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Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.

Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget.

Our team reviewed internal data that included parent and student input through surveys on engagement, climate, and course related content, in addition to reviewing teacher climate survey results on culture and equity. We reviewed our internal disaggregated data on student achievement, demographics, 9th grade on track and content barriers. As a school that has students across the state, we utilized published school ODE data and statewide ODE data as comparison.

Internal data identified that families and staff overall feel that the school is welcoming and provide students with the support they need. We see an increase in the student perception on access to career and college content in courses and access to lessons that integrate different cultures over the past two years. The students surveyed indicated that they would like to see more opportunities for CTE but the area for concentration was unclear, so more research is needed in this area. Academic data on 9th grade on track has shown improvement over the two years up 10% based on a comparison between 2023 and 2024 internal numbers. Content barriers for 9th grade were investigated and two year data shows that English continues to challenge students but there have been increased credit attainment in social studies (~30% over 2 years, internal data). More data is needed in this area to determine needs. We continue to see a need for growth in supporting students that come to us credit deficient and processes to help them reach graduation or completion.

From documents published by ODE: Cohort Graduation Rates, 5-Year Completer Rates, and Attendance Rates, differences in descriptive statistics for overall comparisons and subgroup comparisons between 2022-23 and 2023-24 indicate positive outcomes. More data collection is needed to strengthen emerging trends for outcomes discussed below.

Cohort Graduation: Overall graduation rates of 4-year completers remains relatively constant around 55%. Additionally, Hispanic/Latino students', Students Experiencing Poverty, Students with Disabilities', and CTE participants' graduation rates increased between the two years by 6.4%, 4.5%, 16%, 11.7%, respectively.

5-Year Completers: Overall Graduation rates have decreased slightly due to decreases in graduation for males (58.2% to 55.6%). Females were constant at 61.9%. Subgroup increases in graduation rates between the two years were observed for Hispanic/Latino students (6.8%), Students with Disabilities (9.7%), and CTE participants (0.7%). Students Experiencing Poverty as a 5-year Completer decreased by (1.9%).

Attendance Rates: The data for attendance is more limited than other data sources. Despite the narrow data associated with subgroups, Chronic Absenteeism decreased from 2022-23 to 2023-24 by 4.2%.

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Our plan increases support for 9th grade on track and credit deficient students. Additionally we maintain our CTE program support and continue to monitor student data for early intervention.

9th Grade on Track

- Required 9th grade orientation course and 8th grade bridge program
- Analysis of 9th grade data for deficiencies and provide interventions
- Prioritize outreach for students with disabilities and students that have been historically marginalized

Graduation Rate
- Support Credit recovery options
- Provide a summer school program
- Increase curriculum options for math student
- Increase high interest and cultural content in curriculum

Career Technical Education
- Increase work-based experiences for students
- Review and increase CTE curriculum options
- Provide hands-on opportunities

Early Indicator and Intervention Systems
- Utilize continuous improvement cycles through the examination of data to determine at risk students.

Explain how you incorporated your equity lens or tool into your planning and budgeting process.

Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

EVA integrates an equity lens effectively by examining policies, practices, decisions, and resource allocations to ensure they are equitable and actively work to eliminate disparities.

- Equity Frameworks and Tools
    - Utilize established equity frameworks (e.g., Oregon Department of Education's Equity Lens Tool) to guide decision-making.
    - Use of tools such as the Equity Impact Analysis which asks:
        - Who benefits and who is burdened by this decision?
        - What disparities are being addressed or perpetuated?
        - How are marginalized voices being included in the process?
- Equity-Focused Budgeting
    - Resource Allocation: Assess whether financial resources are equitably distributed across all grade levels and student groups (e.g., English Learners, Special Education, economically disadvantaged students).

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○ Targeted Investments: Make targeted investments where disparities are identified. For example, additional staffing or programs where academic achievement gaps are prevalent.

Our focal group includes students with special needs and those that have come to our school credit deficient. We have increased our support for students in credit recovery to meet the needs of our population. Additionally, our 9th Grade On Track goal will focus on those students that have been historically marginalized as well as a focus on the students identified At Risk in the 9th and 10th grade year.

What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

We are in the process of implementing professional development in culturally responsive teaching which will continue over the next two years. Additional planned development includes increasing teacher awareness of social emotional learning and identifying how to integrate strategies into lessons and curriculum. Staff will participate in book groups for focal areas. As a school, administration, staff, and teachers will be doing evaluations of academic models that would meet the needs of our students. Our school has approximately 25% of our students in special education, and as a focal group, our goal is to help teachers incorporate a more universal learning approach for accessibility for our students.

