Aligned Initiatives - Application Questions

Question	Response
Plan Summary: (500 words) 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 those needs.	Willamette Leadership Academy has reviewed all engagement processes and responses and spent time analyzing how best to utilize our anticipated funding to meet the identified needs of our school community. WLA plans to increase the amount of engagement and support provided to students and families to create a more robust web of supports for our school community. An increase in these services will provide more opportunities for students to stay engaged in their education, feel supported by their school, and for families to connect with the greater school community. Investments in these types of activities will increase graduation rates, academic achievement, and overall well being of our school community. WLA will also work to develop a robust positive school climate and culture where cadets feel supported and have ready access to on site mental health supports. WLA will integrate aspects of nutrition and wellness, mental health supports, and positive SEL campaigns and activities to build student resilience and wellness skills for lifelong health. WLA will build up a more robust college and career readiness curriculum and coursework, increase opportunities for advanced coursework on campus, and increase the number of students accessing college and post secondary opportunities at Lane Community College. These efforts will be applied throughout the Academy and will help to increase student engagement in

	post-graduation success as well as dropout prevention and attendance incentives.
	WLA will continue to invest in staff professional development and continuing education, and collaboration to provide students access to a well rounded learning environment and equitable access to staff who value continued learning opportunities. WLA will work to continue to develop and adjust a robust network of PLCs to analyze and support student growth and development. WLA also recognizes the need to continue to invest in technology to provide our students and staff access to platforms that support equitable learning environments and supports.
Needs Assessment Summary (500 WORDS OR LESS): 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.	WLA started our needs assessment process by engaging all our stakeholder groups in various surveys. We used the surveys to collect initial data so that we could identify next steps in identifying what our needs were and how that integrated our identified focal groups. After reviewing our initial survey responses, it became clear that we needed to participate in some in person engagement sessions to gather information on a deeper level. We participated in three different engagement sessions - one with staff, one with the WLA Board, and one where we specifically invited parents of students with IEPs and 504s and our Spanish-speaking families. In the last few years, WLA has seen a large increase in the number of families who speak Spanish and need help communicating with staff. We wanted to ensure that they felt invited and included in our engagement process and that they had an opportunity to share their perspectives and ideas for WLA. In reading through our survey responses, we also saw a large chunk of communication

	from parents of students with IEPs and 504s. We included them in our parent engagement session to get more information about how best to support their students and to ask follow up questions from the survey responses.
	The engagement sessions with staff and the WLA Board proved valuable in narrowing down what the root of many of our needs are, which allowed us to create our plan.
	After laying out our identified needs, the draft has been sent out to our stakeholders to review and provide feedback on. It is important that our needs assessment be reviewed by stakeholders to ensure that nothing was left out and all focal groups are being represented and supported equitably.
Equity Advanced (250 words or less per question)	
What strengths do you see in your district or school in terms of equity and access?	WLA's program is built on equity and access. We utilize school uniforms to help all students feel included and to remove judgment based on physical appearances. We have found that this process, as well as providing financial support to families that need help purchasing the uniforms, gives our students a safe space to exist during the school day. We have also found that the uniforms require our students to get to know each other on a deeper level and have seen them build lasting friendships.
	WLA also works hard to provide equitable disciplinary practices and responses to behavior. Our program ensures that behavior expectations are taught annually to all students and revisited regularly throughout the school year. Our response to behaviors is also plainly stated for students and we are consistent in our responses. This helps create an environment of clear communication, consistency in follow through, and equitability in our response.
	WLA also focuses heavily on positive reinforcements with our unique rank and

	promotion systems that help students set short term goals and earn incentives as they achieve them. We work individually with students to help them set and achieve their goals and remove barriers to these achievements.
What needs were identified in your district or school in terms of equity and access?	WLA has identified several areas of need in terms of equity and access as a result of our engagement processes. WLA has seen an increase in families that speak Spanish and need translated documents and interpreters to communicate with English-speaking staff. WLA wants to ensure that we are communicating with all our families, regardless of their home language. In order to do this we need to invest in translation services for school to home communications and documents as well as increase access to interpretation services. Families and students also noted a lack of after school programming and arts engagement at WLA and felt that this was an important avenue to utilize funding. WLA wants to support a well rounded educational environment and providing equitable access to all our students in these areas is important to us. Families and students expressed a desire to interweave arts engagement, after school programming, and academic support and engagement together to provide a variety of opportunities for students to engage in. The last item that was identified as a significant need by all stakeholder groups is the lack of adequate on site mental health supports. Currently, WLA does not have an on site counselor. We have been utilizing a partnership with local agencies, but the need of our student population is outpacing the availability of resources within our partnership. We need to look to bring on an on-site mental health professional or counselor to adequately meet the needs of our student body.

Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.	The Equity Lens we used helped ensure that our plan met the identified needs of our focal groups as well as our student population as a whole. The process of engaging the Equity Lens also helped us walk through the different layers of support our plan provides to ensure that everyone's needs are met and equitably supported throughout our program.
Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.	The potential academic impact for our students and identified focal groups should be very positive. We plan to weave in arts engagement during our school week as we increase our offerings of electives for students. We are also looking to build up an after school program that offers academic support and athletic engagement for students.

Additionally, we are looking to increase our introductory CTE classes for students, access and connection with Lane Community College, and providing options for advanced coursework through our online partnership with Imagine Learning.

Our increased funding and support of on site mental health supports for students will increase resilience and coping skills. This will increase their academic performance because they will be better prepared to participate in the learning environment and able to utilize problem solving skills throughout the day.

Our continued funding of our Nutrition and Wellness plan will help students access healthy snacks throughout the day, reducing distraction and poor behavior as a result of hunger. |

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?	Our student population tends to be fairly transient both during the school year and year to year. Due to the nature of our program, parents will sometimes only enroll a student for one or two school years and then move them back to public school as a reward. We also have students transition in and out of our program throughout the school year. This can make it challenging to track long term growth when we have swings in our enrollment and our student population changes frequently. Our intention with focusing a large portion of our funding on engagement activities in art, physical fitness, introductory CTE classes, and other positive engagement strategies is that we will create a learning environment that encourages families and students to stick with our program in a more long term fashion rather than transitioning in and out. We also are putting funds towards staff retention in terms of training and development. Reducing staff turnover from year to year will help keep consistency within our program and help us attain our drafted Longitudinal Performance Growth Targets.
What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?	We are working to increase the types of activities we offer to items that will happen during the school day alongside promoting and celebrating regular attendance habits in students. Interweaving things like increased snacks throughout the day, access to arts engagements, and on site mental health supports will allow our students navigating homelessness opportunities to participate without being stigmatized or singled out. The after school program we will start next year will also have a transportation component to ensure that getting home isn't a barrier to attendance for our students. As a charter school, our attendance boundaries are vast, so supporting transportation access is imperative to any after school programs remaining accessible to all our students, especially those navigating homelessness.

CTE Focus	
What strengths do you see in your CTE Programs of Study in terms of equity and access?	WLA does not have an official program of study. We offer introductory classes to CTE type programs. We also connect students to our local community college and provide funding and other access points. As a small school with a small staff, we do not have the infrastructure or resources to successfully implement a full scale CTE program of study. Instead, we provide a student success coordinate to help connect students with college and career opportunities and career exploration. We are also working to expand and offer more introductory CTE style classes that give our students on site access to a variety of options. We have found that providing this avenue is more successful in removing barriers to access because our students are comfortable on campus and trust our staff to support them. This way, they are more willing to try a variety of options, which opens connections for them later on in their educational career.

