

2020-27 Integrated Guidance Plan  
Board Presentation  
April 23, 2025



# Purpose for Presentation

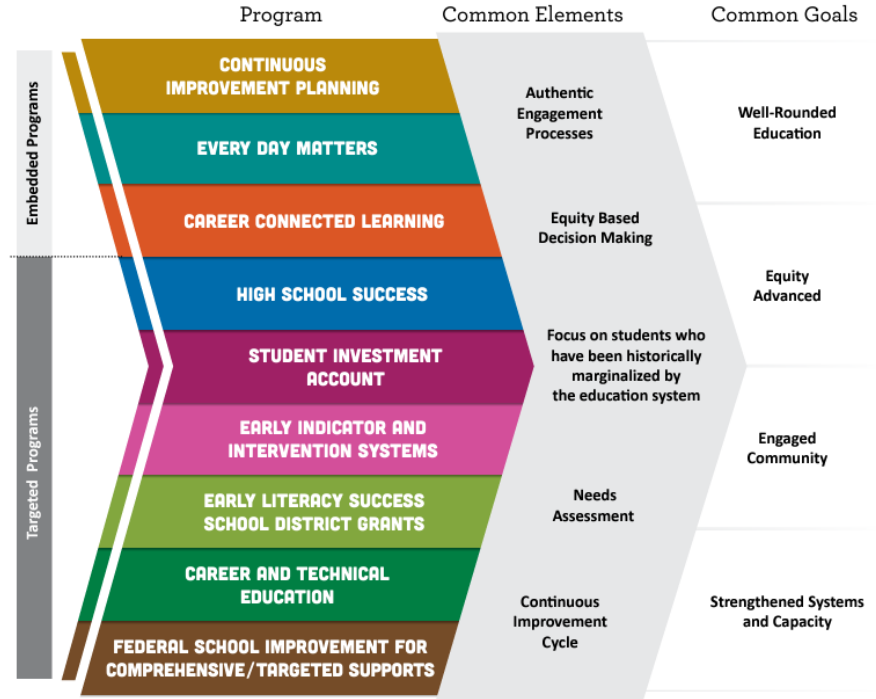
- Share the plan given the range of inputs
- Describe the plan development
- Gather additional feedback on the plan now that it has been developed
- To seek board approval



# 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 Programs - Integrated



- **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 (EIS)** - The development of a data collection and analysis system, in which educators collaborate to identify supports for students.
- **Early Literacy Success School District Grants** - Boosting literacy from birth to 3rd grade, addressing disparities, empowering families, and ensuring equitable, research-based learning access.
- **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.
- **Comprehensive & Targeted Supports and Improvement (CSI/TSI)** - Title I Schools struggling in at least half of the rated indicators.



# Summary of Programs - Embedded



- **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.



# Planning Team Members

- School Communities
  - Students
  - Families
  - Classified Staff
  - Licensed Staff
  - Administration Staff
- Community Partner Organizations
- Centennial School Board
- Profile of a Graduate Design Team

# Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation (if applicable)
- 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 the Review the Quality Education Model (QEM)
- Review-Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs



# Equity Lens, Tool(s) & Decision Making

- Building a Strong Foundation PreK-3
- Supporting Every Student's Wellbeing & Inclusion
- Centering Student Voice, Empowerment, & Leadership
- Ensuring Equitable Access to High-Quality Academics
- Preparing Every Student for Their Future

# Community Engagement Highlights

- Increasing opportunities for students and families to participate in decision making, including school improvement planning and Profile of a Graduate design
- Striving for a strong commitment to equity by actively seeking diverse perspectives and removing barriers to participation
- Emphasizing the importance of developing authentic, two-way relationships with families and community partners
- Focusing on incorporating student voice and agency into the design of daily learning experiences
- Continue collaborating with community organizations to broaden engagement opportunities, especially for focal students and families

# Needs Assessment Highlights

- **Early Literacy Mixed:** Kindergarteners are showing growth in reading, but first grade progress slows.
- **Upper Grades Need Acceleration:** Students in grades 3-12 aren't growing enough in reading to reach our goals.
- **Inconsistent EL Progress:** While many English learners are improving in reading, some schools show declines, indicating uneven support.
- **High School Data Limited:** Low participation in high school reading assessments makes it harder to understand progress.
- **Literacy Development:** Students are acquiring the foundations of reading, but are not yet applying it to reading comprehension
- **CTE Opportunities & Growth:** Students in Career and Technical Education graduate at high rates, but we need to boost their reading and math skills and better support diverse students in these programs.

