

Cascade School District



2023-2025 Integrated Plan

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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

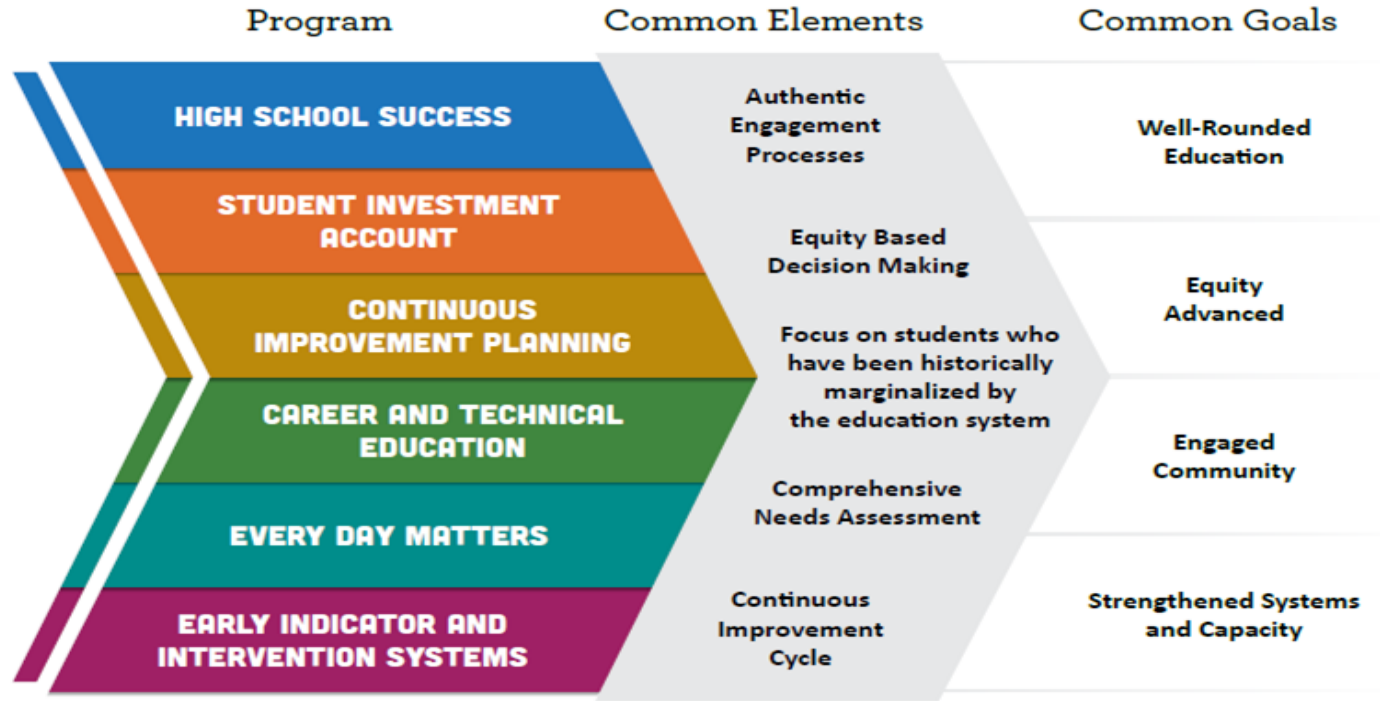


Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 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 (EIIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

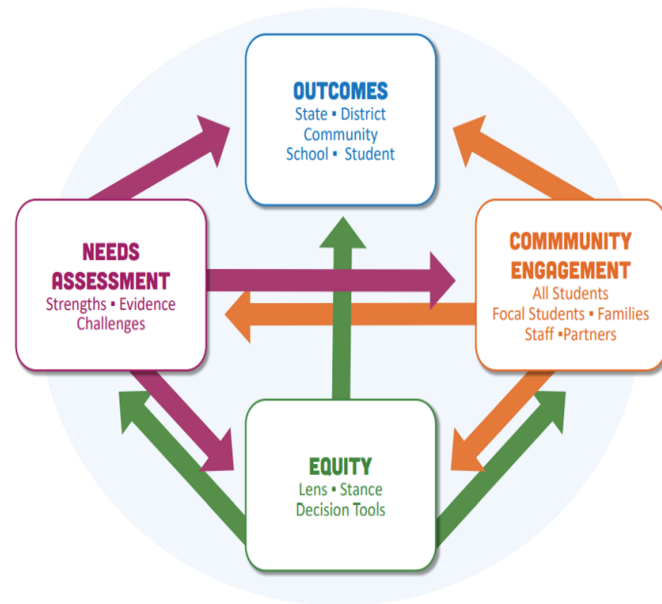
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

