



GREATER ALBANY

PUBLIC SCHOOLS

2025-27 Integrated Application
4-7-25

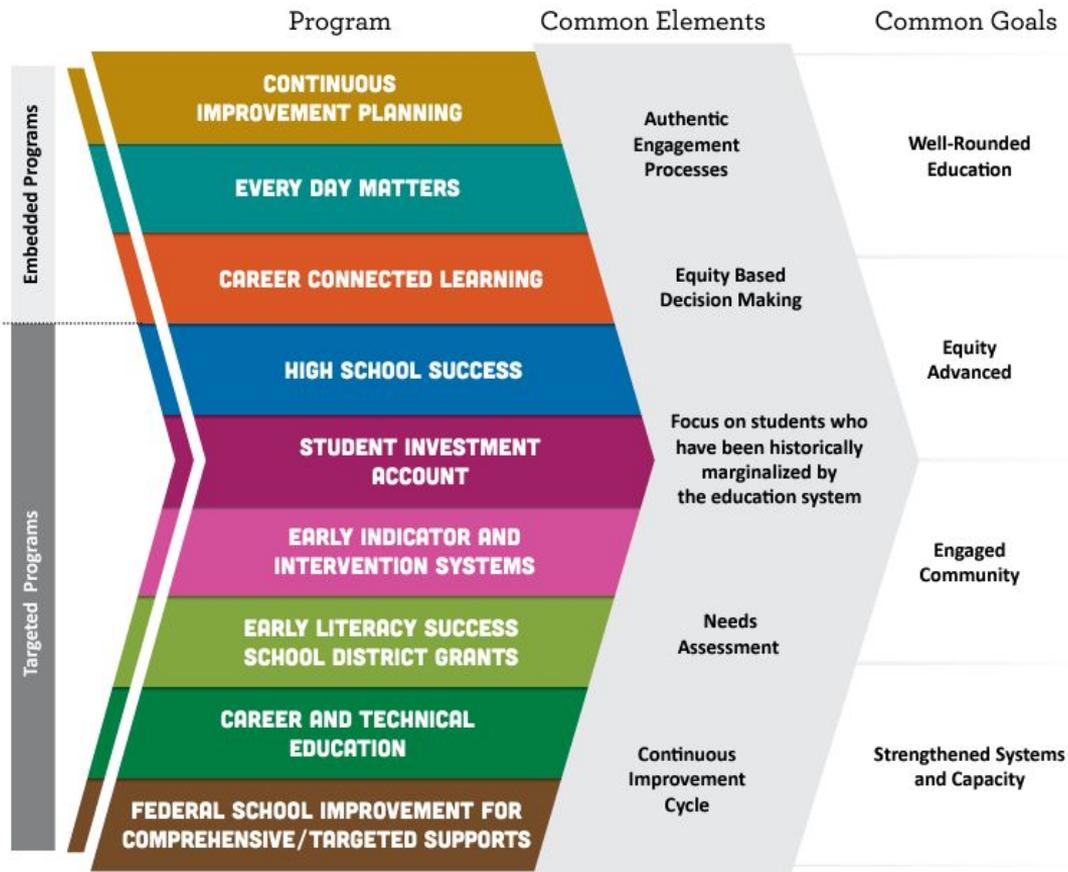
Purpose for Presentation

- 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 introduce IG Plan to the Board
 - Review for vote at the April 21st meeting
- Post on District Website for Public Review

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



Meet our Planning Team Members

- Bruce Schmidt, Assist. Superintendent
- Sue Luthra, Elementary Director
- Bonney Dietrich, Title Programs/ELD
- Kelsey Nava-Costales, EDI Director
- Stacey Lee, Curriculum Coordinator
- Jane Nofziger, Business and Finance Director
- Susie Orsborn, HR Director
- Kelly Bussard, HR Administrator
- Marivi Wright, Supervisor / Coordinator
- Jean Gritter, District Librarian
- Heidi Wetherill, MTSS Coordinator
- Jan Rasmussen, Counselor
- Monica Shaw, Counselor

Required Planning Processes

- Use of an equity lens to review existing plan and revise where needed.
- Engage the community and focal groups to gather input and assess needs.
- Comprehensive needs assessment to identify where we are and where we need to go.
- Development of a two-year plan with clear: outcomes, strategies, and activities.

Community Engagement Highlights

- Student and parent empathy interviews focusing on school experience.
- Licensed and classified staff surveys
- Collaborative Steering Committee input on staff development, CEL evaluation system, staff survey tools
- DESSA, Safe and Civil Schools, and Healthy Teens Surveys
- Building leader listening sessions by level
- Regional CTE leadership convenings

Needs Assessment Highlights

- Intentional focus on Early Literacy to address reading scores and long term academic success, especially with focal groups.
- Establish school communities that are welcoming for all and increase the sense of dignity, belonging, and safety.
- Building District systems and capacity for working through behavior challenges.
- Building District systems to increase the regular attendance rate for all schools.
- Provide additional opportunities for focal groups to have equitable access and outcomes to advanced level coursework.

These priorities for investment emerged: High School Success

- Focus on improving systems to increase 9th Grade On-Track rate through consultation with the Center for High School Success.
- Enhance options for advanced coursework to include college articulated courses and access to advanced courses.
- CTE to include improvements in facilities, equipment, and staffing.
- Systems of intervention and support such as study skills classes, credit recovery, and AVID programming.

These priorities for investment emerged: Early Literacy

- Coaching and support in the implementation of core curriculum in reading
- Continued science of reading coursework and cohort learning for our teachers
- Access to intervention materials and professional development/coaching on those materials
- Early interventions to include summer school programming

These priorities for investment emerged: SIA

- Staffing to provide additional behavioral supports in special programs classrooms
- Behavior deans for elementary and middle schools
- Mental health supports to include counselors, curriculum, and mental health contracts
- Staffing and supports for FACT Center
- Curriculum resources for relevant and responsive materials
- Middle school extracurricular programming

Total Investments:

Grant Title	2025-2026	2026-2027
Early Literacy	\$664,928	\$692,068
Early Indicator and Intervention System	\$26,411	\$26,411
High School Success	\$2,685,926	\$2,795,555
Student Investment Account	\$9,054,629	\$9,424,205
Total Allocation and Investment	\$12,431,894	\$12,938,239

[Link to Integrated Guidance Budget](#)

Our Plan - Tiered Approach

Tiers of Planning and 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:

- Additional Instructional Coaches for Early Literacy
- Supplemental Curriculum and Materials for Early Literacy

Intended Outcomes and Key Strategies

Aligned with our District's Strategic Plan and Goals

1. Equitable outcomes and systems for all students
2. Social, emotional, and mental health supports
3. Rigorous and engaging academics

Understanding Success

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

- High School Success Eligibility Requirements
- State CTE Perkins Performance Targets
- Federal School Improvement Accountability Data
- Longitudinal Performance Growth Targets (LPGTs)
- Local Optional Metrics

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?

- Board to review plan, activities, and budget.
- Plan posted on the District's website for public review.
- Board Meeting on April 21
 - Board to pose any questions
 - Open for public comment
 - Approve plan or make suggested revisions
- Submission to ODE by April 30

Questions and Comments