What needs were identified in your CTE Programs of Study in terms of equity and access?	WLA's stakeholder groups are interested in a broader offering of CTE coursework and access. Our barriers identified include lack of sufficient staffing, funding, and space for on site CTE programs of study. We have also found that finding individuals that meet the ODE requirements for operating a program of study to be a large barrier for us as we cannot offer wages that are comparable to larger districts. Our building currently lacks the appropriate infrastructure to host on site programs of study as well. WLA is working to increase student participation in Lane Community College CTE classes and apprenticeships, but we are struggling with student and family follow through on enrollment in the programs. We have communicated to all families that WLA will fund course costs/fees, and can help provide transportation so that accessibility isn't a barrier as well. We are reviewing our communication strategies to ensure we are reaching all our identified focals groups and are providing adequate supports and removing barriers to access.
What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?	WLA utilizes a broad range of whole school messaging to reach families and students. We also reiterate that all our options are open to any student. At this point, we have an equitable representation of our student body enrolled in our on-site introductory CTE classes, and we work hard to keep the classroom environments equitable and supportive. When opportunities for field trips or college campus visits arise, WLA ensures that all students in targeted grade levels attend instead of leaving it open to interest only sign ups. This ensures that we are incorporating all student groups and that perceived stereotypes and potential barriers are removed from student participation.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups?	To ensure continued equal access and participation, the data team will monitor enrollment and participation data, analyze communication strategies, and engage with our stakeholder groups to gather feedback on these strategies to ensure we are meeting the needs of all students, and those in our identified focal groups. WLA will work to increase our family communication and engagement to ensure that we are meeting our goals and focal group students and families feel supported.
How will you ensure there is no discrimination for focal student groups?	The data team will perform a regular review of enrollment data in all courses to ensure that there is equitable representation of focal groups and that there is no unintentional bias in enrollment processes or course selection. WLA offers the introductory CTE courses as electives, so our students self-select these courses, so any potential staff implicit bias in course enrollment is eliminated. However, we do want to ensure that students aren't avoiding courses due to a perceived bias or barrier, so it is important that we continue to review and engage in collecting feedback from students. We regularly promote the courses to all students so they know about available options and we do not require prerequisite courses for enrollment in these options.
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).	WLA utilizes our unique military-style structure to provide our students with consistency, high levels of adult support, unique leadership opportunities, and equitable behavior support. We utilize a PBIS system that is paired with a robust MTSS system to meet the needs of our student body. Staff at WLA work collaboratively and routinely participate in professional development opportunities to ensure that they are utilizing current best practices and designing learning opportunities that are cross-curricular and supportive of the needs of all our demographic groups. The system and structure of WLA provide continuous opportunities for students to learn a variety of SEL skills, employability skills, and leadership development. We integrate this with instruction surrounding self-advocacy, behavioral skills, and academic support. WLA serves grades 6 through 12. We operate on a shared campus, which allows our older students to work with and mentor our younger students and act as role models. At the middle school level, staff work to identify academic gaps and areas of need. They have identified specific scope and sequence goals, developed over a series of engagement meetings with high school staff to ensure that students are working to meet identified benchmarks for academic success at each grade level. WLA intends to use Integrated Guidance funding to increase our course options to provide students access to a more well-rounded education in the areas of arts and music engagement, introductory CTE style classes, and access to enrichment programs during and after school.

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?	This is an area we are working to grow with the Integrated Guidance funding. We do have a rifle drill team/Color Guard that is very popular among cadets. This program utilizes portions of the arts and music disciplines in instruction and performance. WLA is implementing a partnership with Lane Arts Council to host Artist Residencies for the duration of the school year, with an option for both middle and high school students. Our goal is to change offerings each quarter so that we can rotate as many students through these electives as possible while also ensuring maximum exposure to a variety of art forms and experiences. WLA and Lane Arts Council are also working on implementing their Creative Link program which will provide a classroom teacher with a professional artist who will help them learn to integrate arts into their classroom curriculum. Our hope is to create ongoing arts engagement throughout our curriculum and build up our classroom capacity for supporting the arts.
How do you ensure students have access to strong library programs?	At this point in time, several classrooms have classroom libraries for cadets to utilize. We have a library on campus, but due to our limited spacing we have to share a classroom with our school library. We are working on finding a schedule that works to support access without disrupting class schedules. WLA has also purchased a set of e-readers for students who need help accessing reading material with supports or for translated items. Staff at WLA are continually engaging with creative ways to support equitable library access and to incentive reading for all our students.

| How do you ensure students have adequate time to eat, coupled with adequate time for movement and play? | WLA's program is very physical and we ensure movement and activity throughout the day. We have a strong physical education program that has a dedicated regular class time as well as opportunity for physical activity throughout the school day. WLA understands deeply the connections between adequate physical activity and a student's ability to focus in class. We frequently implement an option for students to engage in short bursts of physical activity as a way to refocus their minds to be ready for an academic setting.

WLA has also been working hard to complete an on-site obstacle course that provides a variety of options for healthy athletic competition and excitement for physical fitness.

