



Fern Ridge SD 28J



Fern Ridge School District Vision:

Provide excellence for every student so that each will reach their greatest potential.

FRSD Mission Statement

Relationship

A supportive and safe school environment that values diversity, and in which all students and adults feel welcomed and respected.

Rigor

Maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills.

Relevance

Helping students connect and apply their education to the world of today and tomorrow.



Fern Ridge School District

2023 Integrated Application Presentation

Purpose for Presentation

- To share what will be prioritized in the plan given the range of inputs
- To explain how the plan is being developed
- To allow for additional feedback on our next steps for the plan

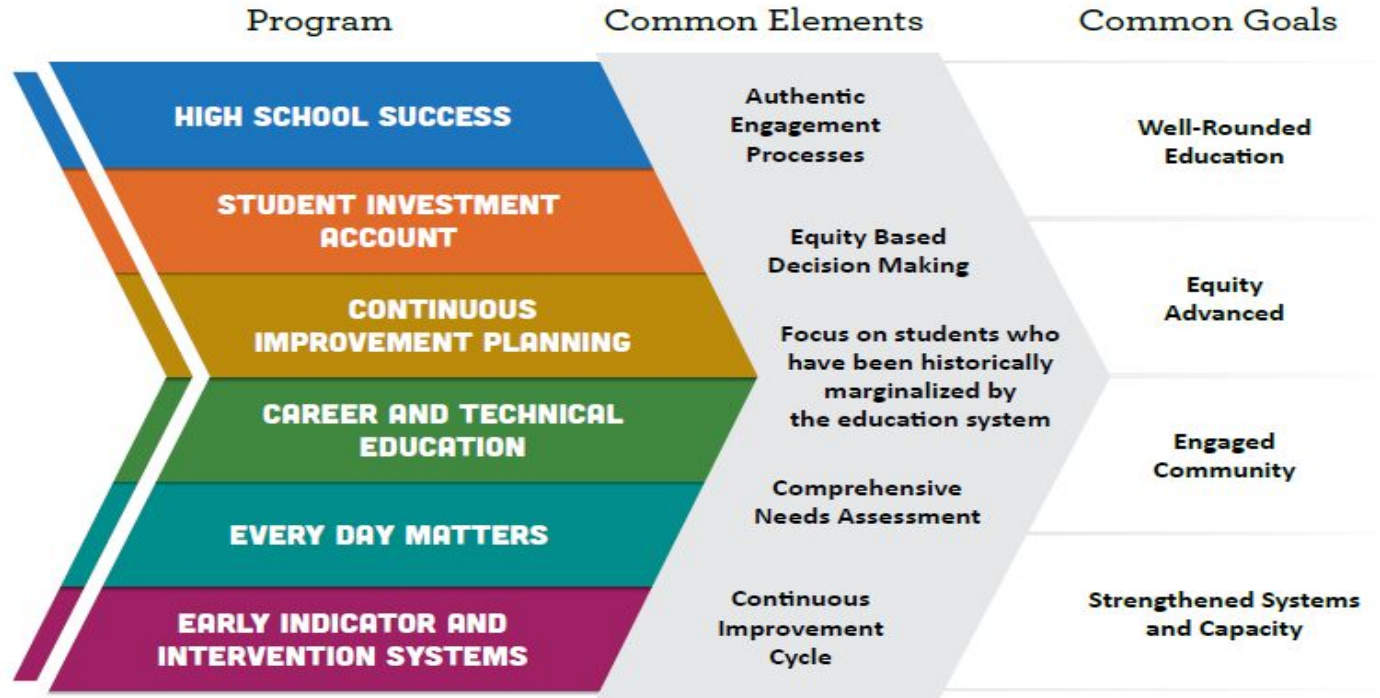


Background



- 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.

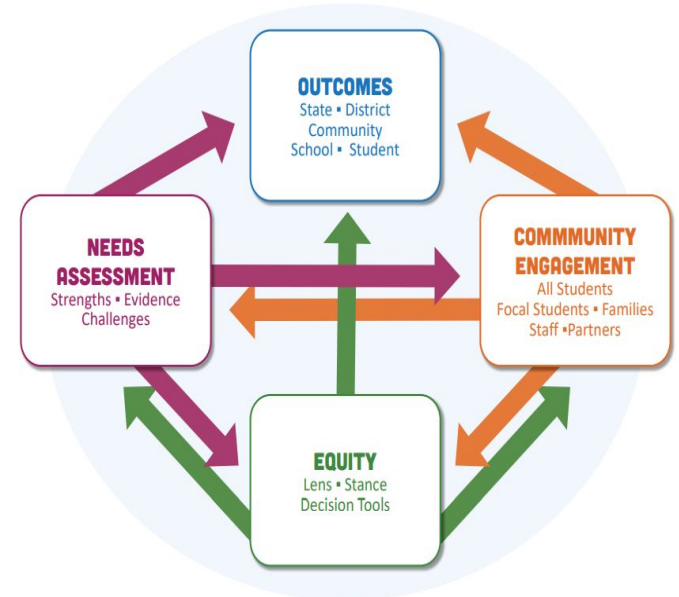
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Planning Team

