

Integrated Application Template

Needs Assessment Summary:

The comprehensive needs assessment process:

Data Sources used:

1. The first data source that we used to inform our needs assessment was **empathy interviews**. These were conducted with our Latino/Hispanic families to help inform us about obstacles that our families are facing when accessing online school. This process did help inform our needs assessment, but it was difficult to conduct the interviews. This also informed our understanding of the families - many of them are choosing to come to our school due to their busy schedules and squeezing in additional responsibilities is not something they are able to do.
2. [Surveys from Cognia](#) conducted for our accreditation process. These surveys were given to our stakeholders: parents, students, and staff. These survey results clearly outlined needs that our various stakeholders have or areas of weakness within our school system.
3. [Parent Nights](#): Some of our parent nights were not highly attended while others did produce a good turnout. We discovered, through this process, that having a hybrid option for parents was the best possible solution - we ended up with a handful of parents who attended in person and some who attended fully online. Through this town-hall type of interaction, we were able to garner much information concerning the needs of students and families in grades K-12.
4. [SEL needs surveys](#): in all of our advisory classes we include a needs survey that asks families about their current situations and how we might be able to help support them. We have discovered many needs through these surveys especially around mental health and social-emotional learning.

Through the analysis of these data sources, we implemented a wide variety of strategies while utilizing Targeted Universalism. Because we have been designated a Comprehensive Needs school due to our graduation rates, 9th grade on track rates, and scores on SBAC, we intentionally invited families to join our parent nights or take part in our surveys who are historically underrepresented. For our parent nights, we asked staff to suggest students and families who are involved in school so we could personally invite them to attend and we made sure that our demographics were all represented. This process allowed us to hear from all families, age groups, and demographics.

After reviewing the data sources listed above, we were able to make informed decisions around strategies moving forward.

Plan Summary

Through our needs assessment, we put together a comprehensive plan that will support our families. We will have direct administrative costs related to building the budget, developing systems and procedures for monitoring how the funds are used, accessed, and distributed, and preparing reports in reference to the plans, funds, and results.

1. **Student Success Team:** Over the last few years, we have put together a Student Success Team that focuses primarily on engagement for our students. Through an intentional hiring process, we have hired diverse staff members who represent our student demographics. On this team we have a Russian and Ukrainian speaker, a Spanish speaker, and representatives from our historically underserved communities. Because we have been intentional in this hiring process, our student success team represents our student body and have made strong connections to our families.
2. **SEL Curriculum:** Through our needs assessment, we discovered that many of our students and families have social emotional learning needs and even though we have a low counselor-student ratio, sometimes we do not hear about the needs of our students due to stigma and reticence. Because of this, we are implementing a comprehensive SEL curriculum called Character Strong in grades K-12. We have hired a SEL Coordinator who manages the curriculum and the presentation of the lessons, which is all done through our MEWA Success, or advisory, classes.
3. **Counselor ratios:** Also through the needs assessment, we realized that our school should employ a low counselor/student ratio. Because our students have such high SEL needs, they should have access to a counselor readily and regularly. Because of this, we hired a counselor to support our college-bound students and hired a counselor to support our GED students. In this way, we are able to focus on high-needs students without overburdening the counselors we do have.
4. **Added support in Equity and Connections:** Through our ESSER funds, we were able to hire an equity coordinator, which informed many of our decisions. At this time, our equity coordinator is developing a rubric through which we can examine our curriculum to make sure that inclusion and equitable practices are occurring. Along these same lines, our parents indicated a need to be able to connect with other parents in this online environment so discussions could be had and playdates could be established. We are working on a tool that will support our work in this area.
 - a. **CAPP** (Career and Professional Pathways) program - we are putting together a career certificate program in partnership with our local community colleges. This particular program is specifically for students who are not finding success in high school but are attracted to some of the trades. We will send them to the local community college specifically to earn this certificate and we will pay for the college courses.

- b. Curriculum and Equitable Grading Practices:** Through our examination of equity and the feedback we received through our surveys, we added curriculum that will enhance our CTE offerings (Edynamics and ZSpace) and we are building more equitable grading practices through the implementation of Standards-based Grading (SBG) and a change in curriculum (Discovery) that lends itself more readily to SBG and thus more equitable grading practices.
- 5. MTSS:** Our students' needs vary greatly. We are not always aware of the needs of our students because we are an online school and do not meet with our students face-to-face. Because of this, we developed a comprehensive Multi-Tiered System of Support which brings staff together to determine what support a student may need. If that support doesn't work, then we move to the next support option and through this process, we hope to find the right fit for the student.
 - a. On Track Meetings:** Within our MTSS system, we are also meeting in grade-level teams. These teams consist of teachers, counselors, advisors, and administrators who review student attendance and engagement and work on a plan to support our students with next steps.

