Provide excellence for every student so that each will reach their greatest potential.

Fern Ridge School District

2025-27 Integrated Application Presentation

Relationship   *Rigor*   *Relevance*

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To allow for additional feedback on our next steps for the plan
- To seek board approval

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
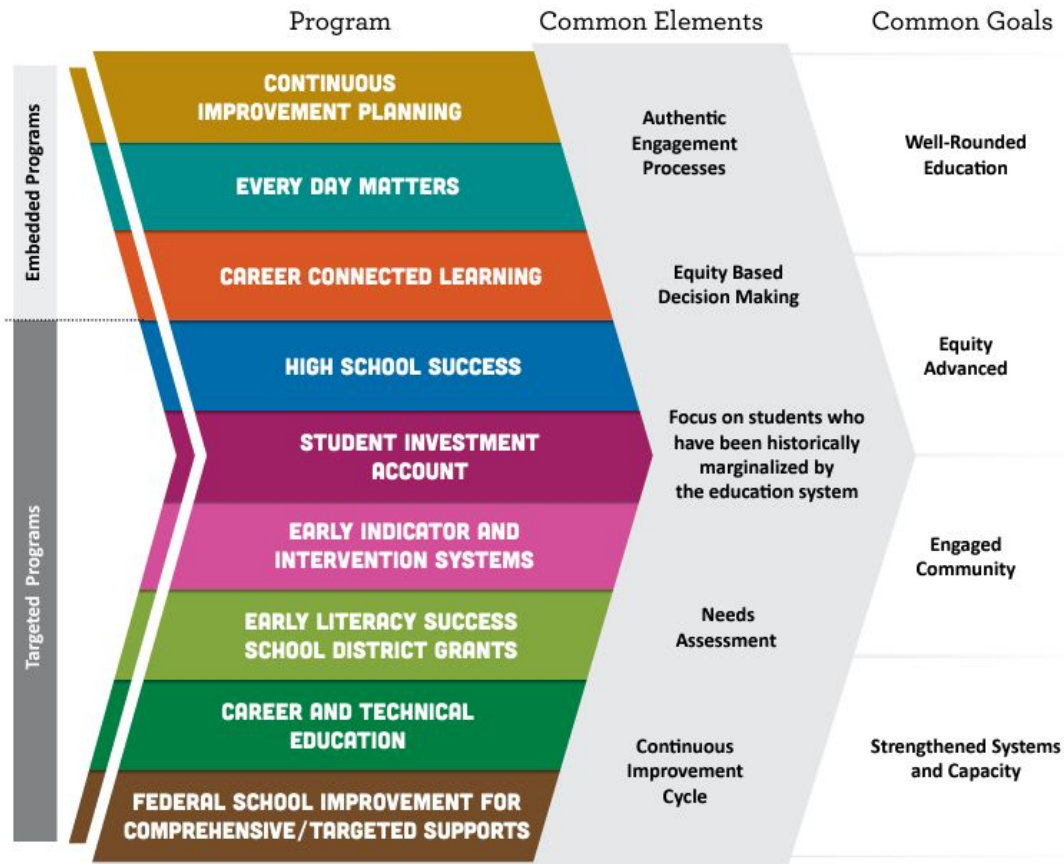
Summary of Program Purpose

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.

