

INSTRUCTIONS FOR SCHOOL/DISTRICT

This template deck is a resource for applicants to turn and adapt and use in presenting their Integrated Application as covered under, [Aligning for Student Success: Integrated Guidance 2025-27.](#)

This resource is designed for governing boards but could, often with translation, be used for communicating to families and the communities served.

Questions?

Contact your ESD Liaison or email ODE.EI@ode.oregon.gov

Ashland School District



2025-27 Integrated Application Presentation to Governing Board

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Purpose for Presentation

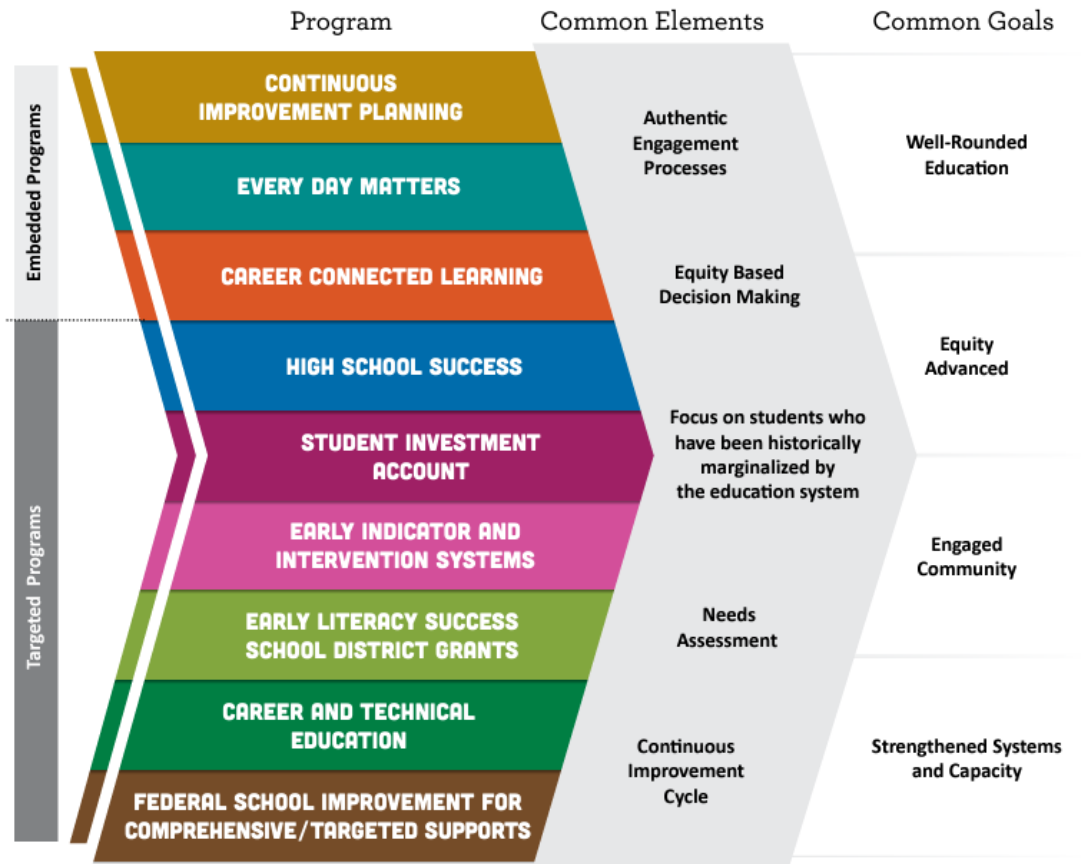
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



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 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.

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 (EIS) - 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

Ericka Beck-Brattin, Grant Coordinator

Michelle Cuddeback, Assistant Superintendent

Joseph Hattrick, Superintendent

Christine McCollum, Early Literacy Grant Coordinator

Rebecca Gyarmathy, Assistant Principal Ashland Middle School

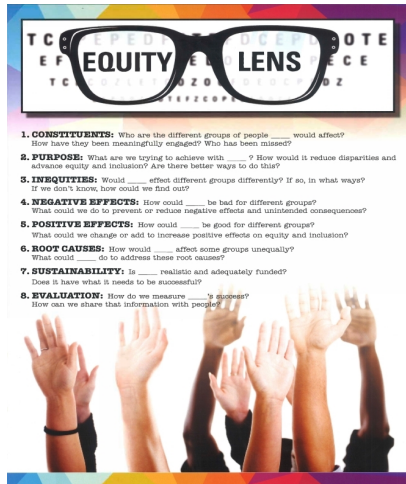
Sherry Ely, Director of Business Services

Lead Team, District Administrators and Department Heads

ORIS Review, Team Community Members, Staff, Administrators

Equity Lens and Tools Used in the Decision Making Process

- Oregon Equity Lens
- ORIS Oregon Integrated Systems Framework



District Level Systems Health Needs Assessment

Version 1.0
Updated May 2019



Community Engagement Highlights

Rich Variety of Community Engagement Data

- Staff
- Community and Family
- Student
- Academic

High Family Response Rate to Survey

Intentional in Focal Group Engagement

Needs Assessment Highlights



Community Engagement Data

ORIS Needs Assessment

- Routines and Structures
- Professional Learning
- Well-Rounded, Coordinated Learning Principles

Lead Team Analyzed and Elevated Trends and Themes to Determine Priorities

These priorities emerged:

Retain Mental and Behavioral Health Supports

Retain Instructional Supports

Increase Attendance District-Wide

Sustain and Increase Educational Opportunities

Sustain Opportunities for Community Engagement

Ongoing Professional Learning for Staff

Our intended outcomes are:

Increase proficiency in 3rd grade reading for all students and students in focal groups to 68% by 2028.

