



Newberg Public Schools

2023 Integrated Application Presentation

Link to Integrated Planning and Budget Template on our Website:
<https://www.newberg.k12.or.us/district/student-investment-account-plan-sia>

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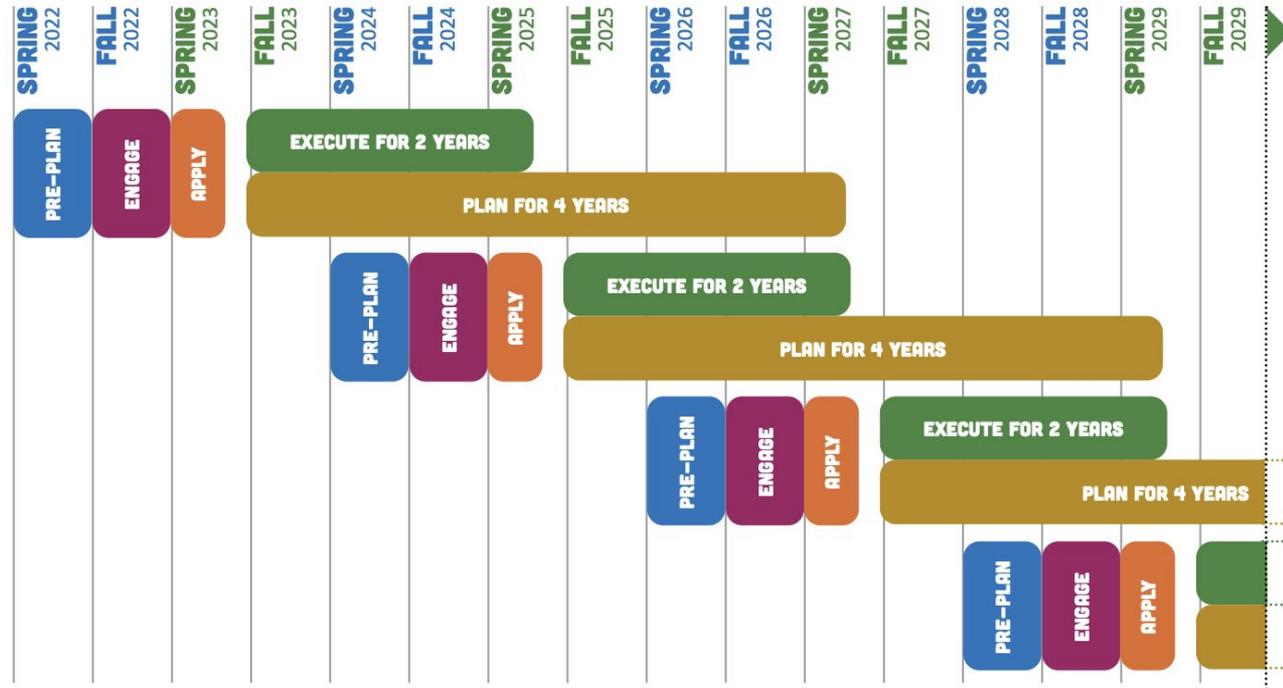
Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback from the community and the board on the plan now that it has been updated for next 4 year cycle
- To seek board approval



Process for planning and funding

The following graphic illustrates how this guidance is implemented over the next decade.

