



Monument School District

2023 Integrated Application Presentation

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- Planning Team
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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 present, open for comment, and seek board approval

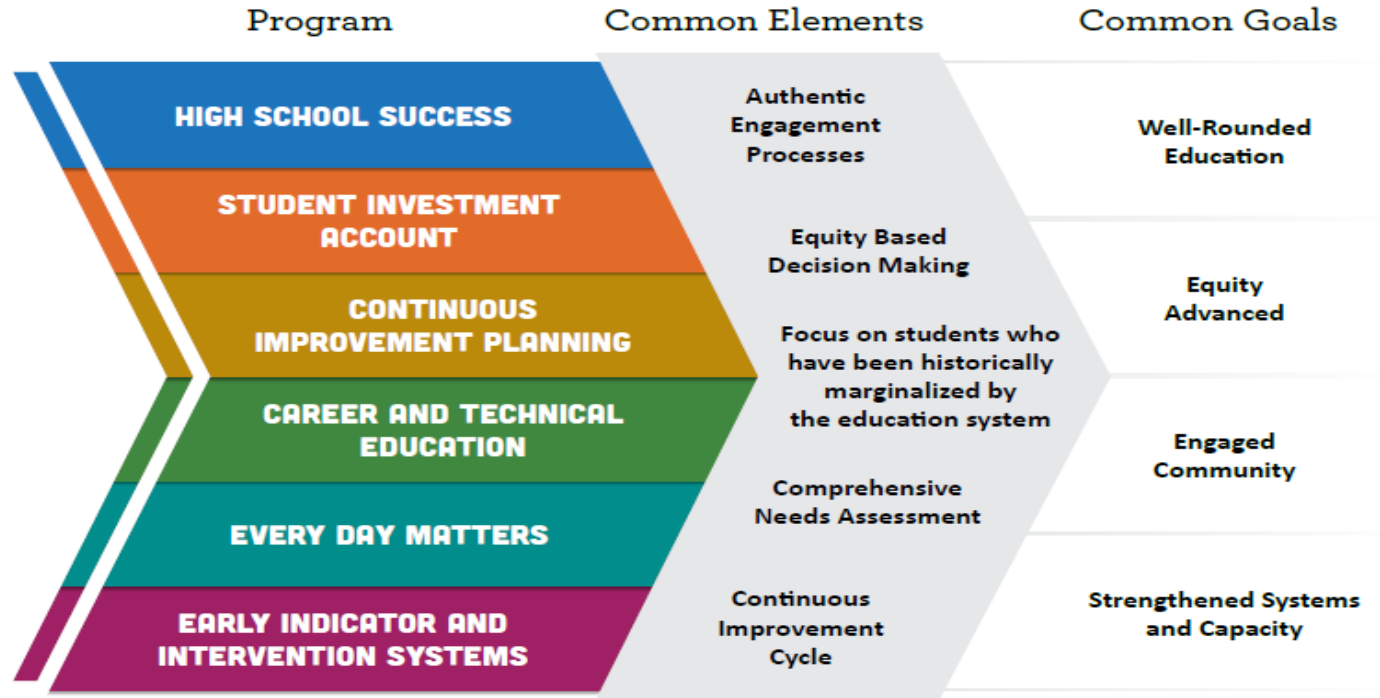


Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 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 (EiIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

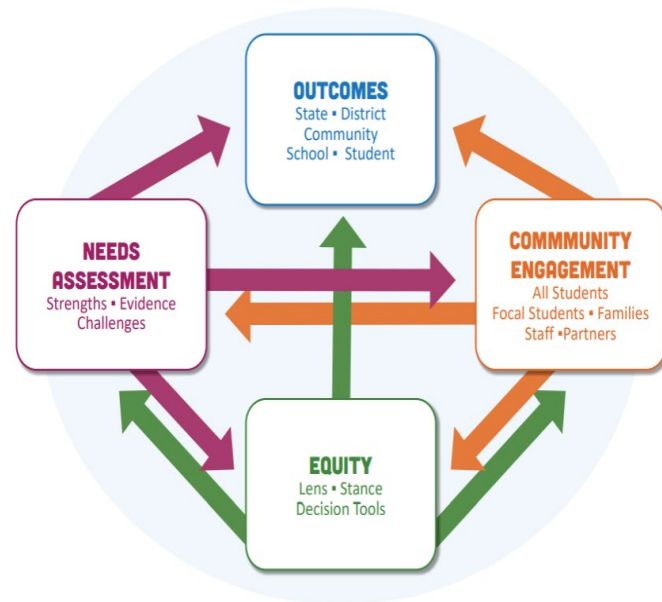
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

