

Scio School District

2023 Integrated Application Presentation

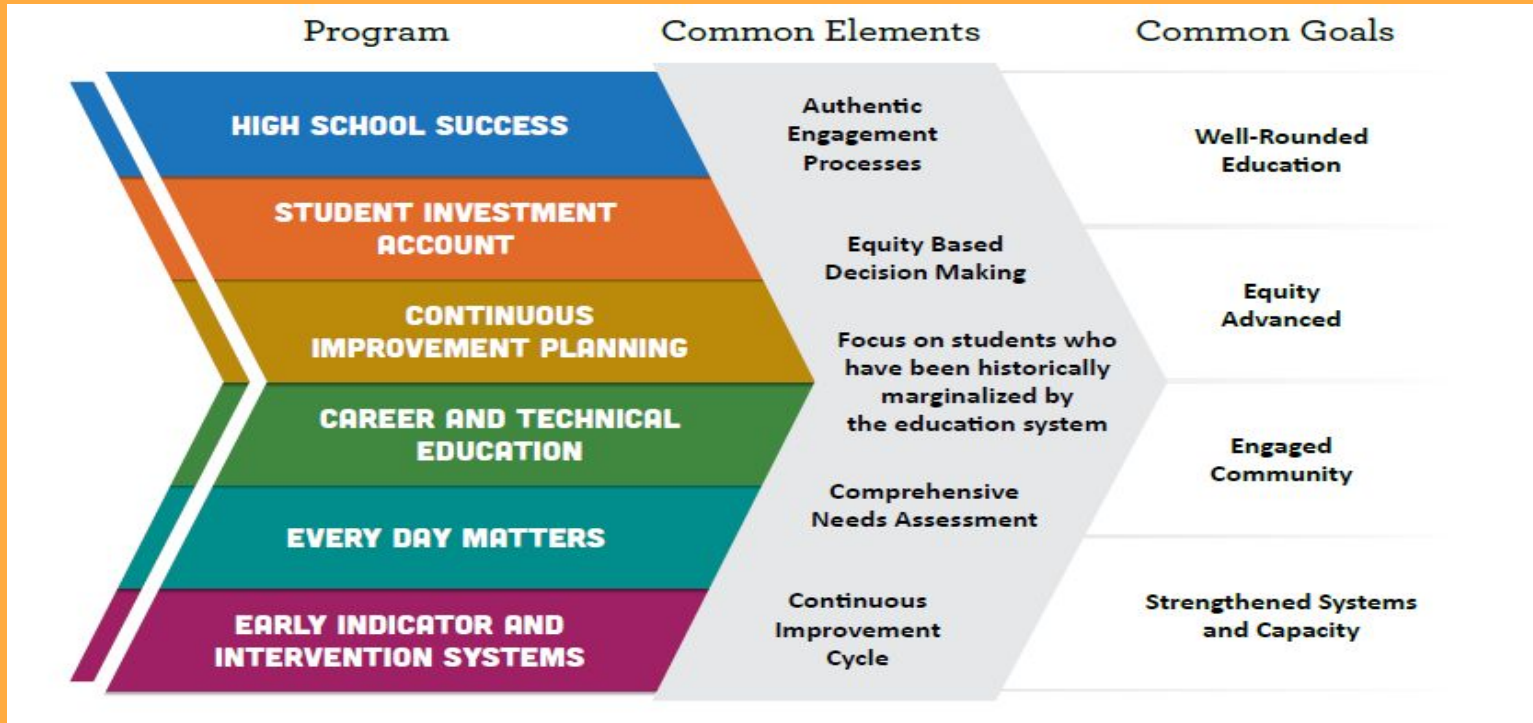
The Integrated Application is About Aligning Programs

- Districts have asked ODE for more streamlined process for applications, reports, etc.
- ODE has been working on melding programs that don't require legislation.
- They identified six programs that had common goals and looked for ways to combine them.

Alignment of Six Programs

1. **High School Success (HSS)**
2. **Student Investment Account (SIA)**
3. Continuous Improvement Planning (CIP)
4. **Career and Technical Education - Perkins V (CTE)**
5. Every Day Matters (EDM)
6. **Early Indicator Intervention Systems (EIIS)**

