



Plan Approval●●●

HIGH SCHOOL SUCCESS (HSS)

EARLY INDICATOR AND INTERVENTION SYSTEMS (EIIS)

Required planning process to improve outcomes and learning conditions for students and educators.

EVERGREEN VIRTUAL ACADEMY

MARCH 14, 2023



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PRESENTATION Introduction

PURPOSE

The Oregon Department of Education (ODE) has changed the required planning process for six major funding streams. Evergreen Virtual Academy (EVA) will plan for the only two a virtual charter school can qualify for; High School Success (HSS), and Early Indicator and Intervention Systems (EIS).

Why change the planning process? The change in the planning process is to improve outcomes and learning conditions for students and educators.

The purpose of this presentation is to:



Explain how the plan was developed



Allow for feedback



Share what was prioritized in the plan



To seek board approval



MISSION

Background

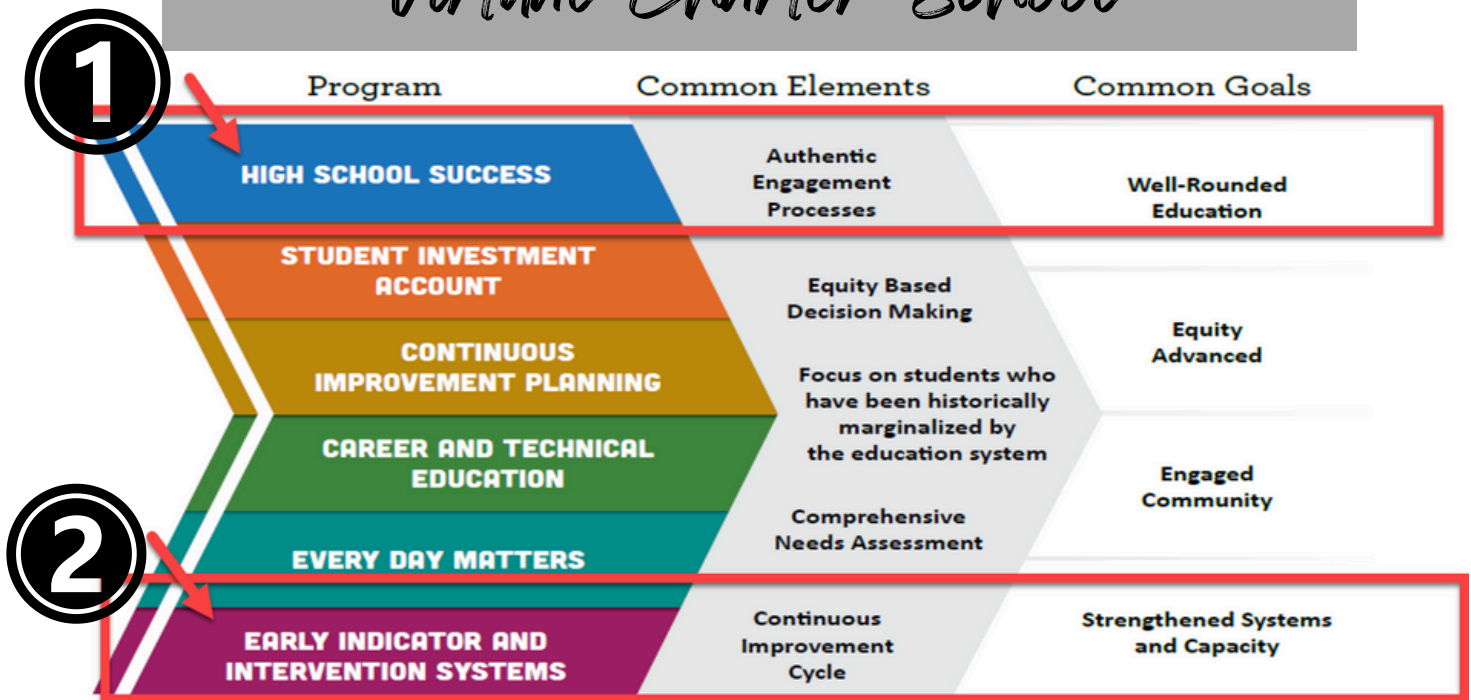
The new initiative is now a combined process of community engagement, needs assessment, planning, budgeting, and evaluation over 6 programs. The process is designed:

1. Responsive to requests
2. Combined processes
3. Reduce burden and redundancies
4. Improve framework
5. Data measured over time



Six Programs & Common Goals

Virtual Charter School



SUMMARY

Program

Grant Overview

High School Success (HSS)



The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates, and enhance college and career readiness.