- Laura Thomas – Superintendent
- Stephanie Cooper – Special Education
- Jody Starbuck - Parent
- Mary Gilbert – Elementary Teacher
- Teri Hamilton - Parent/Classified Staff Member
- Michele Engle – Jr. High/High Teacher
- Ed Anderson – Community Partner
- Jin Bo - Student
- Brydon - Student
- Mark Habliston – IG Liaison

Required Planning Processes

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- 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

Monument School District #8
PO Box 127
127 North Street
Monument, Oregon 97864
541-934-2646

Superintendent: Laura Thomas
Deputy Clerk: Emma Winkelman
District Secretary: Megan Howland



PROGRAM & EQUITY DECISION LENS

MISSION

"The Monument School District, in partnership with the community and the parents of its students, will offer a secure environment which will build self-confidence and wisdom in order to promote life-long learning and to achieve career success in our ever-changing technological world."

Program Decision

What

- What are we trying to do?

Why

- Why are we doing this?
- Does this decision support our vision and mission?

How

- Is the decision sustainable?
 - How is it funded?
 - How will it be sustained?

Who Decided

- Were multiple perspectives included in decision making?
- Were the impacted groups involved?

Equity Focus

Impact

- How does this decision impact our students, staff, and community?
- How does this affect students & families experiencing poverty?
 - How does this affect students served by IDEAP?
 - Are there any other underserved students that would be impacted by this?
 - Does this benefit one group over another?
 - Does this decision help with disparities and opportunity gaps for our underserved students?
 - Are there intentional benefits or unintended consequences for the affected groups?

This document was created in collaboration with all superintendents in Grant County – November 2022

Community Engagement Highlights

- Strong turnout for BBQ
- A slight struggle for survey responses
- Different groups than normal participated

Needs Assessment Highlights

- Attendance needs to be addressed
- An issue with perception of bullying & favoritism
- Wishlist of enhancing extra-curriculars and electives
 - Family & Consumer Sciences
 - Mechanics
 - Health Science
- Playground Upgrade support
- Strong participation in CTE & Accelerated Learning

Our Plan

These priorities emerged:

- Need to continue Intervention Teacher & Support
- Increase Social Emotional support
- Enhance class options and well-rounded education
- Improve attendance
- Rebuild community connection to school

[Click here to see responses to application questions](#)

Our Plan

Our intended outcomes are:

- A. Improve students outcomes in core subjects
- B. All Students' social and emotional needs are supported
- C. Create a well-rounded education for students
- D. Students who attend school regularly will improve academically and socially
- E. A system and culture is established where the school is the nucleus of the community and fosters ongoing community engagement

Our Plan

These key strategies will help us achieve our intended outcomes:

- A. Increase student supports and opportunities for student interventions
- B. Identify and address student social, emotional, and behavioral needs
- C. Enhance electives
- D. Reduce Chronic Absenteeism
- E. Invest in school community events and partnerships

Our Plan

Key Investments:

- A. Intervention Teacher
- B. Counseling Services
- C. Attendance Incentives
- D. Community Engagement Supplies
- E. PD and Teacher Prep for additional electives
- F. Curriculum/Supplies for additional electives

[Link to Integrated Planning and Budget Template on our Website](#)

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:

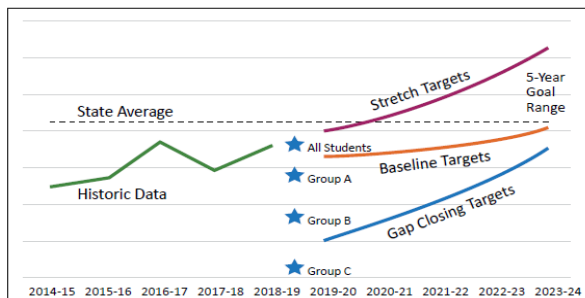
- CTE Teacher
- Paxton Patterson Ready Labs
- Facility Improvements