- District Administrators
- Building Leadership Teams
- FRSD Staff
- Lane ESD partners
- LCC partners

Required Planning Processes

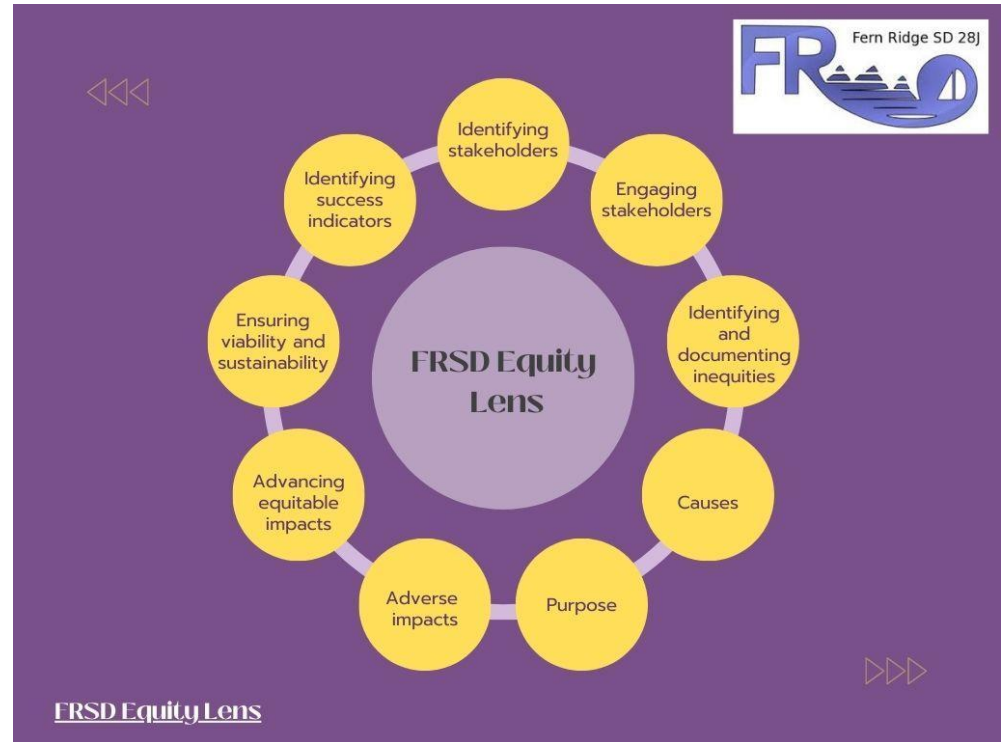
- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- Consideration of the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Equity Lens, Tool(s) & Decision Making

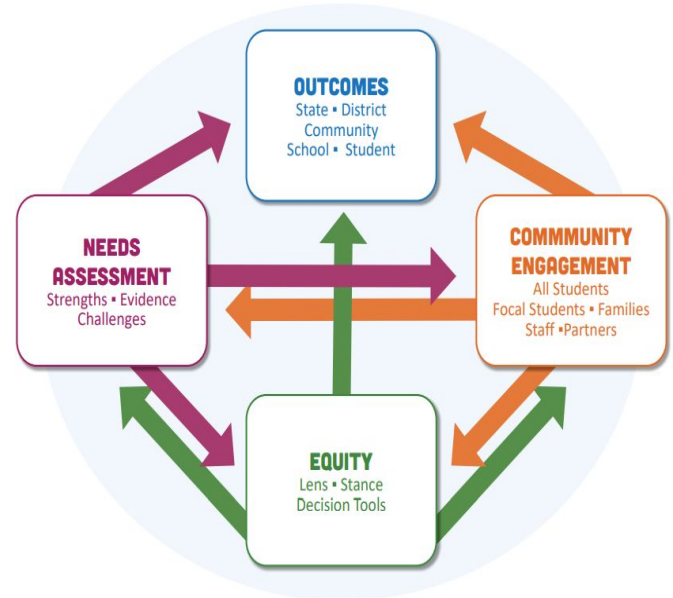
Use of an equity lens supports us to operationalize our commitments and values.

