



North Marion School District
Integrated Plan Application Presentation
March 13, 2023

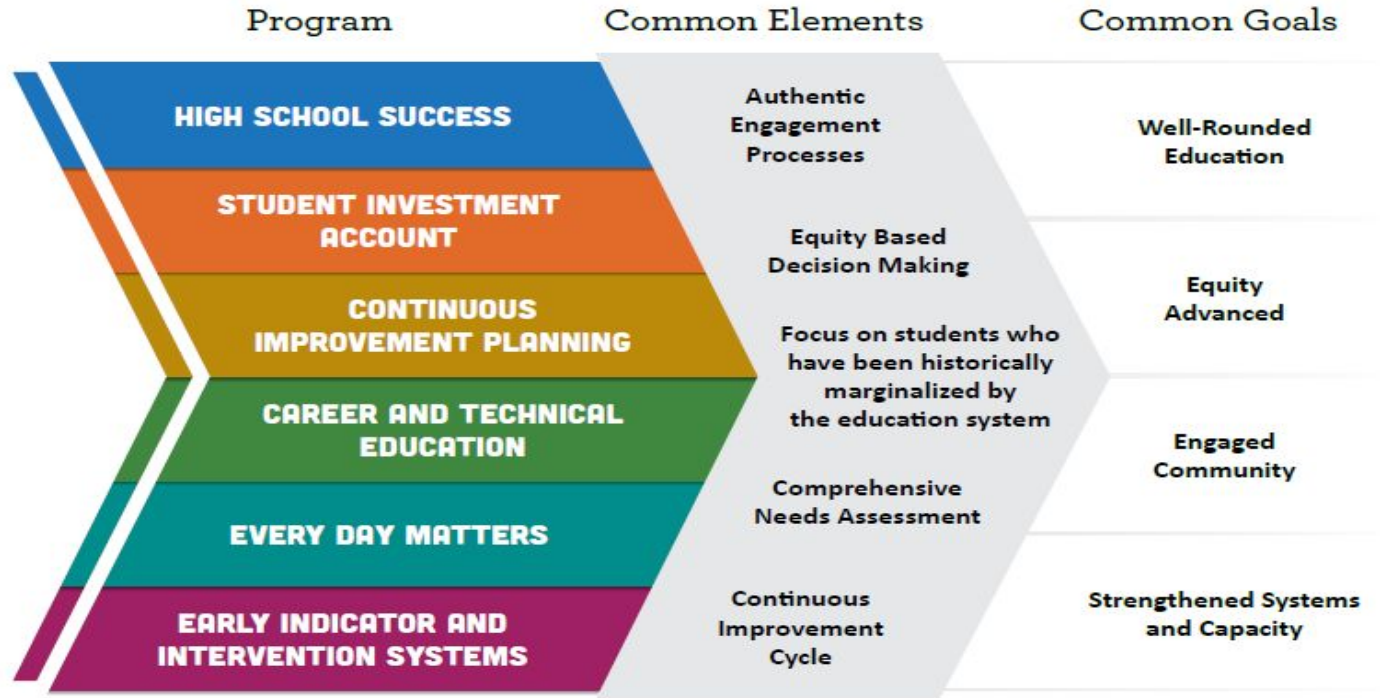
Purpose for Presentation

- To share our plan with the Board and community.
- To explain how the Integrated plan is in support of our Strategic Plan
- To provide opportunity for community feedback.



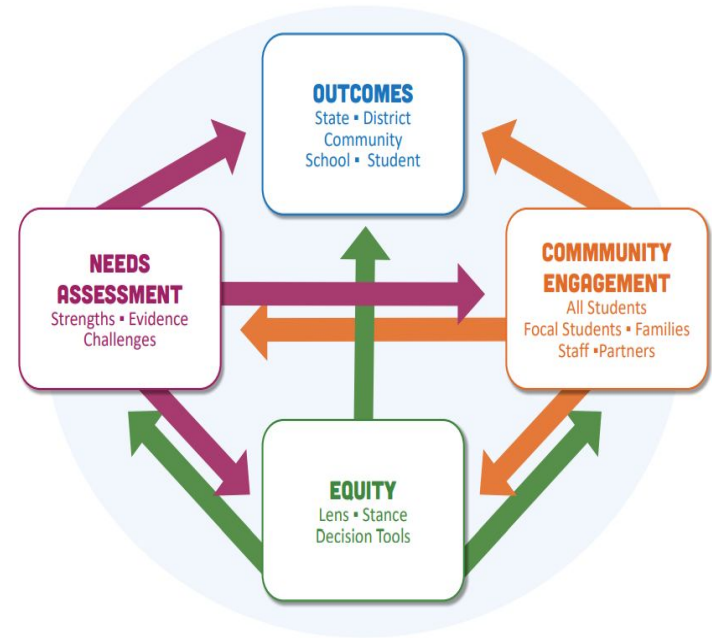
[3_8 Draft NMSD IG Application Exec. Summary.pdf](#)