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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.
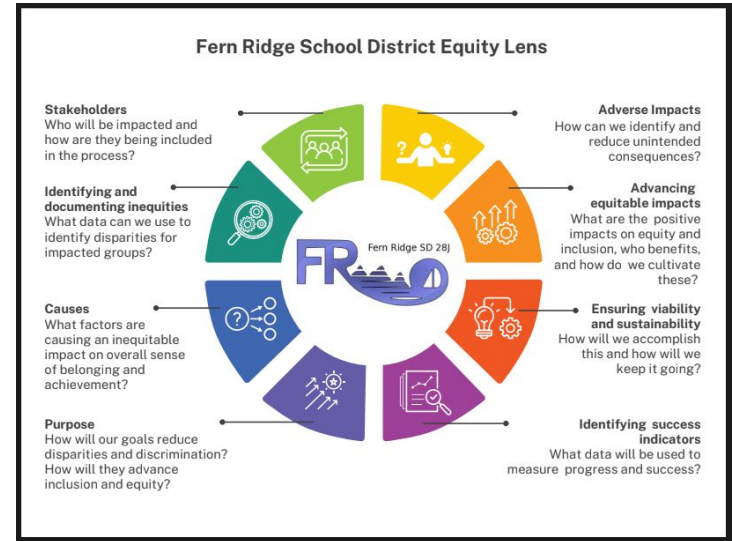
Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet our Planning Team Members

- District Administrators

- Building Leadership Teams

- FRSD Staff

- Lane ESD partners

- LCC partners

- Community Partners

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Fern Ridge School District Equity Lens

Stakeholders
Who will be impacted and how are they being included in the process?

Adverse Impacts
How can we identify and reduce unintended consequences?

Identifying and documenting inequities
What data can we use to identify disparities for impacted groups?

Advancing equitable impacts
What are the positive impacts on equity and inclusion, who benefits, and how do we cultivate these?

Causes
What factors are causing an inequitable impact on overall sense of belonging and achievement?

Ensuring viability and sustainability
How will we accomplish this and how will we keep it going?

Purpose
How will our goals reduce disparities and discrimination? How will they advance inclusion and equity?

Identifying success indicators
What data will be used to measure progress and success?

Fern Ridge SD 28J

Community Engagement

- Student/Staff/Family/Community Input surveys
- Student Health Surveys
- Student Voice Opportunities
- Comprehensive Needs Assessment at building level
- Posted publicly
- District participation in engagement events at LCC
- School Board updates
- Heart of the Community

Needs Assessment Highlights

Data

- Input surveys
- Needs assessment with building teams
- School Improvement Plans
- Targeted data collection:
  - 3rd grade SBAC
  - 9th grade on track
  - Graduation rates
  - K-12 Attendance

Key Findings

- Continued focus on instructional improvement
- Targeted professional development
- Focus energy on connecting students
- Need to strengthen student belonging
- Desire to provide more varied enrichment opportunities both on and off campus

Our Plan- Pillars for Planning

Our intended outcomes are:

- Outcome A
    - FRSD will provide a supportive and safe school environment that values diversity, in which all students and adults feel welcomed and respected

- Outcome B
    - FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills

- Outcome C
    - FRSD students will connect and apply their education to the world of today and tomorrow

Our Plan- Strategies!

These key strategies will help us achieve our intended outcomes:

- Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.
- Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.
- Create an ongoing process and system to encourage and utilize stakeholder feedback.
- Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.
- Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.
- Establish and continue to build capacity in college and career readiness programming and offerings and supporting students in successful transitions.
- Develop and enhance engaging, student-centered, and well-rounded learning experiences.

Our Plan- Activities

Key Investments:
- Staffing
- Professional Development
- Student Services
- 9th Grade Transition Planning
- Increased opportunity for learning experiences outside of school hours
- Curriculum supports

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 (Tier 2 items) and activities are possible if we move to another tier in our plan:

- Expand CTE FTE and Offerings
- Extended Learning Opportunities
- Supplant FTE Elem. PE
- Additional PASS IAs & FTE
- Additional Counselor FTE at Middle School
- GearUpOregon/AVID Training
- Remove Student Fees
- Expand music offerings K-5
- Expand elective offerings K-12
- Field trip opportunities K-12
- Additional K-5 classroom teachers
- Additional K-12 IA support
- Expand Family Resource Supports -Birth-5
- Preschool Planning and Programming
- Planning and allocating funds for a K-12 District Success Team
- Expand Library staffing K-5
- Afterschool Enrichment K-12
- Parent outreach (funding for FTE, supplies, materials, etc.)
- Additional funding/FTE for Talented and Gifted Coordinator
- Funding for K-12 Family Nights/Activities
- District promotion funds (calendars, flyers, banners, etc.)