# Centennial Plan - Big Picture

**K-3 Focus:** More structured reading support with reading specialists in small groups and better training for teachers.

**Grades 3-12 Reading Boost:** Expanding vocabulary, using challenging texts, and close reading strategies to help bridge literacy gaps in order to comprehend reading.

**Content for All:** Teachers in all subjects will ensure all students can access grade-level learning with inclusive and relevant lessons.

**Leadership Action:** School leaders will ensure all students have access to challenging learning standards.

**CTE Literacy & Pathways:** Stronger reading help for CTE students, more career options, and focused recruitment of diverse students.

# Centennial Plan - Intended Outcomes

*Roadmap '27 aims to ensure every student is prepared for their future through a comprehensive approach that includes key focus areas: literacy, student engagement and career readiness.*

The Integrated Plan aligns with District 5's strategic Roadmap goals:

- building a strong PreK-3 foundation
- supporting every students wellbeing and inclusion
- centering student voice
- ensuring equitable access to high-quality academics
- preparing students for their future

# Centennial Plan - Key Strategies

- Implement strategies that reflect Profile of a Graduate at every level, K-12
- Improve literacy outcomes K-12, including CTE program
- Explore recruit methods for non-traditional CTE students
- Building a sense of belonging by fostering safe and engaging learning environments
- Expand career development opportunities in elementary and middle levels
- Provide the knowledge, skills, and support for students to succeed academically.

# Centennial Plan - Key Investments Maintained

- Dropout Prevention staff
  - Youth transition, reconnections, senior success, graduation coach
- Electives for middle and high schools
- After school sports for middle schools
- Classified staff professional development
- College level opportunities
  - AP classes, student assessment fees, community partnerships, Center for Advanced Learning, dual credit
- Elementary assistant principals
- Career Technical Education
  - Staff, Equipment, 8th grade support staff
- Centennial Virtual Academy
- ELD Supports
- Systematic Communication
  - Staff, program
- Mental & Behavioral Supports
- Tier Team Meetings (MTSS)
- Strategic Plan Implementation
  - Add Profile of a Graduate
- Implementation of Integrated Plan

# Key Investments - Added/Changed

## New Investments/Strategies

- Kindergarten educational assistants
- PK-3 Early Literacy TOSA

## Changes Investments

- Freshman on track program: change from teaming model to 8th grade to 9th grade Transition success focus
- Licensed Mental & Behavioral Health Support (Shift from SIA to M98 - 1.0 FTE)
- Reduce out of district Special Education placements and increase in district placement

## Reduced Expenses

- **CMS REAP (M98)**
- Integrate College and Career Program with HS Counselors: (M98 - 1.0 FTE)
- Centennial Virtual Academy: (K-8 1.0 FTE certified, 1.0 FTE classified)

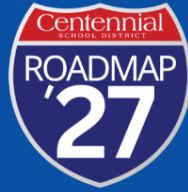


# How ODE Measures Success

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)

