



NORTH SANTIAM SCHOOL DISTRICT

Aligning For Student Success

2023 Integrated Application Presentation

March 16th, 2023

Setting our Intentions

Application due March 1st - 31st!

Contents

- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- Plan Budget
- Recommendation for Board Approval

Purpose

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To engage and seek board approval

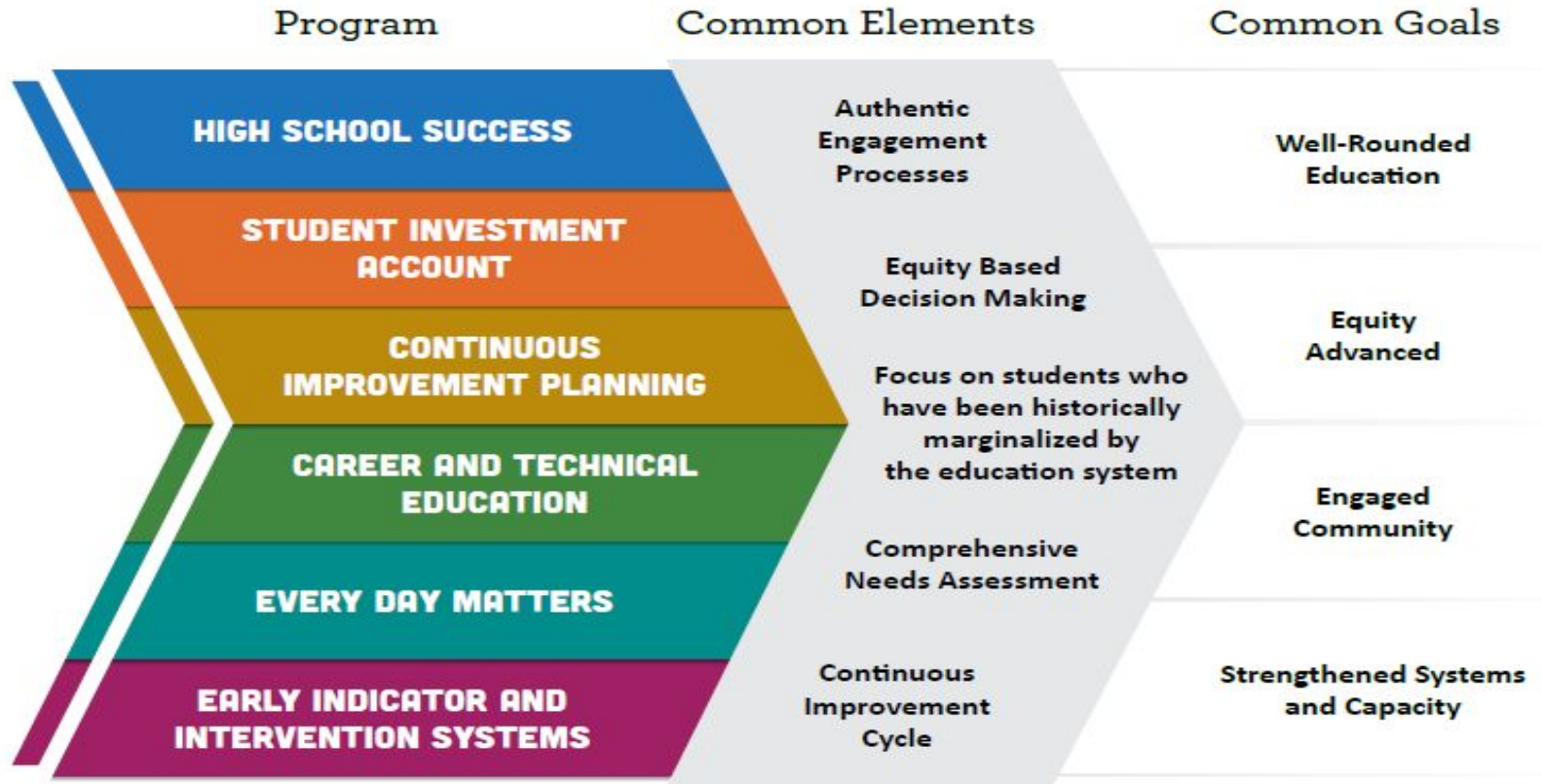


Background



- **Integration** effort was responsive to requests from educational leaders and state legislators.
- **Combined processes** for community engagement, needs assessment, planning, budgeting and evaluation for six programs.
- Designed to **reduce burden and redundancies** and improve the framework by which progress can be measured over time.