Preliminary Allocations

FY 24 - \$687,731

FY 25 - \$715,802

Early Indicator and Intervention System (EIS)



The goal of the EIS grant program is to align school, district, and community systems to help students stay on track to graduate from high school.

Preliminary Allocations

FY 24 - \$5,566

FY 25 - \$5,566



PLANNING **Team** *Members*

Meet our team members and staff that led community engagement efforts, needs assessment, and planning processes. These are the people that have stewarded the development of the plan and application.

High School Success (HSS)



Becky Chitkowski
High School Principal



Margie Paulson
High School Student
Success Specialist

Early Indicator and Intervention System (EIS)



Jamie Stiles
Executive Director



Hallie Puncochar
Finance Manager

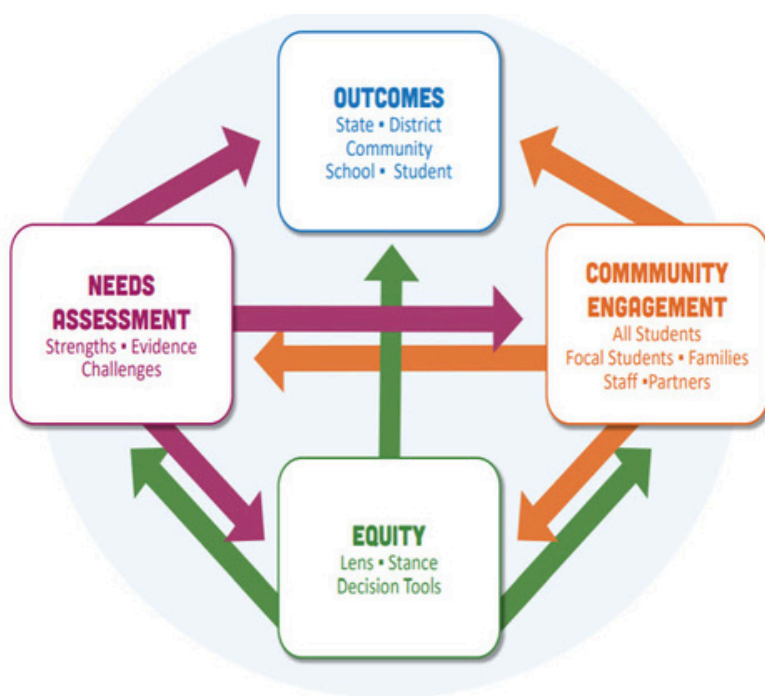
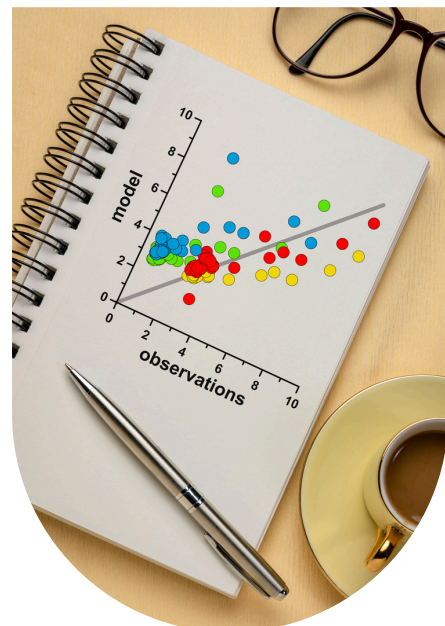


REQUIRMENTS

Planning

The Integrated Application process requires us to follow these steps in order to curate a quality plan matched to our local need.

1. Use of an equity lens
2. Community engagement
3. Comprehensive Needs Assessment
4. Consider the Oregon Quality Education Model and Student Success Plans
5. Review and use regional CTE Consortia inputs
6. Further Examination of Potential Impact on Focal Students tied to Planning Decisions
7. Development of a four-year plan with clear Outcomes, Strategies, and Activities



Development

While developing our plans we used an equity lens and equity tools to operationalize our commitments and values. It helped translate theory into practice. It helped focus on assets rather than deficits, and helped us avoid making decisions that could marginalize or harm students, staff, families, and communities.