# Longitudinal Performance Growth Targets (LPGTs)



**ODE will note change the Longitudinal Performance Growth Targets for 2025-27**

**LPGTs will continue to be monitored 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

# Centennial LPGT Targets

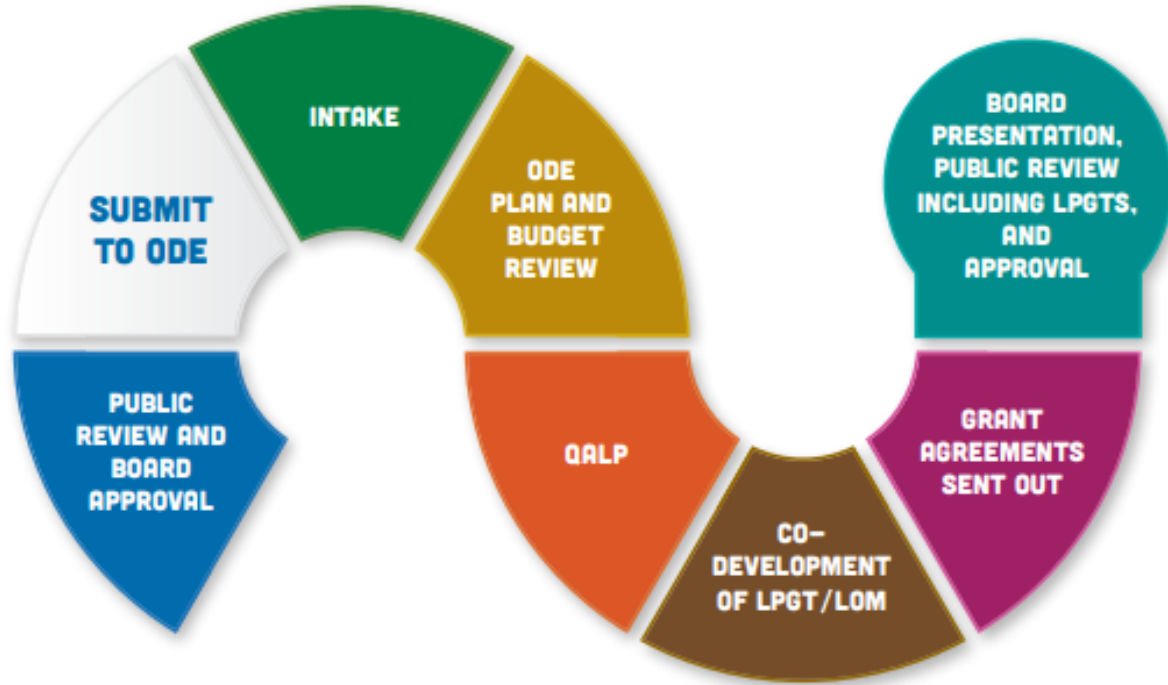


Centennial SD 28J - LPGTs/LOMs 25-27



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# What Happens Next?

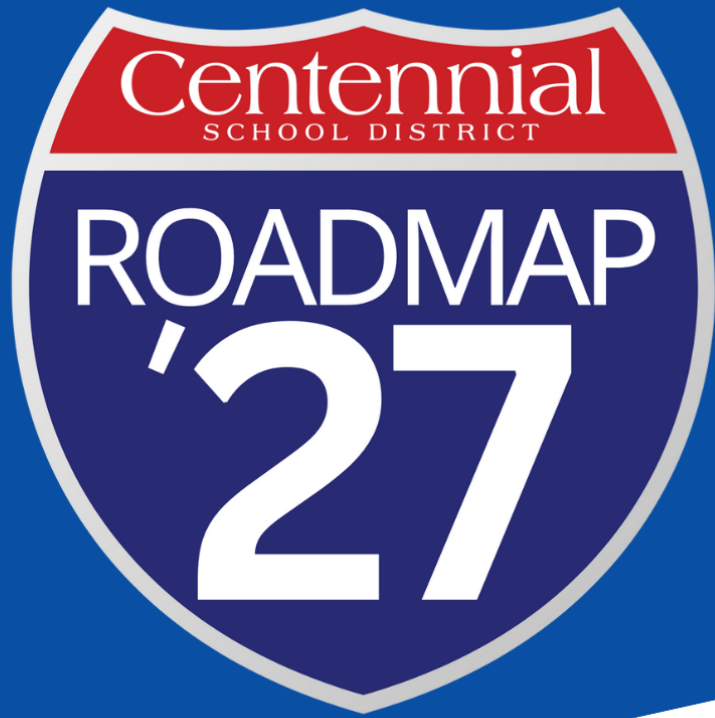


# Questions & Comments



For more information visit [csd28j.org/integratedguidance](https://csd28j.org/integratedguidance)





*Thank You!*



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