



Dayville School District

2023 Integrated Application Presentation

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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 present, open for comment, and seek board approval

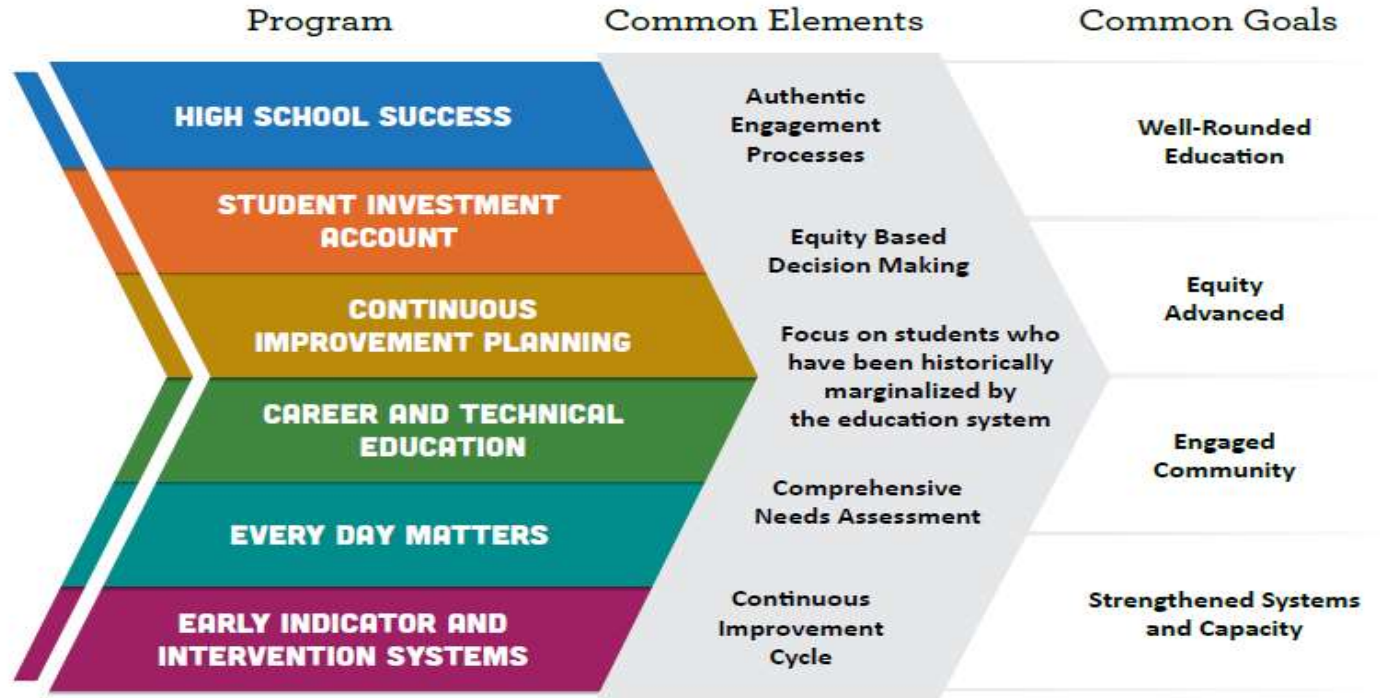


Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals



Summary of Program Purposes

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.

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.

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.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

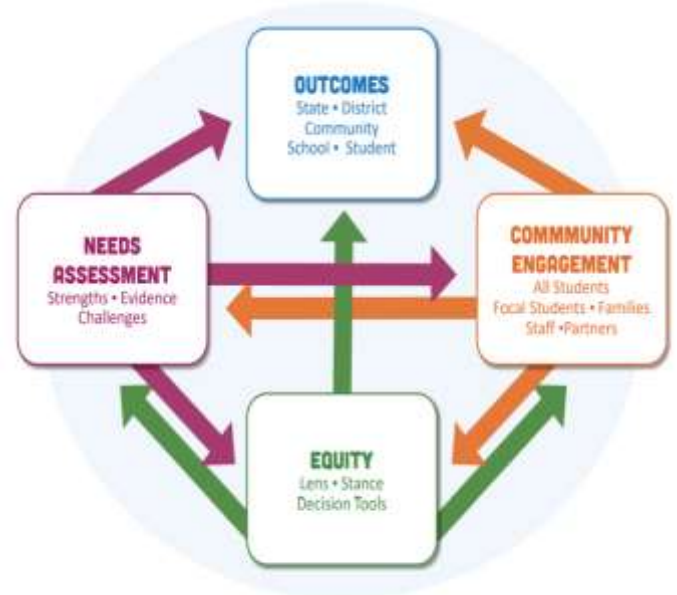
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