Increase graduation rates for all students and students in focal groups to 95% by 2028.

Increase the number of students prepared for postsecondary success

Increase the rate that students, staff, and families report experiencing a safe, welcoming, supportive, and inclusive environment

These key strategies will help us achieve our intended outcomes:

- Provide equitable access to social, behavioral, and mental health supports for students in grades K-12
- Increase student, family, and community awareness of educational opportunities and programs offered within ASD.
- Strengthen collaboration with regional partners who represent or serve underserved populations through partnerships, trainings, and college and career exploration
- Provide high-quality, research-based professional development for staff to better understand and support all students, with particular attention to students who have currently and historically been underserved.

Key Investments:

Behavioral and Mental Health Supports- 25/26 SY:\$500,000 26/27 SY: \$550,000

- Retain Youth Advocates
- Provide Behavioral Health Supports
 - Behavioral Health Specialist
 - Child Development Specialists
 - Secondary Counselor(s)

Key Investments:

Retain Instructional Supports 25/26 SY: \$1,800,000, 26/27 SY: \$2,100,000

- Retain ELD Teacher(s)
- Implementation Specialist
- Retain Secondary Counselor(s)
- Retain Instructional Staffing
 - Retain Instructional and Data Coach(s)
 - Retain Intervention Teachers(s)
 - Retain Instructional Support Staff

Key Investments:

Increase Attendance District-Wide 25/26 SY: \$70,000 and 26/27 SY: \$75,000

- Hire Attendance Advocate
- Retain Secondary Counselor(s)
- Project Youth+

Sustain and Increase Educational Opportunities 25/26 SY: \$775,000 and 26/27 SY: \$825,000

- Provide Online Instructional Support
- Provide Various Educational Opportunities
- Project Youth+

Sustain Opportunities for Community Engagement 25/26 SY: \$8,000 and 26/27 SY: \$8,000

- Implementation Specialist
- Provide access to Community Engagement Activities

Ongoing Professional Learning for Staff 25/26 SY: \$30,000 and 26/27 SY: \$60,000

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 and activities are possible if we move to another tier in our plan: additional training in Science of Reading for Secondary, additional supports for Affinity groups, additional professional development and additional instructional supports

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

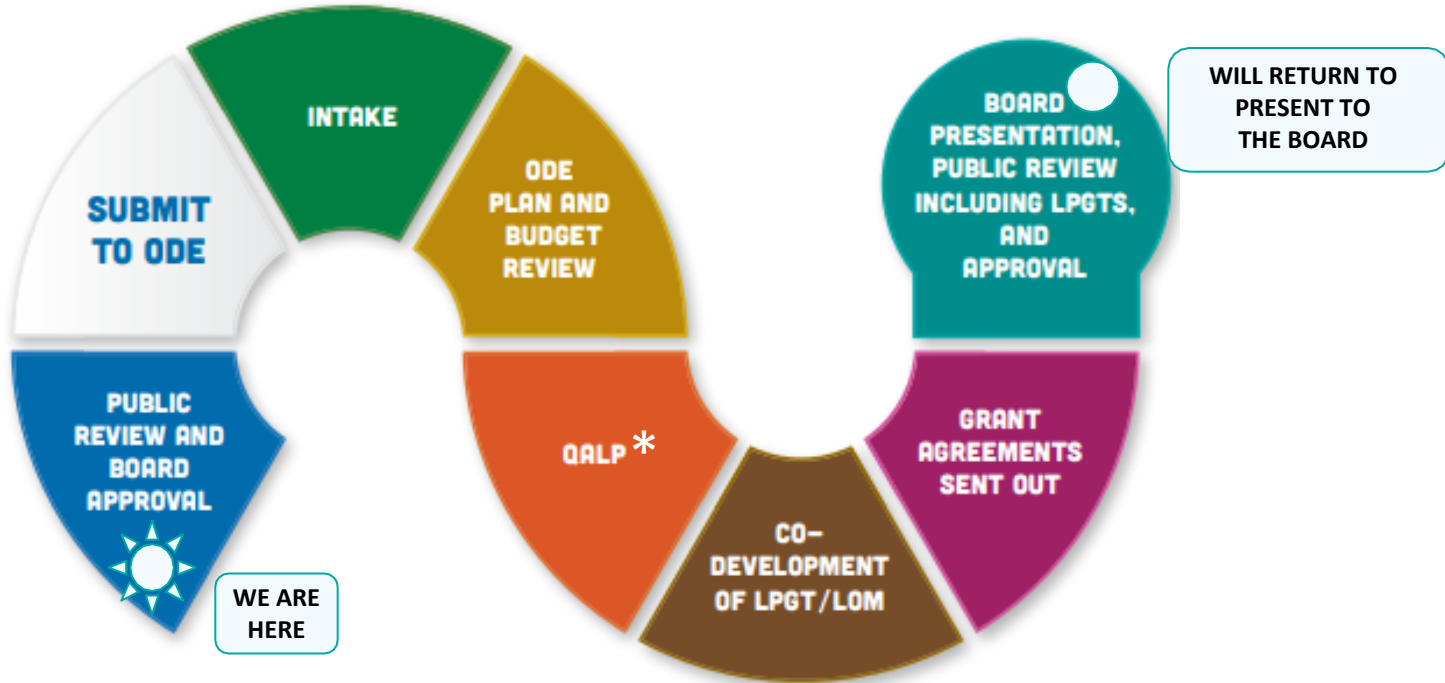
Longitudinal Performance Growth Targets (LPGTs)

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

What Happens Next?



Questions & Comments

