



John Day School District

2023 Integrated Application Presentation

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- Planning Team
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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 present, inform, and seek board approval

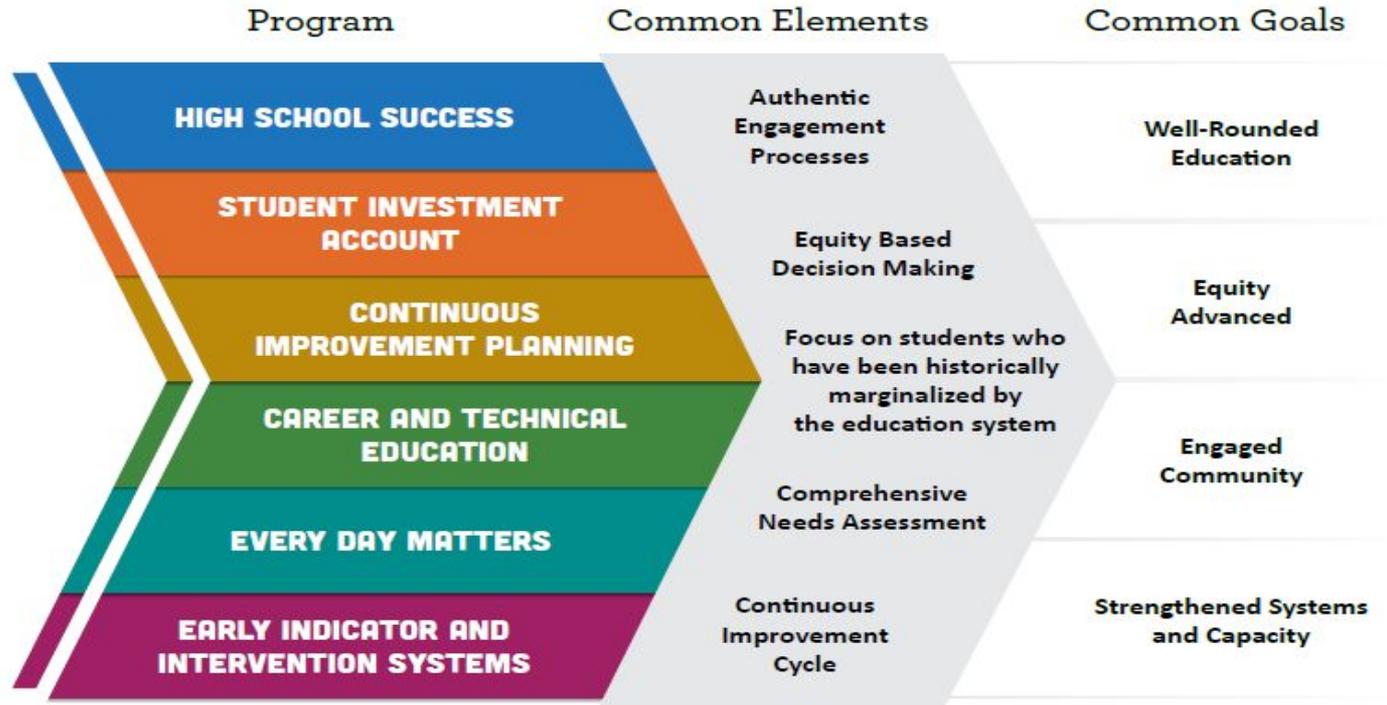


Background



- 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
- Here tonight to explain how we developed our IG plan, get feedback and approval at the end

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.

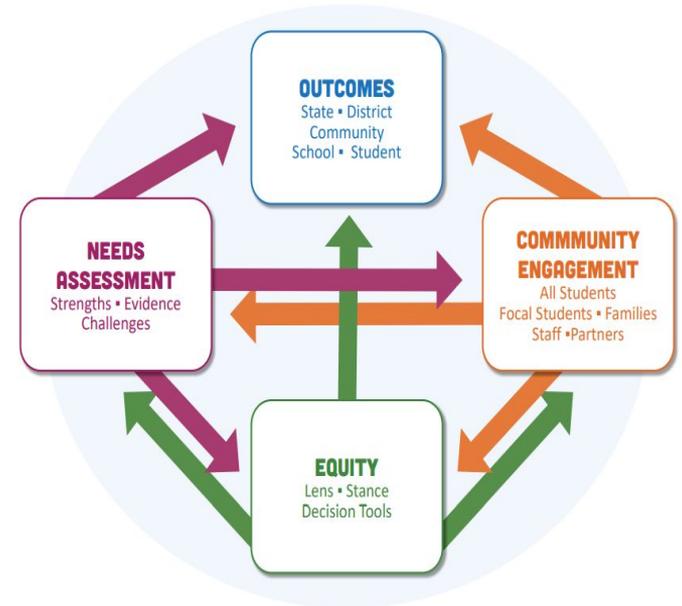
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