Equity Advanced

- **Strengths:** Because we are an online school, we do have some strengths in terms of equity. Students can take whatever class they choose to take without concern that it could interfere with other classes. There are no barriers to challenging class access. Also, all of our support for students is equally accessible and no students receive support that others don't have access to. We also are putting into place the CAPP program which has no barriers to access. We do not have a GPA requirement in place nor credit requirement, but will build an individualized program for each student.
 - **Writing 115:** this college-credit class has been put in place for all of our seniors. This way, we know that all seniors have equal access to college credit classes.
- **Needs in terms of equity and access:**
 - **Equity lens:** We are developing a rubric through which we can evaluate our curriculum for inclusion. We did discover through our needs assessment that some families do feel included in the curriculum while others do not. We would like to make sure all feel that they are seeing themselves within our school and programs.
 - After putting Writing 115 in place for all students, we discovered that some of our seniors are not ready for this college-level class, so we are now building a Reading/Writing 90 class that will move them into Writing 115.

- Staff representation. Even though we have made strides in having a more inclusive staff that more clearly represents our student population, we are still not fully representative.
- [Equity Lens](#): We utilized the Oregon Equity Lens to inform our plan and budget.
- The [Equity Lens](#) provided us with questions that helped us dig into our current practices and programs. As we dug into our practices, we realized that we had a couple of barriers that needed to be removed and/or adapted.
 - We added WR115, a college-level class that all seniors were given. This way, no bias could occur as students were scheduled for classes. What we discovered, though, is that some of our students are not ready to take this college level class and be successful, so we are now putting in place a support class that will lead the students into WR115 and the subsequent college credit.
 - We also realized that our Early College program had parameters in place that eliminated some students from being able to access college level classes. Because of this, we put a new program into place and are working on the details of this program: CAPP (Certificate and Professional Pathways) Program which eliminates the parameters that were in place for Early College and still allows students to take classes at our local community colleges while earning a certificate as well as their high school diploma at the same time.
- **Potential Academic Impact:** The academic impact that could occur for all students and focal group students is specifically around access to support through our MTSS system, through SEL curriculum that addresses Maslow's hierarchy of needs, and in access to college level classes. All of these pieces support the students from their emotional needs to their academic needs. Our adaptive curriculum options also help fill gaps in knowledge so all of our students can move forward with a solid foundation. Finally, we are working towards implementing a more equitable grading practice through Standards-based Grading. This is an ongoing exploration and process of how SBG will work within our online platform and if it will be beneficial for our students and their learning.
- **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?**

One of the benefits of attending an online school is that students can do their schoolwork from anywhere, and no one is aware of the location. There is a level of anonymity at an online school that can be truly beneficial to students. We provide all of our students with the technology they need to do schoolwork and access wifi, and we provide students with any other materials they may need. Through this process, students are able to work from wherever they can with the requisite access to the technology. We also provide a building and bus passes, so if a student needs to work at our facility, we can provide the means for them to do so.

- Barriers that could occur are around access to our SBAC tests. Because we are an online school, we have students across the state who need to take the SBAC tests. For some students, this is a hardship because they have to take time off from work, travel to the testing site, and use multiple days to complete this exam. I could potentially see some of our students opt out of the test because of these barriers.
 - Also, the tests are not graduation requirements, so some students will opt out of the test for this reason.
 - Finally, some of our students are behind in credit. It is possible that they haven't received the preliminary knowledge needed in order to take the tests and pass them.