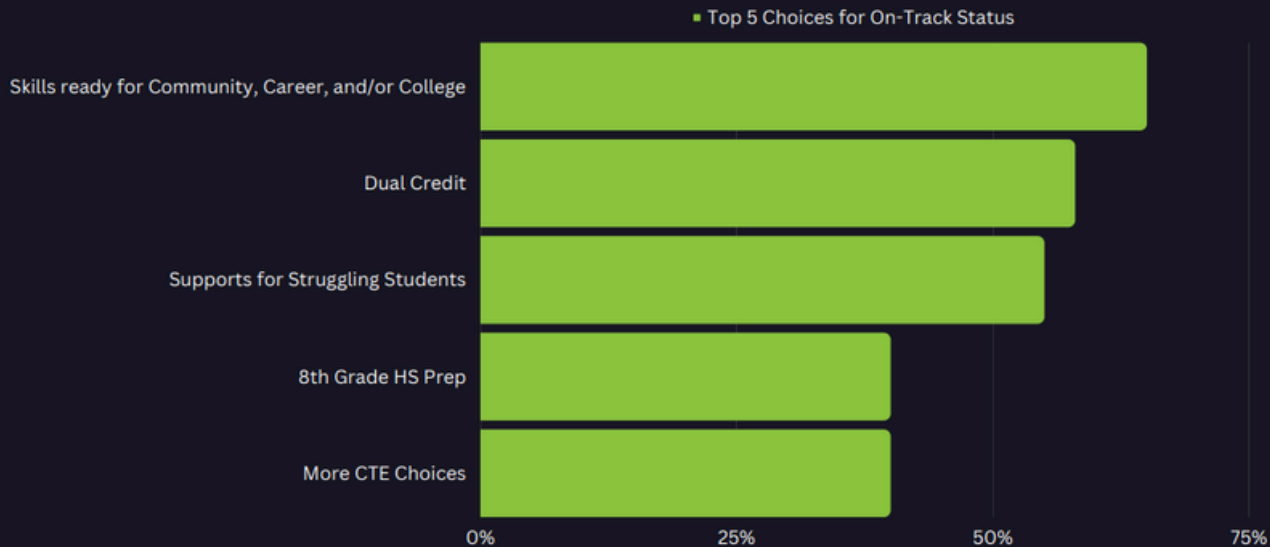
COMMUNITY ENGAGEMENT HIGHLIGHTS

Processes

Our needs assessment is supported by collecting triangulated data from four core areas **students, staff, parents/guardians and our community**:

- **Core Areas (4)**
 - Schoolwide climate, and engagement surveys
 - High School Success Needs Assessment
 - Small group discussions
- **Students, Parents/Guardians**
 - Virtual Q&A sessions
 - Phone interviews with focal group families
- **Community members**
 - Advisory committees
- **Staff**
 - Curriculum committees
- **Achievement & process monitoring**
 - STAR/MAPS benchmarks
 - Disaggregated subgroups
 - Financial impact studies

HSS ALIGNMENT SURVEY RESULTS



HSS ALIGNMENT SURVEY RESULTS



RESPONDENTS TOP 5 CHOICES: WHAT IS MOST IMPORTANT FOR ON-TRACK STATUS?

65%-All Students Graduating with the skills to be ready for Community, Career, and/or College.

- We, currently, provide these types of readiness skills through HSS Classes, Homeroom, CTE, Xello, Dual Credit, Various Clubs, and Senior Project.

58%-Dual Credit:

- Classes taken for free, through EVA, and students gain college credit from South West Community College. Dual Credit can be motivation that students need to stay enrolled in high school, gives them motivation to excel, and teaches them rigger required of college courses.

SURVEY RESULTS (PART 2)

HSS ALIGNMENT SURVEY RESULTS



RESPONDENTS TOP 5 CHOICES:

WHAT IS MOST IMPORTANT FOR ON-TRACK STATUS?

55%-Extra Supports for students who struggle:

- Credit Recovery, Summer School, Peer Tutoring, IXL

40%-Continued work with 8th Grade High School Prep Class:

- This course focuses on preparation for high school and acts as the foundation for them by teaching study skills, self-advocacy, organization, healthy coping mechanisms, positive habit forming, SEL, introduction of successful HS Leadership and NHS students, introduction of Counselors, communication, importance of credits/grades counting in HS, academic integrity/citing of sources. The mentor teacher for this class also teaches 9th grade HSS class, this way student's know that they have a safe adult they can trust and they're familiar with when they get to High School.

40%-Greater Course Selection through CTE:

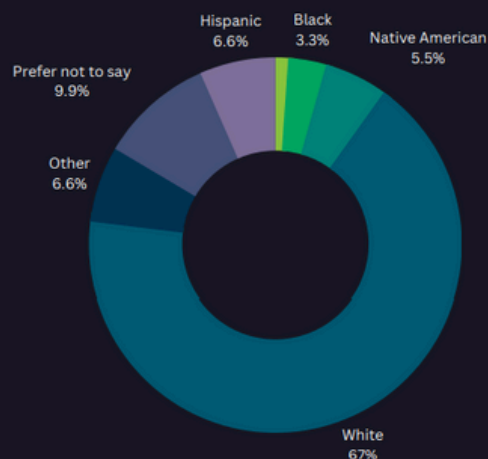
- CTE is a thriving department at EVA and respondents would love to continue to see it grow.