Mealtimes at WLA are not coupled with a recess so students do have adequate time to eat and socialize with their peers. Our program is very structured and we have reduced opportunities for unstructured time. We value lunchtime as an opportunity for students to socialize with their peers and work to encourage positive behaviors during this time. |
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Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross disciplinary content.	WLA offers several options for students to participate in STEAM activities in their classrooms. We offer courses such as Technical Math, Materials Science, woodworking, entomology, and a variety of other science electives throughout the year. Students also created and led a fundraiser project to raise funds to purchase a 3D printer for the high school science classroom. This has been a really engaging experience for students and they are enjoying experimenting with the 3D printer. Staff work hard to include project-based learning in their curricula as well as critical thinking and inquiry skills. There are regular occurrences of cross-disciplinary content happening at WLA because we want to ensure that students understand that the instruction they are receiving is not limited to just one specific classroom environment. Staff at WLA have identified that they would like to increase hands-on learning opportunities in classrooms, and we have allotted additional funding to support this work.

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	Staff at WLA meet throughout the school year to review scope and sequence learning targets between grades 6 and 12. They do alignment work to ensure their targets are in agreement with state and national standards, and are supportive of all our student demographics. WLA does consistently enroll students with academic gaps and it is imperative that we work to ensure adequate growth in all of our students. We utilize the NWEA Map Growth Assessments to monitor student academic growth and to review whether our scope and sequence targets are realistic. The Data Team at WLA reviews assessment data and identifies areas where additional staff attention is needed. The Data Team also works to identify any potential solutions or adjustments to instruction for the academic teams as needed.
Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.	Staff at WLA meet regularly in teams and as small units to review assessment data, both formative and summative, to review classroom curriculum and learning goals, and to ensure that students are engaging with the material and making adequate progress towards goals. We utilize the NWEA Map Growth Assessments to monitor academic performance and growth in our students. Staff take into account student preference of learning styles, topics of interest, and engagement to ensure that student voice is represented in course offerings and classroom topics, when it is appropriate.

How will you support, coordinate, and integrate early childhood education programs?	This does not apply to WLA as we only serve middle and high school students. We do not have an option or capacity to support early childhood education programs. However, if we had students that were interested in this field, we would connect them with Lane Community College for advanced coursework in this area, or help students set up a job shadow or internship if appropriate.
What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?	WLA serves students in grades 6 through 12 and all of our students are on one campus. This allows our students to get familiar with all staff, and many of our staff teach both high school and middle school courses or electives, which helps ease anxiety for students transitioning into high school. We have also been piloting having our 8th and 9th grade students loop with consistent staff for English classes to help create a smooth transition. Our hope is to include math in that program as well. WLA has a 9th grade on track rate of 96% for the 21-22 school year, and we feel strongly that this is due to the structure of our program and our intentional work in enrollment and staffing. WLA has a Student Success Coordinator that helps connect high school students with post-secondary opportunities. The junior and senior home room teachers and assistants also work hard to implement employability skill training, and support identifying post secondary options and support to our graduating seniors. WLA has been working to create sufficient scope and sequence skills for transitioning through high school and are working to maintain growth and development in this area. Our Student Success Coordinator has also created a set of lessons on career exploration and skill building for access to advanced coursework for our middle school students, and these lessons are delivered once a quarter. We aim to set all our students up for success and want to start early with building up employability skills in all students.

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?	WLA enrolls a large percentage of students who are behind academically and not meeting standards. We intentionally focus on growth and celebrate academic progress in our students. We are always working towards getting them to meet standards, but we also do not want our students' hard work and growth to go unnoticed.
	To monitor growth, and adjust instruction to meet the needs of our students, WLA utilizes NWEA Map Growth Assessments for all students. We pair this information with summative classroom assessments, observations from our special services staff, and weekly progress reports for all students. Staff at WLA are constantly working and conversing with students on setting growth goals and identifying short term points to work towards. The WLA Data Team reviews data and works with teachers to adjust instruction as needed based on student results.
	To help build back academic skills, WLA offers a wide array of support classes during the week to target areas of need for students who are struggling. We also meet regularly with students and communicate frequently with families.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?	WLA has a TAG coordinator that works with staff and families to identify ways in which students that have exceeded state and national standards can engage in meaningful learning opportunities that continue to challenge them. The structure of WLA also provides additional leadership opportunities for students and increased responsibility, which allows for unique learning experiences. WLA also offers access to advanced coursework via our partnership with Imagine Learning. As a small school, with a small staff, it has been challenging in the past to provide on site advanced learning opportunities. We utilize Imagine Learning to afford our students access to an extremely broad range of advanced coursework that we would not otherwise be able to offer them.
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?	WLA has a Student Success Coordinator that develops and implements our career exploration and employability skill lessons for middle school students. This position also runs career exploration courses for high school students where the focus is on exploring different career pathways, building resumes, and fostering career related learning experiences. The Student Success Coordinator also helps connect high school students with courses and apprenticeships at Lane Community College as well. WLA also ensures that we have students in attendance at all local career fairs, trade fairs, and visit local college campuses. WLA offers several introductory CTE-style classes for middle and high school classes including Introduction to Small Engines and Woodworking. WLA intends to use Integrated Guidance funding to increase the number of introductory CTE-style classes next year to include: Horticulture, Culinary Skills, and Criminal Justice.