CTE Focus

- Utilizing student interest data, in combination with BOLI industry data, we have built two formal programs of studies that have been approved by ODE: Graphic Design and Health Sciences.
 - Graphic Design is currently our most popular program with students having the opportunity to earn Adobe certification, in addition to participating in work-based learning programs.
 - Health Sciences is our newest and second largest program of study. This program of study has increasing levels of student participation and will help to launch students into the varied careers of Health Sciences. HOSA has adjusted their membership requirements and now permits students outside of the Health Science POS to participate, which has helped us to attract and build a viable club.
 - Each of these two programs teach students the skills they need to qualify for an industry recognized certification or credential that opens doors in high-demand, high-paying industries.
- Internally, we have developed a Hospitality and Tourism program of study utilizing the strengths of our CTE certified licensed teachers. By building an internal program, we're able to offer students the opportunity to explore this industry and its many facets for career development.
- **What strengths do you see in your CTE Programs of Study in terms of equity and access?** The strengths we see in our CTE POSs around equity and access has to do with the lack of barriers. We do not have scheduling conflicts - students can take any class they want at our school and it will not interfere with another class at that same time. Also, there are no conflicts between programs so we do not have students who would like to try 2 programs and are unable to do so - they are welcome to try both. Finally, we have a level of anonymity in our school, which does help with access to classes. Being an online school, anonymity is a real strength and allows our students to be who they are without the weight of judgment.
- **What needs were identified in your CTE Programs of Study in terms of equity and access?** After closely examining our CTE POSs, we came to realize that there is a difference between male and female students choosing our particular POSs. Because of this, we have developed a new CTE program called CAPP (Career and Professional Pathways), which

allows students to choose from 20 different possible certificate programs. By expanding options, we believe we will meet the interests and needs of all of our students.

- **What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?** Our recruitment strategy involves a variety of steps. We advertise our CTE programs on our website, through our course catalog, and through communications to all students and families. We also have the counselors attend our advisory classes and talk about the programs to all students. Finally, our marketing team is working on the development of videos that include representatives from all focal groups to demonstrate that all students are invited to these CTE POSs.
- **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 ensure that there is equal access and participation in our CTE POSs among focal student groups by developing marketing materials that are inclusive, in multiple languages, and shared with all of our students and families. When students sign up for electives and CTE classes, this is done anonymously and there are no caps on enrollments within these classes so all students who choose the classes receive those classes. We also provide accommodations and support services that help scaffold students into the programs. For example, students at our school have access to text to speech tools, adaptive math curriculum and adaptive reading curriculum. Through these tools, all students can access the programs available to them.
- We have been bringing in industry representatives from all focal groups and having them take part in our Future's Fair and MEWA Success classes. We want our students to see themselves represented in the CTE POSs that we provide. We make sure that classes are not scheduled that would cause certain groups to not be able to attend the CTE classes.
- Currently, we are beginning a CAPP program through our local community colleges that allow all students, regardless of GPA, test scores, or credit attainment to attend. By removing these barriers and redistributing resources, we can make sure all students, especially students in our focal groups, have access to college classes and certification programs.
- Finally, we are collaborating with businesses in the area through Gresham Chamber and Loco por la Aventura to provide support for students in some of our focal groups and build unity and/or affinity groups. By pulling in our business partners and growing relationships with our Latino community around CTE and options in education, we can provide opportunities for our focal groups that might not have been visible before.
- [CAPP Program Description](#)

Well-Rounded Education

- Our school provides our students with a well-rounded education by developing and purchasing curriculum that is Common Core State Standards aligned. We are very purposeful in this work and also spend time in our departments making sure that we are covering the standards through our various courses and have vertically aligned our curriculum. Because many of our students come to us credit deficient, we provide our

students with an adaptive curriculum in both reading and math which targets certain skills and fills the gaps in their knowledge. What we have also discovered is that, as an online school, there are certain topics that students are highly interested in. Often these are Social-Emotional Learning topics or skills-based topics. We have been intentional in providing students with access to such courses and have listed some below:

- Time-Management
 - The Science of Happiness
 - Breathe and Connect
 - Understanding Human Emotions
- The arts-focused disciplines that are provided and incorporated into the curriculum are media arts primarily. We have a CTE Program of Study that focuses on Graphic Design and have had some completers of this CTE POS in the past. We also offer media arts for grades K-12 in the form of classes that the students can take. At the elementary level, we have arts classes for K-6 as well as an art club that students can attend. At the middle school level we offer Studio Art as well as a club that the students can attend. At the high school level we offer the CTE POS in Graphic Design as well as Digital Photography 1, 2, 3, and 5 college-level art courses that students take and receive both HS and college credit for. Finally, we have clubs that students can join that involve music as well as drama.
- Because we are an online school, we have purchased a program called Actively Learn. This program is our e-book repository and gives students access to a huge variety of books, both fiction and nonfiction. Articles, short stories, and poetry are all available through this program as well and our ELA teachers have incorporated access to this e-library in their classes. Along with having access to a digital library that is used in our ELA classes, we also are physically located across the street from the Gresham library and have taken our students on field trips to the library so they can sign up for library cards and check out materials that are of interest to them.
- Because we are an online school, students have flexibility within their schedules for the purposes of eating as well as having time for movement and play. We are intentional in our master schedule development, making sure that our students do not have more than three hours of virtual lessons a day, giving them adequate time to eat lunch and move throughout the day.
- STEAM (Science, Technology, Engineering, Arts, and Math) are incorporated comprehensively within our school. First, because we are an online school, students at our school use technology daily to access their classes, upload assignments, communicate with students and staff, and work through curriculum. This is a natural part of our educational system. We also include project-based learning regularly in our classes and have some incredible work done in this area. For example, we offer an Applied Engineering class where students build guitars and skis in order to understand some of the engineering concepts they are learning in their classes. We also have a