HSS ALIGNMENT SURVEY RESULTS

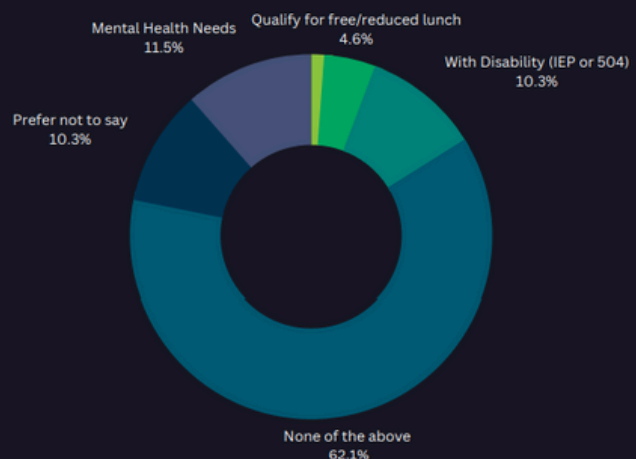


DEMOGRAPHICS

Race/Ethnicity



Historically Marginalized Groups



NEEDS ASSESSMENT HIGHLIGHTS

Curriculum Realignment

We used the engagement data and information to determine strengths and needs within EVA. Findings from the needs assessment identified actionable steps with curriculum alignment. More specifically, a curriculum committee composed of administrators, teachers, and support staff were able to select Strong Mind as a curriculum provider after vetting proposals against Oregon Standards.

Another area of needed support was identified for CTE and the Arts, in which E-Dynamics was selected as a targeted support. Moreover, Ethnic Studies, World Religion, Women's Studies, and African American Studies were identified as additional curricular opportunities relative to representation in the curriculum to be addressed in the plan moving forward.

This finding specifically intersects with the provision of six positions that are allocated toward student support personnel. The focus for these areas are Dual credit, CTE, and increasing graduation rates with a focus on credit recovery, 9th grade on track , and high school readiness.

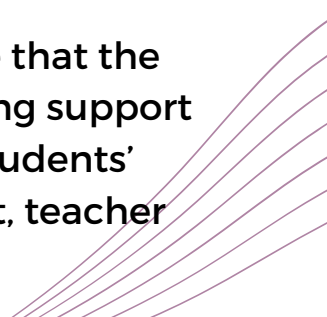
Supplement Curriculum

Additional feedback from families and further analysis from teachers warranted a shift to include iReady, and Savaas curriculum on the basis of a greater need for accessibility and engagement.

An analysis of achievement data indicated the need to maintain, if not increase, support is pertinent to student success for students who fall behind in grade-level benchmarking or accelerate beyond grade-level benchmarks.

This finding specifically intersects with the provision of six positions that are allocated toward student support personnel. The focus for these areas are Dual credit, CTE, and increasing graduation rates with a focus on credit recovery, 9th grade on track , and high school readiness.

Other survey data and stakeholder feedback provided evidence that the school, in general, provides a welcoming environment and strong support for enrolled students. More specifically, feedback affirms that students' engagement is positively affected by timely technology support, teacher availability, and an accessible learning platform.



Plan

High School Success

The below reflect the priority work we are setting forward in our plan for HSS and EHS. Listed are key outcomes followed by strategies. The specific projects, tactics and approaches will help achieve our long term goals.

1. Ninth Grade On Track

- **Student support**
 - Required 9th grade orientation course
 - Analyze middle school and freshman data for deficiencies
 - Provide interventions
 - Prioritize out reach for students with disabilities
 - Increase career pathway content and resources
 - Form data teams to review MS and HS math and ELA to frontload transition support for incoming 9th grade students

2. Credit Retrieval

- **Support credit recovery options**
 - Provide a summer school program
 - Increase curriculum options for off track math students



Plan

High School Success

Continued key outcomes followed by strategies.