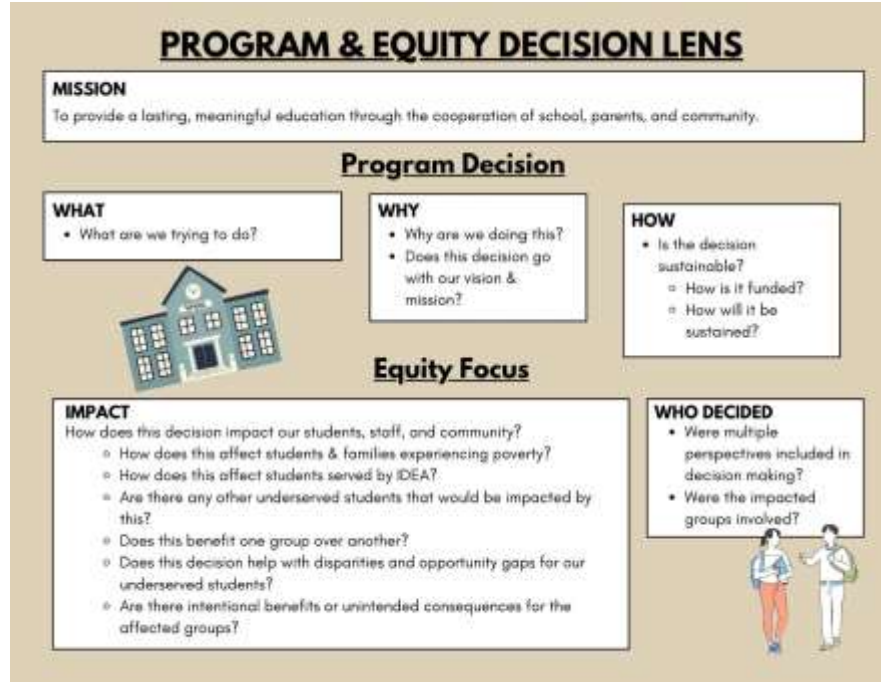
- Shilo Fretwell –Kindergarten, 1st and 2nd Grade Teacher, Lead Teacher, Advisor to the Preschool, Parent
- Tiffnie Schmadeka - Middle and High School Teacher, SPED, ESL Athletic Director, Parent
- Carrie Sullivan – 3rd and 4th Grade Teacher, Agricultural Committee, Teacher of the Year
- Ethan Thompson – 11th Grade Student, Sports, CTE Courses
- Tina Rhoda – School Board Vice Chair
- Ruthie Moore – Community Member, City Recorder
- Davida Irving – Superintendent/Principal
- Mark Habliston – SIA Liaison, Note Taker

Required Planning Processes

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- Review and use 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



Equity Lens, Tool(s) & Decision Making



Community Engagement Highlights

- Interviewed students, staff, community, specific focal groups
- Common statements from all three groups
- Fairly easy suggestions to respond to
 - Opportunities
 - Continue to build community relationship

Needs Assessment Highlights

- Needs:
 - More community engagement
 - Need to establish strong relationship
 - Transparency about what is happening at school
 - Vocational Classes needed
 - Opportunities for students (Field Trips, Electives, etc.)

[Link to application responses](#)

Our Plan

These priorities emerged:

- Get as many opportunities for students as possible
- Need to focus on special education
- PD for staff to incorporate the new investments
- Establish communication with the community about happenings and opportunities
- RTI would be useful K-12

Our Plan

Our intended outcomes are:

- Reduce the disparities of achievement for our students served by IDEA & demonstrate proficiency in meeting state benchmarks for all students
- Students who experience better mental and social health will increase academic attainment
- Create a well-rounded education for students that enhances class options and opportunities, and after-school opportunities, resulting in students graduating with at least one career/secondary training goal to achieve
- A system and culture is established where the school is the nucleus of the community and fosters ongoing community engagement, and develops a strong positive culture with the school and community
- Students who attend school regularly will improve academically and socially

Our Plan

These key strategies will help us achieve our intended outcomes:

- Create supports to administer specially designed instructions by specialists for students served by IDEA
- Establish and maintain intervention supports
- Develop and implement Social Emotional Learning
- Invest in new curriculum, supports, opportunities, and class electives to enhance classes, and create new options for students
- Invest in professional development opportunities for staff to create high quality educators
- Student Success Coach Position - Oversee student success team (9-12), class advisors, data support, events and activities coordinator, and mental health support
- Provide for school and community events with a safe and equipped location to provide educational and social events.
- Communications specialists position
- Reduce chronic absenteeism

Our Plan

Key Investments:

- Special Education Teacher
- Part-Time Counselor
- New Elective Curriculum
- After School Activities
- Professional Development for Staff
- Student Success Position
- Hosting Community Events
- Social Media and Testing Coordinator stipend
- Host guest lectures and events for community to attend

[Link to Integrated Planning and Budget Template on our Website](#)

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:

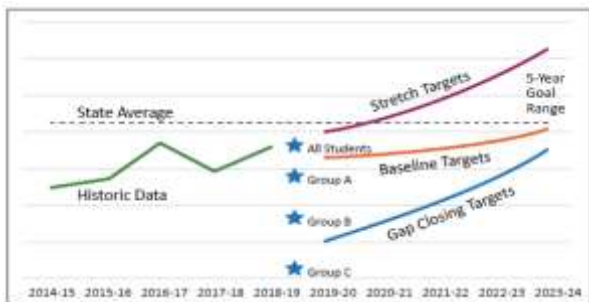
- Develop and establish RTI/MTSS (adopting RTI curriculum and SEL curriculum)
- Create more classes with addition of classrooms through modular expansion
- Enhance safety of school through replacement & repair of current steps
- Establish a weight room available to community use after hours
- Support for Everyday Matters Liaison's Strategies
- Update and adopt core subject for current adoption year

How the State understands success

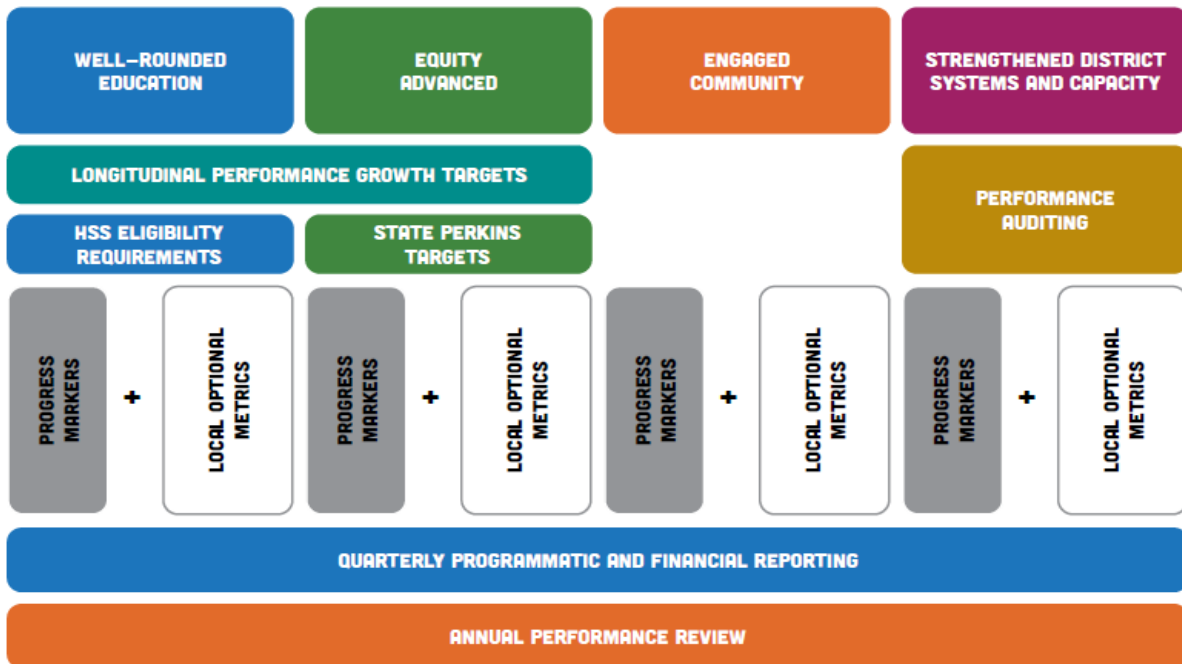
SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



Oregon Department of Education



What Happens Next?



Questions & Comments

[Link to comment on plan](#)