



Jefferson County
School District 509J

UNITE. ENGAGE. SOAR.

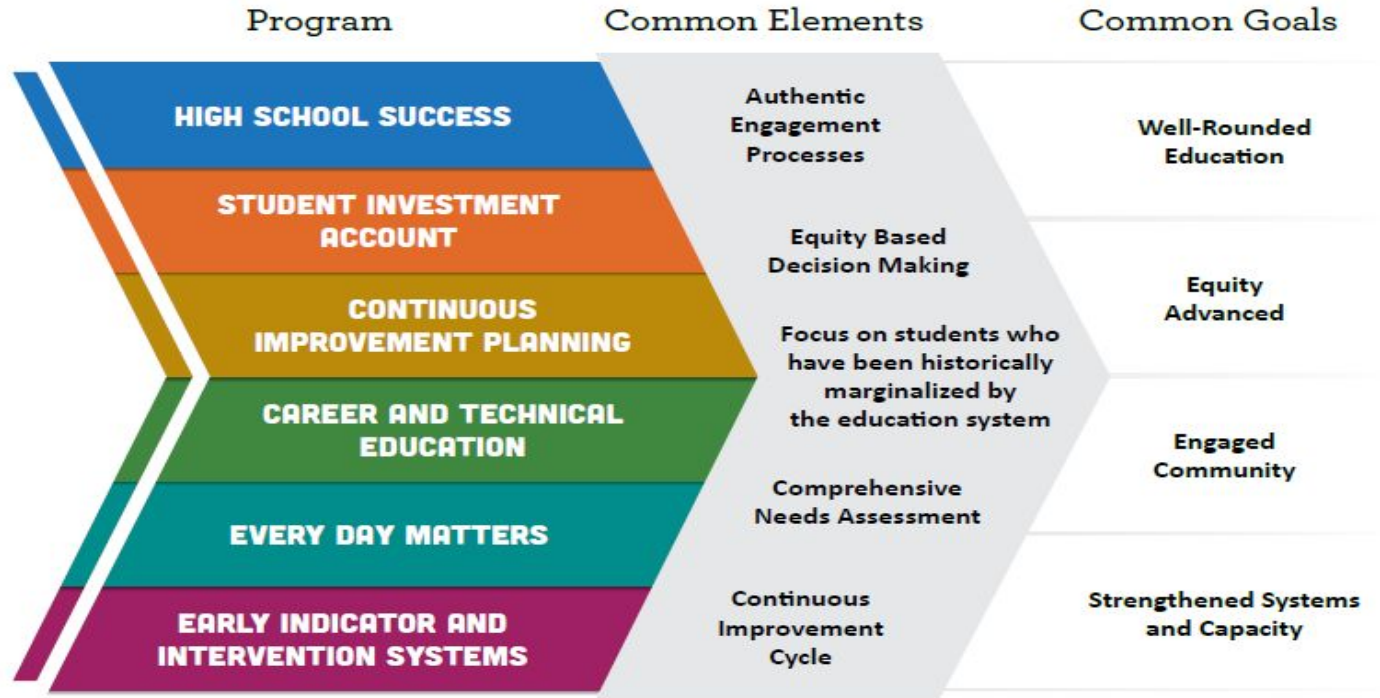
2023 Integrated Application Presentation

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

Six Programs & Common Goals



Summary of Program Purposes

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.

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.

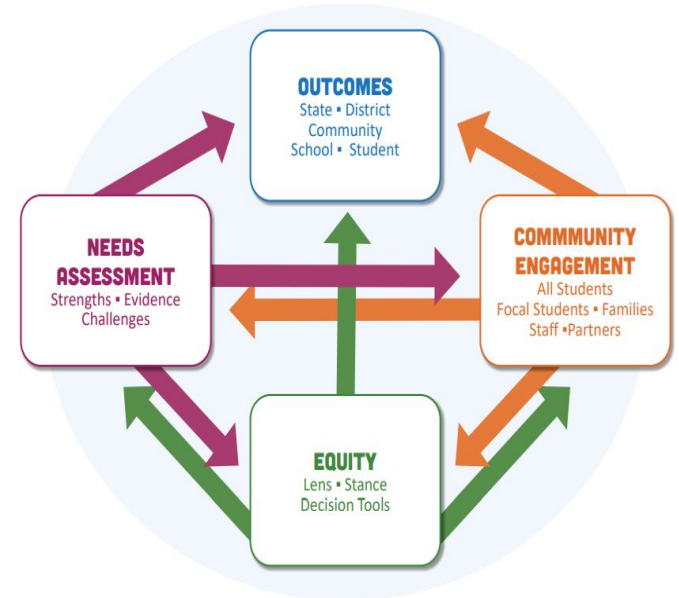
Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

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

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

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation
- Needs Assessment
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Community Engagement Highlights