3. College Level Opportunities

- Inform students of early college credit options
- Increase college level dual credit opportunities
- Administer social emotional curriculum

4. Career Technical Education (CTE)

- Increase direct connection options
 - School to work
 - Certifications
 - Dual credit & ACC
- Increase CTE curriculum options
- Provide hands on CTE opportunities

5. Career/College Readiness

- Career Pathways
- College readiness curriculum by grade level
- Create 4 year grad plans



Plan

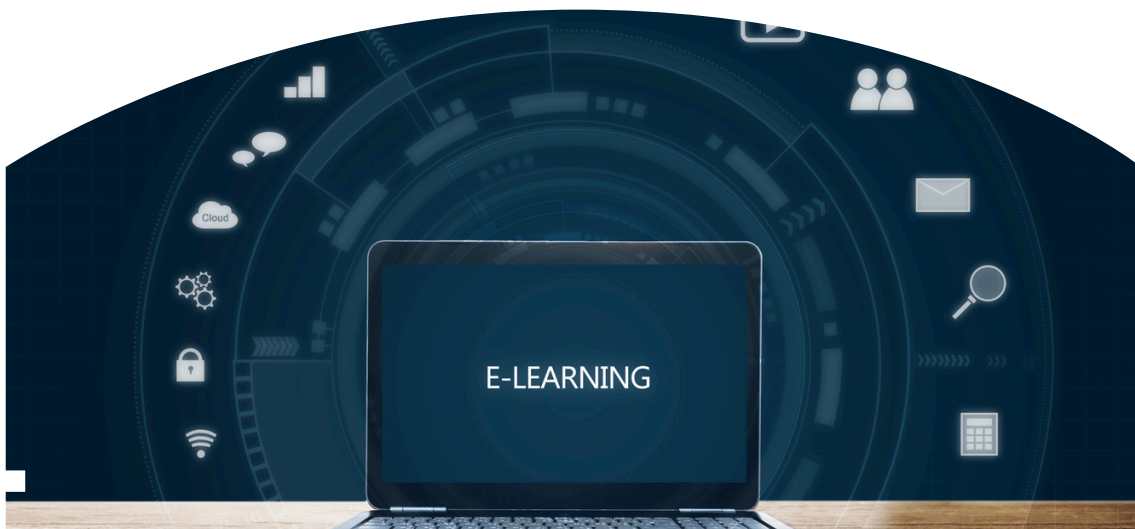
Early Indicator and Intervention Systems

1. Data

Utilize continuous examination of data to determine at risk students.

Focal Student Groups:

- Students of color;
- Students with disabilities;
- Emerging bilingual students;
- Students navigating poverty, homelessness, and foster care;
- Migrant students;
- Students with experience of incarceration or detention;
- LGBTQ2IA+ students;
- Students recently arrived;
- Other students who have historically experienced academic disparities.



TIERED APPROACH

Planning & Budgeting

- Tiers of Planning & Budgeting
 - Nimble course changes
 - Budget parameters.
- Additional strategies and activities are possible in our tiered plan:



Tiered Plan

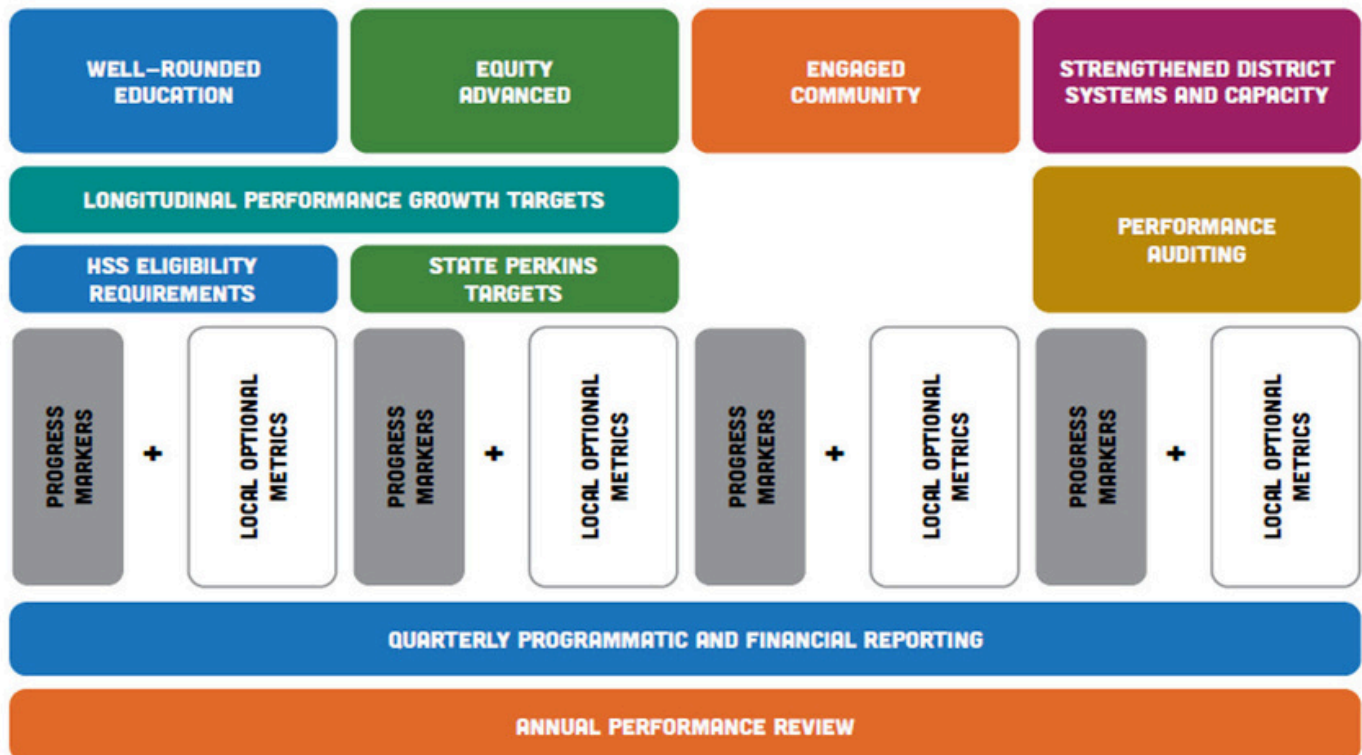
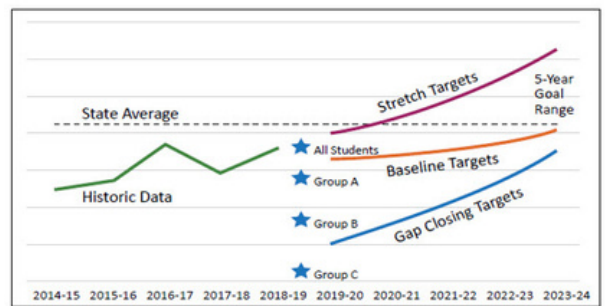
We are working with anticipated budget allocations. Should the actual allocations change we have planned some back-up or bonus activities that we can easily pivot to if needed. For example, if we are unable to hire support staff, we would have additional funds available and would be able to nimbly move toward other planned activities.

