ODE Innovation and Improvement Process

August 16, 2022

ODE Guidance Booklet

Alignment of CSD Priority Areas to AFSS Four Goals

AFSS COMMON GOALS

Destination 2023
Key Priorities & Strategies
Through the 2022-23 School Year
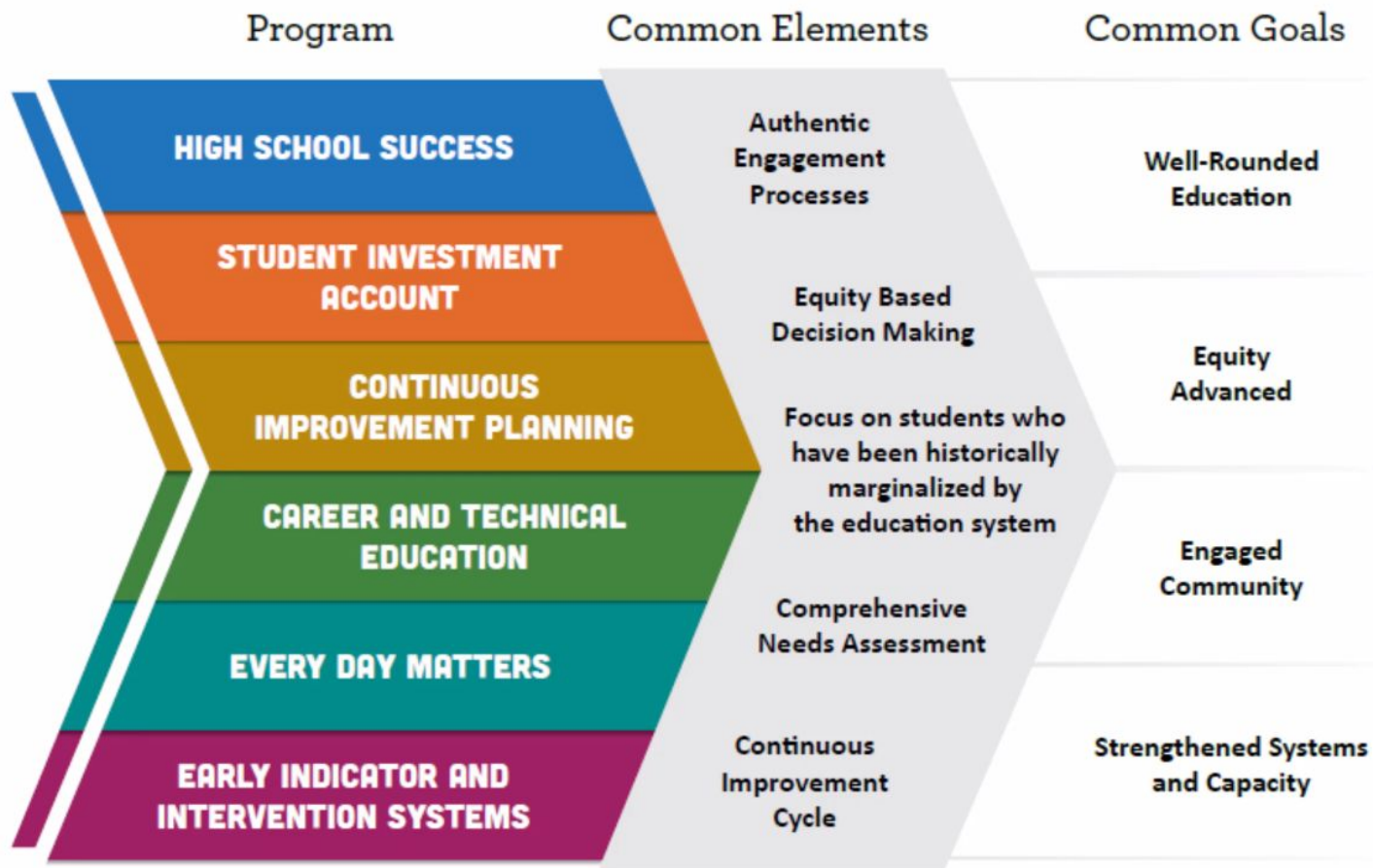
Destination 2023 Strategic Plan

Vision

Centennial School District builds authentic relationships with our diverse community that equitably engages and honors all voices. We intentionally implement rigorous, culturally relevant, and evidence-based practices to cultivate academic excellence for each student.