leadership class that schedules and plans large school events such as trips to OMSI, the zoo, or school dances. Finally, we have teachers who meet regularly on campus to combine their disciplines and help students see the connections between classes and concepts. One of these groups meets on campus every Tuesday, where social studies, English, and biology classes are all combined and concepts that span all of these disciplines are reviewed.

- All of the curriculum we purchase is Common Core State Standards aligned. We are intentional in this process and meet with the vendors, review the standards, and have our teachers review the content from their respective disciplines. The classes that are developed by teachers go through a rigorous review process whereby we put together a curriculum review team that meets regularly to review the courses being developed and apply a rubric for each course. When the course has been reviewed, the rubric is sent to the instructor and the team again reviews the course after changes have been made. This rubric also requires that teacher-developed courses follow CCSS.
- Our process for ensuring classroom instruction is intentional, engaging, and challenging for all students consists of multiple steps. First, we have our new staff members meet regularly with our TOSA. She is a skilled and master teacher who discusses elements of the virtual classes that need to be conducted in order for the class to be intentional, engaging, and challenging. Second, we purchase a variety of tools that teachers utilize in order to make the classes engaging and to help monitor student attendance and participation in the class. These tools are things like Nearpod and Pear Deck. Both of these programs provide ways in which students can actively and intentionally engage with the curriculum while also demonstrating understanding of that curriculum. It also provides teachers with an opportunity to quickly judge understanding by the students. Finally, we have a rigorous system of review, whereby administrators observe teacher-led virtual sessions and check for strong teaching practices within the virtual classes. Professional development around teaching and learning is done every year.
- Strategies we employ to facilitate effective transitions from middle grades to high school and from high school to postsecondary education is to develop meetings with these age groups and our counselors. Our counselors hold an 8th grade night where they meet with parents and students to discuss the transition from 8th grade to 9th grade. They also pop into the homeroom classes for both 6th graders and 8th graders to further talk about this transition. Our 6th and 7th grade teachers have met and brought the 6th and 7th graders together to further develop a synergy between the age groups. As far as transitioning from 12th grade to postsecondary education, we support this transition by offering a variety of classes that provide students with the opportunity to earn college credit while still in high school. We also have a couple of programs that help transition our students to college by allowing them to take college classes at our neighboring community colleges while the students are still in high school. And finally, we have a college counselor who collects scholarship opportunities, provides families with a FAFSA

night, and organizes a Futures Fair where students learn about opportunities after high school while also taking part in interviews and resume/cover letter building.

- We identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards by giving students the STAR360 test three times a year. This formative assessment gives us a quick snapshot of where students are in their reading and math skills while also evaluating growth. When we see the results of these STAR360 tests, we can begin to evaluate the needs of our students, especially if they are performing well below grade level. We have an MTSS system that catches these students and then provides them with different supports in order to build these skills. Some of the supports we provide include math lab, English lab, adaptive reading programs, adaptive math programs, and proficiency options. Because many of our students are behind in reading and math, this is provided for all students, although we are particularly focused on our focal student groups. We also realize that many of our students need support in time management and organization. Because of this, we have a time management class that many of our students take in order to develop schedules and stick to them and we have a Student Success team that reaches out to students regularly in order to help our students plan for their school week.
- Systems we have in place for supporting the academic needs of students including our focal student groups who have exceeded state and national standards are around providing college-level classes for any student who might be interested or who qualifies. We offer WR115 for our seniors who can then earn college credit as well as high school credit for this required college ELA course. We also have an early college program and are able to place advanced students within this program who are ready for these college-level courses. Finally, we have six teachers on staff who are qualified to teach college-level courses in ELA, business, art, social studies, and math. When students demonstrate readiness for these advanced courses, we can provide them with the opportunity to take the classes. We also offer a wide array of science courses that challenge students where they demonstrate ability as well as interest.
- We provide career exploration opportunities in a variety of ways. We have a college counselor on staff who meets with students to discuss options after high school. She also puts together a scholarship list which is sent to students regularly in order for them to find financial aid. We offer two CTE POSs, Graphic Design and Health Sciences. The CTE instructors of these courses meet regularly with the students who are working through the POSs and provide them with guidance in how to advance their opportunities within these career pathways. All of our students also have access to the Futures Fair, which brings in employers from around the county and district, offers students the opportunity to interview with various businesses, and exposes our students to different career opportunities. A number of our students have been hired by local businesses through this process. We also provide a new program called CAPP (Career and Professional Pathways) which gives students the opportunity to earn certificates in the trades through our local community colleges.