Six Programs & ODE Common Goals



Summary of Programs

Program	**Preliminary Budget released by ODE	
	23-24	24-25
High School Success (HSS)	\$672,382.16	\$699,826.33
Student Investment Account (SIA)	\$1,631,070.53	\$1,697,644.83
Continuous Improvement Planning (CIP)	Submitted every 3 years OAR 581-022-2250	
Career and Technical Education - Perkins V (CTE)	\$21,383 annually by CTE Coordinator	
Early Indicator and Intervention System (EIS)	\$6,069.21	\$6,069.212
Every Day Matters - (EDM)	embedded into the other programs	

Changes to How Districts Manage the Six Programs

2020-2022	2022 and beyond
Each program had their own applications and deadlines.	One combined application and deadline, March 31.
Multiple Advisory Committees	One Combined Integrated Guidance Team
Community Engagement only required for two grants (SIA and CTE) and conducted separately	Community Engagement is now required for ALL programs as one integrated process
More emphasis on educating parents, staff and community on what the SIA and CTE grants were bringing to districts.	More emphasis on engaging students' voices with a focus on how to address student needs, especially those in <u>focal groups</u> .

Meet our Planning Team Members

Collaborative Steering Committee:

Sella Bemrose, SES, Classified
Danielle Blackwell, HR
Nicole Duncan, ISST
Allison Hill, SES, 3rd
Paulie Lime, SUB, 6th-8th
Lee Loving, Superintendent
Mike Mannix, SMS, 6th -8th
Andy Rasmussen, ML, 6th-8th

Other:

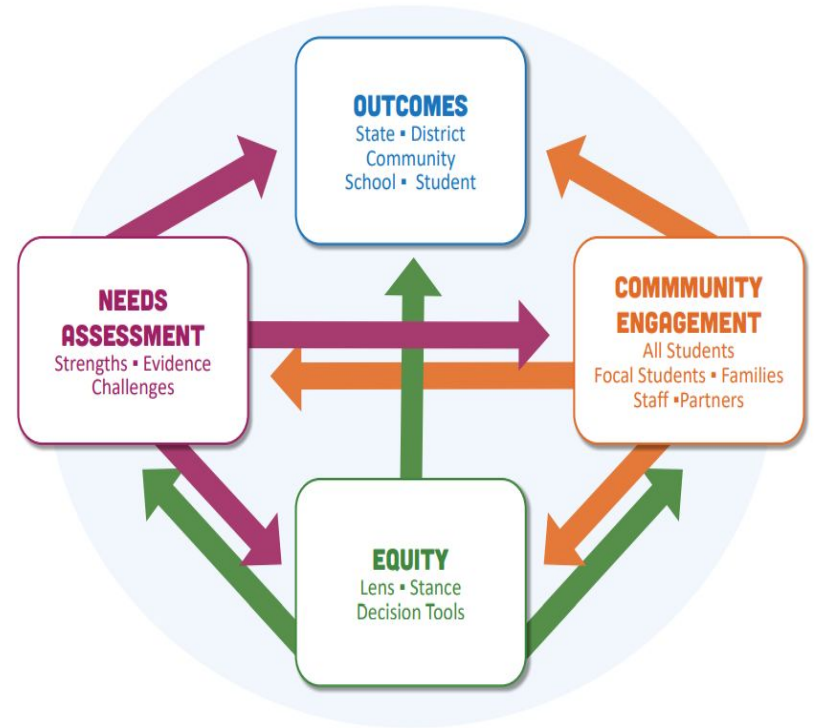
Building Principals
Rhonda Allen, Business Department
Susy Saray, Community Liaison
WESD CEFIA Team , WP, CTE, EL