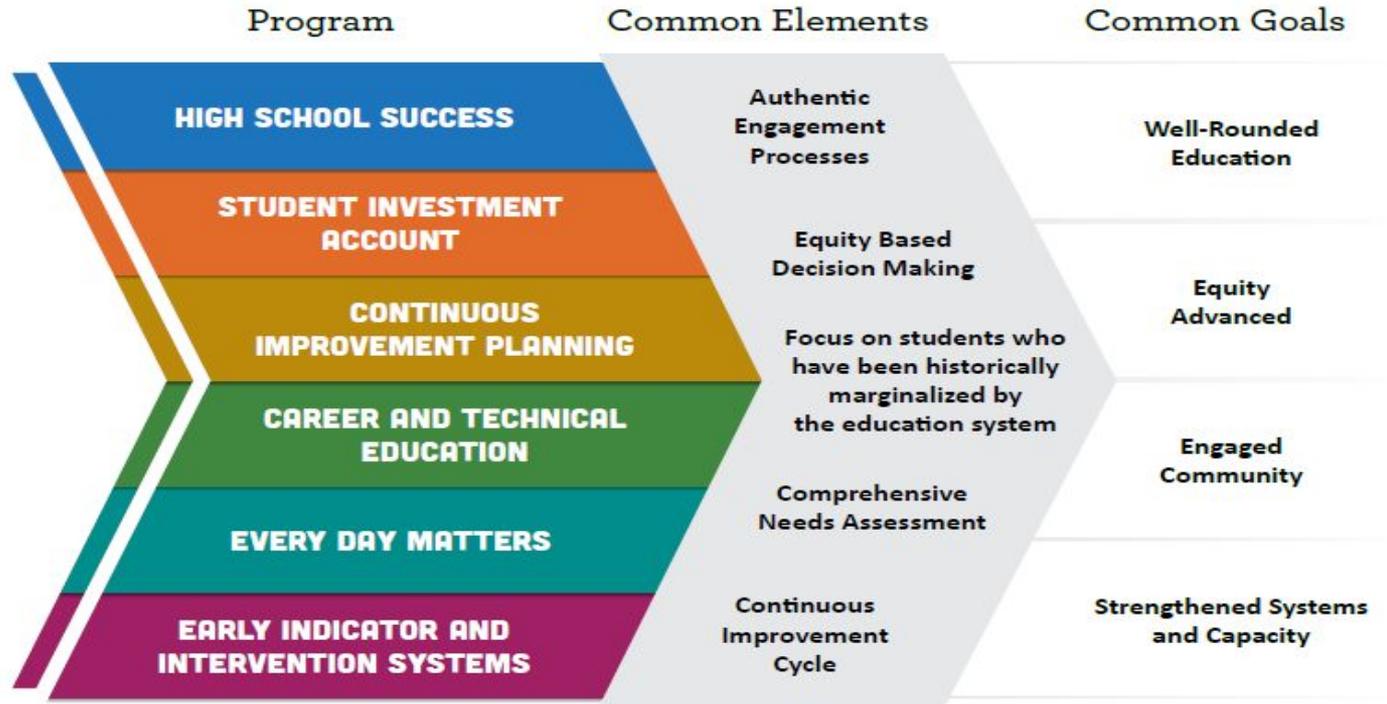


Background



- 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

Superintendent:

Dr. Stephen Phillips

High School Principal:

Tami Erion

Director of Teaching and Learning:

Jillian Felizarta

Catalyst Principal:

Chris Stevens

Teaching and Learning Coordinators:

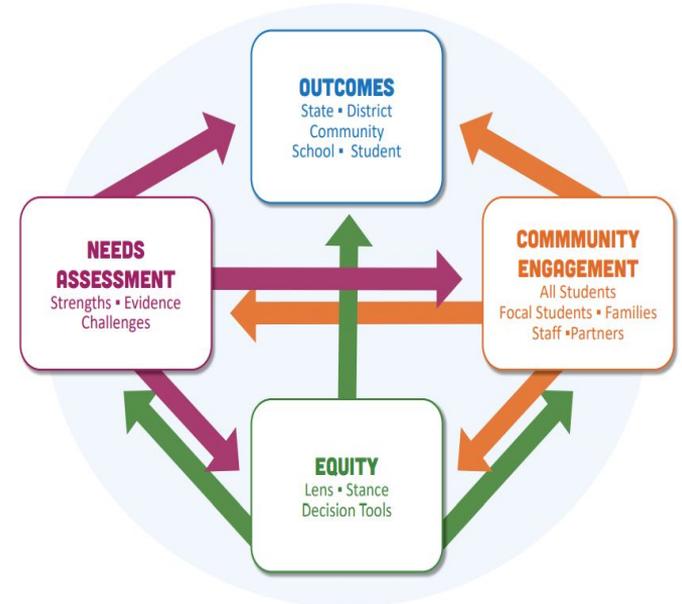
Holly Miele and Brittany Morales

Business and Finance Director:

Heather Bixby

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- 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



Equity Lens, Tool(s) & Decision Making

We utilized the [Oregon Education Equity Lens](#) created by ODE.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Community Engagement Highlights

Student Focal Group (GSA, Theater, MEChA, CTE) Meeting: Feedback, Gallery Walk, and Discussion/Problem Solving

District Wide Empathy Interviews

Building Specific Climate and Culture Surveys

Ongoing Parent Group Meetings (Dual Language Nights, Hispanic Parent Nights, Special Education Parent Advisory, etc.)