22-23 JCSD Engagement Overview- Aligning for Student Success

| Date | Survey | 509j Employee | Students | Families/ Community | |
|--------------------------|---|---------------|-------------|------------------------|--------------|
| April 15, 2022 | Title 6 Community Feedback | | 7 | 10 | |
| July 19-22, 2022 | 2022 Fall Community Engagement Short Survey-Jeff Co Fair | | | 4 | |
| August 24, 2022 | 2022 Fall Community Engagement Short Survey-Madras High School | | | 24 | |
| August 25, 2022 | 2022 Fall Community Engagement Short Survey-Madras High School | 2 | 1 | 11 | |
| September 1, 2022 | 2022 Fall Community Engagement Short Survey-Metolius Elementary | 1 | 2 | 6 | |
| September 1, 2022 | 2022 Fall Community Engagement Short Survey-Madras Elementary | 3 | | 19 | |
| September 1, 2022 | 2022 Fall Community Engagement Short Survey-WSK8 | 1 | | 28 | |
| September 1, 2022 | 2022 Fall Community Engagement Short Survey-509J Online | | | 5 | |
| September 1, 2022 | 2022 Fall Community Engagement Short Survey-Dual Language | 2 | | 21 | |
| September 6, 2022 | 2022 Fall Community Engagement Short Survey-JCMS | | | 2 | |
| Aug 25-November 15, 2022 | 2022 Online Survey | 4 | | 22 | |
| October 11-13, 2022 | EL, Hispanic, American Indian and 21st Century Student Focus Groups | | 134 | | |
| November 9, 2022 | Warm Springs Community Engagement Session | 12 | 3 | 15 | |
| December 5, 2022 | Madras Latino Community Engagement Session | 9 | 6 | 17 | |
| February 1, 2023 | Youth Truth Survey (student, family, staff) | 205 | 1772 | 298 | |
| February 3, 2023 | Staff Survey (SIA Investments and Areas of Growth Prioritizing) | 119 | | | Total |
| Total | | 358 | 1918 | 472 | 2748 |

Needs Assessment Highlights

Reviewed Academic Disaggregated Data:

Four Year Graduation, Five Year Completion, Third Grade Reading, Ninth Grade On-Track, Regular Attenders

- Student Focal Groups Identified
 - Native American Students
 - Latino Students
 - English Language Learner
 - Students with Disabilities

Reviewed and Prioritized the Top Emerging Themes of Community Engagement Input:

- Academic Support (Including Tutoring)
- Increased Behavior Support & Supervision
- Improved Communication (Teacher-to-Student)
- Increased Security and Safety Procedures
- Additional Elective Offerings at the Middle Schools
- Facility Improvement and Grounds Maintenance
- Healthier School Meals

Prioritized Investments Past & Recommended:

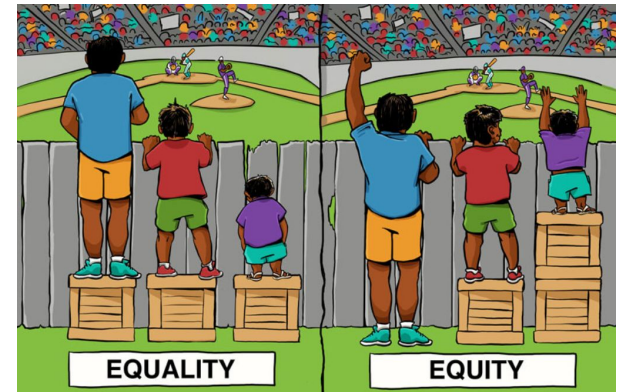
Jefferson County School District Equity Lens

Conducted a district equity review of our plan at two points in our planning process:

1. Plan priorities
2. Investments

When making decisions and taking action, we will utilize the following questions:

1. Does this decision/action align with the district mission and equity belief?
2. Are those being affected by the decision included in the process?
3. Does the proposed action address barriers to equitable outcomes or potentially create new barriers?
4. What information/data are you basing your decision or action upon?
5. How will the impact or outcome be measured?



Our Plan-These priorities emerged:

1. Students' mental and behavioral health needs.
2. Academic achievement, rigor, and reduction of academic disparities for our focal student groups.
3. Job embedded professional learning for staff.
4. Continued implementation of professional learning communities.
5. Expand offerings to enhance the well-rounded education of our students.
6. Continue to enhance the safety and security of our schools.
7. Support authentic incorporation of culture and language.

Our Plan-Our intended outcomes are:

- A. Targeted, job-embedded professional learning for teachers and leaders focused on professional learning communities, cultural changes to the system, and a cycle of continuous improvement. Staff who participate in training will develop a shared mindset, thereby creating a shift in teaching and learning culture and climate that ensures instructional equity for all.
- B. Additional academic support for all students to eliminate opportunity gaps for our focal groups that include a guaranteed and viable curriculum across all schools, a MTSS system of tier 1, 2, and 3 interventions, and engaging elective courses that include applied learning and students culture and languages.
- C. Strong support for children to arrive at school prepared, healthy, safe, and eager to learn through the addition of FAN advocates, school counselors, behavior specialists, health assistants, and mental health supports.
- D. An abundant supply of highly qualified teachers who reflect our student population through our Grow Your Own programs that begin with high school students.
- E. Class size reductions in grades K-5 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.

