

Riddle School District Site Council

**2023 Integrated Application
Presentation**

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Purpose for Presentation:

1. To share what was prioritized in the plan given the range of inputs
2. To explain how the plan was developed
3. To hear additional feedback on the plan now that it has been developed
- 4. **To seek board approval**

Background:

1. New application process that combines six former programs into one application that blends funding streams.
2. Makes up about 10% of a district's budget
3. Designed to support Strategic Planning process for districts
4. Alleviates administrative burden –less applications/reports
5. Focuses on opportunities for all students to access Well-Rounded educational opportunities, including behavioral skills, mental well-being, safety, and college and/or career prep experiences
6. Due March 31, 2023

Meet our Planning Team Members:

- Dave Gianotti, Superintendent
- Russell Hobson, MS/HS Principal
- Laura Means, ES Assistant Principal
- Sarah Luft, District Data Specialist
- Deniece Thompson, HS Staff Representative
- Rebecca Amela, HS Staff Representative
- Sarah Johnson, HS Staff Representative
- Karen Colby, RES Staff Representative
- Bud Osborn, RES Reading Specialist

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
- 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:

Every student of the district will be given equal educational opportunities regardless of *age, sex, sexual orientation, race, religion, color, national origin, disability or marital status*. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.

Community Engagement Highlights:

1. IRRE Student and Staff Survey from Spring 2022
2. RSD Tailgate Party Community/ Parent Survey
3. Parent/Teacher Conference Surveys
4. Family Fun Night Parent & Community School Improvement Survey
5. Staff School Improvement Survey
6. Student School Improvement Survey
7. Community Needs Assessment Team Meeting
8. Student Empathy Interviews Grades 6-12th

Needs Assessment Highlights:

- The Comprehensive Needs Assessment was conducted by the Riddle School District Site Council from fall 2022-winter 2023 using the data sources indicated
- We discovered that many of the programs in place through HSS and SIA funding are creating the improvements in student outcomes that we had anticipated in the original applications.
- Information collected through this new Needs Assessment process allowed the district to see gaps in existing programs and highlighted new concerns that have arisen as we recover from the Covid pandemic.

Needs Assessment Data Sources:

- IRRE Data –Institute for Research & Reform in Education uses:
- OR State Smarter Balanced Assessments
- K-12 Individual Student Grades
- District Attendance Records
- District Credit Records
- OR State Report Card, “At-a-Glance” data files
- EducationNW.org –OR State Advanced Coursework Dashboard
- Community, Staff, Parent Surveys
- Student Empathy Question Surveys

Our Plans and Priorities:

These priorities emerged from the Needs Assessment:

- 1. Focus on Increasing academic rigor K-12*
- 2. Focus on student and Family active engagement at school K-12*
- 3. Improve Student sense of belonging at school.*
- 4. Improve Community Partnerships between Families, school, and local businesses.*
- 5. Increase opportunities for students to learn life skills at K-12*
- 6. Increase career, college, and trades exposure and guidance at 6-12*

Plan Strategies:

- Staff development and trainings will be offered to ensure that rigor and engagement are increased in all content areas.
- Each JH/ HS course will develop a plan to have students participate in a career centered, project based learning project either individual for their courses or in collaboration with other content areas!
- Each Student will be assigned a staff member to run an Individualized student plan (ISP) where the staff student and parents will be invited to a meeting to develop the plan. The plan will be reviewed every semester.
- Each ISP will contain goals in the following areas; Career pathway, Academic Guidance, School Involvement & Attendance, Health and Wellness, Cultural Awareness, Safety, Service Goals
- The school district will develop and run a new course called "Adulting 101" where students will be given access to important adult survival topics such as: Opening a bank account, Filing Taxes, Filling out resume's and job applications, monthly budgeting, buying groceries, paying bills, doing laundry, filling out FAFSA for college application forms etc..
- The school District will develop specific events or field trips where; parents, students, local businesses, local non profits, post secondary institutions, military recruiters, and tradesmen can meet parents and students to discuss opportunities for students future goals.

Plan Outcomes:

- 1. Students will be more challenged by coursework in all academic areas.*
- 2. Students will work harder to participate and attend school as they, and their families, will be more engaged in academic as well as other school activities.*
- 3. Students will gain an increased sense of belonging and safety at school as they will be better connected to staff and students. This sense of belonging and safety, will improve attendance and student academic effort.*
- 4. Connections between the school, families, and local businesses and organizations will improve students sense of belonging to the community, feelings of safety in the community, as well as help prepare them for their future of work, college , and careers.*
- 5. Students will be given opportunities and skills to better prepare them for life as an adult through activities with community groups, businesses and their curriculum at school.*
- 6. Students will be exposed to college, career and trade experiences to better prepare them for their future independent lives.*

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:
 - Substitute Costs
 - Staff Professional Development
 - Technology Replacement Costs

What do we Keep, Add, or Delete Funding:

Keep:

RHS Alternative PE
Counselors at both schools
Nursing Services
RES PE
RES Music
RHS Stem Supplies
RHS O.T. Graduation
Coordinator
Naviance Software
Woodshop/ Welding Materials
College & Career Trips

Add:

Staff Development
Adulting 101
Student & staff run
engagement activities
Community work, college, &
career exploration events
RHS Const. Materials &
Supplies.
Outdoor Covered Activity
Area.

Delete:

After School Funding
RHGS Greenhouse
RHS VR Headsets
RHS A.P. Computer Science
Class

Longitudinal Performance Growth Targets (LPGTs):

To ensure Accountability, the state legislature requires all districts to develop LPGTs in the “5 Common Metrics.” Process for Development:

Draft LPGTS created by District Team – waiting for data from state.

1. Co-development with ODE – this will take place this spring in Douglas County
2. Board Approval of LPGTs – this will take place when board votes to accept the Integrated Grant Agreement

- **Five Common Metrics:**

- 3rd Grade ELA Reading Proficiency
- Regular Attendance Rates
- 9th Grade On-Track to Graduation Rates
- 4-year or on-time Graduation Rates
- 5-year completion Rates

Next Steps:

- 1. Additional Public Feedback?**
- 2. Board Approval?**
- 3. District and School Action Planning.**