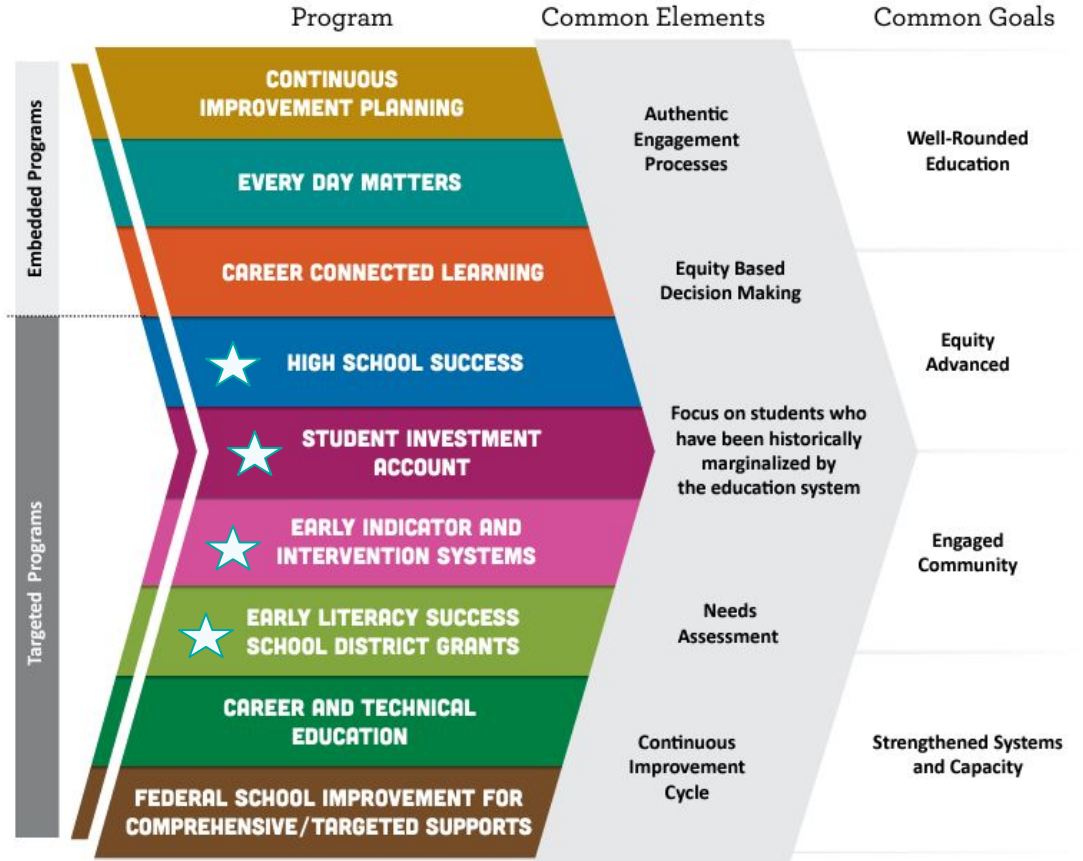# Jefferson County School District 509J

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2025-27 Integrated Application

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 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.

3

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).

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
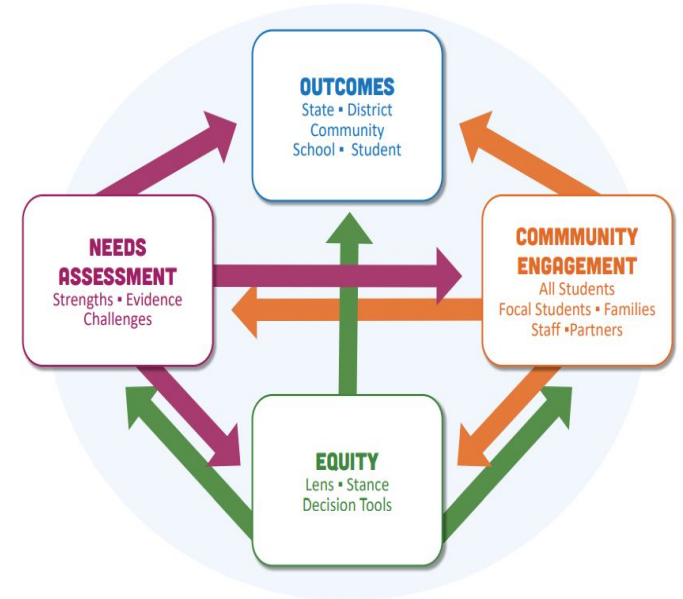
Our Application/Integrated Plan

2025-27 Integrated Guidance Application

Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

Applicant:
Jefferson County School District 509J (JCSD)
Institution ID: 2053

Contact Information:
Jay Mathisen, Superintendent
jmathisen@509j.net
(541)475-6192

Application components begin here:

Needs Assessment Summary (500 words or less): Provide a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget.