What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

A McKenny-Vento Liaison tracks students' needs and progress. Students that have a homeless status are kept confidential. We are able to provide students with additional resources through our Care Fund, and we work with the families to access local resources. Students without financial means to acquire school materials are opted out of cost.

Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

Students are provided equal access resources and opportunities, including, CTE programs, college & career readiness curriculum and work experience. Per our equity review, we will include in our planning and intentional approach to introducing historically underrepresented groups to various fields. We provide students exposure to non-traditional careers through our courses in careers and our Future Week opportunities which include guest presentations from non-traditional fields. Through our career programming, Oregon CIS, students complete assessments for their skills and interests that engage them in the content necessary for preparation in focused career pathways. Outside of our CTE Programs of study in Marketing and Natural Resources, we have CTE elective opportunities in Health Science, Early Childhood Education, and Culinary Arts that appeal to a broad range of students both male and female.

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Recruitment activities Include:
- Presentations during forecasting
- Career focused CTE field trips
- Guest presentations and conversations with classes
- Counselor/student meetings
- Future Week College and Career presentations
- 8th grade recruitment presentation
- DECA and FNRL programs including school wide field trips

How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

We use the Oregon State Standards for all school levels as the basis of all curriculum and instruction. We have a comprehensive alignment for our core courses offered through StrongMind to the Oregon Standards. Additionally, we continue to integrate additional curriculum into our course offerings as opportunities for students, including eDynamics for CTE and elective options. Our teachers' work includes mapping the standards with the content and supplementing the core curriculum with activities and assessments that enhance student learning and demonstration of standard. We review our elective courses and representation of state standards to complement the work that we are doing in our core courses.

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

Our staff uses a variety of approaches and tools to help our students reach their academic potential. Through consistent communication, we strive to get to know our students and their families so that we can supply the right amount of support. We focus on flexible, individualized learning, and a safe and engaging environment for students choosing not to attend traditional schools.

We have a variety of innovative technologies embedded within the classroom experience; hands-on learning experiences through manipulatives and supplementals given through each course subject area; live video classes where students can see their teachers on video and interact with them in various ways; rigorous curriculum to meet the needs of all learners within our school; and focus on power and priority standards for mathematics and language arts in live instruction for all grade levels.

Teachers review the curriculum, course opportunities, and assessments regularly for connection and relative content for students. We focus on integrating careers into the curriculum and additionally providing students with opportunities for choice. Our teachers utilize focused, small group intervention support in all subjects to ensure student mastery and success of critical standards at each grade level. Our licensed teachers support students and learning coaches in navigating through assigned courses and for any assistance needed.

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How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Our community 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. However, we recognize that not all families may feel this way or be the contributors to our inquiries. We have communication between our families with teachers, staff and administrators that gather additional information via direct interactions with students and parents.

As a virtual environment we do not experience the daily physical interaction between students but ensure a safe environment for our students online. Our school utilizes platforms that allow us to monitor and inhibit students obtaining access to content outside of the scope of the classroom to provide safety in student computer use as their primary sources of information for their classes. During in person events, safety plans and behavior plans are understood by supervising staff and parents attend events with their students.

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

In our virtual environment, students have access to open resources in digital form. As students are located across the state, they can supplement library resources locally by accessing their public library. We support families in acquiring a local library card if requested.

How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

For IEP students who qualify for behavioral services, we provide specially designed instruction to teach emotional regulation and healthy coping skills. Our special education counselor utilizes the Zones of Regulation curriculum and strategies. Students that meet the behavior criteria accessing education due to impacts of above challenges a behavior goal is written. The goals are specific to individual needs such as building coping skills, self advocacy skills. Student progress is monitored through these goals.

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups?

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

We monitor students through a robust MTSS process in grades K-8 in addition to identifying students At Risk at the high school. In our ELA and Mathematics special education population, we have increased interventions including leveled Math and ELA groups to support intervention, Lexia, iReady and iXL program intervention supports, skill gap recovery planning for SDI supports and implementing MTSS and Tiered intervention approaches for students identified as well as tutoring opportunities at the high school

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level. We believe this has assisted in the increase in our growth as measured on credit attainment and overall student achievement data.