| How are you providing equitable work-based learning experiences for students? | All graduating seniors at WLA are required to participate in a career related learning experience as part of their senior project. The Student Success Coordinator helps students make connections with opportunities based on their interests and post-secondary plans.

WLA has also partnered with our sponsoring district to connect students with IEPs and 504s with a Youth Transition Coordinator who helps this focal group connect with work based learning opportunities and skill building workshops. This program has been extremely successful for our students and we are hoping to continue this partnership going forward.

WLA connects students with apprenticeship opportunities through Lane Community College's CTE programs. We provide support during the application process, continued support once students are enrolled, and provide funding for course fees and transportation to remove barriers to accessing the programming and maintain equitability for student access.

WLA also has students that help serve lunches and snacks during the school day. To participate in this process, staff help students obtain a food handlers card, which they can take on, along with their service experience, to future job opportunities. |

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.	WLA is located in very close proximity to Lane Community College. This, combined with flexible scheduling options allow for students to attend LCC classes during the day. This is the most realistic option for our students to be able to access rigorous and challenging material while also earning postsecondary credits during their high school career. We are intending to continue to allocate funding with Integrated Guidance to fund this opportunity for any interested student. WLA is also working to gather feedback and solutions on how to open up this opportunity for more students and reduce the barriers to access as much as possible. WLA also works to integrate standard employability skills throughout our program, and we hold our students to a very high communication and presentation standard. We are constantly providing students opportunities to develop and practice these skills. Academic counseling with the Student Success Coordinator helps students find interests and make connections with learning opportunities.
What activities will you offer to students that will lead to self-sufficiency in identified careers?	WLA programming integrates employability skills and self-sufficiency skills such as self-advocating, positive social habits, and appropriate communication skills with all our programming. WLA's structure allows students multiple opportunities to take leadership roles amongst their peers, participate in challenging activities that test their emotional fortitude, and create an environment where students feel safe and supported as they embark on new learning opportunities. WLA will continue to offer these experiences while also looking to increase the types of opportunities that students have identified in our needs assessment, such as increasing job shadow opportunities and more career related learning experiences.

How will you prepare CTE participants for nontraditional fields?	WLA would like to increase the number of guest speakers from different fields in the community that come to present in our school. As we continue to move out of the pandemic, our hope is that we will be able to provide a broader range of experiences for our students. WLA will also continue to attend any career or trade fair with our students so that they can be exposed to a variety of available options and careers.
Describe any new CTE Programs of Study to be developed.	WLA is a small school with a small staff. We have a challenging time supporting the process of an official on-site CTE program of study. We have limited spacing on campus which adds to our challenge in this area. WLA will be increasing our offerings of introductory CTE-style classes on campus based on expressed student interest. We will be adding introductory culinary skills, horticulture, and introduction to criminal justice. WLA will continue to focus on building relationships with LCC and supporting our students in CTE courses of study at LCC. Our goal is to continue to encourage participation and gather feedback on how we can increase participation and reduce barriers to access for all our demographic groups.
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? | WLA has identified that in returning from the pandemic, community engagement has been slow to return. We have very good attendance at our events, but COVID protocols made it challenging to host on site events and engagement. One of our goals is to host more engagement events that draw in community and families.

WLA holds specific events throughout the year that the community and families are invited to attend such as quarterly awards ceremonies and our annual physical fitness competition called Iron Cadet.

We have community connections with the South Eugene Babe Ruth baseball league and the Eugene Taiko drumming group. Both organizations utilize our campus and we enjoy supporting our different community groups.

