Equity Advanced	
What strengths do you see in your district or school in terms of equity and access?	Our school has a strong, well articulated and aligned Continuous Improvement Plan with our sponsor district. The plan's MTSS focus drives us to look at data to make decisions for each learner at their specific rate and level of learning. This includes disaggregating data for those historically marginalized groups and adjusting to meet the needs of every student. Our school's Leadership Team is made up of a diverse group of stakeholders to provide input on our goals, strategies and action plan. Use of funds support academic and behavioral structures through a trauma informed lens.
What needs were identified in your district or school in terms of equity and access?	Eddyville has done extensive work in removing barriers to access for all students over the past five years. Transportation access continues to challenge access to extra activities as access in our rural and remote setting is limited, especially for our high number of homelss and deep poverty students.

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. Policy AAA Policy AAA-AR	Eddyville currently uses the ODE Equity Lens in decision making and when our board hasn't adopted specific policies, we follow the policy set by our sponsor district. LCSD has adopted Policy AAA. Following our LCSD sponsor, we too considered the best strategies to address the identified needs, we used the equity lens to ensure that there were no unintended negative consequences for our students and that the strategies would help to eliminate the opportunity gap and assure students' cultural needs are met. Future plan adjustments will be based on disaggregated data to best serve our historically underserved groups of students in an intentional and focused way.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.	The following items will not only have an impact on the academic success of focal student groups, but are integral to the universal Tier 1 systems that support all students: Health and Safety: K-12 counselor: The counseling program works in cooperation w/classroom teachers by helping students develop the mindsets and behaviors necessary for social emotional and academic success. Additional Behavior support personnel in order to provide capacity for tiered systems of behavior support (licensed staff, campus monitors, behavior plan facilitators) PBIS incentives: Supports PBIS systems and positive school culture for all students. Suicide prevention/intervention curriculum and training is provided to all students at the secondary level. SEL curriculum and universal screener (Character Strong) benefits all students. Well-rounded education: Athletic support for HS and MS: In partnership with ECS BOOSTERS we cover fees for all K-12 athletic programs. This will have a positive impact on student academics by more closely connecting students to their school culture, positive interactions w/peers and additional supportive adults, and increased oversight and accountability for classwork. Music teachers provide a well-rounded education to all K-5, thereby providing balance between core academics and co-curricular activities and increasing engagement for all students. Remind: communication w/parents (and students) increases 2-way engagement w/families, improving academic outcomes.

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?	The District experiences difficulty in recruiting, hiring and retaining needed staff especially for students in special populations: ELL, SpEd, Reading. While hiring highly qualified staff is critical, the District also recognizes the need to hire diverse staff that reflect our student population of nearly 30 multilingual learners in some areas of the county. Hiring staff of color to match our demographics is a key strategy for student achievement and the use of 4030 and GYO grants have address this need through our classified to licensed pipeline. Buy in for a new System of Care comprehensive multidisciplinary team approach to student health and education -much needed PD around this new system of MTSS Sustainable funding
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?	Our district has a robust Homeless Education and Literacy Project (H.E.L.P.) program led by our McKinney Vento District Liaison and supported by 4 HELP Advocates in each area of our county. In addition, we have 2 bilingual HELP Advocates to support our families who speak Spanish. The Liaison and Advocates monitor the progress of our students navigating homelessness and support reducing barriers to accessing educational and extracurricular opportunities at school. Fees for programs are waived and we maintain confidentiality of a students housing status. Data helps our teams know if students in our district experiencing homelessness have disproportionate outcomes for behavior, academics and attendance.

EA CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?	ECS teachers offer technical courses that can be used to support students who may have required electives such as (ELD or Special Education) or who are credit deficient ways to earn core credit while participating in CTE courses or workplace learning opportunities. We currently have two courses developed for science, one for math, and one preliminary course developed for language arts. We also do not have grade-level prerequisites or content are requirements for enrolling in a CTE course, so there are not additional academic barriers to course enrollment.
What needs were identified in your CTE Programs of Study in terms of equity and access?	We have had a lower number of females accessing our programs in in manufacturing , but through a comprehensive showcase and course forcasting event during advisories, more diverse groups are encouraged to enroll and female participation has increased 150% from last year. Studens with learning disabilities have also increased their enrollment over the past two years.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?	We now use advisory and academic advising meetings with each student and associated family to help identify career clusters and are working to integrate their exploration in core courses. We are also participating in a CTE Expo this year where students can have hands on opportunities to try out our CTE programs at a district level. This will expand to building level exploration for all students prior to forecasting for the next school year. This has been done on a small scale, but it has not been advertised with our supports in place for students whose schedules have not allowed course enrollment or selection.
How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?	The number one thing that was necessary for ECS was creating a dashboard where we could clearly see our data and understand which groups of students were not represented. Raising this awareness allowed us to evaluate our current methods of delivery credit earning instruction and also look at how well we were or were not utilizing our personal education plan trackers to decide course exploration and plan for students' high school experiences. Regular evaluation of data in building, program, and counselor meetings will help ensure there is no discrimination for student groups. Now that ECS has a way to analyze internal data demographically, as well, will help monitor our work and provide a more equitable opportunity for students.

Well Rounded Education

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).	Eddyville Charter school feels students are better prepared when they have access to the arts. We make sure to create schedules that allow students to have an introduction to art and music. Elementary students receive music and art lessons each week. Middle and high school schedules provide art and mixed media course electives.
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?	Eddyville's K-5 students have a music teacher providing instruction each week. Our classroom teachers provide access to art integration into their curriculum K-5 and we have a secondary mixed media art instructor for elective art courses.
How do you ensure students have access to strong library programs?	All classrooms have a content specific media center (including books, Chromebooks and access to Iready personalized instruction pathways and Edmentum online courses.