- Matt Thatcher, Director of Education
- Darin Drill, Superintendent
- Dawn Moorefield, Assistant Superintendent
- Toni Wallisa, CTE administrator and Assistant SPED Director
- Scott Pillar, Finance Director

Required Planning Processes

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- 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



Our Plan

These priorities emerged:

- Academic Support for gaps and lost learning
- Social-Emotional Support for students still struggling
- Literacy and the Science of Reading
- Continued robust MTSS in math
- Engagement and Enrichment opportunities for students during and outside of the school day.
- Recruitment and retention of excellent staff members
- Continued college and career readiness

Our Plan

Our intended outcomes are:

- All students at grade level in math and ELA
- Further narrow the learning gap for our most disenfranchised students by at least 10%
- Improve the graduation rate for at-risk populations
- 15% fewer students at risk for SE challenges (DESSA)
- Equitable access to CTE and student engagement supports

Our Plan

Key Investments:

High School Success - \$725,000

Student Investment Account – \$1.9 million

Our Plan

Key Investments:

Math coaches and support IA's

Additional counseling supports (Trillium and district)

College and career coordinator & and "Frosh on Track" Coord.

Family Resource Center and support advocates

Literacy Coaches

Ongoing structured PD (AVID, new curriculum, RULER, DESSA)

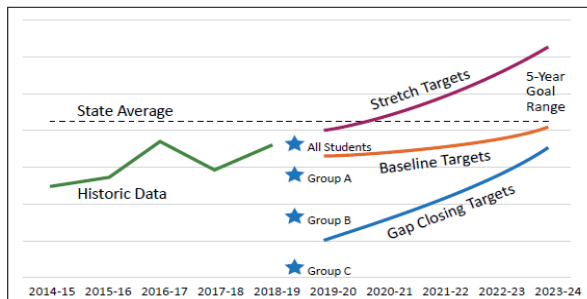
After school/Summer enrichment and remediation

How the State understands success

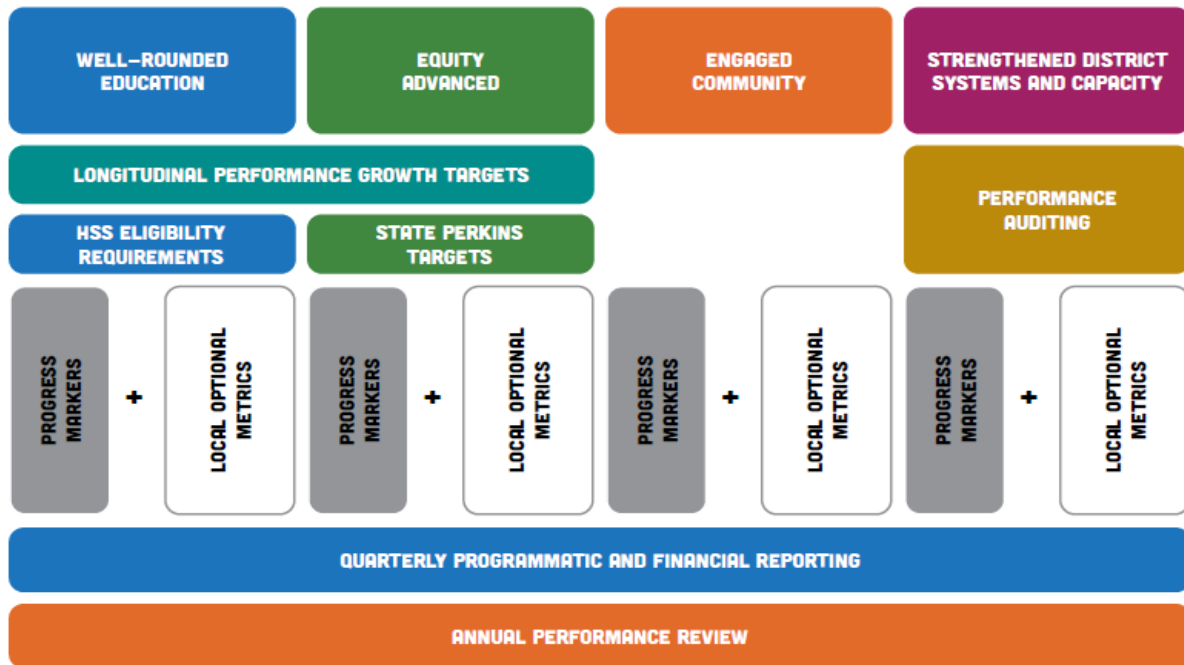
SUMMARY OF PERFORMANCE MEASURES

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



Longitudinal Performance Growth Targets (LPGTs)

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:

- 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

- Other local metrics may be used to develop applicable performance growth targets.



Referred to as
"5 Common Metrics"

What Happens Next?

