

Needs Assessment Summary

1. 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. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Our strategic planning group consists of building and district administrators, our special education director, our HR/board secretary, our business manager, our facilities and transportation director, our entire school board as well as classified staff that support business and custodial operations and certified staff representation from elementary and secondary in both core academics and electives. We reviewed state assessments, attendance, CTE and survey data from students, community, parents and staff.

Our state assessments scores, across the board, are an area for growth; every grade and every test. Our junior/senior high school were not taking the state assessment seriously and this is reflective in the participation (most of our opt outs are at the junior level). When we look at disaggregated data, our special education students' math scores are significantly low (5% at high school), science (11%), and ELA (13% at high school and 18% at elementary school). Similar patterns exist for students experiencing poverty and underserved race/ethnicity. We did notice that the high school did experience strong growth in ELA, and our elementary school has also experienced growth in ELA. Elementary math has seen some improvements but overall we are still looking forward to growth in the coming year.

Regular attendance went from 51% to 62%, strong growth, but not where we went to see it. Our needs assessment showed a positive trend across almost every cohort of students with the exception of our current 6th grade class. For focal populations, we noticed positive trends across students with disabilities and students navigating poverty as compared to all students.

In examining CTE data, we noticed strengths in our design/pre-construction program in that disproportionately, students of color enroll and persist to concentration. This program of study also sees higher than average female and students with disability enrollment and we celebrate both! Our health occupations program of study, however, did not see these same enrollment trends.

Bridge Charter Academy's needs assessment team consisted of the School Administrator, K–8 Director, Director of Academic and Instructional Support, and the Growth Team Coordinator. Their needs assessment process involved reviewing Tiered intervention data within BCA's Multi-Tiered System of Support (MTSS), including early literacy and math indicators, i-Ready diagnostic

assessments, progress-monitoring reports from the Growth Team, and Tier 1 portal tracking. Staff surveys and Child Study Team (CST) outcomes were also reviewed to assess the alignment of interventions with student outcomes across various instructional tiers. They reviewed the following data sources: i-Ready diagnostics, Growth Team assessment and goal-tracking data, Tier 1 intervention records, staff survey responses, and CST documentation regarding Tier 3 student placements. Attention was paid to both academic outcomes and process fidelity at each stage of intervention. They noticed the following trends across all students: Most students referred to the Growth Team through the Tier 1 portal process responded positively to skill-based, targeted interventions. Students in small group instruction settings (4–5 students) who received focused instruction based on regularly monitored goals met their objectives 80–100% of the time. Lower student-to-teacher ratios (under 16) were associated with significantly improved outcomes in early literacy and math. Regular data collection allowed instructional staff to tailor interventions quickly and responsively.

For focal student groups—including students with disabilities and students from historically underserved backgrounds—targeted intervention through Tier 2 was particularly impactful. When students received progress-monitored, research-aligned instruction (e.g., SPIRE, Bridges, OG strategies), they demonstrated significant gains, especially when supported through double-dosing and culturally responsive instruction. CST meetings allowed the school to transition students to Tier 3 when necessary while remaining committed to the least restrictive environment.

As a result of our needs assessment process, we have shifted/maintained the following priorities in our plan/budget:

- Continue investment in the Growth Team structure, including professional development and staffing to support Tier 2 interventions and goal tracking.
- Prioritize small-group instruction and double-dosing for struggling students in reading and math, especially in K–3.
- Maintain SPED and SEL staffing to support Tier 3 services and broader student wellness needs.
- Sustain funding for instructional materials, intervention programs, and formative assessment tools aligned with early literacy and numeracy.

Provide ongoing staff training on using the Tier 1 portal process and the MTSS framework to ensure early identification, timely support, and responsive instructional decisions.

Mountain View Academy's needs assessment team consisted of School Administration, the 3rd grade teacher, the Lead Aide, and the MS ELA teacher. Their needs assessment process involved: looking at curriculum, curriculum needs, TerraNova assessment scores, student performance via DIBELs, fluency check outs, and reading/math/Shurley English Data, and working to make sure our reading/ELA groups do not go over 16 students. They reviewed the following data sources: Reading fluency check outs, comprehension check outs, writing samples, DIBELs, TerraNova assessment scores, and Smarter Balanced assessment outcomes. They noticed the following trends across all students: Students are more likely to be working at grade level in reading and math when the class sizes do not exceed 16 students. Struggling students thrive in groups of 4-5 or by having a double dose of the subject later in the day. For our primary student groups we noticed class sizes of 10 - 12 in reading almost 100% result in students working at grade level by 3rd grade.