HSS Team:

Matt Jones, SHS, CTE Pathway Teacher
Alan Kirby, Options, Principal/CTE/Perkins
Megan Schiedler, SHS, AVID & Academic Int
Vicky Storey, SHS, Principal
Ron Stutzman, SHS, CTE Pathway Teacher
Allie Jenks, 9th Grade On track Teacher
Wendi Nyquist, 9th Grade Counselor
Danny Curiel, Community Engagement

Required Planning Processes

- Engage the community
- Consider needs of every student
- Develop a four-year plan with clear Outcomes, Strategies and Activities



Application Requirements

- Complete **five** application components (40 questions)
- Attach
 - Five pieces of **evidence** from community engagement efforts
 - Board Adopted Equity Lens ([Policy GCCB](#)).
 - Integrated Planning and Budget Template that shows **budget** tied to outcomes, strategies, and activities.
 - **URL** where application is posted on website, and
 - Board **meeting minutes** showing the Integrated Application was orally presented by an administrator to, and approved by the board.
- Application needs to be **submitted** by March 31st, 2023

Community Engagement Opportunities

Families/Students

- 2022 YouthTruth Survey
- 2021/2022 Equity Collaborative Summary
- Ongoing English Learners survey form
- SMORE Newsletters (district, building)
- DESSA (students)
- SHS Counselor Survey (students)

Staff

- 2022 YouthTruth Survey
- 2021/2022 Equity Collaborative Summary
- 2021/2022 District Report Card
- Annual Needs Assessment/District Survey (Classified & Certified)
- NSSD STAR Report - BERC Audit
- Building Level engagement w/ SIT, SST, Staff Meetings etc.
- HSS/CTE Data Team - disaggregated data

Needs Assessment Highlights

Strengths:

- District graduation rate is improving and above state average, (SHS 21-22 88% increased by 4%)
- Implementation of RULER and DESSA supports has improved Social and Emotional Learning for K-8 Students.
- Implementation of CTE programs and College Readiness Systems (AVID) is effective and supporting student achievement and aligns with student interests.
- Implementation of behavior specialists, specialist instructional support for emerging bilingual students, and high school counselors are providing more support of our student focal groups.

Needs Assessment Highlights

Growth Opportunities:

- Create opportunities to engage student and families/community.
- Increase mental health and behavior supports for every student.
- Respond to academic challenges and students sense of belonging (YouthTruth Data).
- Professional development for staff on meeting the needs of focal groups of students, implementing curriculum, developing interventions systems, and increasing student sense of belonging.
- Increase attendance rates of every students.
- Create a district team that regularly reviews data (academic, attendance, and behavior) to determine if current procedures/policies are supporting student learning outcomes.
- Grow literacy and math skills for every student.

Our Plan

These priorities emerged:

- **Continue Social Emotional and Mental Health Supports** for students.
- **Increase** recruitment and awareness for **CTE** pathways and college readiness courses.
- **Increase** engagement and **elevate** voices of students and families.
- **Develop systems** to review and analyze data to connect to student outcomes.

Our Plan

Our intended outcomes are:

- **Outcome A:** Create and implement a **comprehensive** school behavioral and mental health system to support every students' social-emotional and behavioral learning needs.
- **Outcome B:** NSSD will create more **opportunities** to engage the community throughout the year to assess what we are doing well and where we can improve.
- **Outcome C:** NSSD will create, sustain and grow **culturally supportive, high-quality instructional practices** in every classroom.
- **Outcome D:** NSSD will increase students' sense of **belonging, safety, and well-being** at school.

Our Plan - Outcome A

These key strategies will help us achieve our intended outcomes:

- Increase coordination of services to support multi-tiered level supports for focal group populations' mental health and academic learning needs.
- Implement and continue alternative education placement opportunities for students with an increased need for academic and emotional support.
- Increase attendance interventions.
- NSSD will increase the number of students on track to graduate by the end of ninth grade, ensuring that (students with disabilities and English language learners) are enrolled in the appropriate courses to ensure on-time graduation.