In participating in the engagement process for the Integrated Guidance application, we received very good participation and community engagement. We are set to continue this process at least annually if not bi-annually to continue to engage our community and collect meaningful feedback. A barrier for WLA that is anticipated has to do with formatting for community engagement. It will be important for us to review the methods we are using to engage and communicate with our stakeholder groups to ensure that we are reaching out in a way that is inviting and supportive of all our groups. |

What relationships and/or partnerships will you cultivate to improve future engagement?	WLA would like to see more connection with Lane Community College to make it easier for students to access coursework there. This is a big partnership for our students as it affords them access to advanced coursework, college level classes, and CTE/apprenticeship coursework. WLA will continue to strengthen our understanding of available offerings and continue to build relationships with staff at Lane Community College to ensure that we are making the most of our partnership. WLA is also working to build a community partnership with Lane Arts Council to increase the amount of integration of the arts into our daily curriculum. As a result of our engagement process, it became evident that there is a large desire for more arts integration at WLA and this partnership will be a valuable asset to our program and our students.
What resources would enhance your engagement efforts?	Some resources that would enhance our engagement efforts are finding ways to increase staff time and ability to track and monitor all the connections available to us and the communications between them. There are times when there are so many available options in our county that it can be hard to know who to connect with and what capacity they have for connection. One thing that came up in the Lane County engagement sessions was the sentiment that all the schools in our area are trying to connect with the same organizations, and it would be beneficial if there was an organized list of groups, services they offer, and available capacity for supports in a centralized location. Having this option would save time for the people leading the work, and help make stronger connections at the community level.

How can ODE support your continuous improvement process?	Lane County's community engagement processes this school year were extremely beneficial. We had two opportunities to connect with community partners and CTE partners in Lane County. This helped reduce a barrier that we face at WLA as a small school trying to navigate all the options available to us. More of these types of events would help us stay connected in our community, and know what resources are available to us and reduce the work needed to make all of those connections on our own.
How do you ensure community members and partners experience a safe and welcoming educational environment?	WLA strives to provide a safe and supportive environment for all staff, students, parents, and community members. We ensure that when community members are on site working with students that we utilize some standard onboarding procedures that explain our program, the way we work with students, and some of the nuance that comes with our environment. We also follow up with community partners once they wrap up to ensure that students are behaving appropriately and that there aren't any areas in need of follow up. If a community member is on site for a longer period of time, or involved in teaching a class, we ensure that there is adequate staff support and presence to create a successful learning environment.
If you sponsor a public charter school, describe their participation in the planning and development of your plan.	N/A

Who was engaged in any aspect of your planning processes under this guidance? ▪ 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 McKinneyVento Coordinators ▪ Local Workforce Development and / or Chambers of Commerce ▪ CTE Regional Coordinators ▪ Regional STEM / Early learning Hubs ▪ Vocational Rehabilitation and pre Employment Service Staff ▪ Justice Involved Youth ▪ Community leaders ▪ Other

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In our engagement process we cast a wide net with all our stakeholders by sending out surveys to the community, staff, students, and parents. This helped drive smaller engagement sessions with staff, board members, parents of SpED students, and our Spanish-speaking families. WLA also participated in both Lane County engagement sessions at Lane Community College.

Specifically, we engaged with:
- 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
- Classified staff
- Community Based Organizations
- School volunteers
- Business community
- Local Community College instructors
- Local Workforce Development
- CTE Regional Coordinator
- Justice Involved Youth
- Community Leaders

▪ How were they engaged? ▪ 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 engaged our stakeholder groups in the following ways: ● Surveys ● In person forums ● Roundtable discussions ● Community group meeting ● Collaborative design and strategy sessions ● Community-driven planning ● Email messages ● Website postings ● Newsletters ● School board meetings
Evidence of Engagement You will be asked to upload your top five artifacts of engagement.	
Why did you select these particular artifacts to upload with your application?	We selected these particular artifacts because they represent the different levels of engagement that we took as part of this application process. The artifacts show that we initially cast a wide net with survey engagement for all our stakeholder groups, and the responses and data we collected. Our artifacts then demonstrate that we engaged deeper with specific focal groups of parents and families, board members, and staff. We felt it was important to share notes from our engagement sessions so that our thought processes and collaborative work are evident. We also wanted to share pictures from our family engagement event as they represent our families enjoying engaging with each other and WLA staff as we furthered our work for the Integrated Guidance application.