Whole Grade/Grade-Based Acceleration and Single subject acceleration is an option available for students whose assessed rate and level show the need for material and/or curriculum that is above grade level and who were unable to be appropriately served with differentiated instruction in their current grade or subject. At the high school level, advanced coursework is available for students in addition to access to college level material, dual credit, and advanced credit at community colleges.

If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

No new CTE POS is planned to be started at this time.

What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

We offer the following Work-Based Learning offerings

- Simulations utilizing Stukent and eDynamics
- DECA and FNRL activities
- Guest Speakers
- Service learning project
- Project based learning
- Currently developing
    - Industry virtual job shadows
    - School based enterprise

Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes.

What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

We have expanded our communication with our families through the integration of platforms that reach our families directly, including ParentSquare and Constant Contact. Since we are a virtual school, we have greatly increased our offerings both in-person and online for engaging activities. Adding high interest events for families allows us not only to offer a community space, but to provide opportunities for our families to share 1:1 information with our staff and teachers. We also have tried more and varying locations in an attempt to find the areas that best serve our families. Since many families have

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transportation needs, our events are hosted in areas across the state concurrently so that all families can participate. As part of this focus, we have expanded and added community partnerships, for example, Hillsboro Hops and Punx in the Park, that have opened more connections to target family needs.

Consistent challenges have been working in locations that serve all students. We are often geographically limited due to weather, staffing in the area, students being able to travel to locations. Additionally, financial strain for events can inhibit participation and we have worked to provide free or significantly reduced cost to families to attend events that would normally be unattainable. We additionally offset these barriers with virtual connections monthly for students and have added community events this year for parents to connect with each other, specifically in the virtual setting.

Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

We use end-of-year surveys to families to get their feedback about our culture and events. For events, we also take feedback from our staff to see what worked that year, what families enjoyed, what locations were the best, and then use that information in our planning for the upcoming school year.

More staff and families are taking advantage to connect & the feedback informs planning additional engagements. Families look forward to and have expressed gratitude for this year's engagement offerings as many of our families would not have had an opportunity to attend many of these w/out having a low cost or no cost option.

Our data shows us that we have a large number of families that are utilizing our Community Resources page. This gives local resources and events for parents of students that may need help with food, mental health, finances, and provides local support contacts. This page is managed by our School Social Worker and is expanding based on our community's needs.

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

We have a comprehensive application process for all candidates for teachers and administration. We provide onboarding and training including mentorship and ongoing professional development. We build an inclusive culture for staff where all personnel feel seen, valued and respected. Our vetting process of teachers includes targeted questions and review on incorporation of the viewpoints and perspectives for underrepresented groups in our curriculum.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

As a small charter school with grades K-12, our students all have equal access to our teachers for their courses and classroom experiences. Our students at the secondary level will experience the same teachers. All of our teachers are all certified in the subject area they teach in addition to many having multiple endorsements and 80% of teachers with advanced degrees.

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Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this information by focal groups.

Due to our virtual model, we do not have disciplinary practices that remove students from the classroom. However, we do have some students that require limitations in the interactions during class time. Disciplinary practices are reviewed and a student that is put on restrictions is monitored. We have a small number of students that are involved in disciplinary action. Data on discipline is reviewed on an individual basis by our team to determine if there has been overuse of discipline that restricts student access.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

We have a comprehensive counseling program with two counselors at the high school level and a K-12 School Social worker to provide support. For students transitioning that need behavioral support through an IEP, we have a special education counselor. Our counselors meet with students reentering our program to find a schedule and support that they need. Our special education case managers are an integral part of meeting with students that have IEPs as they transition back into our school. Our focus is on not only the student, but the learning coach support at home to help the transition to the virtual environment.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades?

From middle grade to high school? From high school to postsecondary education and/or workforce?

In the 8th Grade High School Preparation Course that we offer in Semester 2 of 8th grade, the High School Success Mentor teaches SEL curriculum, college and career skills, proactive strategies for self-care, self-advocacy, study strategies, positive habit forming, academic integrity/citing of sources,communication, proper email formatting/etiquette, organization time and personal space and its importance. Students are introduced to the skills of successful high school students from HS Student Leadership and NHS, and they have meetings with the High School Counselors twice during the semester

The HSS Mentor serves as a safe adult who not only teaches 8th grade HS Prep but 9th Grade HSS in Semester 1. 9th Grade HSS emphasizes the different supports, clubs, classes, and opportunities students have available to them at EVA. Additionally, there is a focus on high school 4 year planning and credits/grades counting toward graduation. Planning includes targeted ELA and math MS/HS bridge meetings.

