

**North Clackamas School District
Integrated Grant Application
2025-2027**

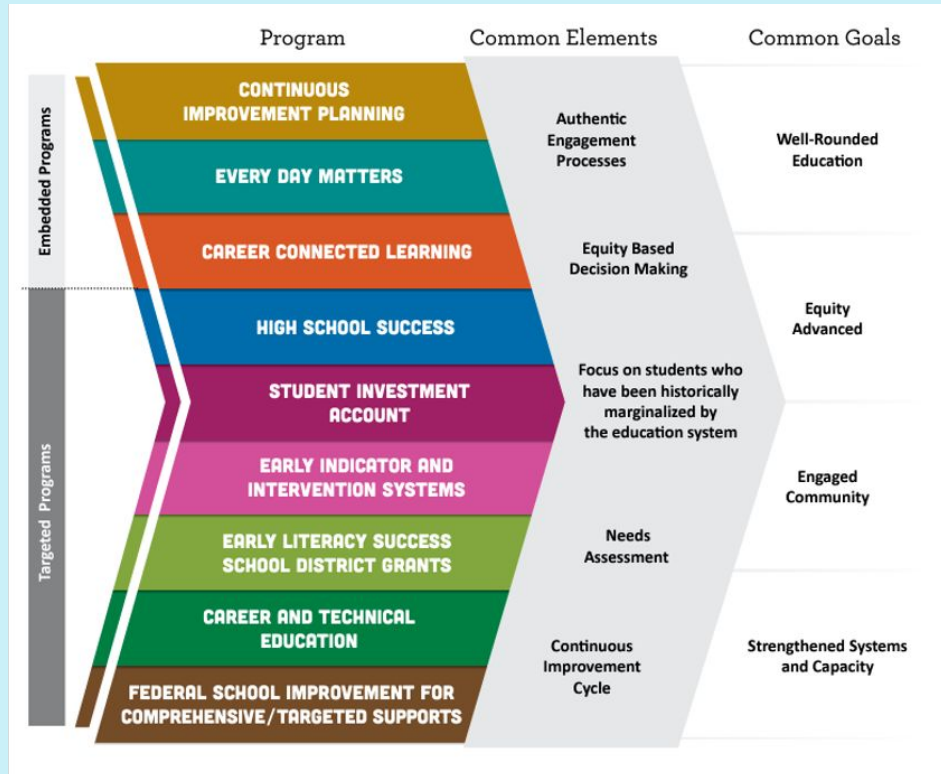
**School Board Presentation
February 13, 2025**

Purpose

- ❑ **Share our district's Integrated Programs plan.**
- ❑ **Share the priorities for the next biennium using state grant funds.**

- ❑ **To seek approval for the submission of the NCS D Integrated Programs Grant for the 2025-2027 biennium to the Oregon Department of Education.**

Aligned Programs & Common Goals



Background

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

Summary of Program Purpose

Centering supports from kindergarten readiness through college and career and especially for focal group students.

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.

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

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose

Centering supports from kindergarten readiness through college and career and especially for focal group students.

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.

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

Summary of Program Purpose

Centering supports from kindergarten readiness through college and career and especially for focal group students.

Early Literacy Success School District Grants (ELSSDG) - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

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.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Planning Process

- ❑ Use of an Equity Lens
- ❑ Community Engagement
- ❑ Comprehensive Needs Assessment
- ❑ Potential Impact on Focal Students
- ❑ Development of a four-year plan with clear Outcomes, Strategies, and Activities

- ❑ The existing plan to review and revise
- ❑ Input from District Equity Committees
- ❑ Recommendations from the Quality Education Model (QEM)
- ❑ Recommendations from Statewide Student Success Act Plans
- ❑ Reviewing and Using Regional CTE Consortia Inputs

Informing & Assessing Our Plan

Students

- Youth Truth Survey
- Focal Student Group Conversations
- Youth Equity Committee

Parents

- Youth Truth Survey
- Community Conversations
- District Equity Committee

Staff

- Employee Experience Survey
- Listening Sessions



Priorities

- ❑ Maintaining class size and caseload reduction.
- ❑ Providing a well-rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices.
- ❑ Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.
- ❑ Supporting the behavioral and mental health needs of students.
- ❑ Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

Outcomes and Key Investments

Maintaining class size and caseload reduction.

(Estimated Investment \$7.6 million)

Maintain targeted class size and caseload reduction to enable teachers to more effectively scaffold for all students while implementing culturally relevant and responsive instructional strategies. This will result in improved proficiency in English Language Arts, Math, and Science, and will increase the number of 9th-grade students who are on track.

Maintain 47.75 FTE, licensed teachers assigned to schools through a weighted formula on the number of students in the school from families navigating poverty and receiving special education and/or English language development instruction.

Outcomes and Key Investments

Providing a well-rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices. (Estimated Investment \$3.67 million)

- ❑ Provide professional development and job-embedded coaching in effective reading practices and culturally relevant instruction to improve 3rd-grade English Language Arts (ELA) outcomes. Additionally, provide professional development and job-embedded coaching for K-2 staff.
- ❑ Increase the recruitment and retention of a diverse staff that reflects our student demographics by providing professional development to administrators to help them better understand and remove biases and systemic barriers in the hiring process.
- ❑ Increase college and career support, access, and readiness for historically underserved students.

