

Aligning for Student Success: Integrated Programs

2025-2027 Application

School Board Meeting
March 11, 2025

Agenda

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose of Presentation

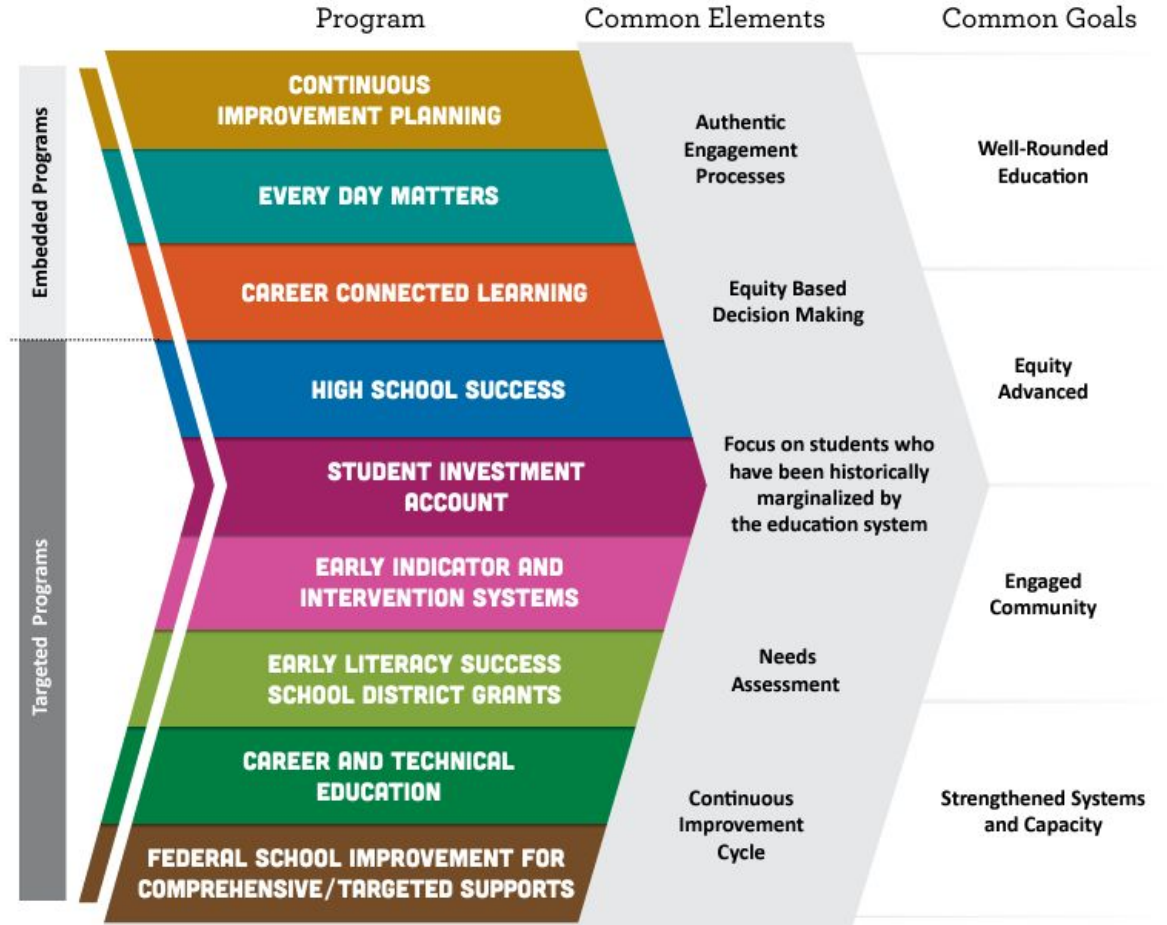
- Share how plan priorities emerged, given the range of inputs
- Explain how the plan was developed
- Receive feedback on the proposed plan
- Seek board approval at the April 8 Board Meeting



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, especially for Students who have experienced disparities.

- **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 eight other programs, focusing attention on student engagement, school culture, climate/safety, and 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

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **High School Success (HSS)** - Focused on improvement of graduation rates as well as career and college readiness
- **Student Investment Account (SIA)** - Focused on reducing academic disparities while increasing academic achievement and meeting the mental and behavioral health needs of students
- **Early Indicator and Intervention Systems (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **Early Literacy Success School District Grants (ELSSDG)**
 - 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
 - Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family oriented

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **Career and Technical Education - Perkins V (CTE)** - Improve access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers
- **Federal School Improvement** - Address 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) schools

Meet Our Planning Team Members

- **Stafford Boyd**, Administrator for Curriculum, Instruction & Assessment
- **Tatiana Cevallos**, Administrator for Equity & Inclusion
- **Veronica Galvan**, Administrator for Curriculum, Instruction & Assessment
- **Kristina Hauss**, Research & Evaluation Specialist
- **Toshiko Maurizio**, Administrator for Multilingual Programs
- **Rachel Jury**, Assistant Director for Special Education
- **Jill O'Neill**, Executive Administrator for T&L/Option Schools
- **Susan Ouellette**, Program Specialist
- **Shelly Reggiani**, Executive Administrator for Equity & Inclusion
- **Andrew Robinson**, Assistant Administrator for Multilingual Programs
- **Shirley Valladares**, Assistant Director for Special Education

Planning Processes Requirements

- Use of Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a 4-year plan with clear Outcomes, Strategies, and Activities
- Review & revise existing plan
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from the Statewide Student Success Act Plans
- Review and use Regional CTE Consortia inputs

