

Clatskanie School District

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 inform school board of Integrated Guidance plan prior to requested approval in March, 2023.

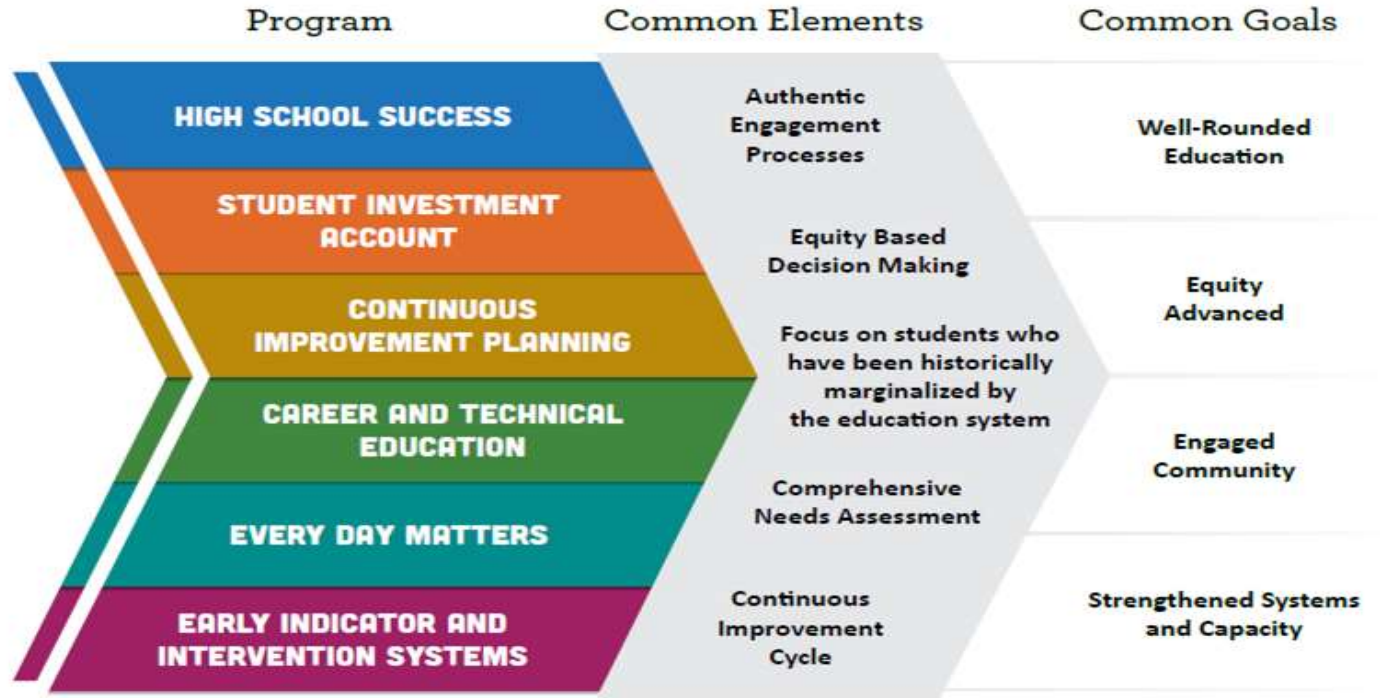


Background



- 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



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 (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

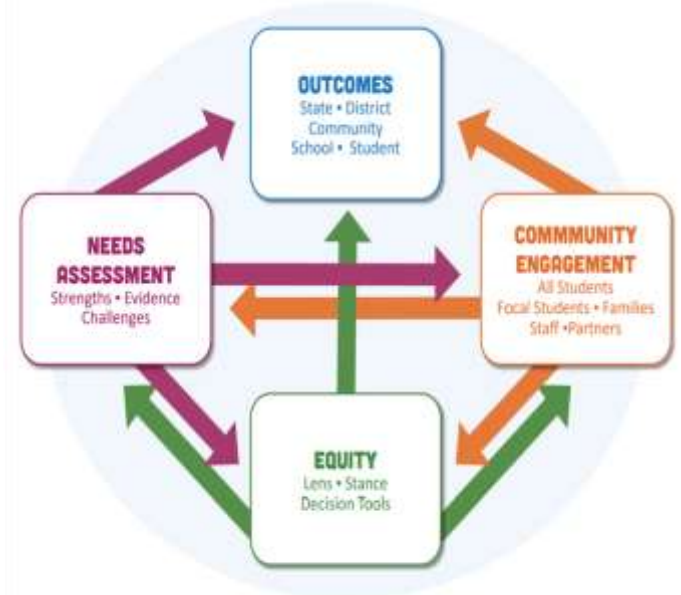
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