Mission

Collaborating in Community
Cultivating Equity
Inspiring Excellence

Equity

EACH and EVERY learner will receive the necessary resources they need individually to thrive in our schools no matter what

STUDENT-FOCUSED TEACHING & LEARNING

High functioning Professional Learning Communities (PLCs)

Comprehensive assessment system

Effective, culturally relevant & responsive curriculum and instructional practices

Universal Design for Learning

HEALTHY CULTURE & ENVIRONMENT

Professional learning focused on social-emotional learning and equity

Comprehensive school counseling programs

2020 Capital Improvement Bond

COVID-19 health and safety mitigation measures

EFFECTIVE SYSTEMS & PROGRAMS

Multi-tiered Systems of Support (MTSS)

Comprehensive Achievement Plan (CAP) development & implementation

COMMUNITY & PARTNERSHIPS

Community outreach & engagement

Increase partnerships and equitable resources to support students

Well-Rounded Education

Strengthened Systems & Capacity

Engaged Community

Equity Advanced

GOALS - ODE Six Initiatives

High School Success (HSS)	Student Investment Account (SIA)	Continuous Improvement Planning (CIP)	Career and Technical Education - Perkins V (CTE)	Early Indicator and Intervention Systems (EIIS)
Improve student progress toward graduation beginning with grade 9 Increase high school graduation rates Increase equitable access to advanced Coursework Improve high school graduates' readiness for college and career	Meet students' mental health or behavioral needs Reduce academic disparities and increase academic achievement for the following focal groups: • Students of color and tribal/ Indigenous students • Students who experience disabilities • Emerging bilingual students • Students navigating poverty, homelessness, and foster care • Other student groups that have historically experienced academic disparities	A continuous improvement process that: • Establishes ongoing opportunities to engage education and community partners • Leverages multiple perspectives and equity-centered data analysis to identify strengths and areas for improvement as well as to make timely adjustments to improve experiences and outcomes for students • Uses effective practices to develop and implement a multi-year improvement plan	To develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and Programs of Study. State Plan Goals Include: • Expand transparency and the voices contributing to our career preparation system • Increase equitable access and inclusion in high-quality CTE and career connected learning activities • Integrate Career Connected Learning more centrally in Oregon's schools	The EIIS Investment aims to support cohesive systems that include these elements: • Active staff teams at school and district level • Robust framework of supports and interventions • Program innovation and improvement • Student, family, and community engagement • System for indicator data collection and analysis, use of predictive analytics to identify support for students, and areas for improvement • Integrated elements, connections across grade levels and schools, and alignment with other ODE initiatives, including the Student Investment Account, Continuous Improvement Plan, High School Success, and Every Day Matters

Every Day Matters (EDM)

Addressing chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement is foundational to the success of each initiative in this guidance. Resources and research which support EDM are now embedded across the five other programs, with capacity and support to districts being aligned through ESDs, community-based organizations, and each of the initiatives. You won't see a dedicated one-pager or see EDM as a pulled apart program. This is done intentionally as we align and integrate.