As a result of our needs assessment process we have shifted/maintained the following priorities in our

plan/budget:

1. We are going to maintain the SPED, SEL, and Math coordinator positions and stipends, as well as the parent courses we provide to the community.
2. We are going to maintain our investment for reading, math, and writing supplies for our classrooms.
3. We are going to maintain our wellness budget, as focusing on student and staff wellness & mental health has made our school a healthy and safe space.
4. We plan to invest in staffing to lower our student to teacher ratio in math and reading classes and to increase our ability to provide double dosing support for any students that need it.
5. Finally, we are going to invest in an ELA & writing specialist to train our staff, provide PD, and continue to look at our curriculum and teaching practices.

Equity Advanced

1. 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](#). **(250 words)**

Our equity lens was used throughout our planning and budgeting process by looking at specific focal groups while analyzing data. We prioritized Students Living in Poverty and Special Education focal groups in our planning process because they showed the least amount of progress according to our data.

The following outcomes/strategies/activities in our district's plan demonstrate our prioritization of these groups of students: A1: Rigorous curriculum and instruction offered, with professional development to support implementation. A2: Expand CTE offerings, A3: Use data to inform decision making to improve graduation outcomes, B2: Community engagement in the school through connection to local employers, C1: Provide social emotional support for students and teachers, C2: Provide registered nurse services, D1: Maintain smaller class sizes through hired additional staffing, D2: Improved tiered supports with targeted improvement in student with disabilities and student navigating poverty, D3: Implement professional development and high-dosage tutoring focused on improving K-3 literacy outcomes, D4: Maintain sped FTE to improve outcomes for students with disabilities.

2. 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? **(250 words)**

To address the cultural, social, emotional, and academic needs of students, including those of focal students we plan on offering literacy and data evaluation professional development for teachers, staff, and administrators throughout the biennium 2025-2027.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?(250 words) ☒

The District policy pertaining to homelessness guarantees equitable access and support to our educational programs (JECBD-AR). Lowell School District 71 utilizes the following supports to provide information to children, youth and families navigating homelessness. District Homeless Liaison provides support for students through direct services that are trauma informed and sensitive to the special needs of these students and families. Title I set-aside dollars for services to help deal with non-instructional barriers. Additional tutoring is provided at no cost to students after school Monday through Thursday, with transportation offered as a way to remove barriers to attendance for students experiencing homelessness.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. (250 words) ☒

Through our Lane ESD CTE Consortium, we will receive support through female leadership/representation with instruction in Construction/Manufacturing career learning area via HOPE Factory and recruitment of industry partners that reflect non-dominant gender representation in CTE learning areas historically and currently dominated by a single gender.

All teachers are kept up to date on student needs and challenges that may arise in the classroom due to circumstances beyond their control. Our school is small enough that teachers are well aware of many of these situations before they are “public knowledge” and work with students accordingly. Support is put in place for all students in our CTE courses (tutoring, IA support, resources) with additional support as necessary for those students who might be impacted by other barriers to access.

All students at LHS have access to all of our CTE courses, regardless of background in education, SES, gender identification, or other factors associated with non-traditional fields. Students are actively encouraged to engage with our CTE programs regardless of post secondary goals as a way of encouraging the cultivation of professional skills and encouraging a well rounded education. Part of the instruction in these classes includes frank discussions of field demographics and opportunities after high school. Interviews with professionals in the field help to reinforce the information shared by our instructors.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and [Oregon's Early Literacy Framework](#). **(250 words)**

We have updated our [Program Review Tool](#) as follows: we are no longer housing the Lowell Community Preschool at the elementary school, we have started to use Wayfinder SEL curriculum, and we continue to provide high dosage tutoring to individual students and in small groups.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. [No narrative response required. A Smartsheet link will be provided.](#)
3. ☒ 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?**(250 words)** ☒

Our district is committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voices to create a district vision for excellent education. State adoption recommendations, and (ESD rubric/ODE Instructional Materials Evaluation Tool) were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. **(250 words)** ☒

Lowell School district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art and music. Our elementary teachers incorporate arts into daily schedules. These opportunities are available to every elementary student, every year.