- Ken Parshall- Superintendent
- Tim Erwin- Science Teacher
- Dawn Warren- AVID Teacher, TOSA
- Erica Andrews- Counselor
- Kara Burghardt- Elementary Principal
- Kaitlyn Dines- College and Career
- Jeff Williamson- MSHS Principal
- Joanne Kallunki- MSHS Assistant Principal
- Maeve Mitchell- 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 District utilized Oregon's Education Equity Lens as a filter for our planning and decision making processes. Some of the key beliefs which had impact on our plan include:

- 1) We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing optimal learning environments that lead students to be prepared for their individual futures.
- 2) We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."
- 3) And, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in student learning." An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Community Engagement Highlights

The District implemented five key community engagement processes which helped inform our plan. The processes included the following:

- Community Survey
- Story Circles
- Shared Vision for Readiness
- Focal Student Group Empathy Interviews
- Student Surveys

Needs Assessment Highlights

The District reviewed student group data on five common metrics which included 1) 4 Year Graduation rates, 2) 5 Year Completion rates, 3) 9th Grade On-track data, 4) Regular Attenders data, and 5) 3rd Grade English-Language Arts proficiency. In addition, the District reviewed feedback from multiple stakeholder engagement process including a community survey, a Story Circle activity, a “Shared Vision for Readiness” activity, student surveys, and focal student group interviews.

Information from these multiple stakeholder feedback processes and review of the student group data reveals a need to continue to focus on student learning of essential standards, the social-emotional health of students, and a focus to continue building positive school cultures in which all students experience success and support for their social-emotional development and their academic progress.

The District will work to provide professional development for staff in order to implement high-quality Multi-tiered Systems of Support which include additional time and support for students on grade or course level standards, as well as key social emotional skills and knowledge.

Our Plan

These priorities emerged:

Maintain a well-rounded education by continuing to support elementary music and PE. Maintain elementary special education to support all students. Provide professional learning for teacher collaboration and MTSS. Ensure mental health supports are in place at the elementary level by securing a full time elementary counselor.

Our Plan

Our intended outcomes are:

Students will have a well-rounded education.

Students will have mental health and counseling support in grades K-12.

Systems for teacher collaboration and MTSS will be in place and implemented with fidelity.

Additional elementary special education staff, CTE, and alternative education staff will help ensure learning success for all students.

Our Plan

These key strategies will help us achieve our intended outcomes:

1. Build adult capacity through professional learning focused on implementing multiple-tiered systems of support, collaborative teacher teams, and research-based instructional strategies.
2. Provide students with a well-rounded education by providing elementary music and physical education.
3. Provide support for student mental-health and social-emotional learning by providing a 1.0 elementary counselor.

Our Plan

Key Investments:

- 1.0 Elementary Counselor
- 1.0 Elementary Music Teacher
- 1.0 Elementary PE Teacher
- 1.0 Elementary Special Education Teacher
- 1.0 Alternative Education Teacher
- 0.5 Consumer Science Teacher
- 1.0 Middle School PE Teacher
- 1.0 9th Grade TOSA (9th grade success teacher)
- 1.0 College and Career Readiness Coordinator (classified position)
- Professional learning for teachers and administrators focused on implementing “MTSS” or Multi-tiered Systems of Support, collaborative teacher teams, and research-based instructional strategies.