- Maintain Early Literacy Support
- Educational Improvement Professional Development for Administrators
- Maintain Administrator of Staff Retention/Recruitment
- Maintain Emergent Literacy Support Coaches
- College and Career TOSA
- College and Career Readiness Teachers
- Support for college and career centers
- Portland Workforce Alliance partnership
- Support for AP Diploma program

Outcomes and Key Investments

Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups. (Estimated Investment \$4.1 million)

Offer extended learning opportunities to close the achievement gap and reduce barriers for focal students, we will increase the number of students meeting 3rd-grade ELA benchmarks, 9th Grade On-Track goals, and four-year graduation rates.

- After school program for Middle School students
- Maintain Multi-Systems of Support Coach
- Maintain Help Desk Bilingual support
- Summer School Programming
- Access to additional alternatives such as Portland Youth Builders
- Online platforms for learning and credit attainment
- College & Career TOSA focused on 9th grade on-track
- Continued implementation of a data dashboard

Outcomes and Key Investments

Supporting the behavioral and mental health needs of students.

(Estimated Investment \$5.13 million)

Ensure students' mental health, social-emotional, and behavioral needs are met by qualified professionals in schools, leading to an increased sense of belonging among students, as well as improved graduation and attendance rates.

- Maintain school counselors positions
- Contract with outside mental health services
- Maintain Social Workers
- Maintain Family Advocate
- Maintain Family Support Workers at the Wichita Center
- Maintain Elementary Health and Wellness teachers
- Maintain Nursing Services
- Contract with substance Abuse Counseling/Provider

Outcomes and Key Investments

Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics. (Estimated Investment \$1.0 million)

Provide ongoing community engagement with opportunities for two-way communication to foster a greater sense of trust and belonging among families, students, and the district.

- Maintain Engagement Specialists for focal groups
- Continue contract for Parent Square
- Ongoing community engagement opportunities
- Maintain Director of Integrated Programs
- Juntos Program at secondary level

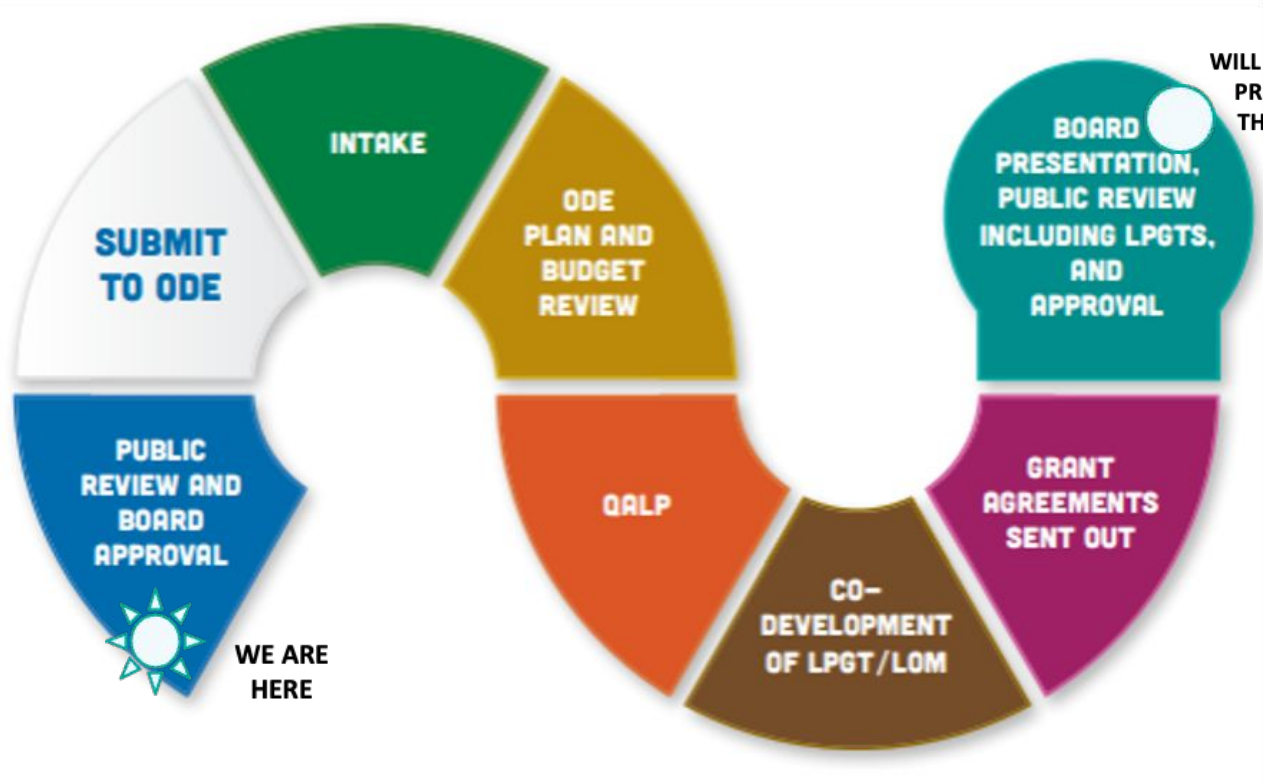
How We Measure Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)*
5. Local Optional Metrics (LOMs)
6. Progress Markers



Next Steps



Thank You