Our Plan - Outcome B

These key strategies will help us achieve our intended outcomes:

- NSSD will create and implement more intentional opportunities for families to examine how students experience school, collect input on enhancing what we do well, and identify areas for improvement.
- NSSD will create and implement more opportunities to encourage, value, and amplify student voices, including students with disabilities, navigating poverty, and emerging bilingual students. Students will have avenues to share their experiences which can be considered in professional development planning for teachers, curriculum and instruction planning, and influence procedures and policies.
- NSSD will introduce more resources for serving students from focal groups in CTE programs through communication activities and professional development for staff.
- Establish a data team (all sites/district level) to review the impact of data collection on improving student outcomes.
- Explore and implement an age-appropriate SEL Curriculum 9-12.

Our Plan - Outcome C

These key strategies will help us achieve our intended outcomes:

- NSSD will increase access and retention of all students in college and career programs of study, with particular attention to students of underserved populations.
- Provide professional learning, coaching, and planning time for teachers on research-based instructional practices supporting students in improving reading, writing, and mathematics skills.
- NSSD will continue to comply with instructional material adoption cycles in line with ODE, state standards, and mandates in a manner that most effectively meets the needs of our community.
- NSSD will increase all students' academic achievement and growth by using culturally responsive and evidence-based classroom practices (STAR framework, WICOR strategies, and academic language supports) and build capacity for general education teachers to support learners in our focal groups.

Our Plan - Outcome D

These key strategies will help us achieve our intended outcomes:

- Every student, including students with disabilities, navigating poverty, and emerging bilingual students, will report an increased sense of belonging at school measured by increased attendance rates and decreased behavioral incidents.
- NSSD will decrease the academic disparities (3rd-grade reading, 9th-grade on track) of students with disabilities, students navigating poverty, and our emerging bilingual students.
- NSSD will increase graduation rates (SHS and OA) by offering various pathways for students to access courses to ensure students' college and career readiness - CTE, accelerated classes, fine arts, dual credit, and college credit courses.
- Provide ongoing and sustained professional learning for staff so that they recognize access and barriers for all focal groups of students in the school environment.

Our Plan

Key Investments:

- **FTE Resources:** Behavior Specialists, Counselors, Support Staff, 9th grade transition support, CTE support, mental health partnerships
- **Assessment tools:** YouthTruth, DESSA
- **Professional learning opportunities:** CTE, AVID, Literacy, Mathematics
- Career and College Preparedness: course supplies/materials, dual credit tuition, and Willamette Promise
- **Extended and alternative learning opportunities.** (Options, WCA)
- Instructional Core Materials and interventions with a focus on literacy and mathematics.

Our Plan - NSSD Preliminary Allocations

	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
Total Allocation 2023-24:	x	x	\$6,069.21	\$672,382.16	\$1,631,070.53	\$2,309,521.90
Total Allocation 2024-25:	x	x	\$6,069.21	\$699,826.33	\$1,697,644.83	\$2,403,540.38