YouthTruth Survey

Listening Sessions

Oregon Department of Education

LEVELS OF COMMUNITY ENGAGEMENT					
0	1	2	3	4	5
STAKE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION					
Ignoring school issues impacts stakeholders negatively. Excludes participating community.	Seeking Community Support: Informal support to address participating community issues.	Seeking Community Input: Informal support to address participating community issues.	Seeking Community Input: Informal support to address participating community issues.	Collaborating with Community: Sharing those with community to address participating community issues.	Community: Share and Share the Work: Informal support to address participating community issues.
COMMUNITY ENGAGEMENT GOALS					
Very little to no community participation.	Provide students, families & community with support information for their school district needs.	Gather input from students, families, community without including them in decision-making.	Engage students, families & community voices and insights into district plans & planning.	Engage students, family & community voices and insights into district plans & planning.	Engage students, family & community voices and insights into district plans & planning.
EXAMPLE ENGAGEMENT METHODS					
<ul style="list-style-type: none"> Classroom meetings Open House Surveys 	<ul style="list-style-type: none"> Part Panels Open House Presentations Workshop at school 	<ul style="list-style-type: none"> Open House Focus groups Surveys 	<ul style="list-style-type: none"> Collaboration on engagement with community Focus groups Surveys 	<ul style="list-style-type: none"> Surveys Community-based participatory research 	<ul style="list-style-type: none"> Community advisory Surveys Focus groups Workshop at school

Needs Assessment Highlights

- Support student engagement in school which will improve attendance and graduation rates
- Create more diverse CTE pathways
- Improve student achievement in literacy and math
- Create access to additional support based on specific student skill need within the core in addition to access to intervention
- Foster positive student behavior and academic engagement to provide a safe learning environment with high expectations for student behavior and social interactions

Our Plan

Overall student attendance will increase to above 95% for all demographic groups.

- Support increased student self-regulation and mental health resulting in decreased suicide ideation which will increase overall access to learning
- Provide support at the secondary level for students who are experiencing issues with drugs or alcohol and needing additional services and intervention including working directly with students regarding prevention and education services
- Support dropout prevention efforts at middle school and high school levels through improved climate and culture work
- Continue to develop high interest classes and programs at the high school to support post secondary success, including dual credit options
- Support access for student wrap around services via School Based Health Center

Our Plan

Increase overall student graduation rate to 95% for all demographic groups.

- Foster positive student behavior and academic engagement with access to intervention supports including staff professional development to provide a safe learning environment with high expectations for student behavior and social interactions.
- Provide support for summer school program
- Ensure all students have access to career pathways , exploration, and planning to ensure post secondary success
- Provide after school credit recovery and access to dropout prevention support
- Provide access to intervention in core subject areas

Our Plan

Ensure access to all students desiring CTE pathway as measured by student participation and increased graduation.

- Continue to build CTE pathways with new coursework, certifications and dual credit options
- Build partnership with community based organizations and businesses
- Encourage student involvement in CTE pathways, including all focal groups
- Expand career ready internships and student participation in employment opportunities

Our Plan

Improve student performance and access to academic support in core math coursework as measured by the SBAC from 38.8% to 90%.

- Provide coordinated K-12 support to improve math achievement and growth for all students.
- Establish a districtwide math intervention system creating access to support based on skill need
- Provide relevant job-embedded professional development
- Create a district wide system for interim, formative, and summative assessment
- Establish guaranteed and viable curriculum and instructional routines that are aligned vertically across the district accessible to all students

Our Plan

Improve student performance and access to academic support in core literacy coursework as measured by the SBAC from 50.5% to 90%.

- Provide coordinated K-12 support to improve literacy achievement and growth for all students.
- Continue to refine and develop the district wide literacy intervention system creating access to support based on skill need
- Provide relevant job-embedded professional development
- Refine and improve district wide system for interim, formative, and summative assessment
- Support utilization of guaranteed and viable curriculum and instructional routines that are aligned vertically across the district

Our Plan

Reduce student to staff ratio across all district programs to provide additional access and support for all demographic groups based on skill need.

- Provide additional support to students needing specific academic and behavioral skill development.
- Recruit, hire, and retain highly qualified staff members

Our Plan

Create robust and sustainable teaching and learning environments for all staff and students

- Provide additional support and coordination of federal and state programs related to improving instructional services for all students.
- Provide leadership and oversight to ensure that state and federal programs related to instruction, instructional improvement, and professional development are implemented and executed in the most effective way possible to provide a safe and optimal learning environment with high expectations.
- Support at-risk students in an alternative high school

Our Plan

SIA

Key Investments:

- Mental Health, Drug/Alcohol, and School Counselors
- District TOSAs
- ELD Specialists
- Alternative High School Support Staff
- Special Education Specialists
- Literacy Specialists
- Educational Assistants
- Administrative Coordinators
- SROs
- Mentorship Program