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:

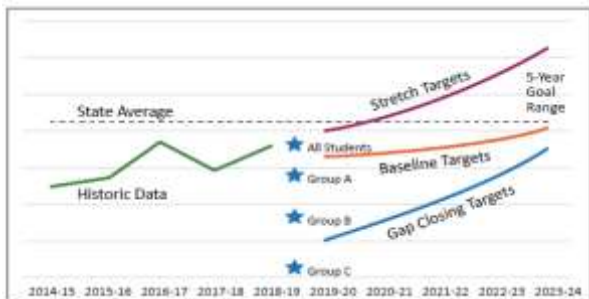
1.0 Instructional Coach (Elementary), 1.0 Instructional Coach (Secondary), 1.0 Behavioral Specialist (Elementary), 1.0 Behavioral Specialist (Secondary), Elementary Summer School Instruction, Secondary Summer School Instruction.

How the State understands success

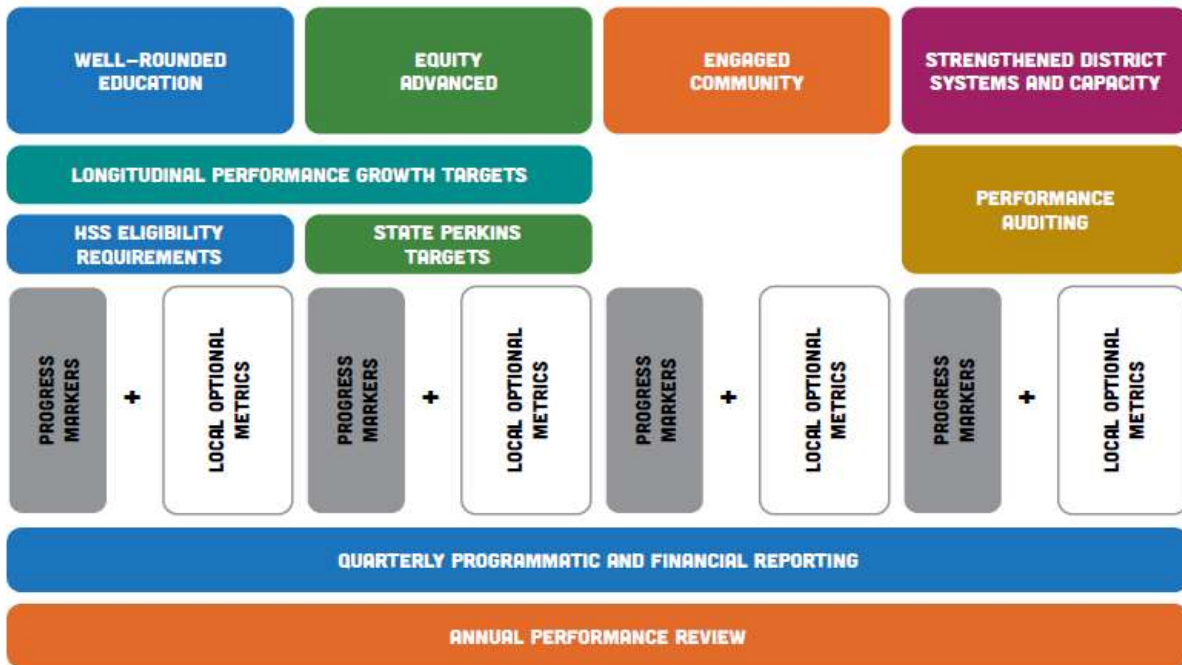
SUMMARY OF PERFORMANCE MEASURES

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"

How we understand success

The District plans to embrace monitoring progress in the five common metrics identified by the State, as well as monitoring progress for students in all essential grade level and course standards identified by teachers and teacher teams as essential. This will require teachers to work in collaboration on a team of teachers who teach the same grade level or course, or who have been placed on an inter-disciplinary team of teachers who share a common focus (example- expository writing, or note-taking).

The goal for teacher teams will be to work collaboratively to meet the multiple needs of all students in order to ensure “more students learn more” each year as compared to previous years.

What Happens Next?



Questions & Comments