WRE 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?	LCSD offers career fairs in which we attend. ECS careers course for all 9th grade students is an online database exploration, work-based learning opportunities in programs, and partners with local businesses for interview practice and shadows. Counselors and teachers are learning more about career connections to increase exposure to careers for our students. We will participate in a new CTE Expo day, which will have industry partners working with our students and reviewing resumes and holding mock interviews to help our teachers, counselors, and students learn more to improve our programs. We also take field trips to industry showcases and have experts in the field(s) present on our campus multiple times throughout the year.
How are you providing equitable work-based learning experiences for students?	We currently only have two work-based learning opportunities. We have welding in house and our students have access at the Port of Toledo. Our business course is centered around a student-ran coffee shop business. We partner with a local coffee roaster and learn through hands-on experiences as well as business partner mentorship. In addition to these CTE offerings, student have experience in sports media with Daktronics, Photography and Lighting sessions with local photography studios and horticulture work with OSU's Farm to School and Ag program.

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.	A well-rounded education includes a variety of subjects that provide students with knowledge and skills to prepare them for a careers or post-secondary options. Opportunities to earn post-secondary credit while in high school benefit students by allowing them to save money and start college early. We have dual credit for many of our CTE programs. These programs help students develop the skills and knowledge needed to be successful in college and beyond.
What activities will you offer to students that will lead to self-sufficiency in identified careers?	Internships allow students to gain real-world experience and on the job training that extends beyond their classroom learning. Programs have also started offering certifications in their programs. The CTE Expo added will also provide resume and interview feedback for our students. Guest speakers also teach students how to build connections to help them when they search for jobs later. Senior seminar requires seniors to choose career paths, research and interview experts, conduct two separate job shadows, complete a community project and present to a panel of industry experts and school staff.
How will you prepare CTE participants for nontraditional fields?	We are preparing students for nontraditional fields by helping them explore options, teaching cross content skills and cross occupation skills, and giving them the opportunity to explore nontraditional fields.
Describe any new CTE Programs of Study to be developed.	We do not have any programs in the works at this time. We may explore making Computer Science a CTE Program, but at this time we are aligned with OCCC for this work.
How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?	Acadmeic advisors and guidance personnel experience all CTE programs and working to align them with student interests in career surveys and work with scheduling staff of students in focal groups to find right fit opporunities to increase awareness. Each CTE program is developing a flyer/ brochure that describes the program of study and where it is offered.

Integrated Guidance application and plan - ECS

Engaged Community

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?	ECS has several processes that create avenues for community engagement. These include: community forums on specific topics (e.g. online learning in COVID, Shared Vision for Student Readiness), weekly messaging via Remind and social media, a monthly newsletter which provides an in-depth look at district events, activities and news. In the fall of 2023, the LCSD will hire a full time district wide Parent Family Volunteer Coordinator so that we can connect better with families and get more parent volunteers into our schools. Barriers to community engagement are that we generally have a hard time getting people to attend anything. Stakeholders like our music programs, fundraising events, Booster events, athletic events, horticulture sale and showcase and science/art shows but not as interested in meetings where school policy is shared and input requested. Our district is the size of Rhode Island and if you don't have solid transportation you cannot attend many in person events. Finally, affordable access to child care. If you need someone to help watch your kids so you can be engaging in the conversations that is another widespread barrier.
What relationships and/or partnerships will you cultivate to improve future engagement?	We also would like to expand our partnerships with local businesses, the community college and municipalities. While ECS enjoys great partnerships already, we can always deepen and expand them to include more people.
What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?	The resources are always financial. Money to provide to partners to collaborate with the school district is very helpful. Funding such as 21st Century Learning Centers is utilized by our sponsor district and we are looking into this option. It provides our partners dollars to partner with us. This incentive would be great for businesses and the community colleges and universities as well.

Integrated Guidance application and plan - ECS

Engagement

Who was engaged in any aspect of your planning processes under this guidance?		How were they engaged?	
Students of color	X	Survey(s) or other engagement applications (i.e. Thought Exchange)	X
Students with disabilities	X	In-person forum(s)	X

Students who are emerging bilinguals	X	Focus group(s)	
Students who identify as LGBTQ2SIA+	X	Roundtable discussion	X
Students navigating poverty, homelessness, and foster care	X	Community group meeting	X
Families of students of color	X	Collaborative design or strategy session(s)	
Families of students with disabilities	X	Community-driven planning or initiative(s)	
Families of students who are emerging bilinguals	X	Website	X
Families of students who identify as LGBTQ2SIA+	X	CTE Consortia meeting	X
Families of students navigating poverty, homelessness, and foster care	X	Email messages	X
Licensed staff (administrators, teachers, counselors, etc.)	X	Newsletters	X
Classified staff (paraprofessionals, bus drivers, office support, etc.)	X	Social Media	X

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)	X	School Board meeting	X
Tribal members (adults and youth)	X	Partnering with Unions	X
School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)	X	Partnering with community based partners	X
Business community	X	Partnering with faith based organizations	
Regional Educator Networks (RENs)	X	Partnering with business	X
Local Community College Deans and Instructors; Local university deans and instructors	X		
Migrant Education and McKinney Vento Coordinators	X		
Local Workforce Development and / or Chambers of Commerce	X		
CTE Regional Coordinators	X		
Regional STEM / Early learning Hubs	X		
Vocational Rehabilitation and pre Employment Service Staff			
Justice Involved Youth	X		
Community leaders	X		
Other			