Our Plan-These key strategies will help us achieve our intended outcomes:

1. Additional support across the district to meet students' mental and behavioral health needs.
2. Increased focus on academic achievement, rigor, and reduction of academic disparities for our identified focal student groups; Native American students, Latino students, students with disabilities, and our English Language Learners.
3. Additional job embedded professional learning for staff.
4. Continued implementation of professional learning communities to allow teachers and staff to have sufficient time to collaborate, review data and develop strategies to ensure that at-risk students stay on track to graduate.
5. Expand offerings to enhance the well-rounded education of our students through nourishing electives, careers and technical education, after school programs, tutoring, clubs and other learning experiences.
6. Continue to enhance the safety and security of our schools, facilities, procedures, and use of community resources.
7. Support authentic incorporation of culture and language of our students and community in our teaching strategies and practices, courses, and curriculum.

Our Plan-Key Investments/Activities

- Certified School Counselors
- Drug and Alcohol Counselor
- District Wide Behavior Specialists
- School Instructional Coaches/Interventionists
- K-5 Class Size Reduction
- Elementary Music Teachers
- Health Room Assistants
- Family Access Network Advocates
- PLC Facilitators and School Learning Coordinators
- Professional Learning

Our Plan - Tiered Approach

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

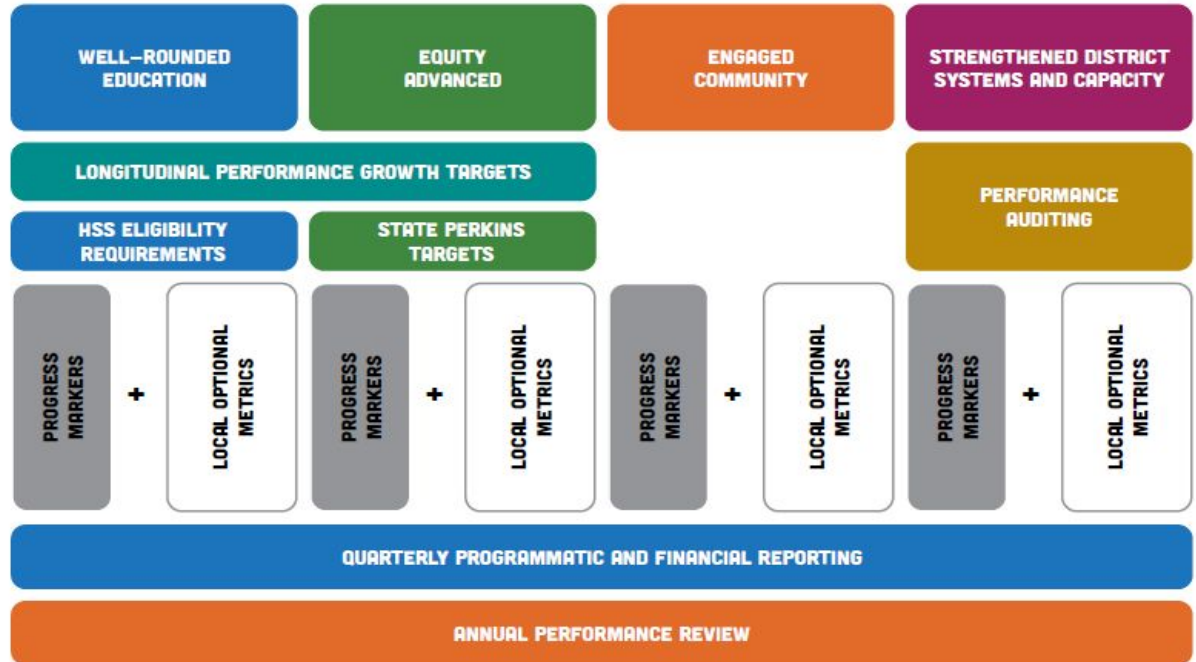
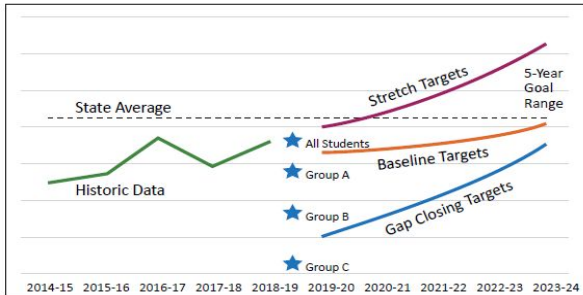
- District Wide Behavioral Support Educational Assistants
- School Resource Officers
- Professional Development
- Native Language Teachers
- Native Language, Culture, and Tribal History/Shared History Curriculum Development
- Middle School Elective Teachers
- After School Programs
- Tutoring Support
- Summer Acceleration Programs
- Family Engagement
- Environmentally Friendly Campus Landscaping & Facility Maintenance
- Graduation Coaches

How the State understands success

SUMMARY OF PERFORMANCE MEASURES

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

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



Longitudinal Performance Growth Targets (LPGTs)

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Use the following applicable metrics for the overall population and disaggregated:
 - **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?

