Alsea School District 7J

2023 Integrated Application Presentation

Contents

➢ Purpose of Presentation

➢ Background & Context

➢ Planning Team

➢ Plan Inputs

➢ Plan Overview

➢ What's Next

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
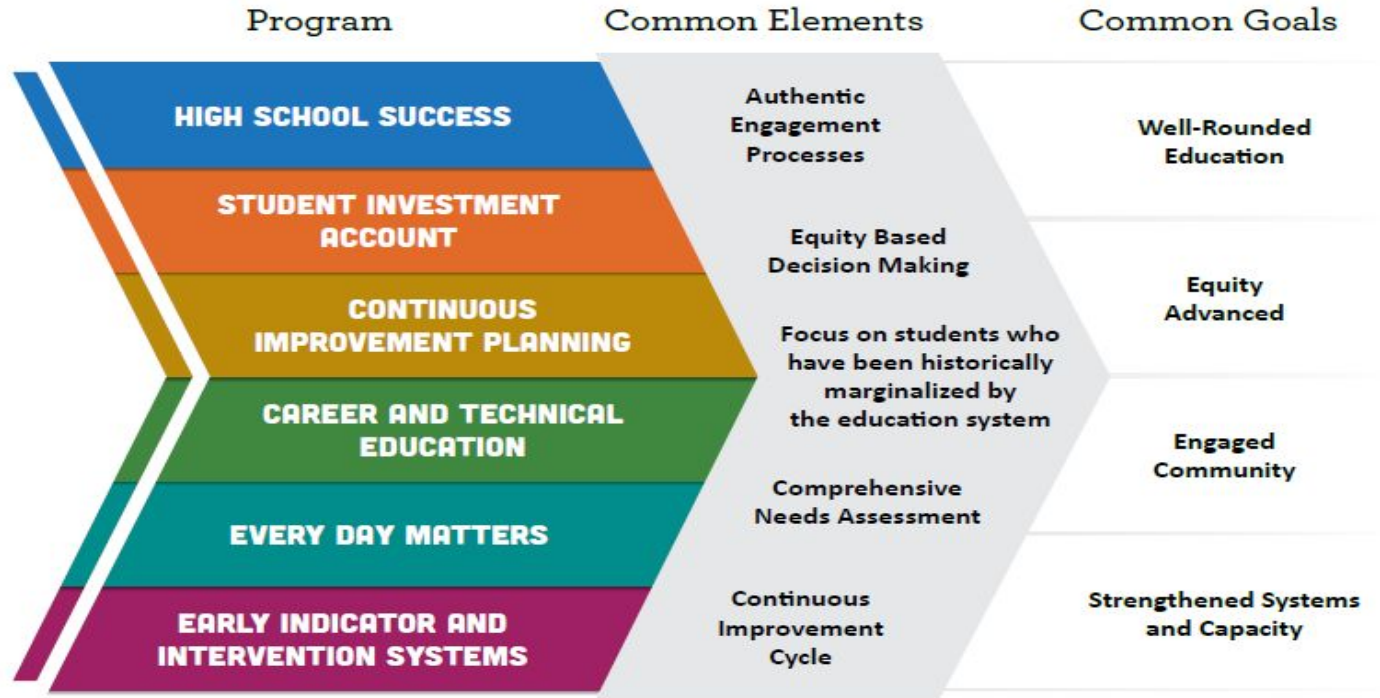- To seek board approval

Background

- Integration effort was responsive to requests from educational leaders and state legislators

- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs

- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals

Program	Common Elements	Common Goals
HIGH SCHOOL SUCCESS	Authentic Engagement Processes	Well-Rounded Education
STUDENT INVESTMENT ACCOUNT	Equity Based Decision Making	
CONTINUOUS IMPROVEMENT PLANNING	Focus on students who have been historically marginalized by the education system	Equity Advanced
CAREER AND TECHNICAL EDUCATION		Engaged Community
EVERY DAY MATTERS	Comprehensive Needs Assessment	
EARLY INDICATOR AND INTERVENTION SYSTEMS	Continuous Improvement Cycle	Strengthened Systems and Capacity

Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for **student focal groups**.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EIIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

- Krista Nieraeth, Superintendent, K – 6 Principal, Special Education Director

- Bart Rothenburger, 7 – 12 Principal

- Heather Shunk, LaHO Principal

- Don Staehley, Business Manager

- Jeff Brew and Aaron Miller, ESD Integrated Guidance Liaisons

- Sean Gallagher, Former Interim Superintendent

- Tim France, Former LaHO Principal

- LaRae Sullivan, Former Business Manager

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
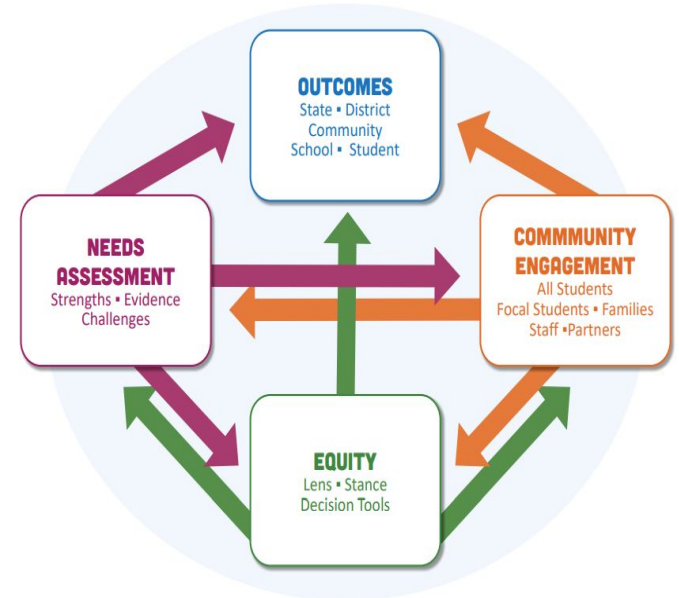
Equity Lens, Tool(s) & Decision Making

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?

4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

7. How are you collecting data on race, ethnicity, and native language?

8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Community Engagement Highlights

- 2+ Survey responses from parents
- 63 Survey responses from students
- 20 Survey responses from staff
- Feedback from focal student parent groups
- 8 empathy interviews from a cross-section of high school students
- Attended Regional CTE Conference at LBCC
- Work with CTE Regional Coordinator at LBCC
- Feedback from focal students parent groups
- Work with CTE Regional Consortium and CTE Regional Coordinator

Additional Data

In addition to engaging the community, we also reviewed the following student achievement data over the last five years:

- 3rd grade reading

- 9th grade on track

- 4-year graduation rates

- 5-year graduation rates

- Regular Attenders

- Review of Current Programs funded by SIA and HSS

Needs Assessment Highlights

Strengths:

- 92% of all high school students feel teachers and staff treat them with respect
- 5-year Completer rates are trending up for ALL students AND sub-groups
- 3rd Grade Reading Benchmark is improving
- Empathy interview conclusions were positive toward school climate and how students interact with teachers and staff
- Survey results were consistent with empathy interviews: Students feel there is a positive school climate, and they can get the help they need from teachers when they ask

Needs Assessment Highlights

Needs:

- Percentage of 9th grade students on track to graduate has declined the last three years and average percentage from 2016 - 2022 is 49.5%.
- **No formalized process** for discussing graduation requirements and progress toward graduation is in place.
- Only 80.3% of students feel there is an adult at school that they can talk to when upset or having a problem
- Students identified access to CTE courses as an area of need and expansion
- Students want to see more hands on courses and programs that prepare them for real world occupations and opportunities
- Regular Attenders (90% or higher attendance) is below the state and regional average.

Our Plan

These priorities emerged:

- Ensure Success for ALL students
- Support for CTE and enrichment courses for grades 7 - 12
- Support for STEM and enrichment activities for grades K - 8
- Staff to ensure class sizes remain small
- Support for students for college and career activities
- Support for After School and Summer Enrichment Programs
- Support for High School Students for Credit Recovery
- Staff support for instructional practices and curriculum implementation
- Increase attendance incentives and supports for students and families
  - .