It helps translate theory into practice, focuses on assets rather than deficits, and assists us to avoid making decisions that could marginalize or harm students, staff, families, and communities.



Community Engagement

- Student/Staff/Family/Community Input surveys
- Student Health Surveys
- Comprehensive Needs Assessment at building level
- Informational flyers mailed out
- Posted publicly
- District participation in engagement events at LCC
- School Board updates
- Community Q & A



Needs Assessment Highlights

Data

- Input surveys
- ORIS needs assessment with building teams
- School Improvement Plans
- Targeted data collection:
 - 3rd grade SBAC
 - 9th grade on track
 - Graduation rates
 - K-12 Attendance

Key Findings

- Continued focus on instructional improvement
- Targeted professional development
- Focus energy on connecting students
- Need to strengthen student belonging
- Desire to provide more varied enrichment opportunities both on and off campus

Our Plan- Pillars for Planning

Our intended outcomes are:

- Outcome A
 - FRSD will provide a supportive and safe school environment that values diversity, in which all students and adults feel welcomed and respected
- Outcome B
 - FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills
- Outcome C
 - FRSD students will connect and apply their education to the world of today and tomorrow

Our Plan- Strategies!

These key strategies will help us achieve our intended outcomes:

- Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.
- Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.
- Create an ongoing process and system to encourage and utilize stakeholder feedback.
- Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.
- Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.
- Establish and continue to build capacity in college and career readiness programming and offerings and supporting students in successful transitions.
- Develop and enhance engaging, student-centered, and well-rounded learning experiences.

Our Plan- Activities

Key Investments:

- Staffing
- Professional Development
- Student Services
- 9th Grade Transition Planning
- Increased opportunity for learning experiences outside of school hours
- Curriculum supports

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 (Tier 2 items) and activities are possible if we move to another tier in our plan:

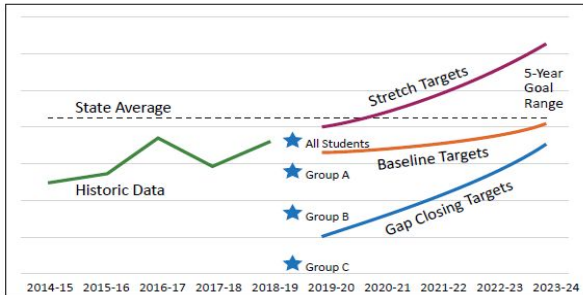
- Expand CTE FTE and Offerings
- Extended Learning Opportunities
- Supplant FTE Elem. PE
- Additional PASS IAs & FTE
- Additional FTE for Director of K-12
- SEL Curriculum Supplement 6-12
- Additional Counselor FTE at Middle School
- GearUpOregon/AVID Training
- Remove Student Fees
- Expand music offerings K-5
- Expand elective offerings K-12
- Field trip opportunities K-12
- Additional K-5 classroom teachers
- Additional K-12 IA support
- Expand Family Resource Supports -Birth-5
- Preschool Planning and Programming
- Planning and allocating funds for a K-12 District Success Team
- Expand Library staffing K-5
- Afterschool Enrichment K-12
- Parent outreach (funding for FTE, supplies, materials, etc.)
- Additional funding/FTE for Talented and Gifted Coordinator
- Funding for K-12 Family Nights/Activities
- District promotion funds (calendars, flyers, banners, etc.)

