

Scio School District



2025-27 Integrated Application Presentation to Governing Board

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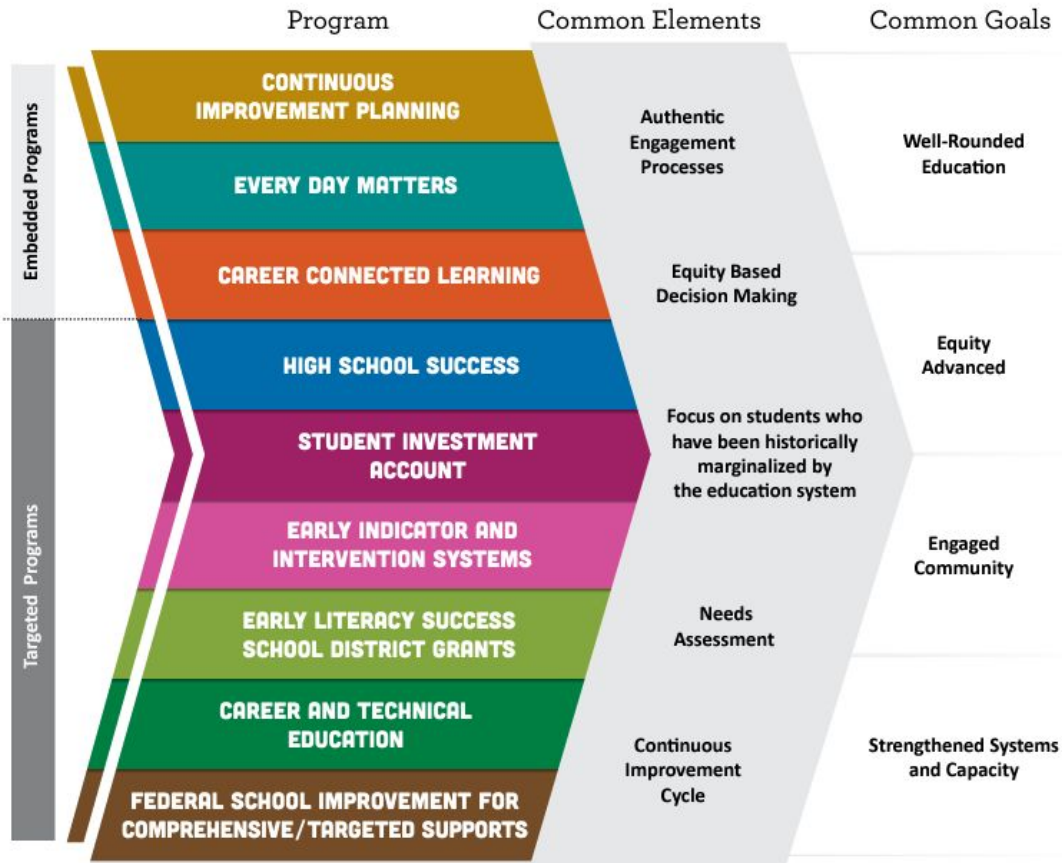
Purpose for Presentation

- 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
- To share what was prioritized in the plan given the range of inputs, explain how the plan was developed, 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 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

- Our team consists of district administrators, educators, students, families, community stakeholders, LBL ESD support staff and CTE partners, ensuring a comprehensive and inclusive planning process.

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

Our Lens, Tool(s) & Decision Making

We utilized multiple data sources: Synergy B.A.G. reports (Behavior, Attendance, Grades), Dibels assessments, i-Ready diagnostics, community engagement surveys, and professional learning community feedback.

Community Engagement Highlights

Community input reinforced the importance of literacy initiatives such as CAFE Clubs and Title I Reading Interventions, ensuring small-group, skill-level-based instruction

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Student Mental Health Support: There was strong support for expanded mental health services, including peer mentorship programs, QPR training, and structured SEL initiatives.

Opportunities for All Students: Our community highlights the importance in program participation, ensuring that students of all backgrounds have access to CTE pathways, literacy programs, and extracurricular engagement opportunities

Needs Assessment Highlights

Elementary ELA performance shows a need for targeted reading intervention (e.g., Title I reading support and CAFE Club initiatives).