We have a K-12 music teacher who meets with every elementary class once/week to give them access to a better understanding of music, to play and sing, and to see if this is something they want to pursue as they reach middle school and high school levels.

Our middle school and high school schedules are created so that all students have

access to these types of courses: such as, drama, budgeting, woodshop, and PE. We have a theater teacher and our high school puts on three plays per year. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing every year.

At the Elementary level, we bring in an outside organization to work on dance and physical education. We provide opportunities for students in band and different levels of choir. These opportunities are available to every student, every year.

We partner with Lane ESD to provide our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. Each elementary class is provided thirty minutes per week for direct access to the Library to check out books and resources. Middle and high school students also have access to the library daily during study hall, before/after school and by request.

At our high school, our Science teacher engages in instructional practice that supports K-12 vertical alignment by bringing high school students to the elementary to engage in project based learning where they apply their science content to solve real-world problems.

5. ☒ 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?(250 words) ☒

Staff are actively involved in welcoming all community members to ensure a safe and welcoming educational environment. We share detailed information weekly through our community communications such as testing, assemblies, weather updates, activities happening in each school, grading, and calendar updates. Every volunteer is to follow the same process and procedure and has access to all communications.

6. ☒ How do you ensure students have access to strong school library programs?(250 words) ☒

We partner with Lane ESD to provide our Library Assistants with the tools they need to help students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. Each class is provided thirty minutes per week for direct access to the Library to check out books and resources.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation? (250 words)

Our intervention for students who experience depression, anxiety, stress, and challenges with dysregulation include having access to a counselor and being provided with external resources that are available. We monitor the effectiveness of these interventions by scheduled meetings with students and parents to evaluate if the interventions are working.

8. ☒ 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?(250 words) ☒

We have teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. We also have a push in model where our Special Education teacher is in with the regular math class to support our students utilizing math IEPs so they are getting regular instruction and specific support.

We have an established process for identifying TAG students through our district TAG coordinator and have TAG plans developed and updated yearly to meet each student's needs. Our district offers a myriad of services to enhance the learning of students who have exceeded state and national standards during and after school. We provide enrichment opportunities during the school day. All of our state approved curriculum has enrichment options to be used during the school day. Our secondary students are offered access to College Now courses, as well as accessing classes virtually, and physically at Lane Community College. In addition, this year marks the relaunch of National Honor's Society, with plans for activities and engagement starting in the 2023-2024 school year.

9. 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.(250 words)

We are not planning to develop any new CTE Programs of Study.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.(250 words) ☒

Through our Lane ESD CTE Consortium, we will receive support with the development of classroom Workplace Simulations as an equitable and accessible WBL option and with 'Real World' a Lane ESD sponsored program for teachers and industry partners to co-develop in-classroom industry connected project based learning units or workplace simulations. Lowell is so excited to continue offering a robust, high quality CTE Health Science and Construction Program of Study. These Programs are preparing students for high wage and in-demand occupations. In fact, Lane County considers these two sectors to have two of the highest projected employment demands over the next 10 years. These Programs are closely aligned to and connect with coursework, certifications and programming through Lane CC and our local workforce partners. All students in construction have access to building of sheds and transitional shelters through the regional construction project in collaboration with Lane Workforce Partnership, Lane CC, and local community groups. Our Construction CTE teacher has also participated in extensive professional development that has worked to integrate key technical and academic skills. This project also brings industry mentors to the classrooms, and gives all students equitable access to participate in high quality work experiences that align with the pathway. As a participant with the

Regional Health Science Revitalization grant through Lane ESD, our health science students have had access to CPR/First Aid training, Youth Support Specialist training, and CTE teacher professional development with local industry and LCC Health Science faculty. We also recognize that there is room for improvement and are looking at ways to increase the opportunities for more work-based learning and career connected learning experiences for all students. That's why in this plan we have identified ways that we will reach out to local community partners and continue to participate in the Regional Advisory Committees for both Construction and Health Science.