Process

Process Steps >	Learn & Prepare	Engage & Assess	Develop & Plan	Finalize	Apply	Review	Grants Finalized
Descriptions >	Time to digest this new guidance and do internal planning and budgeting to support the planning and engagement processes that follow	Engage community, focal student groups, families, tribes, and educators. Identify patterns in community feedback and data while completing a comprehensive needs assessment	Review engagement input, apply equity lens; consult best practice recommendations from Quality Education Commission (QEC) reports and SSA Student Success Advisory Plans; consider ESSER III engagement feedback; review regional labor market information and regional CTE priorities with CTE regional coordinator; create plan and budget; use continuous improvement tools to workshop and develop plans, budget, and application - include outcomes, strategies, activities, and growth targets	Produce Integrated Budget, Plan and Application; post to community for comment, present and have board approve prior to submission	Application Window opens from Wednesday, March 1 through Friday, March 31 for submitting four-year plans covering 2023-2027 with budgeted and focused plan for the 2023-25 biennium	ODE reviews applications, co-develops and finalizes required targets while engaging community and educators through Quality Assurance Learning Panels (QALP)	Grant agreements finalized for all relevant programs and implementation begins

4/1 and 6/3 - MESD overview
6/20 and 6/27 - CSD Core Team
6/20-7/20 - Consultant search

Sharing Guidance One Year Ahead of Application Window
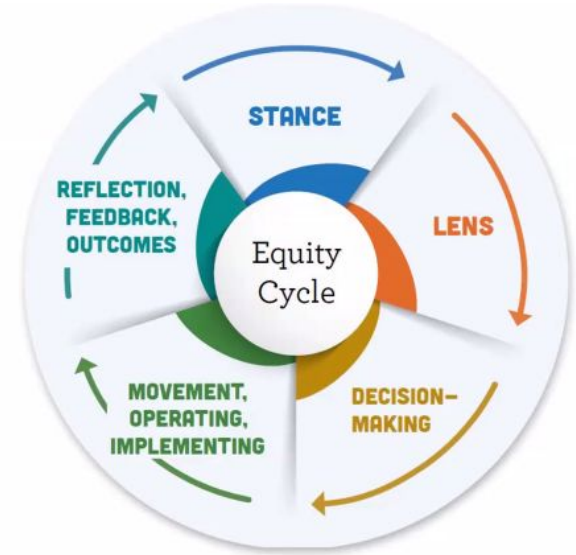
High-Level Timeline

- <u>February 2022</u>: Guidance released to learn & prepare

- <u>Fall 2022</u>: Community engagement and needs assessment

- <u>Fall/Winter 2022</u>: Plan development, Equity Lens, and work through process requirements

- <u>Jan-Feb 2023</u>: Finalize Budget, Plan, and Integrated Application posted for community feedback and Board approval.

- **<u>March 2023</u>: Integrated Application Window open**

- <u>April-June 2023</u>: ODE review process

- <u>July 2023</u>: Grant agreements and implementation begins

Planning Requirements

- Use of an Equity Lens
- Community Engagement
- Tribal Consultation
- Comprehensive Needs Assessment
  - Consider Community Engagement Input
  - Review Disaggregated Student Data
  - Identify Priorities Aligned to the Four Common Goals
- Consideration of the Quality Education Model (QEM)
- Reviewing and Using 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

STANCE

LENS

REFLECTION, FEEDBACK, OUTCOMES

Equity Cycle

MOVEMENT, OPERATING, IMPLEMENTING

DECISION-MAKING

Community Engagement

This [Community Engagement Toolkit](#) lays out a framework and recommendations for applicants to engage in robust community engagement with focal student groups, families, communities, and staff. Applicants are encouraged to build on existing work and to grow with community, youth, or staff advisories developed previously.

LEVELS OF COMMUNITY ENGAGEMENT

0	1	2	3	4	5
STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION					
Protecting School/ District Interests **Unintended Impact to Consider:** *Marginalizing Communities*	Keeping Communities Updated **Unintended Impact to Consider:** *Placating & Underestimating Community Wisdom*	Receiving Community Input **Unintended Impact to Consider:** *Tokenizing & Gatekeeping Community Engagement*	Meaningfully Engaging Community Voice **Unintended Impact to Consider:** *Community Voice is Not Heard*	Collaborating and Sharing Power with Communities **Unintended Impact to Consider:** *Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust*	Communities Drive and Own the Work **Unintended Impact to Consider:** *Sovereignty and Core Agreements are Not Honored*

TRIBAL CONSULTATION

Oregon has nine federally recognized tribes that are geographically dispersed, and may need time to convene and engage in planning efforts. Tribes are sovereign governments. Many tribes have an agency for education and a director who can connect the district to its parents and community members. Information on the tribes including contact information is available on the [Oregon Tribal page](#).

