Jefferson School District 14J

2025-27 Integrated Application Presentation to Governing Board

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

Aligned Programs & Common Goals
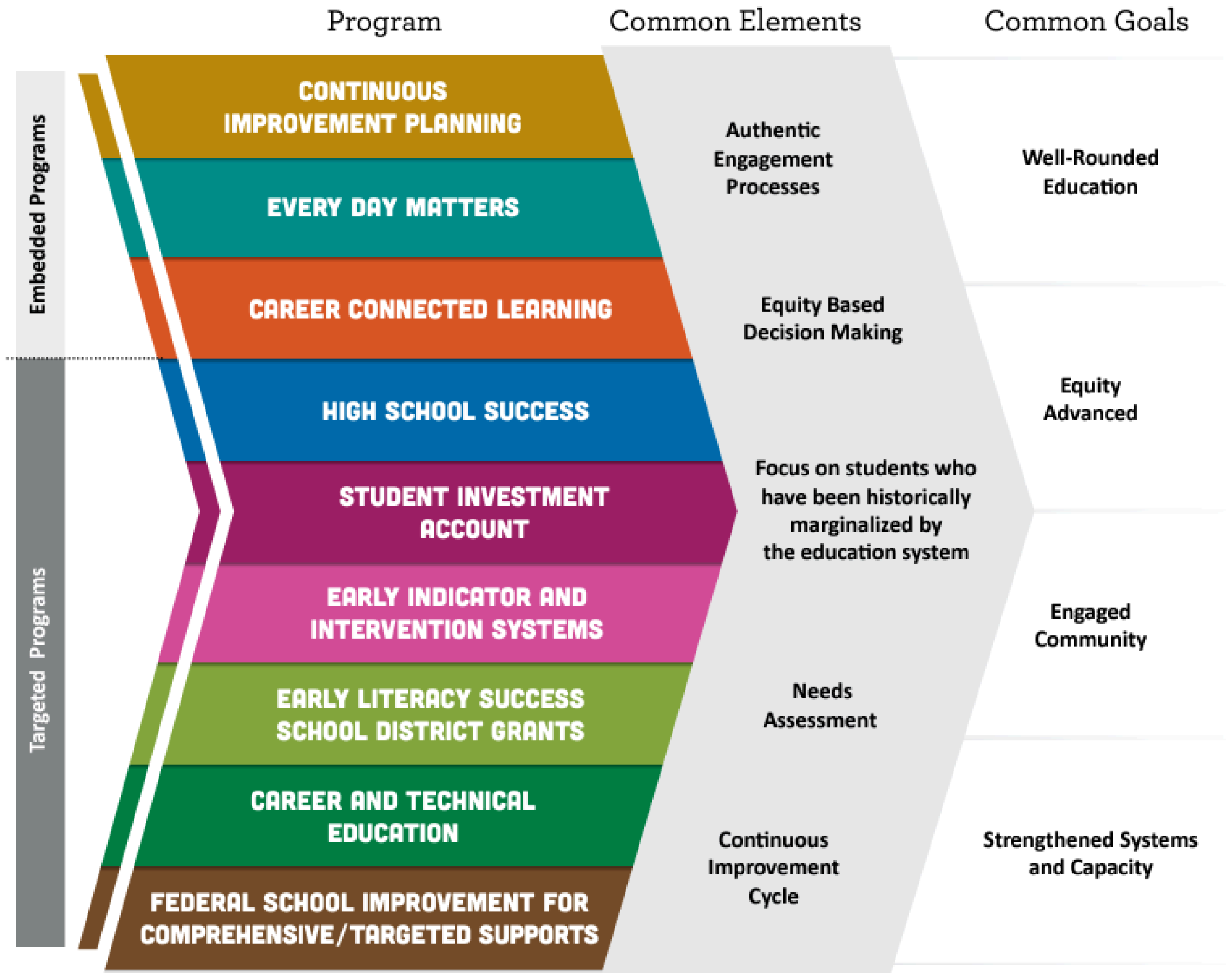
Summary of Program Purpose

Centering supports from kindergarten readiness through college & 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 six 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, continued
Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

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

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - 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).

Meet our Planning Team Members

Dawn Moorefield, Superintendent
Katrina Womack, Director of Special Services
Laura Pierce-Cummings, High School Principal
Scott Jantzi, Middle School Principal
Kymberlee Rhodes, Elementary School Principal

Required Planning Processes

- Use of an Equity Lens (Decision Making Tool)
- 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

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Community Engagement Highlights

Engaging with focal students and families:

- Youth Truth Survey
- District developed Parent Survey
- Town Hall meeting with the Superintendent
- Latinx meetings
- High School Student Leadership meetings

Engaging with staff:

- Youth Truth Survey
- District developed Staff Survey
- Town Hall meeting with the Superintendent
- School Leadership meetings

Needs Assessment Highlights

Process:
- Reviewed strategies from our current plan
- At-A-Glance and District Profiles and Accountability Details from ODE
- Regular Attenders data
- On-track to graduate data
- On-time graduation
- Five-year completer data
- Academic success in math and reading
- Student growth data from Acadience and IXL
- Student interest and participation in our CTE programs
- Results from Youth Truth an district developed surveys

These priorities emerged:

- Affirmation of current educational opportunities
- Urgent need for enhanced anti-bullying and social emotional learning
- Strong desire for opportunities to engage with teachers, administrators and other school staff
- Parent education and assistance with improving student attendance

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Our intended outcomes are:

- Early Literacy: Increase K - 5 reading scores
- Outcome A: Increase the sense of belonging and the social emotional wellness of students
- Outcome B: Close academic achievement gaps for focal groups.
- Outcome C: Increase 4-year graduation and 5-year completer rates.