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)

5. Local Optional Metrics (LOMs)

6. Progress Markers
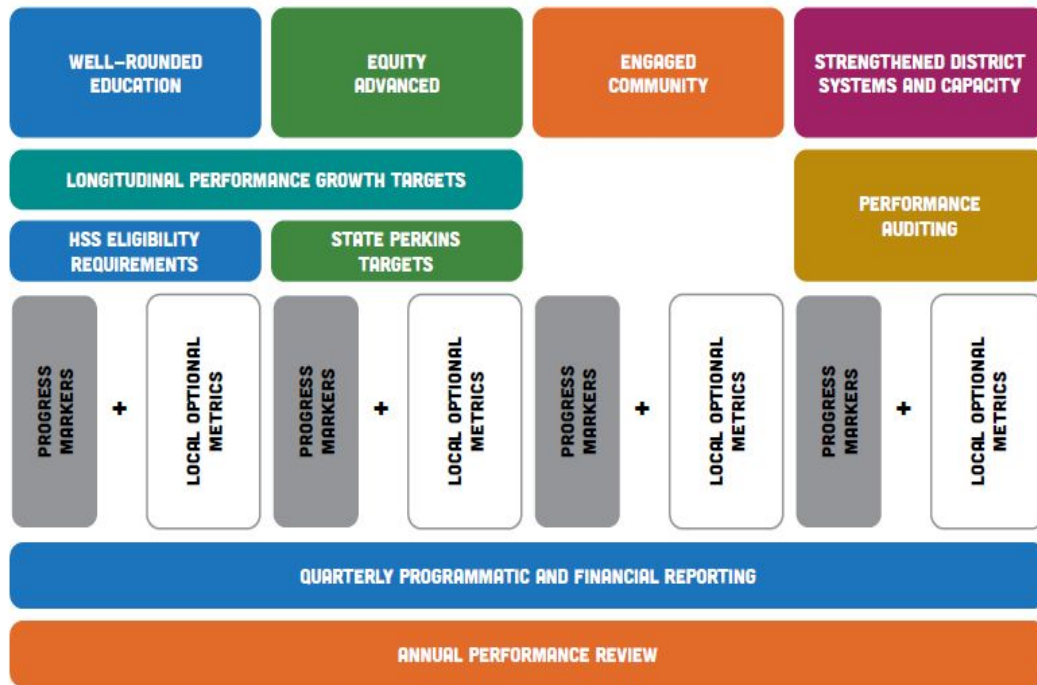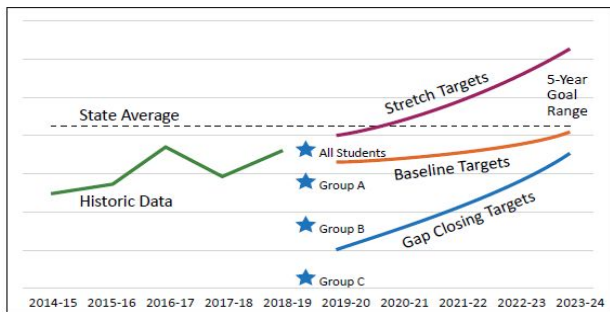
Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:
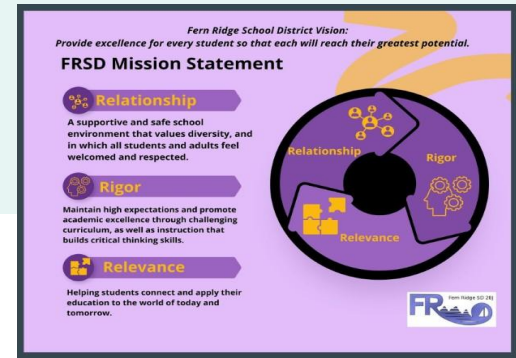
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - Four-year or on-time graduation rates
  - Five-year completion rates