- We are providing equitable work-based learning experiences for our students through our job-shadow requirement. In this requirement, all students are required to work for a few hours within a field of their choice. Both their counselor and their advisor check on this opportunity and provide them with different guidelines for accessing work-based learning. We also have a Futures Fair where businesses from the community come into school and conduct interviews with our students. Some of our students have been hired at our local businesses through this process.
- Students' academic and technical skills will be improved through their course of study at the Metro East Web Academy in a very natural and cohesive manner. Because we are an online school, students must learn technical skills in navigating their course work, submitting assignments, and working with other students. We have discovered that a strong orientation process and support process is necessary in order for our students to find success, so we have a rigorous onboarding process to guide our students with school success. Also, our six certified college teachers have their curriculum online, so not only do students have access to these high-level college credit bearing classes, but they also have to navigate the technology in order to be successful within these classes.
- As an online school, our students need skills that will prepare them for self-sufficiency in identified careers. They must be able to work through a personal schedule, adhere to that schedule, have the intrinsic motivation necessary to show up for their classes and take part in them, and turn in their work and assignments on time. Because of the nature of online education, our students are developing skills needed in the workplace. Also, many of our students hold jobs while also attending school. They are navigating many responsibilities, which will lead them to further success in the workplace.

CTE Focus

- Students and families learn about our CTE program through a variety of methods: class forecasting, career fairs, MEWA web page and talking with staff members.
- With the creation of MEWA's certification program, CAPP, students have the opportunity to take industry certified courses through their local community college to earn a credential that meets their career goals and interests. This new program also supports non-traditional fields with professionals that have the required training and skills that MEWA's small staff does not.
- We are considering creating and adding an Education POS in our CTE portfolio. All of our teachers have their master's degrees which meet the articulation requirements at the community college level.

Engaged Community

- Our community engagement has been authentic and meaningful. We have had parent input from parents who have students in grades K-12 in person, we have had incredible responses on our surveys that are distributed in the students' advisory classes, we have had incredible engagement this year with students and parents in the accreditation and annual review process, and we received input from our empathy interviews. A barrier that we experienced was a lack of attendance at our original parent evening, but we overcame that barrier by inviting parents individually - making phone calls and sending invitations. We also switched from an in-person format to a hybrid format and we had parents both in person and online. We did not have a great response to our empathy interviews and we believe this is because the families we were most interested in hearing from often work multiple jobs, have added responsibilities, and may have a language barrier. We are continuing to work on overcoming the obstacles in these situations.
- Relationships and partnerships we will cultivate to improve future engagement is to continue partnering with Gresham Chamber, MHCC, PCC, CCC, Multnomah Family Services, NARA, GBSD, and we hope to also develop a partnership with the Latino Network.
- Resources that could enhance our engagement efforts from ODE would be to provide us with a Latino Network support staff member. We reached out to the Latino Network but the cost of having one member employed at our schools was prohibitive and we were unable to meet that challenge. If ODE were willing to place a staff member with schools that have a certain number of Latino students, perhaps we could provide a service that we are unable to provide at this point.
- Our focus on customer service is a priority. Because we are an online charter school, we need to not only make a good first impression, but we need to provide ongoing support for our families because our educational delivery system is so different from the traditional brick and mortar system. When we sent out our accreditation surveys, one of the responses we received over and over again was around safety. Our families do feel safe and there are multiple reasons why this is the case. One of the reasons is because students are not required to come on campus, so the possibility of a school shooting is very minimal in our case. This does create a feeling of safety. Also, our students have a level of anonymity, which means that bullying is less likely to occur and students are often not judged by the gender they identify with because of that level of anonymity. Safety is one of the reasons families choose to come to our school.
- 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 _____

- We are intentionally developing partnerships with employers to expand work-based learning opportunities for students by bringing in our community business leaders to our Futures Fair. We ask our community business partners to bring in information about their businesses and to look over resumes and cover letters. Students also have the opportunity to interview with these business leaders and receive feedback on that interview process. Some of our former students are now business leaders as well and we have had opportunities for them to hire our students, which has been an amazing partnership.