Community Engagement - Stakeholders

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinneyVento
- Coordinators
- Local Workforce Development and / or
- Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre Employment
- Service Staff
- Justice Involved Youth
- Community leaders

The table below provides examples of previously utilized programmatic plan strategies or activities that have or could receive funding from the sources indicated.

Strategy/Activity	SIA	HSS[68]	EIIS	PERKINS[69]
Develop and implement an integrated model of mental health in order to support students feeling a sense of belonging and safety.	✓	✓	✓	✓
Develop additional academic supports through a tiered approach aligned to the needs of our English Learners.	✓	✓		✓
Round out our middle and high school curricular offerings to expand CTE, as well as advanced and dual credit courses that are accessible to each and every student.	✓	✓		✓
Implement a reliable, easily accessible electronic data system that supports educators and leaders to identify student strengths, growth areas, and progress toward graduation in multiple dimensions for students as allowed by a given fund source, including learning progress, school engagement, social/emotional wellness, and family engagement.	✓	✓	✓	
Create Community-based Family Liaison position(s) in all communities in our district, provide continuity of partnership and support (with families identified through EIIS, IDEA, Title I, and other specific supports) and eliminate the possibility that a family is disconnected from the school.	✓		✓	
Develop an equitable funding model for rural regional leadership support and development that involves leadership equalization funds, additional professional learning funds and a travel differential to ensure equitable access to high-quality programs, experiences and instructors.				✓
Develop a system where students are monitored and support is provided to help ensure on-time graduation, including things like graduation coaches, student success coaches, and time for teachers to collaborate	✓	✓	✓	
Develop a system where students are encouraged to enroll in college level courses and have college level opportunities and access other advanced courses. Barriers like cost or access are removed and students are actively	✓	✓		✓

Setting a Consistent Long-term Rhythm

Legislative intent imagines a consistent implementation cycle for these programs.

The following graphic illustrates how this guidance is implemented over the next decade.

