorative practices learning and school implementation teams shifting the focus from disciplinary practices to learning, our schools are making changes to their existing practices. At the elementary level, behavior referrals are now behavior trackers and schools are working in their teams with collective understandings to capture the skills that students need and the learning plan to support that learning. At the secondary level, schools have focused on recalibrating consistent systems, and are coupling discipline consequences with supports and interventions. A small set of 10 schools are working on more advanced restorative practices in their school sites, which informs the culture of the school and the way in which we approach resolution to conflicts and repairing the harm caused to individuals and community.

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

  Elementary Level: For behavior, schools self-assess on a three-phases implementation rubric that includes PBIS, equity, social-emotional learning (SEL) and restorative practices to determine their learning needs and progress. For academics, schools participate in the MAR (MTSS Academic Rubric). This self-reflection survey is focused on literacy and is done with school teams to inform school improvement plans. We will build a similar process for math beginning 2023-24. This data is shared with our District leadership to monitor progress of the implementation.

  Secondary Level: At the secondary level, we engaged in a root cause analysis process to create a focus of level wide goals and associated outcomes and metrics. Schools used this level-wide plan to support their school improvement plans. In this way, all professional learning is aligned to the same goals and metrics across the level. Schools differentiate their teacher-level professional learning sessions to meet the needs of their local context. District-level professional learning is targeted at administrators and instructional leaders who will be designing the professional development sessions for their staff. Additionally, implementation rubrics for our academic and behavior systems are used to assist schools to understand the steps needed to close the gap of implementation at their sites.

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

  Elementary Level: A learning focus has been to support our leaders on how to implement regular and consistent feedback that is aligned to the school's selected focus of the "Fab 4." Leaders have participated in two opportunities to practice and learn with Dr. Kevin Feldman. The focus has been on how to provide consistent feedback to teachers that is actionable and to refine our understandings on the "Fab 4" (high effect instructional strategies across content areas).

  Secondary Level: Instructional mentors receive monthly professional learning in instructional coaching and leadership and have additionally been trained in cognitive coaching routines to use when working with staff. Level-wide, we have also engaged in instructional rounds called Instructional Communities of Practice, which focus on collaborative calibration and feedback on a school's selected focal point related to their school's strategic plan. Our evaluation system also affords opportunities for administrators to calibrate on feedback to school leaders; new administrators get additional support in this effort from our leadership coach and a retired principal who focus on observational feedback and calibration.

- 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?

  K-12: As specified earlier, we have an MTSS framework at all levels that ensures all students have access to grade level standards, and that provide additional layers of instruction for the students who need more support. This is organized with assessment screeners that are proctored at the same time for all students and supported with the school teaming structures and protocols to analyze the data and plan instruction to meet the needs all learners. At the elementary level, there are additional assessments utilized to monitor progress at the Tier II level. Math systems include the screener and will strengthen the implementation of the tiers beginning 2023-24. At the secondary level, we use diagnostic screeners in grades 6-9 in language arts and math to be able to assist teachers in identifying the needs of their students for in-time interventions. At the high school level, credits are tracked and systems of credit recovery using proficiency-based methodologies are used to ensure students are on track to graduation. High schools also employ a myriad of positions, such as grad mentors, to ensure that students who are falling behind are re-engaged at school and have the assistance they need to graduate.

- 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?

Through state funds granted through the Early Learning Hub, we access the Kinder Partnership Innovation grant to provide various support to families to help prepare our students for kindergarten.

These supports include:
- *Writing and reading supplies*
- *Kindergarten "roundup" called Kindergarten Hear I Come. At this event, we have community resources and register students for kindergarten*
- *A video to help our community see what kindergarten looks like*
- *Parenting classes, "Ready for Kindergarten" to help our parents understand how to prepare their students for kindergarten*
- *In conjunction with Head Start and local childcare providers, we host community events focused on supporting families and students as they transition into kindergarten*

Between elementary to middle school: Jump Start Camp for all incoming 6th graders; 6th Grade open houses; transition planning and collaboration between schools include placement recommendations for AVID, math, reading, SEL support, and music/sports recruitment; middle school counselors and teachers visit elementaries to organize and support students transition to middle schools.

Between middle and high school: Information on students is shared from middle school to high school staff; incoming 9th grade students are invited to summer transition camp to high school; 9th grade open houses; 9th grade parent nights; 9th graders start one day earlier than their high school peers to become familiar with staff, systems, resources, and the school in general.

Between high school and postsecondary: College and career coaches to support students and families; ensure every senior has a post high school plan; FAFSA and ORSAA evening events for families; two college and career fairs hosted for our students and families; Aspire mentors in our schools.

Attachments Completing Your Submission

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

Assurances

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

After Application Submission

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

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	81%	83%	85%	87%	89%
Baseline Target	80%	82%	84%	86%	88%

Focal Student Groups

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
High School English Learners	60%	62%	65%	78%	71%

Five-Year Completion

District-Wide

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	89%	91%	93%	95%	96%
Baseline Target	88%	90%	92%	93%	94%

Focal Student Groups

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
High School English Learners	62%	67%	75%	81%	85%

3rd Grade Reading (ELA)

District-Wide

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	44%	48%	52%	56%	60%
Baseline Target	40%	44%	48%	52%	56%

Focal Student Groups

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
English Language Learners	22%	26%	30%	34%	38%

9th Grade On-Track

District-Wide

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	82%	84%	86%	88%	90%
Baseline Target	80%	82%	84%	86%	88%

Focal Student Groups

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Hispanic / Latinx Students	76%	78%	80%	82%	84%

Regular Attendance
District-Wide

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	57%	60%	64%	70%	75%
Baseline Target	55%	59%	63%	69%	73%

Focal Student Groups

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
High School English Learners	40%	43%	47%	50%	55%

Data Definitions

ODE will maintain data definitions for the common metrics.