Our Plan - NSSD Preliminary Allocations

NSSD_Integrated Planning and Budget_Template_V4.2 (4) (1) - Excel

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Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIS - Allowable Expenditure/Type	HSS - Activity Category	SIA - Allowable Use Category	Other Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
1															
2	Total Allocation 2023-24:														
3	Total Budgeted Amounts (Autosum):														
4	Unbudgeted (Autocalculate):														
5	S1	Sample	15	EquityDiversityInclusion	STF					\$3,250.00	\$2,500.00			\$55,000.00	\$70,750.00
6		IndirectAdministration											\$24,450.00	\$73,700.00	\$98,150.00
7	A2, A4, B4	Engagement Activities for incoming 9th grade students: Outbound this activity focuses on local colleges, cultural sites and events to connect with staff and other students to	1	Supports Intervention	DP STA				111				\$50,000.00		\$50,000.00
8	A1, A4, D1, D2	Summer programming for targeted 9th grade students groups: Freshman Summer Academy, AVID Math Bridge			DP ESF				400				\$10,000.00		\$10,000.00
9	A4, D4	Link Crew: Professional Development for Staff			DP PL				340				\$12,000.00		\$12,000.00
10	A1, D1, D2	Link Crew: Student Services			DP ESF				410				\$1,000.00		\$1,000.00
11	A1, D1, D2	Link Crew: Stipends for Teachers			DP STA				130				\$3,000.00		\$3,000.00
12	A1, A3, A4, B4, D1, D2, D3	Freshman Success Team Teachers: Teachers will collaborate, review, and use data to make decisions regarding 9th grade students' reaching 9th grade on track benchmarks			DP STA				130				\$9,500.00		\$9,500.00
13	A2, A3, A4	Options Academy: Stipend for teacher coordinating with high school for incoming 9th graders			DP STA				130				\$2,500.00		\$2,500.00
14	A1, A2, D1	Mental Health Specialist for student access on campus			DP STA				130				\$8,000.00		\$8,000.00
15	A1	Van Maintenance and Gas for student transportation needs to access supports			DP ESF				400				\$3,000.00		\$3,000.00
16															\$0.00
17	A1, A2, B3, B4, C1, D3	CTEP/Pathways Coordinator: This position will develop and maintain community partnerships; increase awareness of CTE and pathway opportunities; meet with regional groups, and be a liaison between district and programs.	1	Other staff position not listed	CTE STA				113				\$140,000.00		\$140,000.00
18	B3, C1, D3	CTE: Access for pathway students for field trips, apprenticeships, and internships.			CTE ESF				400				\$5,000.00		\$5,000.00
19															\$0.00
20	C2, D4	AVID: 9-12 Professional Development			CLD				340				\$43,000.00		\$43,000.00

Planning Budget 23-24 Budget 24-25 Additional & Tiered Planning Codes Exan ...

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.

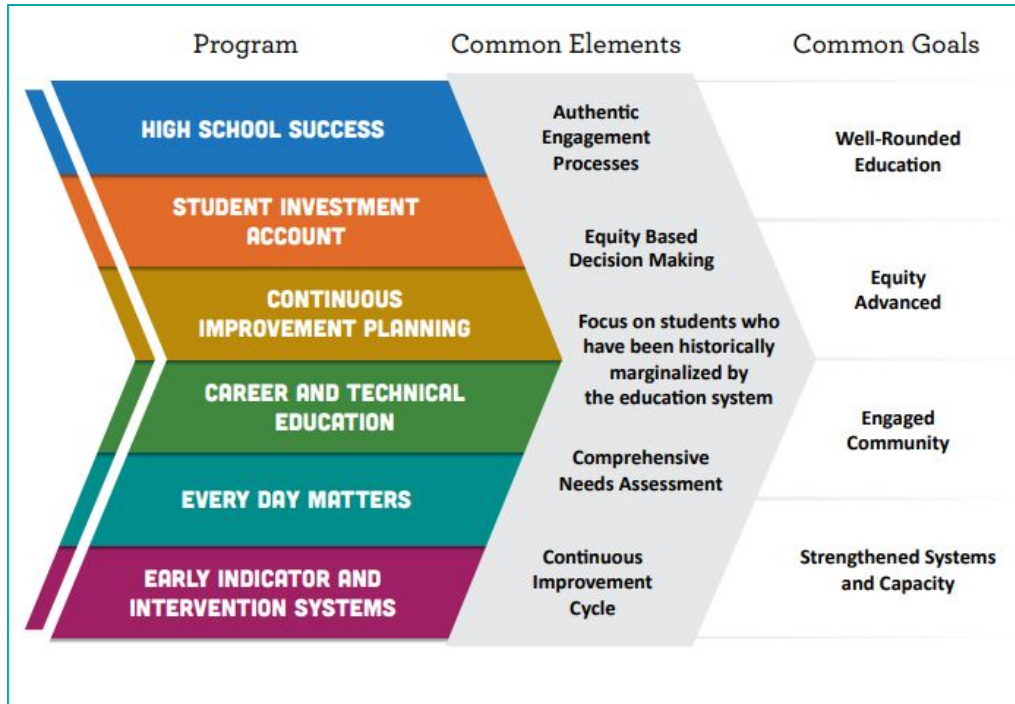
In our district, these additional strategies and activities are possible if we move to **another tier in our plan:**