How the State understands success

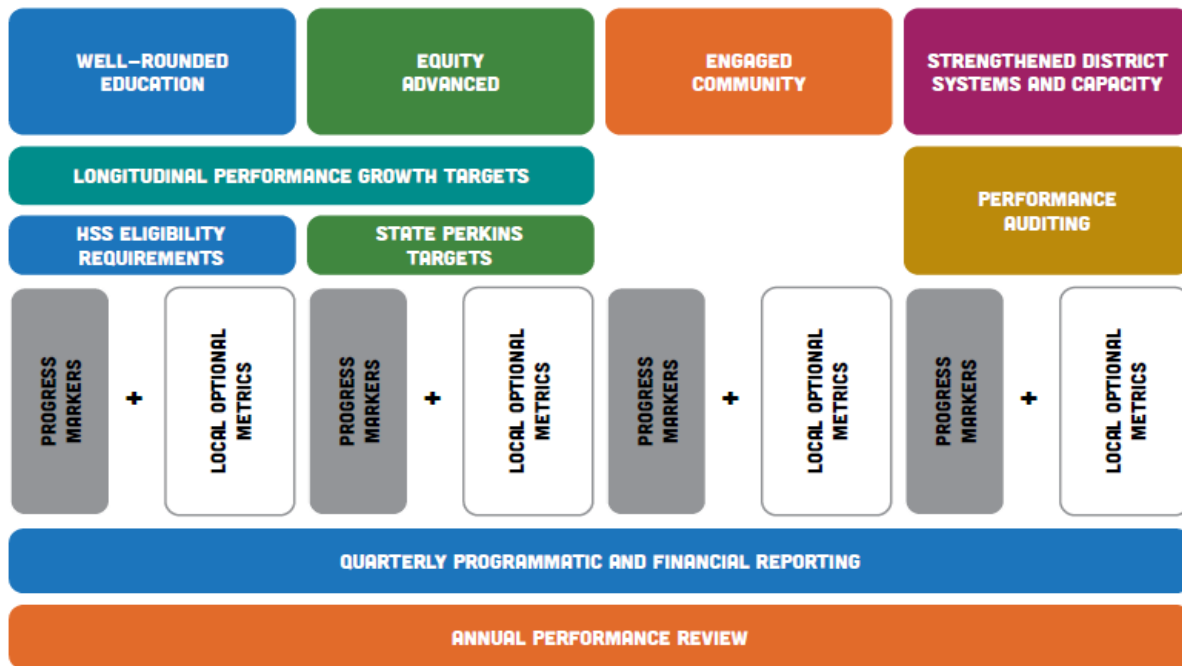
SUMMARY OF PERFORMANCE MEASURES

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



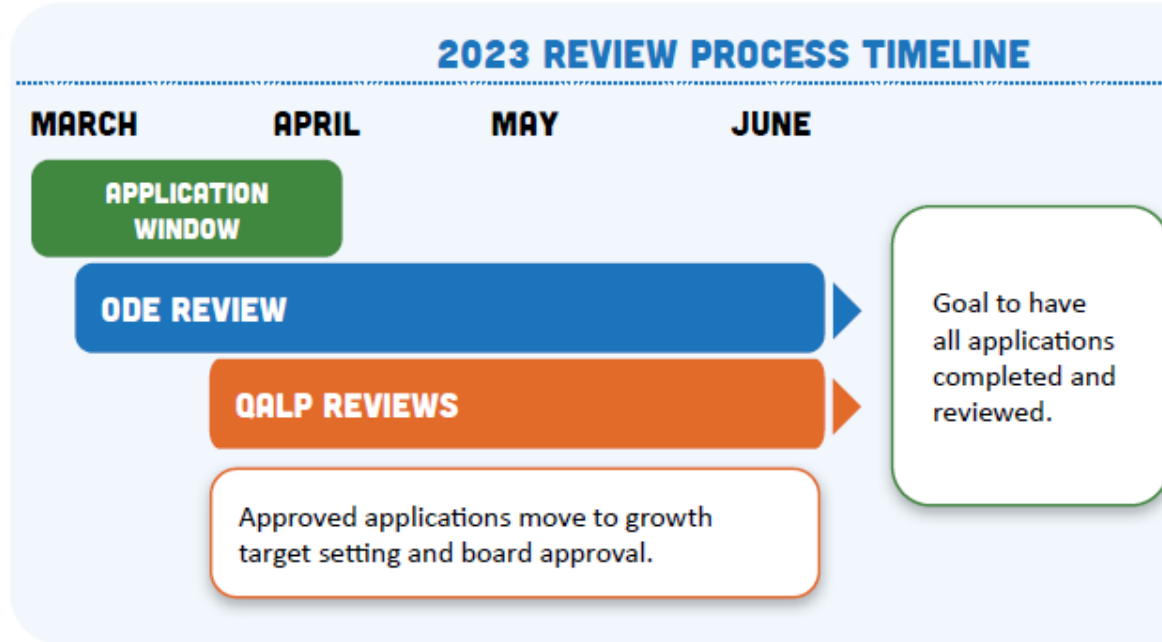
Oregon Department of Education



How we understand success

- Progression of students in STAR assessments
 - Are we reducing the demand for SPED based on intervention use

What Happens Next?



Questions & Comments



[Click here to leave feedback, or ask a question
regarding the application and plan](#)