Teachers can't do this alone in addition to their regular duties. Teams will need to work across schools, buildings, and regions to find the resources to build partner networks, create WBL programs, and support students as they enter into these opportunities, and support businesses as they take in and train students. Engage with the Regional Advisory Committee meetings happening in partnership with industry partners, our CTE teachers, and Lane CC by career area. Our Construction CTE courses are currently working with Lane Community College and our ESD CTEC group to produce sheds and a tiny home in cooperation with St. Vincent Depaul and Lane County. This project has given our students an opportunity to engage in authentic, hands-on construction experiences at industry standard. Our Health Occupation CTE courses regularly engage with industry professionals with interviews, hands on demonstrations, and job shadowing opportunities, as well as certification opportunities in job ready skill sets (EMR, CNA and other opportunities). In addition, our Health Occ teacher is a part of the Rural Health and Science Educator cohort.

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.(250 words) ☒

College Now opportunities are available in every CTE career learning area through Lane CC and other community colleges around the state. With support from LESD, we have opportunities to access alternative dual credit certification options (Lane Regional Promise). Through the Lane Career Academy, our students have the opportunity to earn up to (12) Lane CC credits towards Construction/Manufacturing.

All students at LHS have the opportunity to enroll in all classes offered at the high school. Our CTE courses are accessible to all, and can offer college credit through LCC. In addition, students who have achieved levels beyond our offerings are able to take college courses through Lane Community College to challenge themselves. They are able to take these classes on campus, or virtually, and all classes are eligible for both high school and college credit. All of these educational opportunities help to make sure that our students at both the highest and lower ends of the achievement spectrum have access to opportunities to improve their outcomes and be a well rounded learner.

Engaged Community

1. 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? **(250 words)**

We are proud of the improvements we have made to our community engagement process. During the 2023-2025 school years, we have engaged in a robust strategic planning process that involved student, staff and community member surveying.

Our engagements continue to prioritize the focal students, families, and staff through planned special education family surveys and feedback from families during title 1 night as well as partnering with 15th night to get a student and staff assessment. While the results of this engagement will be in after this application is due, we are committed to acting on the recommendations and prioritizing the feedback of these populations.

The barriers that remain include student attendance, family support, and students being able to access external mental health resources.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.) **(250 words)**

When writing the integrated plan, we engaged focal students and families in the following ways; surveys and one-on-one conversations.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.) **(250 words)**

When writing the integrated plan, we engaged both classified and certified staff in the following ways: surveys, one-on-one and group conversations, and representation and decision-making on our strategic planning team.

Outcome of Engagement

7. 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. **(250 words)**

When we reflect on all of our community engagements during the 2023-2025 school years, we have learned that overall, students and parents believe that we are doing a decent job and that we're on the right track but that refinement and alignment are needed. Our focus, moving forward, is on successful transition between elementary and high school and high school to students' post-secondary plans. Additionally, we heard from our community that

while we have improved our communication, we can still do better. A new website and communication system will be in use by the end of the 2024-25 school year. We also hear from our students and parents that there is a need for additional rigor and we see a disconnect between our teachers' perception of student readiness for rigor and students and parents asking for more. Students and families report feeling safe and cared for. They feel a strong sense of community with a supportive atmosphere amongst students, staff and families. Families feel like our investments in smaller class sizes have paid off in better student teacher relationships and individual attention. Families appreciate our safe, clean, welcoming and visually appealing facilities. Students and families report that we have strong athletic programs, as well as arts and music while wanting others to grow other such opportunities such as National Honor Society and Student Government.

The following outcomes/strategies/activities demonstrate how this learning directly impacted our planning:

- Outcome A: Students graduate prepared to access rigorous and relevant opportunities
- Strategy A1: Rigorous curriculum and instruction offered with professional development to support implementation.
- Outcome B: Lowell integrates and connects community with the school
- Strategy B1: Improved communication between the school and the community
- Outcome D: Increase student achievement across all areas but with special emphasis on K-3 literacy.
- Strategy D1: Maintain smaller class sizes through hired additional staffing

Strengthened Systems and Capacity

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?(250 words) ☒

We helped develop our new teachers by pairing them with mentors. These mentors are veteran teachers who have proven high success in this district. They have supported new teachers with instructional feedback and guidance on educator social and emotional well-being.

