2025-27 Integrated Application

Presentation to Parkrose School Board

Contents

- Purpose of Presentation

- Background & Context

- Planning Team

- Plan Inputs

- Plan Overview

- What's Next

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
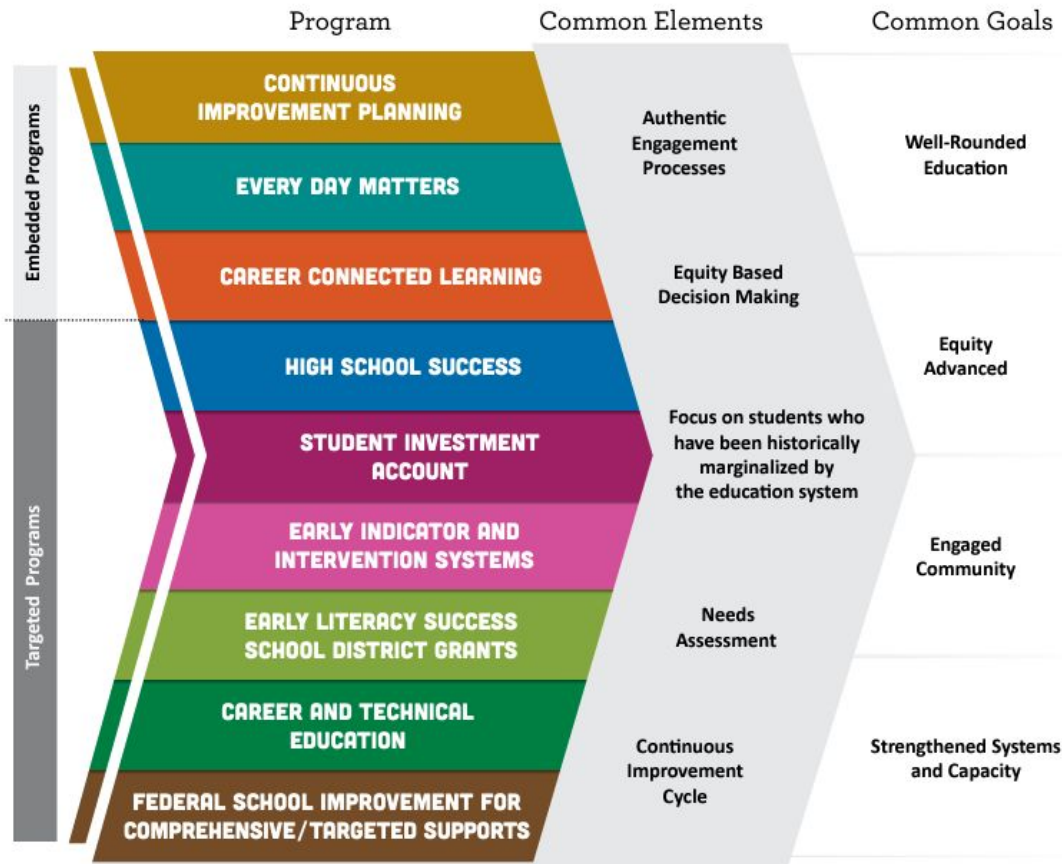
Summary of Program Purpose

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.

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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 (EIIS) - 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).

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Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities

- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making
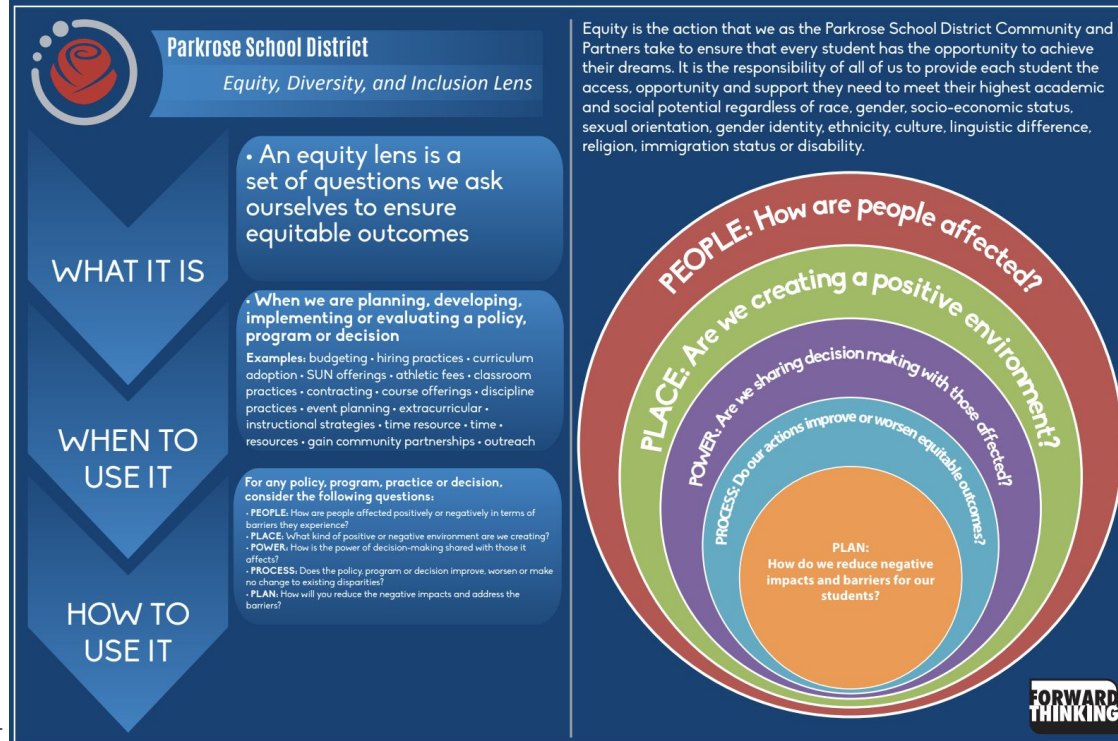
Community Engagement & Needs Assessment Highlights

- Levels of Service
  - Growth
- Well-rounded Education
  - Programs
  - Supports
- Academic Excellence
  - Teacher Development
  - Classroom materials

Our Plan

- Increase student achievement

- Increase quality of education

- Increase college & career readiness

- Increase attendance

Integrated Guidance (IG) Allocation

|	2025-2026	2026-2027
Student Investment Account (SIA)	$ 3,079,399.78	$ 3,205,089.56
High School Success	$ 1,008,864.10	$ 1, 050,042.22
Early Literacy Grant	$ 206,260.14*	$ 214,678.93*
CSI/TSI	$ 186,273.13**	
EIIS	$ 8,487.03	$ 8,487.03

SIA 2025-2026

$3,079,399.78

Salaries	Non-Salaries
$2,507,127.00 24 FTE Communication Classroom English Language Support Arts Education Elementary/ Middle School Sports Coaches Family Liaisons Aquatic Staff DTTP Support Elementary PE Mental Health Professionals	**$552,317.78** Professional Learning DTTP Tuition STEAM Materials Athletic Supplies/Transportation Library Books PE Equipment Curriculum Supports