How do they show evidence of engaging focal student populations, their families and the community?	We show evidence of engaging with our focal student populations and their families in Artifact 4. We specifically invited families of students with disabilities and our Spanish-speaking families in for an engagement session based on the responses we received in our initial survey outreach. During our Lane Community College engagement events, we also engaged with community groups that support our focal groups as well. You can see this represented in Artifact 5. Artifact 1 shows our initial engagement with all stakeholder groups, including our focal groups.
Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.	We started with surveys and in reviewing the responses, we were able to identify two main focal groups to engage with on a deeper level. We saw a large number of responses from families with students experiencing disabilities and after reviewing their comments in the surveys, it became clear that follow up was needed to ensure that we had a clear understanding of what the needs were. We also saw a lack of responses from our Spanish speaking families and recognized that we were not creating a feedback environment that met their needs. In response to both of those observations, WLA held an in person engagement event in which we invited specific groups of families - those with students with disabilities and our Spanish-speaking families (via a Spanish speaking staff member). We wanted these two groups to feel included and supported. We feel that we are in the "Involve" category of Levels of Community Engagement table. Our engagement process involved levels of engagement and communication with smaller group engagement for families in two of our focal group areas.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.	We started with surveys. Once we had all of our survey responses from all our stakeholder groups, those responses were collated and presented to staff during an inservice day. Staff spent half a day working in small groups to review all the response data, make observations, identify areas of need, and strategize how to support students going forward.
	Staff have continued to be engaged in this process as drafts of our plan have been shared with them at various states to ensure that WLA is continuing to stay on the right track with funding allocations and outcome planning.
	In terms of staff engagement, WLA is firmly in the "Collaborate" section of the Community Engagement table. WLA staff are very involved in the planning and implementation process; we engage them regularly for feedback both in person and in surveys and give them the ability to direct and allocate resources when appropriate.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?	We found that engaging the community produces tangible feedback to drive the work we are striving to achieve. Initially, we were hesitant to reach out on such a broad spectrum regarding all of these funding options with our families and community. We weren't sure what kind of feedback we would get or if the process would be well received. However, the results of this process and responses to it have been overwhelmingly positive and is something that we would like to continue to do on an annual basis with stakeholder groups. It was extremely beneficial for staff to work through survey responses and students and families really appreciated having a voice in the process. Something else that we have taken away is to assess the best way to communicate process mapping to our stakeholder groups so that they understand that we are reviewing the feedback and making progress towards solutions. Looping everyone back into the steps that we are working towards would be helpful for our stakeholder groups to ensure that their feedback has been heard.
CTE Focus	
How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	WLA will continue to build these connections by reaching out to local community partners and inviting them to campus to begin to build relationships. WLA will also continue to work towards strengthening our community connections, job fairs, and employer-partnerships to ensure that our students are prepared to enter the workforce after graduation. Our Student Success Coordinator will engage in community connections and partnerships and will regularly communicate these opportunities to students and families.
Affirmation of Tribal Consultation	

If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.	Eugene and Springfield only required
Strengthened Systems and Capacity (250 words or less per question)	
How do you recruit, onboard, and develop quality educators and leaders?	Offer high levels of administrative and behavioral support so teachers can focus on teaching. Structured school environment with consistent expectations and school wide uniforms which reduce conflict within the school. We offer health and wellness stipends to help support a healthy staff.

| How are you recruiting and retaining educators and leaders representative of student focal groups? | We currently have a teaching staff that has a number of lived experiences that are very similar to those of our student populations. We have staff that experienced homelessness as youth, went through the foster care system, are LGBTQ2SIA+, grew up in households where English was a second language for their parents, navigated poverty as youth, had parents that were incarcerated, and were part of special education programs as youth.

We aim to recruit individuals who can understand and empathize with our unique student population while also providing high quality educational experiences. The nature of our program tends to draw people who have lived these types of experiences because they often had an instructor or adult figure in their lives who provided a safe space to land. They strive to provide these types of environments for students within the structure and model of our program.