Each of our schools have teams in place that meet to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The team then works with the staff to identify what is working and what is not working for those students. In our current middle school schedule we have a math and Language Arts quarterly rotating support class that students can move in and out of depending on their academic needs. We also have a push in model where our

Special Education teacher is in with the regular math class to support our students utilizing math IEPs so they are getting regular instruction and specific support. Our high school team meets to discuss 9th grade achievement in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to the whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

2. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. **(250 words)** ☒

The district has created staff consensus on consistent use of evidence-based behavior management strategies from Restorative Practices or similar. Additionally, a small team regularly engages in behavior data analysis, including disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data. Lowell Jr/Sr High is in the process of re- implementing the PBIS practices.

3. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? 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. **(250 words)** ☒

Our District is connected to a regional network of industry partners who are ready and eager to engage with classrooms (K-12) in a variety of ways - from classroom presentations to support with student projects via a regional database, Grouptrail. We have opportunities to engage in regional events and programs in partnership with industry and Lane CC collaboration that build student skills related to careers e.g. SLICE (regional Culinary event at Lane CC), Fire School, MedSplash (intensive health career exploration), Youth Trades Academy, and other LCC and Connected Lane County career-connected learning events, such as Hands on Career Day (LCC), Diesel Day (LCC), Sand and Gravel Day, Middle School Career Expos (CLC), job shadows (CLC), and internships (CLC). We have access to a regional program of 'Educator Externships' which supports teachers to learn about current trends and opportunities in career areas so as to better prepare their students for those careers and connect to classroom learning. All students have access to the BOLI Lane Pre-Apprenticeship Programs in Construction Trades (PACT) and Manufacturing (PAM).

We also offer a Careers Class. Students are required to take Careers in the 12th grade as a part of their course of study. Students research potential careers and postsecondary educational opportunities, as well as complete a Senior Project that includes research and a job shadow of one of the identified careers. Guidance counseling/ASPIRE: Our counselor and

ASPIRE coordinator work together to bring college and career presentations to campus, get students out to those experiences, and make sure that every interested student has been exposed to the opportunities available to them after graduation.

All students and families have access to our course catalog on our website. Students are able to forecast for any class they choose without restrictions (other than age) on StudentVUE when forecasting becomes available.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). [No narrative response required - must update this link](#) ☒
2. What is the name of the funding source for the 25% match for early literacy?

The District General Fund is the funding source for the 25% match for early literacy and they are used for staff salary and benefits.

Feedback

1. How can ODE support your continuous improvement process? **(250 words)**

To support our district in engaging with a continuous improvement process, ODE can continue providing support in literacy professional development and in reducing reporting requirements.

Plan Summary

1. 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.

Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. **(500 words or less) Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Over the next four years, our district looks forward to working towards the following outcomes using the aligned strategies:

Outcome A: Students graduate prepared to access rigorous and relevant opportunities

- Strategy A1: Rigorous curriculum and instruction offered with professional development to support implementation.
- Strategy A2: Expand CTE offerings
- Strategy A3: Use data to inform decision making to improve graduation outcomes

Outcome B: Lowell integrates and connects community with the school

- Strategy B1: Improved communication between the school and the community
- Strategy B2: Community engagement in the school through connection to local employers

Outcome C: Students feel welcome, supported, safe, cared for and engaged in their school community

- Strategy C1: Provide social emotional support for students and teachers
- Strategy C2: Provide registered nurse services
- Strategy C3: Partner with community agencies to improve mental health offerings
- Strategy C4: Maintain the current status of our facilities

Outcome D: Increase student achievement across all areas but with special emphasis on K-3 literacy.

- Strategy D1: Maintain smaller class sizes through hired additional staffing
- Strategy D2: Improved tiered supports with targeted improvement in student with disabilities and student navigating poverty
- Strategy D3: Implement professional development and high-dosage tutoring focused on improving K-3 literacy outcomes
- Strategy D4: Maintain Sped FTE to improve outcomes for students with disabilities.

Our rationale for this approach is because much of the feedback we received from students, families and staff is that we are on the right track: small class sizes, investments in rigorous courses and tiered supports for our students. These efforts will work towards addressing the co-developed LPGTs because they target the root causes of chronic absenteeism for our community

and provide the targeted academic supports we need. We believe this plan addresses both our strengths and areas for growth identified in our needs assessment in that it builds on the growth we have begun to see. Mountain View and Bridge charter schools participated in our plan development process by completing the needs assessment for their school and determined aligned outcomes and strategies to our school district was advantageous for their needs.