How the State understands success

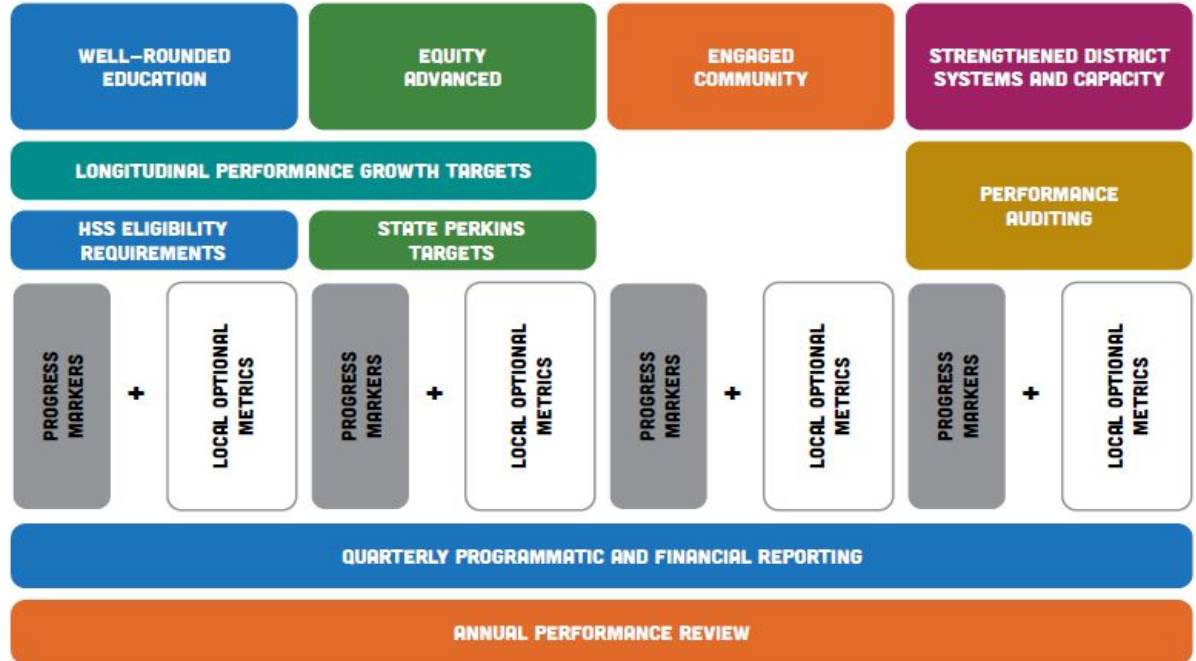
SUMMARY OF PERFORMANCE MEASURES

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



Oregon Department of Education



Longitudinal Performance Growth Targets (LPGTs)

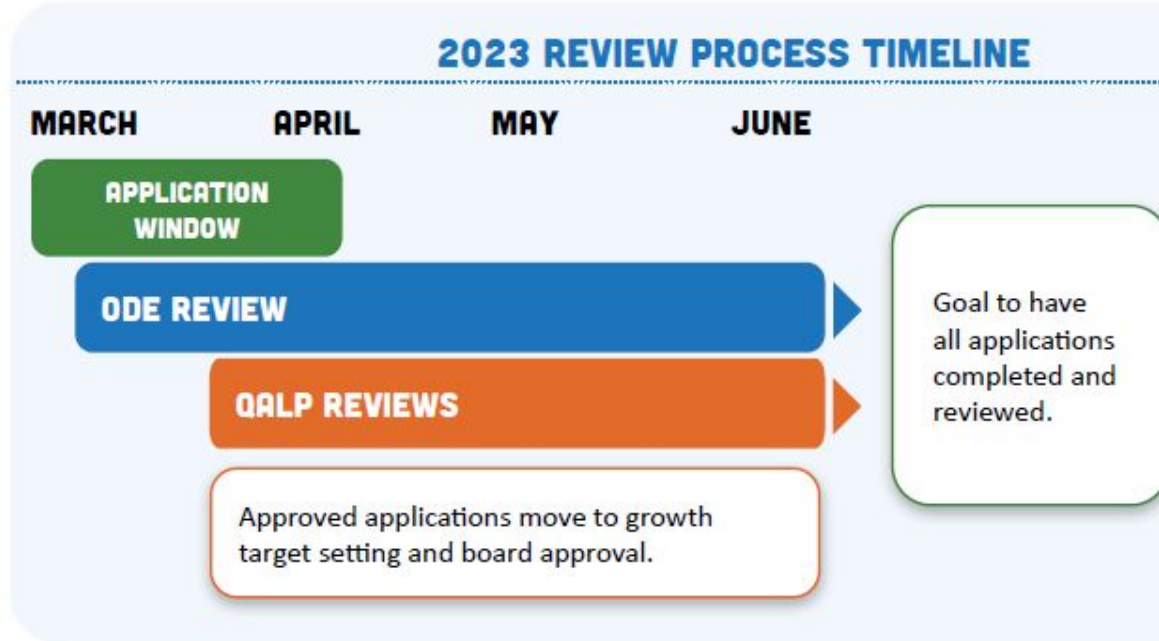
ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- 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?



Questions & Comments