HOW THE STATE UNDERSTANDS SUCCESS

Performance Measures

ODE's Integrated Guidance offers a kind of "performance framework" that our work is reviewed through. This includes a mixture of outcome measures, programmatic and financial reporting, and the opportunity for local optional metrics. There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



WHAT HAPPENS NEXT?

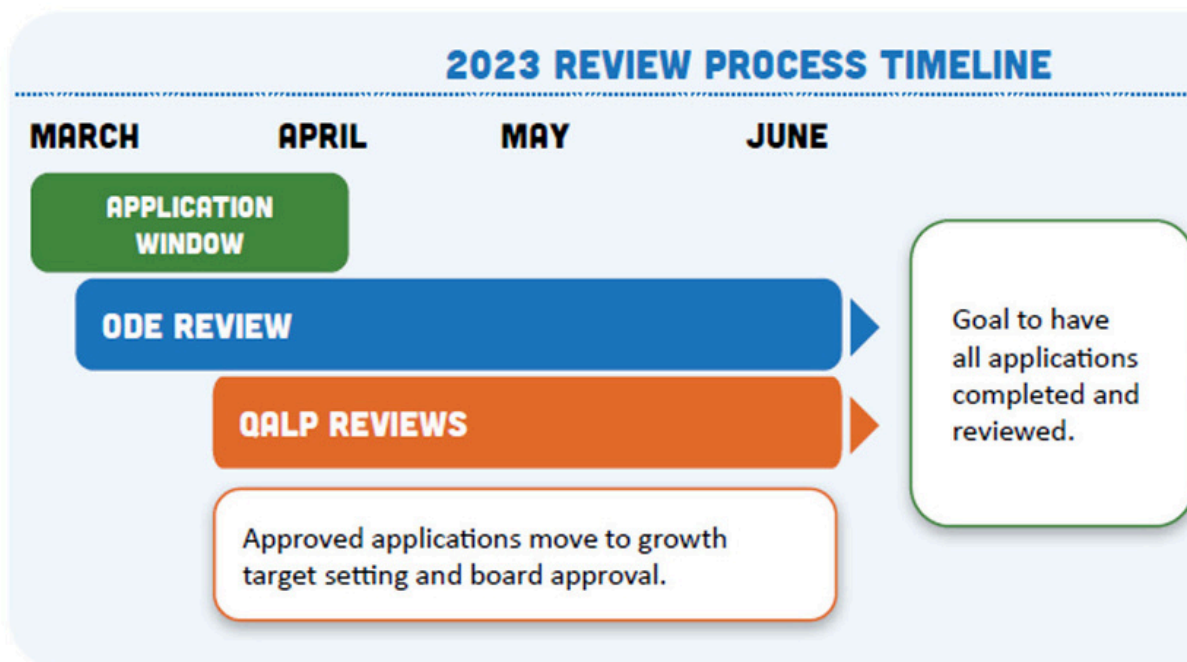
Process Timeline

In alignment with ODE's commitment to develop shared responsibility and confidence in our public schools and to facilitate learning within and across schools, districts, and communities, the final step of the application review process will consist of a Quality Assurance & Learning Panel (QALP) review.