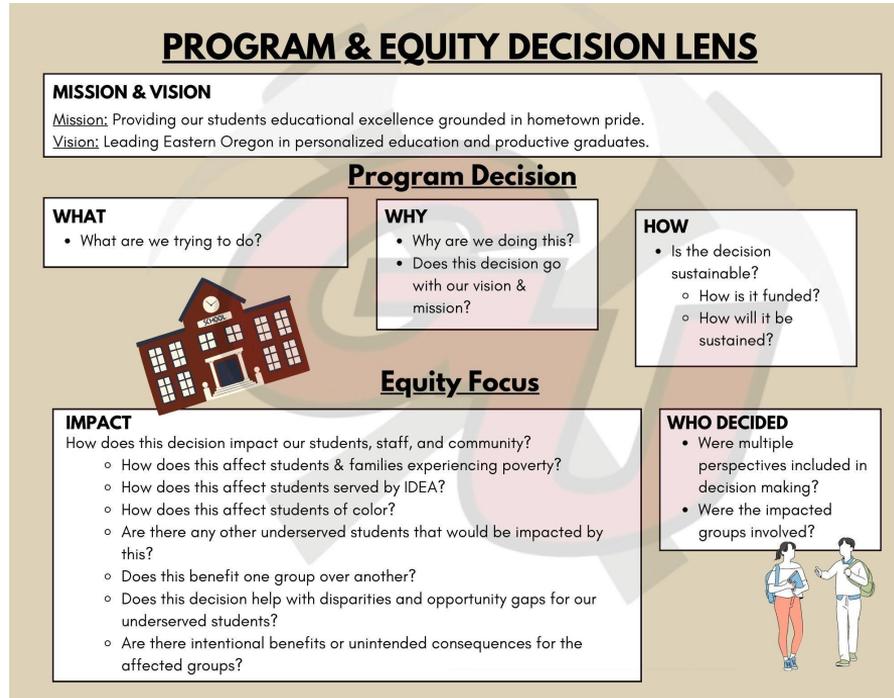
- Louis Dix – Superintendent
- Karen Shelton – HS Principal
- Janine Attlesperger – Humbolt Elementary Principal
- Cindy Dougharity – HS Teacher
- Shanna Northway – Special Ed Director
- Stacy Durych – District Business Manager/Past HS Business Teacher
- Alicia Griffin – School Board Member
- Cammi Copenhaver – Classified Staff Member
- Levi Manites – Community Member
- Mark Habliston – IG Liaison

Required Planning Processes

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- 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



Community Engagement Highlights

What we see through survey engagement

- High demand for change
- Environment & culture needs to be fixed
- Add opportunities for students
- Inform community more about what is happening and opportunities for students

Needs Assessment Highlights

- Data used:
 - Surveys
 - 5 Metrics
 - CTE & Accelerated Learning Participation
 - Labor Market Analysis
- Needs:
 - Well rounded education
 - Facility Improvements
 - Community Engagement
 - Intervention & Supports for students

Our Plan

These priorities emerged:

- Supports for our students with intervention & special ed scaffolding
- Investments in facility improvements
- Create more opportunities for students with electives, Programs of Study (CTE)
- Create High Quality Educators through professional development
- Continue to improve [community engagement](#)

Our Plan

Our intended outcomes are:

- Greater student mental well-being through increased access to timely and high-quality mental health support in schools
- Reduce the disparities of achievement for our students served by IDEA (Individuals with Disabilities Education Act) & demonstrate proficiency in meeting state benchmarks for all students
- Create a well-rounded education for students
- Students who attend school regularly will improve academically and socially
- A system and culture is established where the school is the nucleus of the community and fosters ongoing community engagement, and develops a strong positive culture with students

Our Plan

These key strategies will help us achieve our intended outcomes:

- Create a clearly aligned, research-based, high-quality system of social, behavioral, emotional, mental, and physical health support for K-12 students
- Greater student mental well-being through increased access to timely and high quality mental health support in school
- Create & maintain supports to administer specially designed instructions by specialists for students served by IDEA
- Invest in professional development opportunities for staff to create high quality educators to enhance curriculums
- Continued investment in curriculum and class electives to enhance classes to create new options for students
- Invest to address chronic absenteeism
- Invest in community engagement
- Strengthen school cultures throughout schools creating school pride with a safe and welcoming building

Our Plan

Key Investments:

- PBIS & AVID Implementation
- Intervention & Special Education Supports
- School Leadership Teams
- New electives & Programs of Study
- Replace moldy ceiling tiles
- Ongoing community engagement
- See link below for budget and planning

[Link to Integrated Planning and Budget Template on our Website](#)

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:

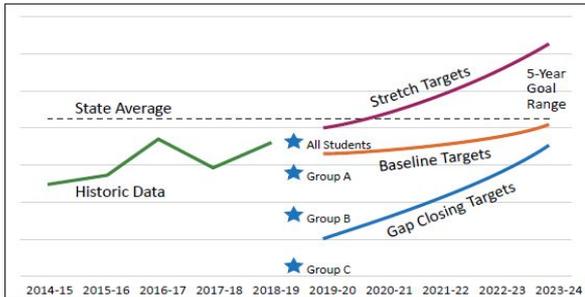
- Hire assistant teachers to support students needing intervention
- Trainer of trainer program and model
- Special Education Curriculum adoption
- Instructional Coach

How the State understands success

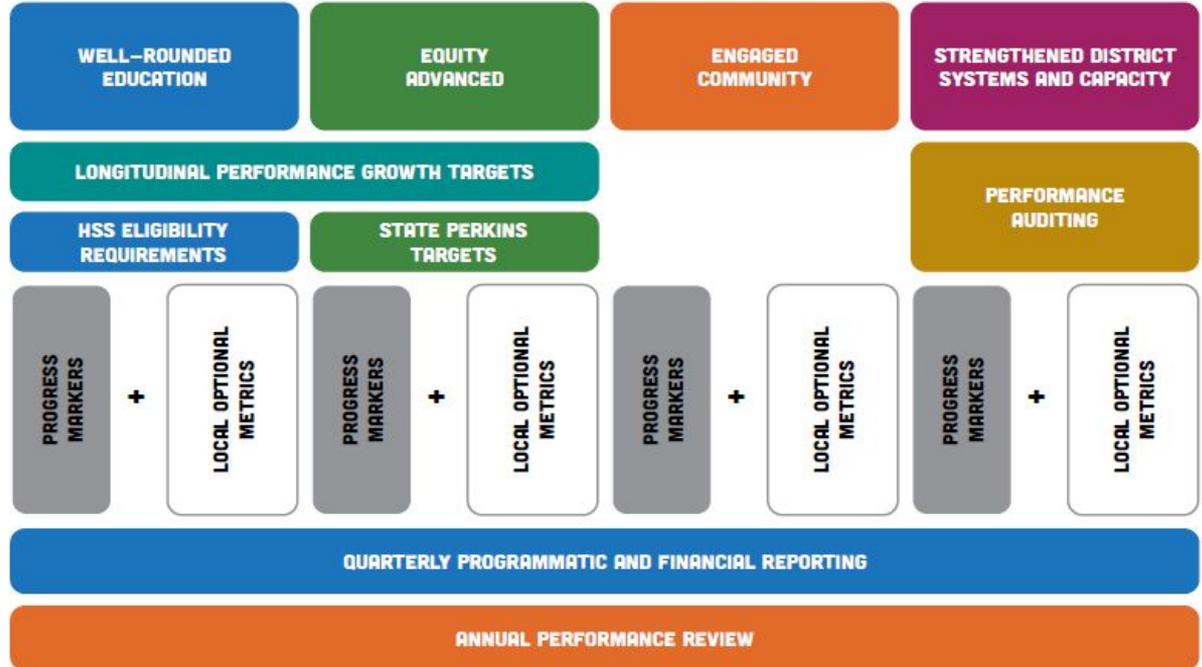
SUMMARY OF PERFORMANCE MEASURES

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?



Questions & Comments

Board - Vote for Integrated Guidance Approval

[Link to provide feedback](#)