Attendance concerns, particularly at the middle and high school levels, with disparities among students experiencing poverty and students with disabilities.

Behavioral support is needed across all grade levels, leading to the creation of classified behavior support positions.

High school career readiness programs need further development, with expansion of CTE and dual-credit opportunities.

These priorities emerged:

- 1. Expanding literacy interventions
- 2. Strengthening CTE pathways and work-based learning
- 3. Increasing student mental health supports
- 4. Enhancing community and family engagement

Our intended outcomes are:

- 1. Improve literacy and math proficiency rates
- 2. Expand career-connected learning opportunities
- 3. Reduce achievement gaps for focal student groups
- 4. Increase student engagement and attendance rates

These key strategies will help us achieve our intended outcomes:

- 1. Implementing targeted literacy interventions
- 2. Strengthening professional development for educators
- 3. Enhancing SEL and mental health resources
- 4. Expanding work-based learning and dual credit opportunities

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:

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

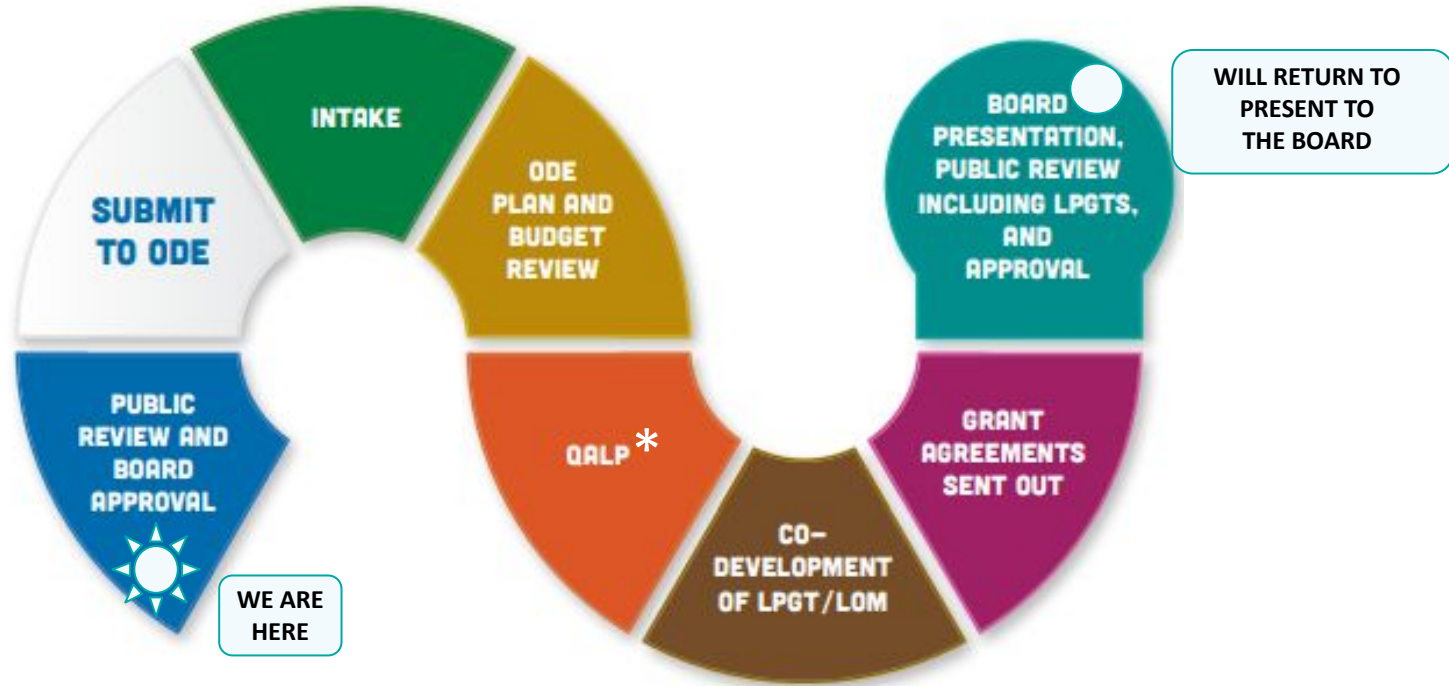
Longitudinal Performance Growth Targets (LPGTs)

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
