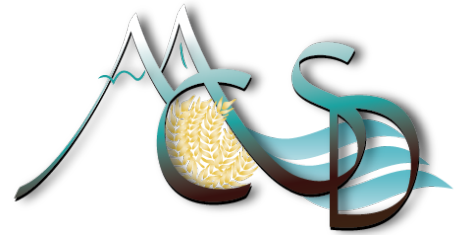


Morrow County School District

Fall Update 2024



Integrated Programs Year 1 Annual Report

During the 2023-24 school year, the district implemented its first year of a 4-year *Integrated Plan* that combines the common goals and requirements of six state and federal initiatives into a roadmap for supporting the success of our unique students and community. At the end of this year we will have the opportunity to adjust the strategies for meeting our desired outcomes based on the results of our internal monitoring, stakeholder feedback and the required accountability measures detailed in [last Fall's Board Update](#).

Progress: In 2023-24 we gained significant traction around increasing academic achievement and reducing disparities for focal groups across the district (Outcome C), which we credit to the addition of instructional coaches at all grade bands and changing up our strategy for planning professional development to be more teacher-driven. The result of these strategies is a teaching staff with significantly more support and agency. They also have more time and tools to collaborate with each other, specialists and caregivers to identify academic and/or behavioral needs, develop interventions and monitor progress. The result of this work is more attention focused on students who need it the most, helping us address opportunity gaps. However, all students benefit from building cultures that value and pursue professional learning.

Challenges: Although many of the Initiatives have helped us implement systems that are now indispensable to the services we provide as a district, there are still critical components that we cannot yet commit to because of shifting information from ODE and/or the Legislature. For example, we would love to offer Summer School every year and provide stability to both the families and students who need these extended opportunities for learning and the staff who we need to make it happen. However, we often find ourselves in the Spring waiting to hear about funding sources, adjusting other grants to braid investments together and evaluating our abilities to meet shifting definitions of pre-requisites or other very specific requirements. This is both inefficient and unfair to our stakeholders who should be able to rely on the district's ability to meet the 4 Common Goals of the Integrated Initiatives; It is often the "supplemental" services like those in Outcomes B and D (see below) and the related partnerships that suffer.

The **Long-Term Performance Growth Targets**, aligned with the state report card, were set in 2022-23 and established annual growth goals for All Students and Combined Focal Groups. These targets will help us determine over time if our systems and interventions are achieving not just individual student growth but collective growth across the district. ODE will release our final LPGT 23-24 performance in February 2025. Although our 3rd graders did not meet the Reading target as measured by last Spring's state assessment, we have seen individualized growth in each of our students, especially our English Learners. We expect all of our high school metrics to be on-track and our attendance rate is holding steady district-wide, with some gains and losses in various communities which building administrators are addressing.

Access the full plan and grant agreement on our website or district office. For questions or comments please contact Marie Shimer, Director of Educational Services, at 541-922-4016 ext. 2370.

Year 2 Funding

Last year, the **Early Literacy Success** grant was added to the initiatives in our Integrated Plan. Note that some of the 2024-25 allocations listed below are still being adjusted and others allowed for carryover from last year, which is not represented in these totals. In general, our Integrated Plan funding as a whole remained relatively static despite fluctuations within the Initiatives. Across all funds we have maximized staffing costs and are at a point where there is very little flexibility left due to the increased staffing costs.

- Student Investment Account = \$2,664,374↑
- High School Success = \$699,257↑* *preliminary estimate*
- Early Indicator & Intervention Systems = \$6,619↓
- Early Literacy Success = \$204,702↑

2023-2027 Integrated Plan Snapshot

Our intended outcomes & the strategies to help us achieve them are:

- A. Maintain graduation rates of 93% across all demographic groups.
 - 9th grade on-track will remain in alignment with graduation rates/goals of 93% or higher.
 - Expanding alternative learning settings such as our virtual school to support students not comfortable or successful in traditional settings.
 - +1 math course offerings as an option for students that traditionally struggle in math.
 - Refine systems to track and monitor students progress both through advisory and MTSS team meetings.
- B. Provide comprehensive CARE/Wraparound support through school nursing, mental health counseling, SRO in all communities.
 - Conferences, individual family meetings throughout the year emphasizing the importance of attendance and support options.
 - CARE/Wraparound staff working with building administration to identify student needs; work with families to support removing barriers to school attendance.
 - Academic & Mental health counselors assigned to each school building to work individually and in small group settings with students.
 - Continue to strengthen after school / Friday school, and summer school opportunities (enrichment and support programs)
 - Provide SEL lessons in small group / whole class settings across all grade levels
- C. Increase academic achievement and reduce disparities for our focal groups in all communities.
 - Summer jumpstart programs targeted at each transition year to support student movement to new grades/buildings.
 - Staff at all grade levels using data and evaluation tools to ensure that student academic and social emotional needs are being met.
 - Instructional coaches work with teachers across grade levels on strong instructional practices and adoption of core curriculum.
 - Participation in regional professional development opportunities for all levels of staff
 - Maintain small class sizes / offer comprehensive PE and music programs in elementary buildings
- D. Continue to strengthen CTE program participation and workforce training opportunities.
 - All students will complete at least two classes aligned to their career pathway their junior/senior year. (CTE courses, internships, or college credit opportunities). Done in collaboration with POM workforce coordinator.
 - All students will work with their advisor and academic counselor to develop a personalized plan for graduation that includes pathway and/or advanced courses.
 - Administrators and counselors will hold parent sessions to help parents learn about early college and CTE opportunities for their students.
 - Establish Agriculture program at Riverside based on community and student need.