- Increase SEL and Mental Health
- Literacy and Math Coaches, GLAD/SIOP Training, New Teacher Support in the 2nd and 3rd year
- Increase internship/apprenticeship opportunities

Our Plan - Tiered Approach

Strategy/Activity	SIA	HSS ⁶⁸	EIS	PERKINS ⁶⁹
Develop and implement an integrated model of mental health in order to support students feeling a sense of belonging and safety.	✓	✓	✓	✓
Develop additional academic supports through a tiered approach aligned to the needs of our English Learners.	✓	✓		✓
Round out our middle and high school curricular offerings to expand CTE, as well as advanced and dual credit courses that are accessible to each and every student.	✓	✓		✓
Implement a reliable, easily accessible electronic data system that supports educators and leaders to identify student strengths, growth areas, and progress toward graduation in multiple dimensions for students as allowed by a given fund source, including learning progress, school engagement, social/emotional wellness, and family engagement.	✓	✓	✓	
Create Community-based Family Liaison position(s) in all communities in our district, provide continuity of partnership and support (with families identified through EIS, IDEA, Title I, and other specific supports) and eliminate the possibility that a family is disconnected from the school.	✓		✓	

How we understand success

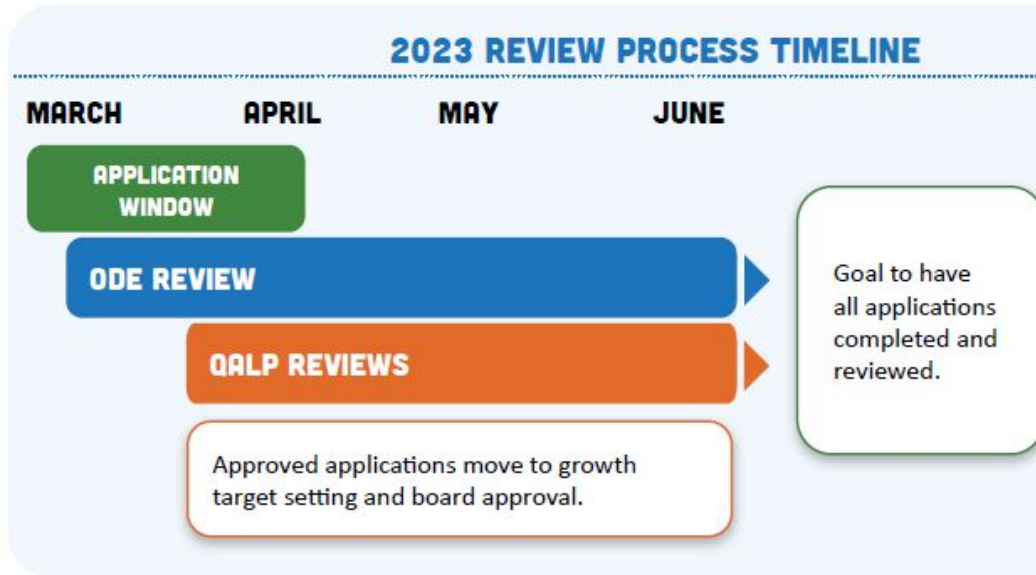


Oregon Department of Education

COMMON METRICS – LONGITUDINAL PERFORMANCE GROWTH TARGETS:

1. [Four-year Graduation](#): The percentage of students earning a regular or modified diploma within four years of entering high school.
2. [Five-year Completion](#): The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. [Third Grade Reading](#): The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
4. [Ninth Grade On-Track](#): The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. [Regular Attenders](#): The percentage of students attending more than 90 percent of their enrolled school days.

What Happens Next?



And then:

ODE shall collaborate with the grant recipient to develop applicable ***Longitudinal Performance Growth Targets***

These will be submitted to the board for approval at a future meeting.

Thank you!