The panel review is not determining whether or not an application meets the requirements. The panel review is either affirming or challenging the assessment made by ODE staff and spurring additional review processes for that given application.

The basic concept is to bring together, virtually, panels of people to review and affirm/challenge the determination made by ODE staff while also increasing learning about the work being done in districts, charter schools, YCEPs, JDEPs, regions, and communities across the state of Oregon.

The purpose of the Quality Assurance and Learning Panel is to: 1. Support public understanding and grow confidence in the implementation of the various initiatives 2. Create conditions conducive for learning across districts and communities 3. Support ODE's review efforts with a quality check



Planning: Outcomes & Strategies

A	B	C	D	E	F	G	H	I
Version 2: September 20, 2022								
Integrated Planning & Budget Template Technical Guide								
strategies	OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
	S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.	x				x	ENTER ON BUDGET TAB
	S3	Provide equitable access to social, behavioral and mental health supports.	x				x	
strategies	Outcome-A	The high school success team will provide support for the 9th grade students to increase 9th grade on track.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	The High School Student Success Team would provide a school orientation course for all incoming 9th grade students.				x		
	A2	Develop a data analysis process for analyzing freshman deficiency to determine best interventions and supports.				x		
	A3	This staff would work with 8th and 9th graders to provide interventions to help the students be successful for high school, the staff will teach a career explorations course, and teach an orientation to high school.				x		
	A4	Students with disabilities will be prioritized in reach out and contacts				x		
	A5	Form data Teams to review MS and HS math and ELA to frontload transition support for incoming 9th grade students				x		
strategies	Outcome-B	Credit retrieval options will be increased for students not on track						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	More support for credit recovery options will be provided				x		
	B2	Continue a summer school program for off track students				x		
	B3	Increase the curriculum options for off track math students				x		
	B4							
strategies	Outcome-C	Increase and support college level opportunities for students through dual credit and ACC						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Provide continued activities to inform students about early college credit options				x		
	C2	Increase college level dual credit opportunities				x		
	C3	Increase social emotional curriculum and work with students				x		
	C4							
strategies	Outcome-D	Provide students with high interest CTE pathways to increase career skills and college readiness						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	D1	Increase options for students to have direct connection with school to work, certifications, and dual credit				x		
	D2	Provide students with hands on CTE related opportunities				x		
	D3	Increase curriculum options				x		
	D4							
strategies	Outcome-E	Increase access to college and career readiness with students over 4 years						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	E1	Increase the content and resources provided for students to explore career pathways				x		
	E2	Develop a college and career readiness team to develop curriculum by grade level				x		
	E3	Create a 4 year plan for each student						
	E4							
strategies	Outcome-F	Collect data that will inform decision-making processes to determine students at risk.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	F1	Utilize continuous examination of data to determine at risk students.			x			
	F2							
	F3							
	F4							
strategies	Outcome-G							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	G1							
	G2							
	G3							
	G4							
	G5							

FY 23-24 Budget Forecast

Outcome and Strategy	Proposed Activity	FTE	FTE Type	EIIS - Allowable Expenditure Area	HSS -Activity Category	Object Code	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	\$5,566.50	\$687,731.00	\$693,297.50
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	\$5,567.00	\$687,700.00	\$693,267.00
--	Unbudgeted (Autocalculate):	--	--	--	--	--	-\$0.50	\$31.00	\$30.50
S1	Sample	1.5	Equity/Diversity/Inclusion Specialist	STF		111	\$2,500.00		\$70,750.00
--	Indirect/Administration	--	--	--	--	690			\$0.00
A1 A2 A3 A5	Maintain a HSS specialist position		Other: Other staff position not listed					\$110,000.00	\$110,000.00
A1 A2 A3 A4	Maintain a HSS Mentor Postion		Other: Other staff position not listed					\$90,000.00	\$90,000.00
E1 E2	Develop a college and career readiness team							\$25,000.00	\$25,000.00
B1 B2	Maintain a credit recovery specialist		Core: English Language Arts					\$95,000.00	\$95,000.00
B3	Purchase curriculum for math intervention							\$1,000.00	\$0.00
B1 B2	Continue Summer School Credit recovery program							\$10,000.00	\$10,000.00
C1 C3 E2 E3	Maintain a Counselor		Supports: School Counselor/School Social Worker					\$98,000.00	\$98,000.00
C1	Maintain a Dual credit specialist		Supports: Other					\$125,000.00	\$125,000.00
C2	Provide financial opportunities for ACC							\$30,000.00	\$30,000.00
D1 D2	Maintain a CTE Pathway teacher for Natural Resources		Arts (Applied): CTE (Approved Program of Study)					\$90,000.00	\$90,000.00
D3	Fund new CTE curriculum							\$5,000.00	\$5,000.00
D2 D3	Buy equipment for CTE supplies and hands on activities							\$2,000.00	\$2,000.00
D1 D2	Fund CTE professional development and training							\$4,500.00	\$4,500.00
D1 D2	Fund CTSO expenses for direct student service for clubs							\$2,200.00	\$2,200.00
F1	Purchase system software/subscription to identify at risk student.			SSS		Other	\$5,567.00		\$5,567.00