These key strategies will help us achieve our intended outcomes:

- Early Literacy
  - Develop culturally responsive early literacy programs and practices.
  - Implement strong MTSS to include tiers 1-3 in literacy.
- Outcome A
  - Continue to provide supports to assist students who exhibit social and emotional dysregulation.
  - Continue to provide a HS Life Skills classroom.
  - Continue to offer additional electives and after school clubs for students.
- Outcome B
  - Implement strong MTSS to include tiers 1-3 for academics, behavior, SEL and attendance.
- Outcome C
  - Implement a 9GOT team.
  - Continue to provide an alternative education program.
  - Maintain CTE programs and dual credit offerings to provide a well-rounded education.

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Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - 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

What Happens Next?

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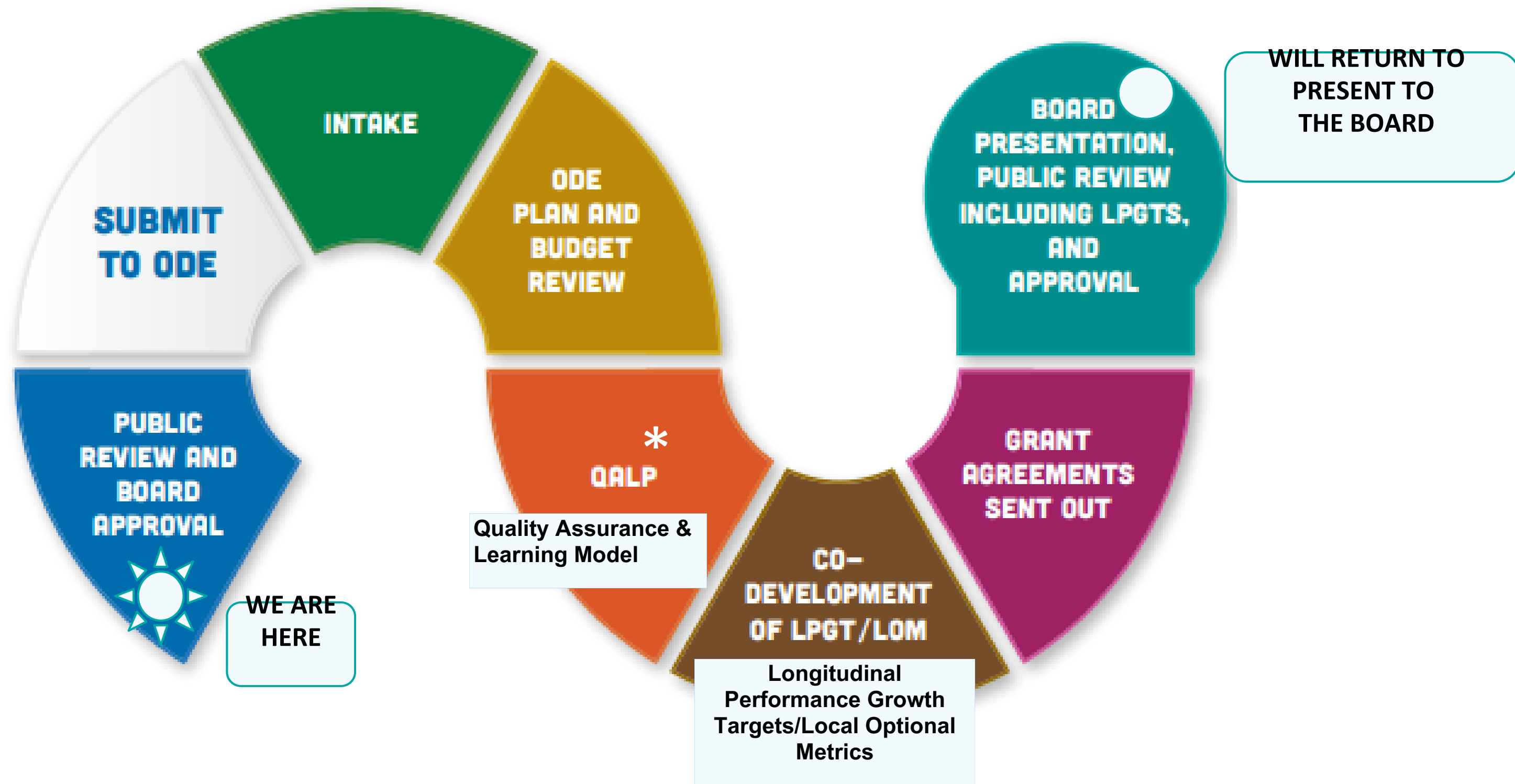
Questions & Comments

The Ask

We ask the Jefferson 14J Board of Directors approve the Integrated Guidance Plan as presented.