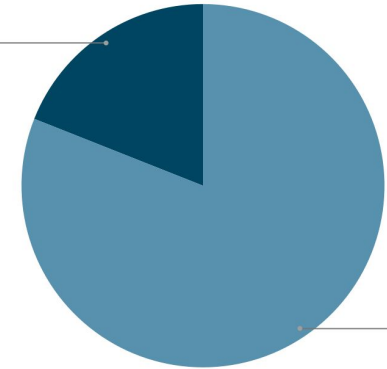SIA Allocation

Non-Salaries
18.0%
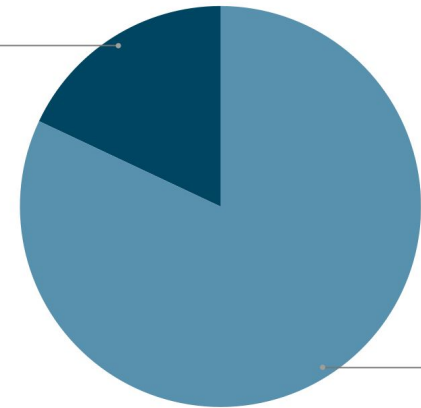
Salaries
82.0%

HSS 2025-2026

$1,008,864.10

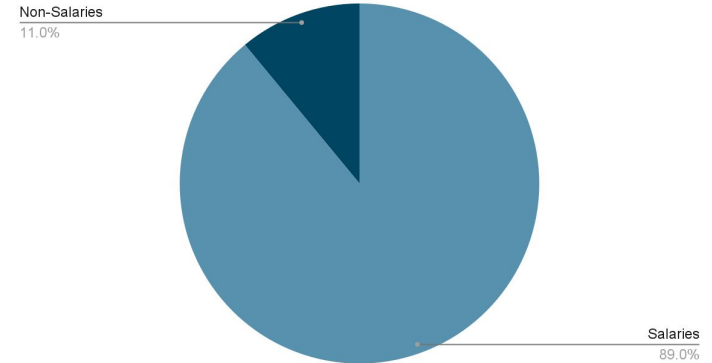| Salaries	Non-Salaries
$814,064.00 7.75 FTE Secondary Coaches On-Track Coordinators College & Career Counselor College & Career Secretary CTE Teacher	**$194,800** Professional Learning Credit Recovery Post High School Services STEAM Materials

HSS

Non-Salaries
19.0%

Salaries
81.0%

Early Literacy Grant 2025-2026

$206,260.14

Salaries	Non-Salaries
$184,000 3 FTE Kindergarten Education Assistants	**$22,260.14** High Dose Tutoring Professional Development

Early Literacy Grant
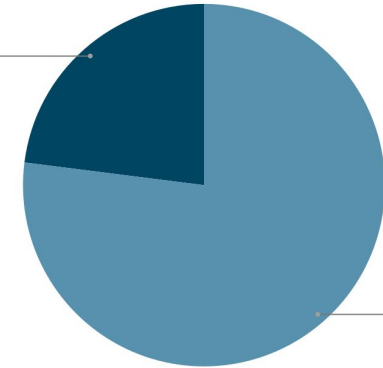
Non-Salaries
11.0%

Salaries
89.0%

TSI/CSI 2025-2026

$186,237.13

Salaries	Non-Salaries
$143,302 1 FTE Secondary Specialist	**$43,935.13** Professional Development

TSI/CSI

Non-Salaries
23.0%

Salaries
77.0%

TSI/CSI 2025-2026

$186,237.13

Salaries	Non-Salaries
$143,302 1 FTE Secondary Specialist	**$43,935.13** Professional Development

TSI/CSI
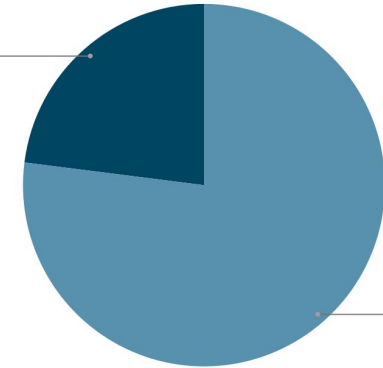
Non-Salaries
23.0%

Salaries
77.0%

EIIS 2025-2026

$8,487.03

Salaries	Non-Salaries
$0	**$8,487.03** Attendance Support MTSS

Longitudinal Performance Growth Targets (LPGTs)