2023-2024	\$3,419,657.40
2024-2025	\$3,559,235.25

Our Plan

HSS

Key Investments:

2023-2024	\$1,321,893.50
2024-2025	\$1,375,848.34

- 8th Grade Dropout Prevention
- Credit Recovery for NHS and Catalyst
- CTE Staff
- CTE Programs
- Dual Credit Programs
- At Risk Student Support Staff
- Post Secondary Success Staff
- After School Academic Support and Intervention
- Summer School Program for High School
- Climate and Culture Support for Students
- School Based Health Center Staff

Our Plan

EIIS

Key Investments:

- System Software for data collection

2023-2024	\$12,924.57
2024-2025	\$12,924.57

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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:

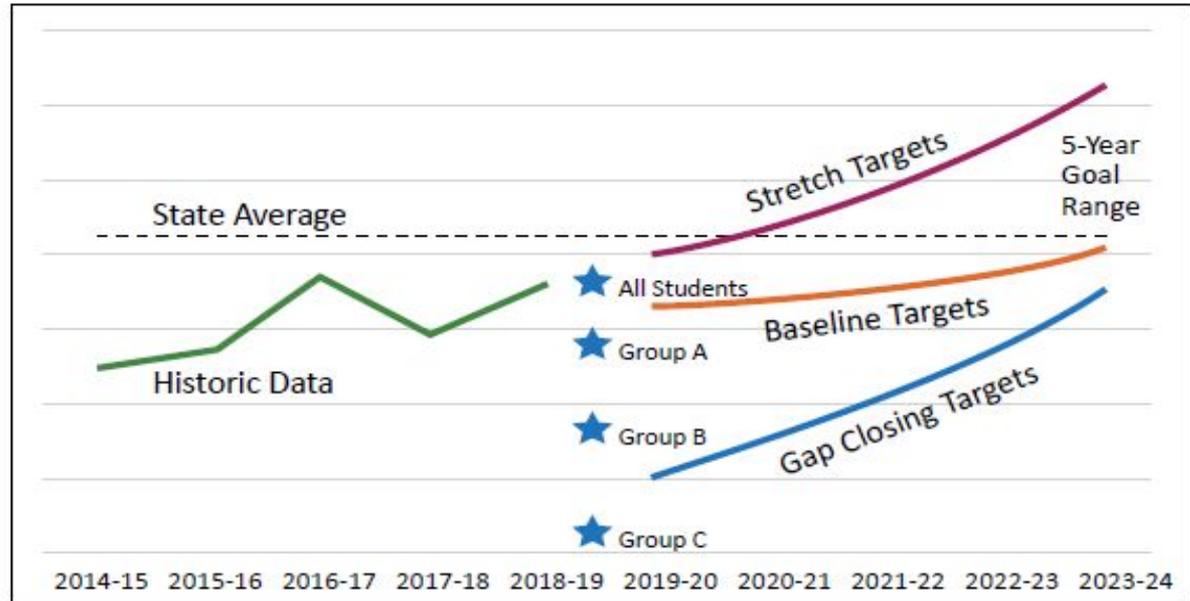
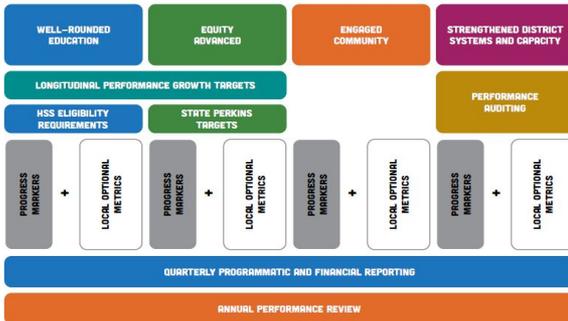
Support activities already in place with more resources:
Counselors, Educational Assistants , CTE equipment,
Interventions, Professional Development, etc.

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



How we understand success

- Our district helps to create well regulated kids that enjoy learning in our buildings and programs.
- We have supported teachers that enjoy their profession and being a member of our staff.
- We have aligned programming that supports students where they are, and encourages them to grow in their learning and skill development.
- We continue to build an engaging environment for all students to be at school every day possible and to graduate on time.

Success on state assessments is just a bi-product of this work.

What Happens Next?



Public Comments

- Allow real time public comment during an open public meeting after the presentation of the plan
- Allow access and input through electronic public comment with enough time for the public to have seen the plan and presentation prior to finalizing application
 - **EMAIL comment to**
IntegratedPlanning@newberg.k12.or.us by March 28, 2023

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