We have engaged a diverse, multidisciplinary team with the purpose of examining community, staff and student input; and conducting an analysis of disaggregated student performance data which includes trends for our focal groups of English Learners, Students w/Disabilities, Native American and Hispanic/Latino Students. During the fall and winter of 24/25, the team examined district practices, systems health, and program quality in the context of the needs assessment.

Data from community engagement efforts and the Youth Truth survey provided key insights. Respondents highlighted great staff, extracurricular activities, and the incorporation of language and culture as strengths. Areas of improvement included a need for more support for families to help their students, stronger anti-bullying efforts, and improved classroom management. An important takeaway from the Staff Youth Truth was the need for better support for staff in fostering positive relationships within schools.

Data disaggregated by focal groups included reading/math proficiency, graduation rates, attendance, student participation, 9th grade on-track, CTE programs of study, and data on Belonging from Youth Truth. We see positive trends and disparities to address. For example, while 8th grade Native

7

Our Plan-Continues Key Investments

- Certified School Counselors
- District Wide Behavior Specialists
- School Instructional Coaches/Interventionists
- Elementary Music Teachers
- Health Room Assistants
- Family Access Network Advocates
- Career and Technical Education Teachers
- Graduation Coaches/Liaisons/Future Center
- Extended Learning Coordinator
- Dual Credit Tuition
- PLC Facilitators and School Learning Coordinators
- Professional Learning

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:
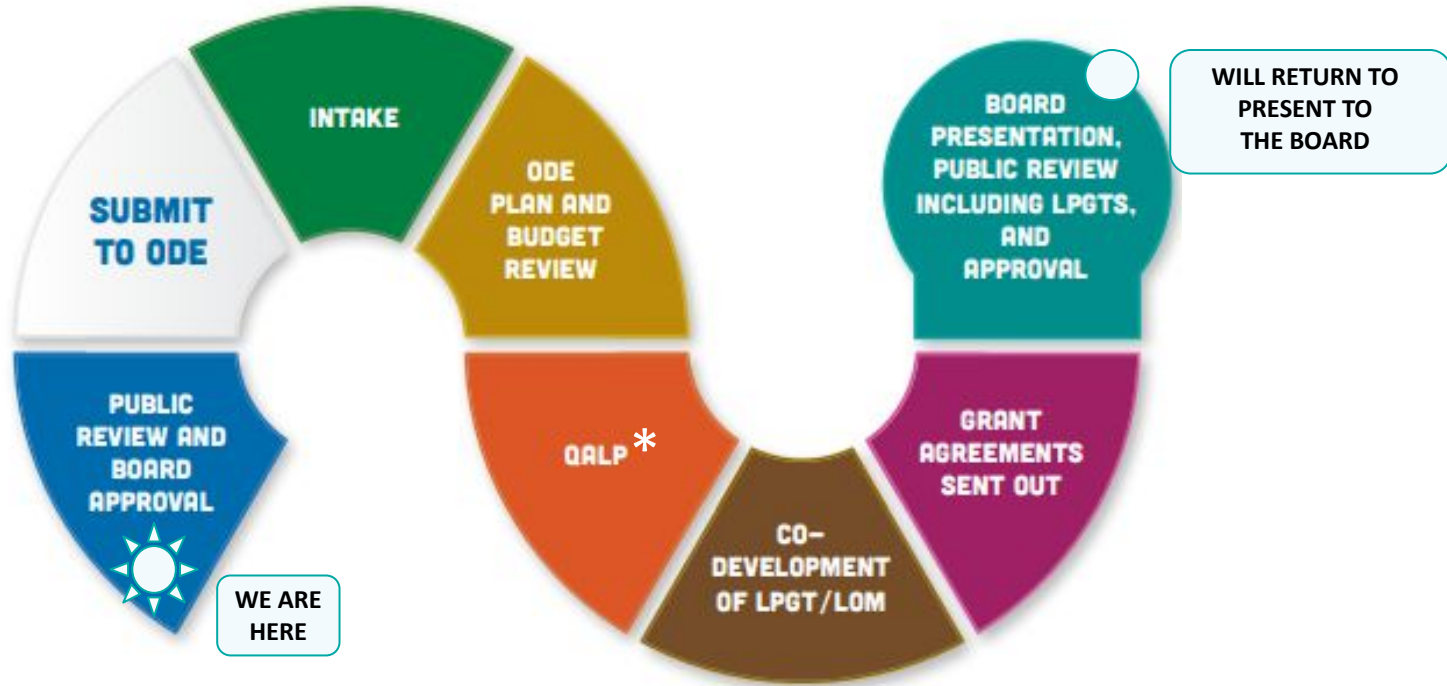
1. High School Success Eligibility Requirements

2. State CTE Perkins Performance Targets

3. Federal School Improvement Accountability Data

4. Longitudinal Performance Growth Targets (LPGTs)

6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

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

- Four-year or on-time graduation rates
- Five-year completion rates
- Ninth-grade on-track rates
- Regular attendance rates
- Third-grade reading proficiency rates measured by ELA

What Happens Next?

Questions & Comments