*Grantees may also set local optional metrics

How we understand success


1. Relationships

- **Student Engagement and Well-Being:** Success in relationships is often gauged by student engagement surveys, social-emotional learning assessments, and feedback from students about their sense of belonging and support. Schools might also track attendance, participation in extracurricular activities, and peer interactions.
- **Teacher-Student Interaction:** Teachers' ability to build positive, trusting relationships with students is measured through surveys, classroom observations, and sometimes feedback from students or parents. Schools may also look at the frequency of one-on-one support sessions and mentoring programs.
- **School Climate:** School culture is assessed through surveys from students, staff, and parents about feelings of safety, inclusion, and respect within the school environment.
- **Support Systems:** Schools may evaluate the availability and effectiveness of counseling services, mentorship programs, and peer support networks to foster healthy relationships.

How we understand success

Fern Ridge School District Vision:
Provide excellence for every student so that each will reach their greatest potential.

FRSD Mission Statement

Relationship
A supportive and safe school environment that values diversity, and in which all students and adults feel welcomed and respected.

Rigor
Maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills.

Relevance
Helping students connect and apply their education to the world of today and tomorrow.
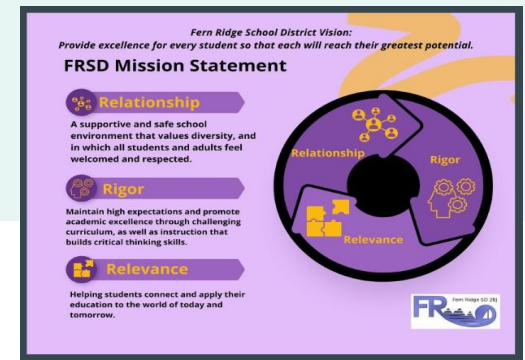
2. Rigor