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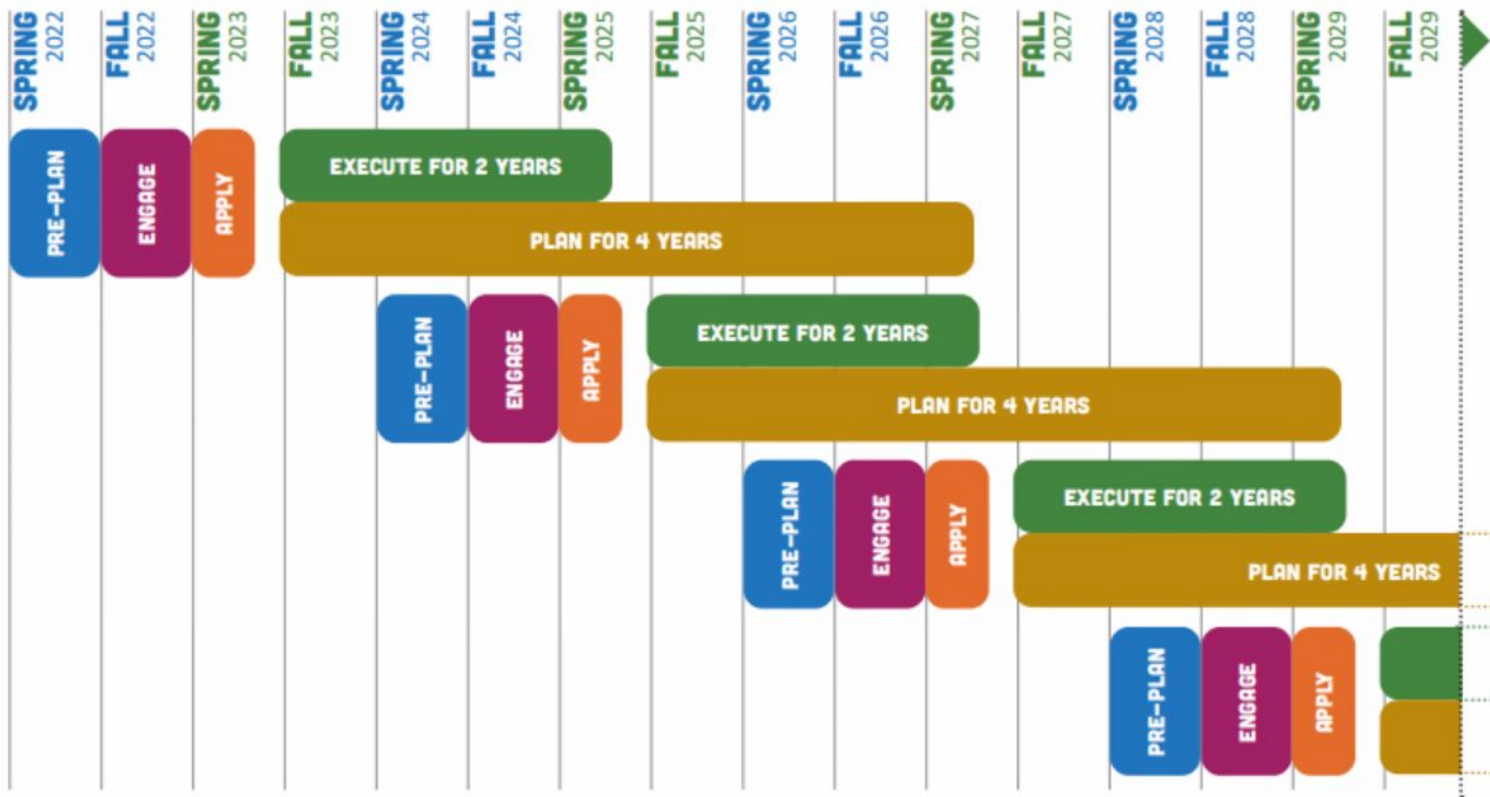
Key Collaborator: Performance Fact

Mission:

To develop capable leaders,

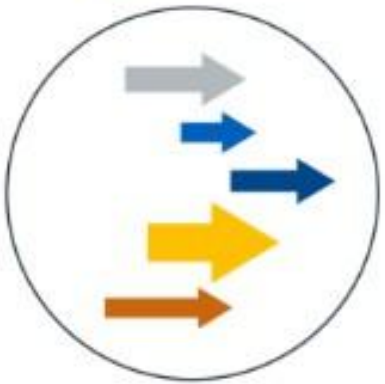*Strengthen professional practices, and*

Achieve extraordinary student results

testimonials

Why Plan?