FY 24-25 Budget Forecast

Outcome and Strategy	Proposed Activity	FTE	FTE Type	EIIS - Allowable Expenditure Area	HSS - Activity Category	Object Code	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Total Allocation 2024-25:	--	--	--	--	--	\$5,566.50	\$715,802.00	\$721,368.50
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	\$5,567.00	\$715,500.00	\$721,067.00
--	Unbudgeted (Autocalculate):	--	--	--	--	--	-\$0.50	\$302.00	\$301.50
S3	Sample	1.5	Equity/Diversity/Inclusion Specialist	STF		111	\$2,500.00		\$70,750.00
--	Indirect/Administration	--	--	--	--	690			\$0.00
									\$0.00
A1 A2 A3 A5	Maintain a HSS specialist position							\$112,000.00	\$112,000.00
A1 A2 A3 A4	Maintain a HSS Mentor Postion							\$90,000.00	\$90,000.00
E1 E2	Hire a college and career readiness team							\$30,000.00	\$30,000.00
B1 B2	Maintain a credit recovery specialist							\$98,000.00	\$98,000.00
B1 B2	Continue Summer School Credit recovery program							\$25,000.00	\$0.00
C1 C3 E2	Maintain a Counselor							\$100,000.00	\$100,000.00
C1	Maintain a Dual credit specialist							\$125,000.00	\$125,000.00
C2	Provide financial opportunities for ACC							\$30,000.00	\$30,000.00
D1 D2	Maintain a CTE Pathway teacher for Natural Resources							\$92,000.00	\$92,000.00
D3	Maintain a CTE stipend for Marketing teacher							\$2,000.00	\$2,000.00
D3	Fund new CTE curriculum							\$2,000.00	\$2,000.00
D1 D2	Buy equipment for CTE supplies and hands on activities							\$4,000.00	\$4,000.00
D1 D2	Fund CTE professional development and training							\$2,500.00	\$2,500.00
D1 D2	Fund CTSO expenses for direct student service for clubs							\$3,000.00	\$3,000.00
F1	Purchase system software/subscription to identify at risk student.			SSS	Other		5567		\$5,567.00

FEEDBACK

Sharing

Sharing the application is key to being responsive to community needs and building trust.

1. Public review
2. Presented to governing board - opportunity for public comment
3. Approved by the governing board

Participants can view the planning and budget template for details and strategies that support positive growth toward our planned outcomes. The Integrated Planning and Budget Template is posted on the school website.

We welcome all feedback which can be provided via the form.

<https://evergreenvirtual.org/front-page>

Application PDF: [Evergreen Integrated Guidance Application](#)

Feedback Form: [Evergreen Virtual Academy Integrated Application Feedback Form \(google.com\)](#)

The screenshot shows the Evergreen Virtual Academy website. At the top, there is a dark blue header with the Evergreen Virtual Academy logo on the left and navigation links (About Us, Admissions, Academics, Resources, News) in the center. A green 'Enroll' button is on the right. Below the header, the main content area has a green background with a circular collage of three photos: a girl wearing headphones, a boy wearing headphones, and a man wearing headphones. A speech bubble next to the girl says 'Hey Mr. Robinson!'. To the right of the photos, the text reads 'Enrollment for the 2022/2023 School Year is Now Closed'. Below this, it says 'Look for our new enrollment portal to open soon for the 2023-2024 school year.' At the bottom, there is a blue button that says 'Support' with a question mark icon.

Main Line: 541.751.8060 | Enrollment Line: 541.751.3003 | [Evergreen Login](#)

EVERGREEN
VIRTUAL ACADEMY

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Hey Mr. Robinson!

Enrollment for the 2022/2023 School Year is Now Closed

Look for our new enrollment portal to open soon for the 2023-2024 school year.

Give your student the focused attention and flexibility [Support](#)