Our Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

Community Engagement Highlights

- Superintendent Listening Sessions & Coffee Chats
- Surveys: Students, Parents/Guardians, Staff, Community
- Student Advisory Committee to the Superintendent
- Student Interviews
- Multilingual Family Nights
- Family Engagement Groups
- Educational Equity Advisory Committee
- CTE Industry Advisory Board Meetings

Needs Assessment Highlights

Opportunities for growth:

- Student sense of belonging
- Early literacy achievement
- Graduation rate
- Attendance rate
- Awareness of and access to career connected learning opportunities at the middle and high school levels
- CTE participation and persistence

Priorities

These priorities emerged:

- Strengthen K-3 early literacy instruction and achievement, especially for focal student groups
- Continue to improve graduation rates for all students
- Increase CTE and dual credit opportunities
- Support reduced class sizes
- Behavioral health and wellness supports
- Academic Interventions

Proposed Plan - Intended Outcomes

- ❖ Increase academic achievement for K-3 early literacy, focused on achievement for all student focal groups
- ❖ Increase graduation rates for all student demographic groups
- ❖ Students in every focal and demographic group will report an increased sense of belonging at school
- ❖ BSD will fully implement a K-12 multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students

(cont'd.)

Proposed Plan - Intended Outcomes

(cont'd.)

- ❖ All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group
- ❖ Increase the number of students prepared for postsecondary success through CTE Program of Study participation, with a specific focus on students who are underserved/underrepresented in district CTE programs

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Increase academic achievement for K-3 early literacy, focused on increasing achievement for all student focal groups**
 - Invest in high-quality instructional materials to support evidence-based literacy practices
 - Provide intensive support through high-dosage tutoring
 - Provide additional learning opportunities through extended learning programs and other interventions
 - Implement and support best practices in literacy instruction

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Increase graduation rates for all student demographic groups.**
 - Continued support of reduced class sizes to close the opportunity and achievement gap using the Staffing Allocation Methodology (SAM)
 - Continue 9th Grade (On-Track) Success Teams at all high schools
 - Mentoring and support of high school students who are not on-track for graduation within four years
 - Provide credit recovery options through high schools, as well as online opportunities
 - Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all students

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Students in every focal and demographic group will report an increased sense of belonging at school**
 - Create school communities focused upon equity and inclusive practices
 - Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion
 - Create opportunities for families to connect and engage
 - Expand the number of staff of diverse racial, ethnic and linguistic backgrounds through recruitment, hiring and mentoring

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Fully implement a K-12 Multi-Tiered System of Support (MTSS) to meet the academic and behavioral needs of all students**
 - Design and implement a K-12 multi-tiered system of support (MTSS) focused upon the whole student, including students' academic, behavioral and social-emotional needs
 - Provide equitable access to academic support and interventions
 - Provide equitable access to behavioral health and wellness supports

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal and demographic group**
 - Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses
 - Expand Dual Language programs to increase access to students districtwide

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Increase the number of students prepared for postsecondary success through CTE Program of Study participation with specific focus upon students who are underserved/underrepresented in district CTE programs**
 - Enhance and expand CTE programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations
 - Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD
 - Provide training and support to HS Counselors and other staff on marketing CTE programs and recruiting students into CTE courses and Pathways

(cont'd.)

Proposed Plan

These key strategies will help us achieve our intended outcomes:

(cont'd.)

- Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities;
- Implement a career connected learning system with equitable access for all middle and high school students

Proposed Plan

Key investments

Classroom Teachers (ES, MS, HS)
English Language Development Teachers
9th Grade Success Teams
Graduation Mentors
Credit Recovery Teachers
FLEX Online Teachers, Curriculum and Supplies
Family Engagement Funds
Partnership with Lifeworks
Equity and Inclusion Administrator
K-12 Equity Professional Development
HR Equity Talent Acquisition Administrator
Bilingual/Multilingual Facilitators/Liaisons
MTSS Teacher on Special Assignment
High-Dosage Tutoring (ES)
Extended Learning for Early Literacy (ES)
Early Literacy Coaching (ES)

Academic Instructional Coaches (ES, MS)
Student Success Coaches (ES)
School Support Specialists (MS, HS)
Nurses
Substance Use Specialists (MS, HS)
Social Workers
Special Education Staff (Psychologists, Resource Room Teachers and Speech Language Pathologists)
Professional Development for AP/IB Teachers
Dual Credit course offerings
Dual Language Curriculum and instructional materials
CTE Administrator and Coordinator
CTE Teachers and Staff
CTE curriculum, equipment and supplies
College and Career Counselors

Proposed 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 the plan:

- Increased Academic Instructional Coach Support (HS)
- Career Connected Learning TOSA and Support Staff (MS, HS)
- Intervention Specialists (ES, MS, HS)
- Increased CTE Teachers (HS)
- Increased Classroom Teachers (ES, MS, HS)
- Increased Professional Development for AP/IB Teachers (HS)

How ODE Defines 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 (LPGTs) with BSD, based on:

- Data available for longitudinal analysis
- Guidance established by the department
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency 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?

March / April	Public review & board approval
April 30	Submit to ODE
May / June	ODE Plan and Budget Review
June / July	Co-development of LGPTs/LOM
July / August	ODE sends grant agreement
August / Sept	Board presentation, public review of LGPTs, and board approval

What are your questions?