_Mis_alignment

Alignment
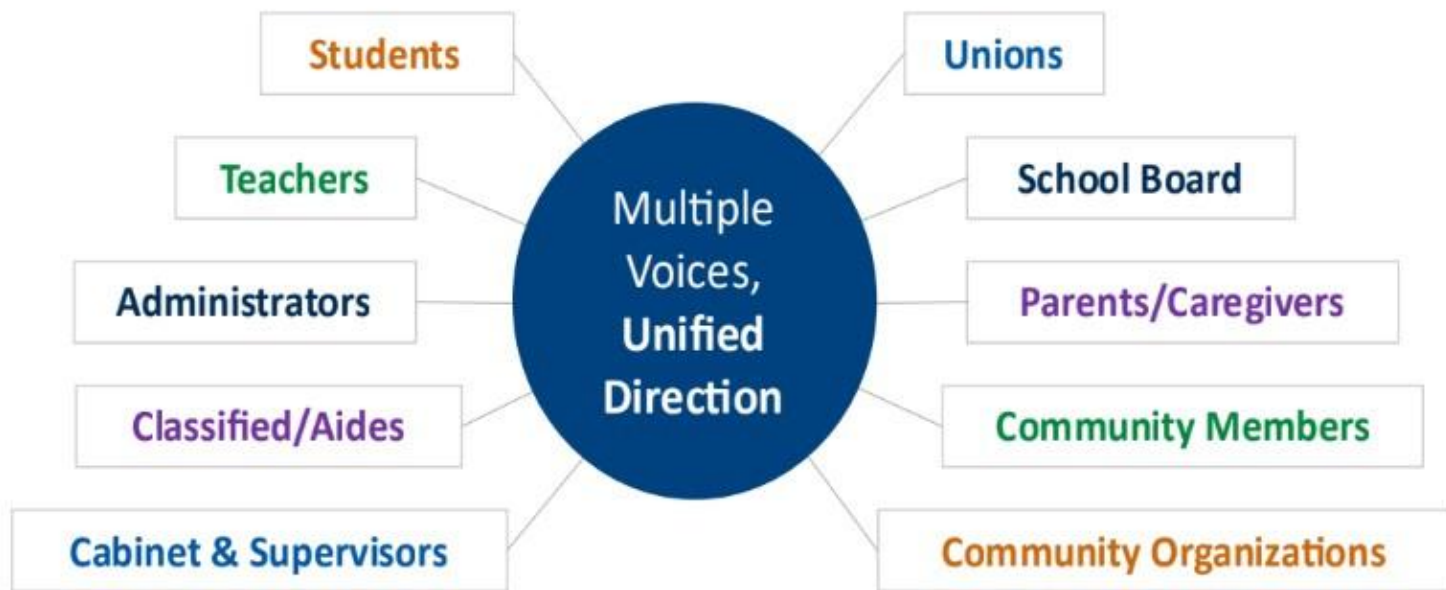
A primary aim of *planning* is unity of purpose, or alignment

Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

What We Will Do: The Planning Model

A Data-driven, Equity-focused Planning Process

DATA	→	ANALYSIS DISCOVERY	→	SOLUTION

What data do we have?	What does the data say? and Why does the data look that way?	What are we going to do about it all?
Student Data for Multiple Sources	**Areas of Strength** and **Areas of Concern** of the Equity Indicators & Measures and **"Root causes"** (underlying causes) of the current state of the Equity Indicators	• Student Learning • Instructional Effectiveness • Empowering Infrastructure

What You Will Get: The Products

Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."

1. Student Learning
- Equity Principles
- Our Promise
- Portrait of a Graduate
- Goals & Measures of Student Success
- Performance Benchmarks

First 2 bullets - Refresh

2. Instructional Effectiveness
- "Four Pillars" (Building Blocks)
- Professional Practices for Effective Instruction
- Strengthening Equitable Access to the Instructional Core

First bullet - Refresh

3. Empowering Infrastructure
- Strategy Map: Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation
- Aligned Resources, Supports & Services
- Leadership for Results

PERFORMANCE FACT INC. ©   Think. Believe. Move Mountains.   STRATEGIC PLANNING & ALIGNMENT

Stakeholder Groups and Task

- **Alignment Team (AT)**

- **Board Team (BD)**

- **Community Forum (CF)**

- **Cabinet/Leadership Team (CLT)**

- *** Core Planning Team (CPT)**

- *** Instructional Focus Team (IF)**

- **PK-12 Admin Meeting (PT)**

- **Student Voice Team (SV)**

- **Community Voice: Focus Groups (CV)**

All Groups Experience Similar Plan

1. Explore data
2. Analysis/Discovery
3. Possible solutions

Other notes

- Strategic date planning to limit substitute issues
- Utilize existing ongoing meetings, such as Ad Council, Cabinet, Board, etc.
- CPT meets the most, is cross sectional of district, oversight of work from start to finish
- IFT cross section of schools, grades, content.