- **Academic Achievement:** Schools measure rigor by analyzing student performance data, including standardized test scores, grades, and subject mastery. Assessing whether students are challenged at an appropriate level is key.
- **Curriculum and Instruction:** The alignment of curriculum with national or state standards, the use of higher-order thinking skills, and the incorporation of problem-solving and critical-thinking tasks into lessons are all indicators of academic rigor.
- **Course Offerings and Advanced Programs:** Success in rigor can also be measured by the availability and enrollment rates in advanced coursework, such as Advanced Placement (AP), honors classes, or college-level programs.
- **Growth and Improvement:** Schools track student progress over time, evaluating growth, not just achievement. This could include assessments like value-added measures, which track individual student growth from year to year.
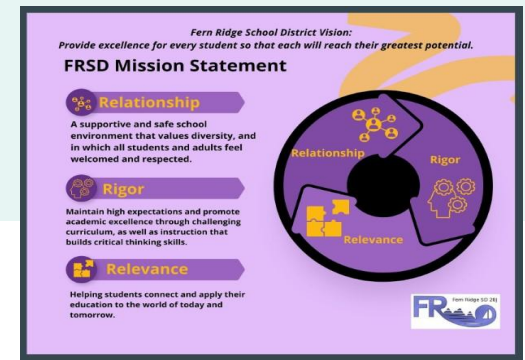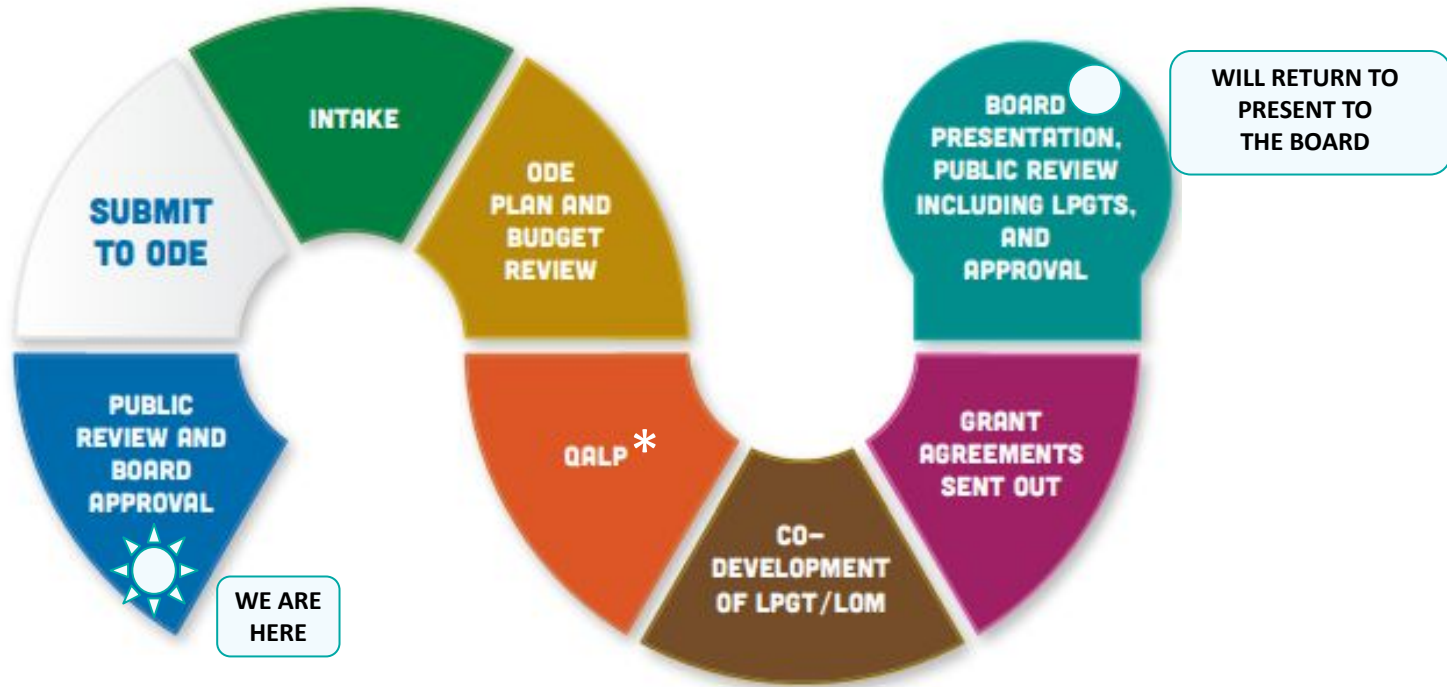
How we understand success

3. Relevance

- **Real-World Connections:** Relevance is assessed by how well the curriculum connects to real-world applications, such as internships, career exploration, community projects, and partnerships with local businesses. Schools may collect feedback from employers or community organizations about students' preparedness for real-world challenges.
- **Career and College Readiness:** Success in relevance is often tied to how well students are prepared for life beyond school, which can be measured by graduation rates, college admission rates, vocational certifications, and student participation in career readiness programs.
- **Student Feedback:** Schools gauge the relevance of what students are learning through surveys or focus groups asking how students perceive the connection between classroom lessons and their future aspirations.
- **Curriculum Adaptability:** Schools assess how the curriculum adapts to emerging trends in society, technology, and workforce needs, ensuring that students are learning skills that are valued in the current and future job markets.

What Happens Next?

INTAKE

SUBMIT TO ODE

ODE PLAN AND BUDGET REVIEW

PUBLIC REVIEW AND BOARD APPROVAL

WE ARE HERE

QALP *

CO-DEVELOPMENT OF LPGT/LOM

GRANT AGREEMENTS SENT OUT

BOARD PRESENTATION, PUBLIC REVIEW INCLUDING LPGTS, AND APPROVAL

WILL RETURN TO PRESENT TO THE BOARD

Questions & Comments

- This slide deck, along with the application and required materials will be posted on the FRSD website under the tab "IMPORTANT: District & State Reports"