Strengthened Systems and Capacity

- We recruit quality educators and leaders through an inviting application system that prioritizes representatives of student focal groups. Not only does our application system invite all to apply, but we have intentionally reached out to possible employees who are representative of our student focal groups and this was especially done with our Student Success team. On this team, we have our Spanish interpreter, our Russian interpreter, and representatives from our historically underserved communities. Once we have hired staff members, they go through an onboarding process whereby they are introduced to our educational delivery system, online tools, and technology. This is a robust onboarding process led by our TOSA, who has years of experience in online education.
- The processes that we have in place to make sure our students of color, students experiencing poverty, students learning English, and students with disabilities are taught by highly qualified instructors is to have highly qualified instructors in all areas of our school. We have strong educators and the instructors who are teaching our students with high needs have years of experience as well as the educational background needed to work with specific demographics. For example, our SPED teacher has more than 30 years of experience in the field and our ELL teacher has multiple degrees as well as many years of experience working with the ELL population. She has designed our ELL program for the online world and has constructed our ELL program.

- Because we are an online school, many of the behaviors that could occur which would cause students to be removed from the classroom, do not occur in our environment. If we have a student who is disruptive in the online world, there are systems we can put in place that do not remove the student from the class at all. We are often the school who takes students with behavioral issues and we are proud that we can provide this service to our neighboring schools.

- We align professional growth and development to the strengths and needs of the school, the teachers, and district leaders by offering individualized professional development. All of our staff members have access to PD money and they will tell us what they would like to use that PD money for. We have a conversation with the staff member about how this will support and advance their learning and how it aligns with their goals, and then we allow them to customize that PD. We also are a school that grows talent from within. We have a number of staff members who have taken on leadership roles because of their skills in this area. All of our administrators were originally teachers at our school and we encouraged and supported them in earning their administrative degrees. We also encouraged our social worker to earn her master's degree and have a counselor working on his PhD right now.

- As a school, we follow Danielson's framework when providing feedback and coaching to guide instructional staff in research-based improvement to teaching and learning. Our administrators meet with our teachers three times a year, observe four times a year, and check on classroom processes every month. In this way we are able to follow up with needs regularly. We also provide regular PD around research-based practices. Right now we are studying Standards-Based Grading as a school and are looking to implement this research-based practice in upcoming years. This has been a focus of our PD and we are working through the steps clearly and carefully.

- We have a number of systems in place to monitor student outcomes.
 - Our internal Student Information System was built for our students and this system provides us with quick and easy access to not only attendance, but engagement as well. The system calculates student attendance with passing rates in classes to identify needs.
 - We have a robust MTSS system that evaluates student progress and needs. We have three tiers of support and our teachers meet biweekly to examine students who are possibly not doing well and develop a plan to help them gain success. Our supports are multi-faced: counseling, social worker, Student Success, and academic.

- A number of our classes are built purely around the understanding that many of our students have gaps in their knowledge. We have an adaptive curriculum that does adjust to their needs and holes, and we have both math and English labs where students have extra time with a highly qualified teacher to address their math and reading/writing needs.
- Strategies we employ to facilitate effective transitions from middle grades to high school and from high school to postsecondary education is to develop meetings with these age groups and our counselors. Our counselors hold an 8th grade night where they meet with parents and students to discuss the transition from 8th grade to 9th grade. They also pop into the homeroom classes for both 6th graders and 8th graders to further talk about this transition. Our 6th and 7th grade teachers have met and brought the 6th and 7th graders together to further develop a synergy between the age groups. As far as transitioning from 12th grade to postsecondary education, we support this transition by offering a variety of classes that provide students with the opportunity to earn college credit while still in high school. We also have a couple of programs that help transition our students to college by allowing them to take college classes at our neighboring community colleges while the students are still in high school. And finally, we have a college counselor who collects scholarship opportunities, provides families with a FAFSA night, and organizes a Futures Fair where students learn about opportunities after high school while also taking part in interviews and resume/cover letter building.

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.

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

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

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

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