We opt to involve staff in the majority of our planning processes and provide opportunities for feedback and direction from all staff. Our administration strives to build a welcoming, positive, and supportive environment for all staff, and we hear regular feedback from staff that they feel included in the team and enjoy their peers. |

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?	We use a school-wide assessment system that focuses on academic growth to identify academic needs. Weekly staff meetings identify students of concern (and success) to bring up students who are struggling. We are working to strengthen our student support team to continue to review and support students who are in need of more support. Our data team actively reviews holistic data to ensure that all our students have access to high quality educators. We offer continual school-wide professional development for all staff as well as funds for staff to self-select professional developments to meet their needs. We are aware of areas of weakness in our staffing assignments and work frequently with staff to increase their effectiveness and professional development so that our students are being taught by as highly qualified individuals as possible.
How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?	WLA has a very consistent school-wide behavior plan and expectations that is very supportive of responses to behavior in students. We strive to reduce out of class time due to behaviors and find that our policies and procedures support more in class time for students rather than out of class time. WLA students and staff all wear uniforms, and this also helps reduce poor behavior in schools because we do not have to interact with dress code violations or student behavior as a result of stereotypes based on how students dress. WLA's data team and administrators regularly review discipline data to ensure that our practices are equitable and supportive of all student demographic groups. Our goal is to reduce behaviors while also interweaving education regarding correcting behaviors so that students aren't stuck looping the same behaviors over and over.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?	WLA aligns our professional development based on staff requests, identified building needs, and responses to student needs. Administrators provide feedback to staff and observe school-wide practices. Any observations that result in potential action items are reviewed and professional development is located or provided to either the whole staff or individual staff as needed. Staff are also able to self-select professional development opportunities throughout the year. WLA has historically set aside funding to support staff in their continued education and the majority of our staff appreciate this freedom and regularly take advantage of training opportunities. Staff will often bring what they learn back to share with the whole staff, which contributes to our continued learning environment.
How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?	WLA Administrators attend trainings on how to give feedback and analyze teaching to increase student results. We are in the process of reviewing our educator performance evaluation templates to ensure that the feedback provided is timely and supportive while also involving staff in professional goal setting and continued educational goals. WLA administrators regularly deliver feedback to staff both positive and constructive. Staff have identified that they feel very supported in our environment and regularly collaborate with each other and administration to improve their teaching and learning.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?	WLA administers the NWEA Map Growth assessments in reading, language use, science, and math to all students three times a year. We utilize this data to inform our instructional practices, identify students who are struggling, and those who are ready to perform at a more challenging academic level. The results for these assessments are accessible to all staff, and teachers compare the data to student performance in class to ensure that students are working at their potential and meeting their academic goals. All students are given physical copies of their weekly summary progress reports which show overall class grades and any missing assignments. These are handed out to students during their advising period where staff discuss what supports are needed with students and what needs to be done to get back on track. In our weekly staff meetings, staff identify "students of success" and "students of concern" as a way to collaboratively celebrate and identify areas of needed support for our student body. The Student Support Team responds to staff concerns and works to create follow up interventions for identified students. This streamlining support team is newer to our organization and we are still working on parameters and expectations. This is a goal for us to continue to strengthen this support system in future years. Staff are very collaborative once students have been identified and strategies are put in place during meetings and respond holistically. WLA works hard to understand the whole picture of what is going on with our students so that we respond appropriately to their needs.

| 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? | WLA facilitates effective transitions from middle school to high school in a variety of ways. We serve all our students on one unified campus which allows us to create easier transitions to high school from middle school. We utilize the same structure and expectations at both our high school and middle school, and this consistency helps ease anxiety for middle school students moving into high school. We also have our high school teachers teach weekly middle school electives. This helps students become acquainted with high school teachers once they enter 9th grade. It also helps our high school teachers get to know the middle schoolers prior to them entering high school. We work to build relationships throughout the campus to ensure that all students have a trusted adult and feel seen in the building.

WLA facilitates effective transitions from high school to postsecondary education by working closely with students throughout their high school career to identify career interests and form attainable plans for postsecondary success. WLA students attend career fairs, trade fairs, and college campus tours; staff strive for broad exposure to all options for our students so that they do not feel restricted to any one option. The WLA program also focuses on employability skills and instructs students regularly in this area with plenty of opportunity for practice and feedback. The Student Success Coordinator works to help students connect with job opportunities and career related learning opportunities during their time with us. We offer funding for students to take courses at Lane Community College while they are still enrolled with us. This helps students start out slowly with community college courses or apprenticeship programs while still receiving support and guidance from trusted staff at WLA. |
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| **Attachments Completing 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 also should 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.	Yes
▪ Equity lens utilized	Yes
▪ Community engagement artifacts	Yes
▪ DRAFT Longitudinal Performance Growth Targets and any optional metrics	Yes
▪ Affirmation of Tribal Consultation	Eugene and Springfield SDs only required
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.	Yes