ODE co-develop Longitudinal Performance Growth Targets with grant recipients, based on:
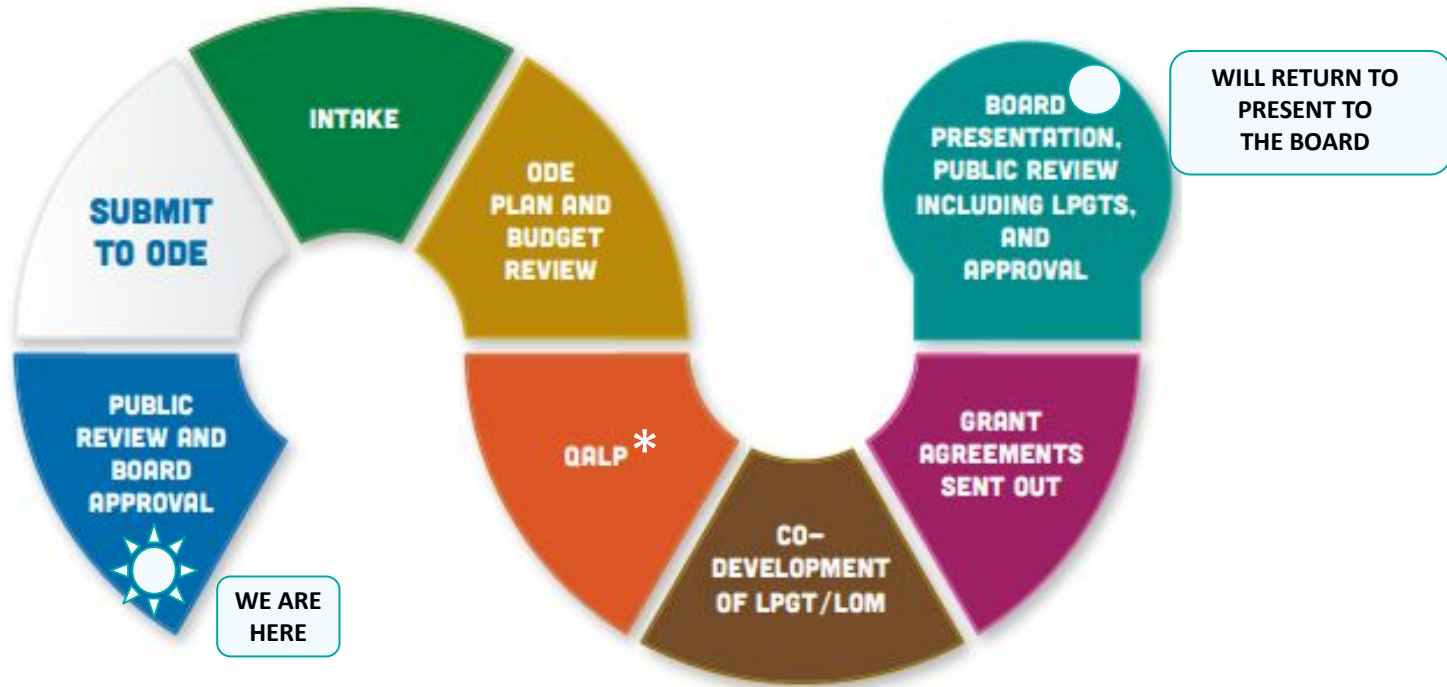
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - Four-year or on-time graduation rates
  - Five-year completion rates

*Grantees may also set local optional metrics

Longitudinal Performance Growth Targets (LPGT)

Target Area	2023-2024 Target	2023-2024 Actual	Difference	2024-2025 Target
Attendance	55%	53%	-2%	56.2%
3rd Grade Reading	30%	23%	-7%	31%
9th Grade Ontrack	83%	90%	+7%	84.8%
4 YR Cohort	70%	76%	+6%	72.2%
5 YR Completers	83%	74%	-9%	84.8%

What Happens Next?

Questions & Comments