Six Programs & Common Goals

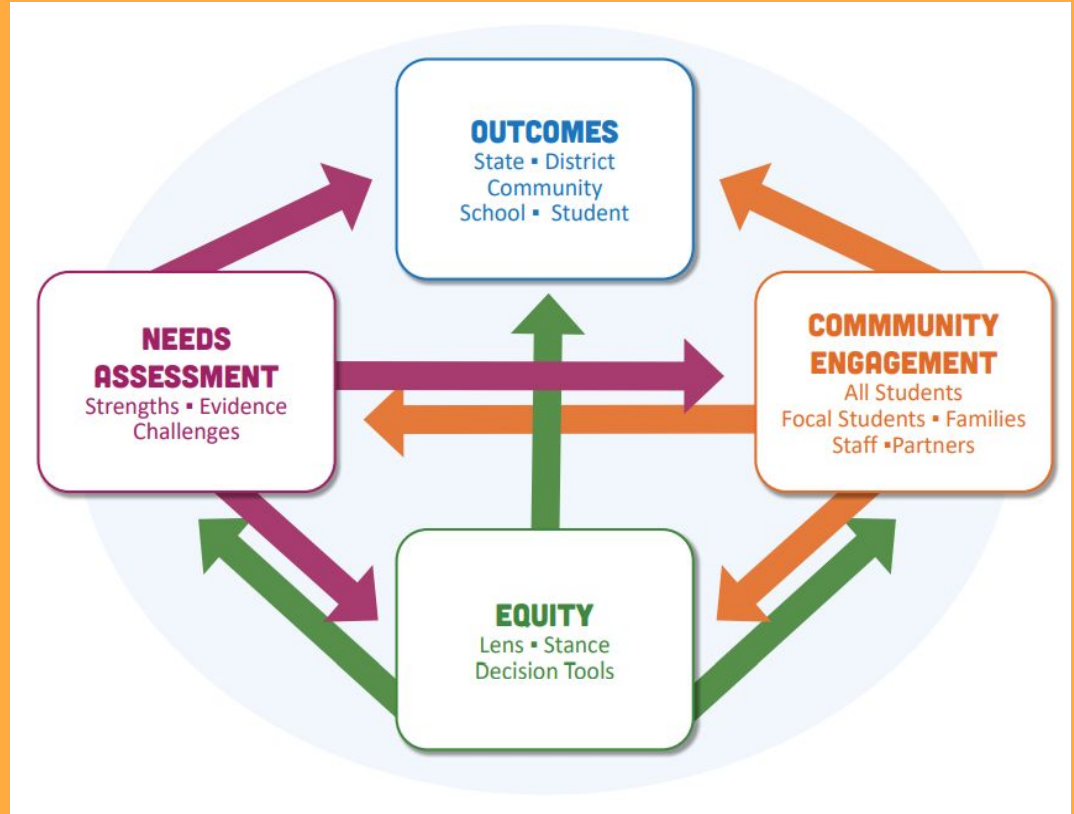


Changes to How Districts Manage the Six Programs

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> .

Required Planning Processes

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



Application Requirements

- Complete the application's five sections with about 40 questions
- In addition to the application, attach:
 - 5 pieces of evidence from Community Engagement efforts
 - Board-adopted Equity lens
 - Integrated Planning and Budget Template that shows budget tied to outcomes, strategies and activities
 - URL where application is posted on the applicant's website, and
 - Board meeting minutes showing the Integrated Application was orally presented by an administrator to, and approved by, the governing board.
- Application needs to be submitted by March 31, 2023

Community Engagement Activities

- Survey responses from parents
- Survey responses from students
- Feedback from parent/teacher club
- School Board Meeting presentations and feedback
- Feedback from Community Service Integration Team



Additional Data

In addition to the Community Engagement, we also reviewed the following data:

- Third grade reading achievement over the last five years
- High school graduation rates over the last five years
- 9th grade on-track details over the last three years
- K-2 regular attenders over the last five years
- 3-5 ELA & Math scores disaggregated by subgroup (e.d., sped.)
- 6-8 ELA & Math scores disaggregated by subgroup (e.d., sped.)
- 11th grade ELA & Math scores disaggregated by subgroup (e.d., sped.)
- 3-5 regular attender data disaggregated by subgroup
- 6-8 regular attender data disaggregated by subgroup
- 9-12 regular attender data disaggregated by subgroup

Needs Assessment Highlights

Strengths:

- CTE programs continue to be a strong component
- The graduation rate has improved
- SEL programming at K-5 has produced transformational results
- Community and parent involvement is high, especially at the K-5 level
- Social/Emotional/Physical health supports have increased over time for our students

Needs Assessment Highlights

Needs:

- Regular attenders data has shown a steady decrease over the past five years at all levels and in subgroups
- 3rd grade ELA has seen a slight decrease over the past five years
- Social, Emotional and Physical health needs continue to increase for all levels of our students

Our Plan

These priorities emerged:

- The need for an system that provides equitable outcomes for all students to succeed.
- Improved and continued supports for the social, emotional and physical health needs for all students
- Implementing engaging academics with high standards

Our Plan

Our intended outcomes are:

- Each building has a clearly articulated multi-tiered system of supports (MTSS) that identifies students needing additional academic and/or behavioral support as early as possible to ensure every student succeeds.
- All students leave the Scio School District with the social/emotional skills they need to succeed in life after high school.
- All students graduate high school prepared for college or career.

Our Plan

These key strategies will help us achieve our intended outcomes:

- Development of aligned MTSS systems at each building
- Development of a K-12 Professional Development Plan
- Regular review of data disaggregated by subgroup to identify learning and/or opportunity gaps
- Development of articulated SEL standards focused on the 7 CASEL standards
- Integrated restorative and trauma-informed instructional practices with the MTSS
- Continued investment in our CTE programs to ensure all students have access to elective options that will engage them

Our Plan

These key strategies will help us achieve our intended outcomes:

- Continued resource investment in social, emotional, mental, and physical health staff and resources. (ie. counselors, family support liaison, etc.)
- Implementation of the newly adopted ELA curriculum and Mathematics curriculum to be adopted next year.
- Focus on additional time and resources toward K-3 reading instruction, including IA time, altered schedules to flood support to smaller reading instructional groups, etc.
- Develop a written and/or electronic balanced assessment system that is comprehensive and will be used to evaluate learning and inform instruction.
- Continued focus on AVID at our secondary level with a critical review of the K-8th grades for future potential growth.

Our Plan

Key Investments:

- TBD/Likely to Include
 - FTE Resources: Behavioral Support Specialists/Counselors, Instructional Assistants, School Nurse, Support Staff, Teaching Staff time
 - Assessment tools to build our balance assessment system (ie. iReady, DESSA, etc.)
 - Various supplies/materials to support above positions, CTE programs
 - Student dual credit college tuition
 - Extending learning opportunities (ie. summer school)

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:

- TBD- still working on additional activities that may come up if funding changes, hiring issues become a problem, etc.

Longitudinal Performance Growth Targets (LPGTs)

- ODE has asked for draft LPGTs to be submitted with our application
- ODE will then work with us to “co-create” and finalize the LPGTs
- Final LPGTs will be reviewed and approved by the Board in June to complete the grant agreement
 - **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