Our Plan

Our intended outcomes are:

- Ensuring ALL students are meeting benchmarks in 3rd grade reading, 9th grade on track, and graduate with a plan.

- The health and wellness of staff and students is improved with a culture of safety and respect that supports social, emotional and physical wellbeing

- All students participate in real world learning to develop future job and social skills.

Our Plan

These key strategies will help us achieve our intended outcomes:

- Reduce Class Size and Class Support - 3 Teachers and 1 IA
- Instructional, Curriculum, and Behavioral Coaching for Staff
- Data Tracking Program and Staff - Attendance, 9th Grade on Track, etc.
- Family Liaison/Attendance Advocate
- CTE, Enrichment, and Advanced Classes - Staff and Supplies
- College and Career Readiness Advising and Field Trips
- After School and Summer Programming - Staff and Supplies

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

- K - 6 Reading Interventionist

- Hire IA to provide a behavioral reset room for students

- Hire math/science/English teachers for more dual credit opportunities

- Provide a College/Careers Exploration Class for grades 7 - 12

Where can you find the plan?

Integrated Guidance:
http://alsea.k12.or.us/district-office/public-reports/

Plan:
http://alsea.k12.or.us/media/2023/09/IG-Plan-Alsea.pdf

Budget:
http://alsea.k12.or.us/media/2023/09/IG-Budget-23-25.pdf

How the State understands success

SUMMARY OF PERFORMANCE MEASURES

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
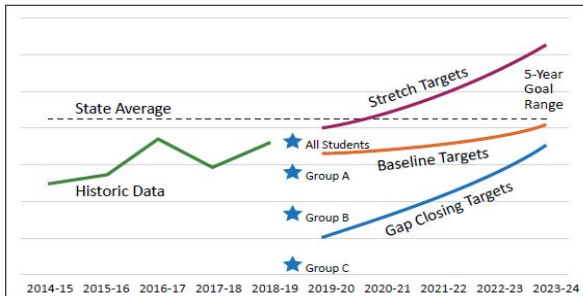
Oregon Department of Education
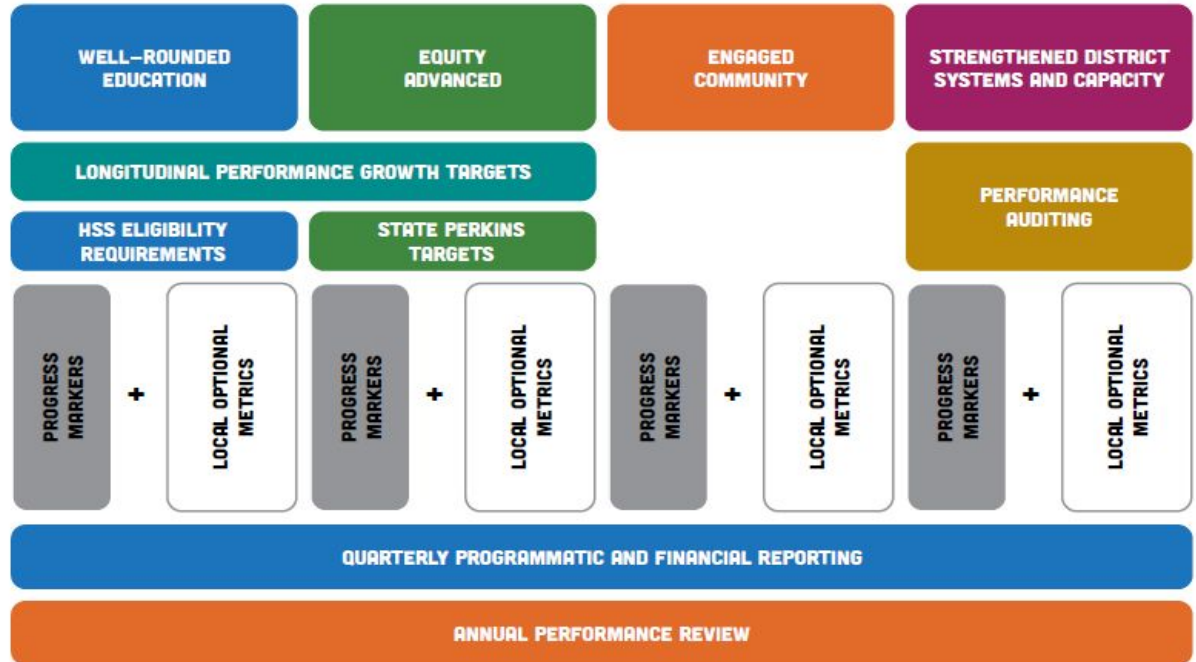
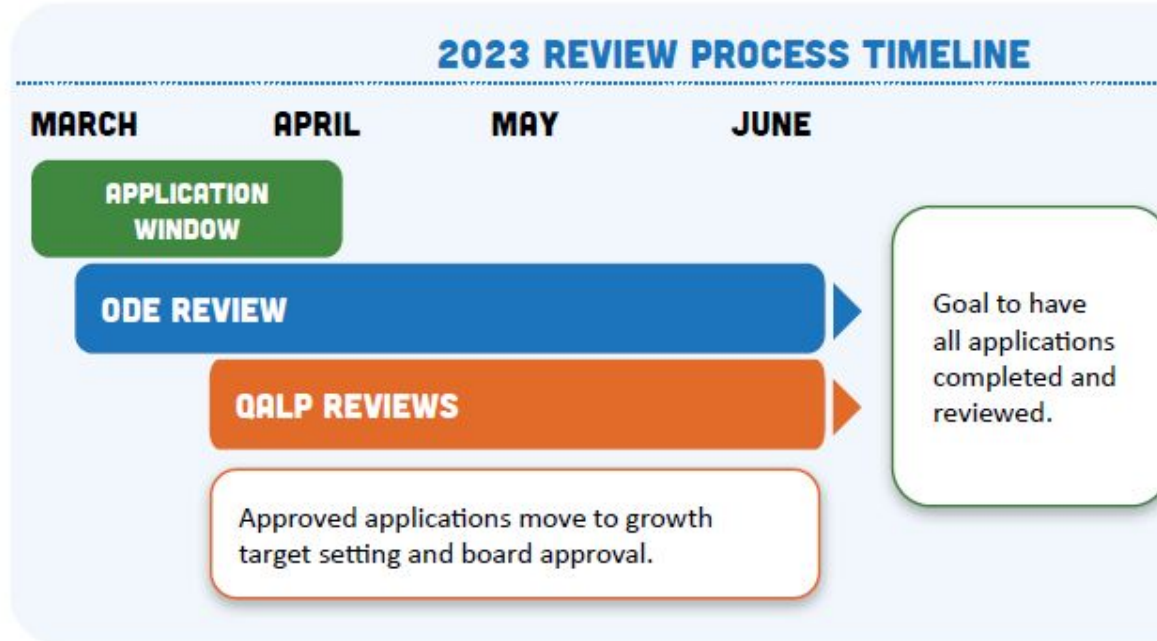# Longitudinal Performance Growth Targets (LPGTs)

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
  - **Third-grade reading proficiency rates measured by ELA**
  - **Ninth-grade on-track rates**
  - **Regular attendance rates**
  - **Four-year or on-time graduation rates**
  - **Five-year completion rates**
  - Other local metrics may be used to develop applicable performance growth targets.

Referred to as "5 Common Metrics"

What Happens Next?

2023 REVIEW PROCESS TIMELINE

| MARCH | APRIL | MAY | JUNE |

APPLICATION WINDOW

ODE REVIEW

QALP REVIEWS

Goal to have all applications completed and reviewed.

Approved applications move to growth target setting and board approval.

Questions & Comments