Additional Transition support:

- We are an Aspire School
- Professional planning/goal setting, resume building, work experience opportunities.

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- Oregon CIS planning tools and Wayfinder SEL lessons.
- Dual Credit and CTE Courses.
- Future Week for students with a focus on career and post secondary skills and planning

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?

We have opportunities for students to engage in college and career exploration throughout the four years they attend EVA and it begins during their 8th grade year. Students take a career exploration course and high school preparation course during the spring of their 8th grade year. Students then continue this learning with a bridge course during the fall semester of their 9th grade year to have the continuum of students transition. Students also participate in Oregon CIS to complete personality, skill, and career exploration. students additionally complete a capstone course in Career Learning their 11th grade year to reflect on their personalized education plan. Students meet weekly during each school year for grade level content curated to provide information on milestones for each year related to SEL, career and college learning, and skill building. Over their four years they have the guidance of a counselor for their 4 year planning and college and career information is accessible at any point. Students are also exposed to career information associated with particular subject areas in their classes and each student completes a portfolio - CRLS/Extended Learning Application. Any student is able to participate in the entry level courses and work their way through a program of study. We allow students of all levels to participate and the information about the courses are shared with all students during forecasting.

Our work with career and college readiness will expand for grades 6-8 during the 25-27 school years. We will be implementing Oregon CIS at the middle level, more career focused learning opportunities, and the addition of a graduation advisor will provide more connection mapping students experiences from middle school through high school.

Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

We have opportunities for students to engage in college and career exploration throughout the four years they attend EVA and it begins during their 8th grade year. Students take a career exploration course and high school preparation course during the spring of their 8th grade year. Our counseling department provides continued communication in areas related to CTE and there is a focus on CTE in our 8th grade forecasting process in which our CTE teachers come and speak with students. We have increased our marketing efforts for students to become aware of our programs. Our CTE team has created a robust website and started a nurture campaign for students and parents beginning in middle school (https://cte.evergreenvirtual.org/). We have active DECA and FNRL clubs that have school wide activities for students to participate and educate on the programs. Our Aspire coordinator provides families and students with quarterly information that is timely and we have a system of regular communication for career connected learning opportunities utilizing our ParentSquare newsletters.

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Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE

Looking at ODE cohort, completer, attendance, and dropout data plus stakeholder surveys to pinpoint gaps for EL, SpEd, economically disadvantaged, and credit-deficient students we found that our data over the last few years has shown an increase in graduation rate for these target groups and that we have decreased our dropout rate. With our changes to our school within the last three years, becoming an independent school, we have had success with implementing new and engaging curriculum and streamlining our supports. We are early in the data collection stages to see trends, but we can make comparisons to previous school data supplied by ODE and see that we are continuing to improve. Our graduation rates have continued to see an increasing trend looking at the last 9 years and have had significant improvement in particular demographics of historically underserved students over the last 3 years.

Students are responding to our support for 9th grade on track. Locally collected data shows our students increase in 9th grade on track by 10% after the first semester in comparison to 23-24. This fully supports current programs in high school success and plans to continue, and add to, the targeted support in this area. We have added additional staff to this team as a Graduation Advisor that will help increase the contact and communication with students.

Due to our environment as a school of choice, we have many students that come to us that have had a lack of success in their current school and come to us credit deficient. Our programs to support students through credit recovery have increased credit attainment along with connection. There is still a need for growth in this area to best support the needs of these students. Our goal is to hone in deeper to students that need more support to find a path to graduate, particularly those that may need extended 5th and 6th year support. This particularly offers support to students in special programs that require extra time to complete their graduation requirements.

Our students that participate in CTE courses have shown an increase in graduation rates, we note that there is increased interest for our POS in Marketing and Natural Resources and will continue to support these programs and their growth.

Targeted Student Supports

- ○ Expanded credit-recovery, MTSS tiers, 9th-Grade On-Track mentoring, and UDL-informed instruction for focal groups.
- ○ Continue culturally responsive teaching, SEL integration, and accessibility PD over the biennium

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- Continue career exploration and high school success curriculum and begin middle school integration via Oregon CIS, Future Week events, and ongoing counseling.
- Continue CTE programming options and identify programs of interest to increase options.

How can ODE support your continuous improvement process?

There are challenges in being a virtual school and not having access to all of the funding resources available from the State. More equitable funding for virtual learning would enhance our opportunities to improve student success.

Community Feedback Form

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.

Feedback Form: Evergreen Virtual Academy Integrated Application Feedback Form