Six Programs & Common Goals



Required Planning Processes

- Use of an equity lens
- Community engagement
- Assess needs
- Consider the Oregon Quality Education Model and Student Success Plans
- Tribal Consultation
- Review and use input from the Regional CTE Consortia
- Examination the Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Equity Lenses and Frameworks

- NMSD Strategic Planning Process-
- Prior established needs and feedback from initial SIA, HSS, and Perkins engagement activities and planning.
- ODE Equity Lens
- Ready for Rigor Framework
- Bias Awareness Training and Models (Bill de la Cruz)



Ready for Rigor Framework

Oregon Equity Lens

Planning Team Members

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Community Engagement Highlights

- Viable Data from Initial SIA Engagement Process
- Strategic Planning Focus Group Interviews
- Strategic Planning Surveys
- Strategic Plan Development
- Phone Surveys to Families not Returning Surveys
- Youth Truth Surveys (staff, students, families)
- High School Accreditation Process and Related Surveys
- Listening Sessions



Needs Assessment Highlights



- Increased rigor and challenge
- Strategies to diversify our workforce
- Building growth mindsets: Build confidence through skill and competence development
- Identify common instructional frameworks to align curriculum and instruction
- Address 9th Grade on Track and the 8-9 transition to high school
- Improve access to curriculum for emerging bilingual students (Often have less access to electives)
- Improve access to CTE and advanced coursework for emerging bilingual students
- Support language development across the curriculum
- Provide professional development to support high leverage teacher practices that provide access to content for emerging bilingual students
- Formalize a district equity team and plan.
- Provide dual language instruction
- Improve overall results in mathematics and reading results
- Offer wider access to CTE pathways and pathway courses
- Support access to college credit courses
- Provide supports for Mental and Behavioral Health
- Provide support for Social and Emotional Learning
- Provide Support for Culturally Responsive Teaching
- Staffing support for high needs students
- Increase family outreach and parent engagement

Emerging Priorities



Building capacity to understand and to integrate culturally responsive practices and the use of our equity lenses in all aspects of our work in the district.

Expanding opportunities for a well-rounded education and developing systems and practices that ensure that each student has access and opportunity to experience diverse, rigorous, and relevant, programs, courses, and activities.

Ensuring that we support quality professional development in mathematics and literacy and that we bring a culturally responsive lens to our curriculum review and materials selection processes in mathematics, literacy, and beyond.

Ensuring that students experience school in a way that they develop the academic mindsets (belonging, inclusion, safety, relevance, growth mindset, belief in self) that lead to positive and productive approaches to learning.

Support for Mental Health, Behavioral Health, and Social and Emotional Learning systems

Assess current systems and build need-based systems of support that increase language development, access, and opportunity to learn for our Emerging Bilingual, migrant, and our special education students.

Systems for family outreach and communication.

Key Outcomes:



- A. All students report a sense of belonging, inclusion, well-being, self-identity, and safety at school.
- B. Every student graduates with college, career, and employability skills and the confidence to develop and take on a challenging postsecondary plans.
- C. All students have access to well-rounded educational opportunities (including Career and Technical Education pathways) grounded in culturally and linguistically responsive practices.
- D. All student groups will increase achievement in math, literacy, and science and all student groups will have increased access to advanced courses.
- E. Students from focal student groups will increasingly access pathways to enrollment in relevant, challenging, advanced, and CTE courses.
- F. Community engagement activities will continually increase the inclusion of voices reflecting the diversity of our community.

Key Strategies:



- Increase opportunity and access to CTE programs by adding teachers, courses, and pathways and by adding a College and Career Coordinator and a Career Planning Teacher to support student planning.
- Increase communication and engagement of focal student families by supporting bilingual Family Outreach Advocates at each building.
- Increase Mathematics performance by adding teachers, coaches , high quality professional development, and high quality updated materials.
- Increase English Language Arts performance by adding, teachers, high quality professional development, and high quality updated materials.
- Hire and train ELD Program Teachers to support implementation of high quality ELD services, courses, and coaching for SWEL.

Key Strategies:



- Support training and implementation of the Advancement Via Individual Determination Program at the middle school (AVID).
- Support training, time, materials, and assessments, to support Multi-Tiered Systems of Support including, 9th Grade Transition/Success, attendance, reading, mathematics.
- Support for understanding and integrating culturally responsive practice and Implicit-Bias awareness Training
- Parent Engagement resources such as youth truth, listening sessions and events are designed to bring voice to the diverse parts of our community.

Key Investments:



A High School College and Career Coordinator

A High School Career Planning Teacher

New CTE Teachers & Program Supplies

Willamette Career Academy

Family Liaisons and Advocates

Mathematics teachers, coaches, and Professional Development

ELD Program Teachers and Coaches

Quality ELA materials and teachers

Quality Mathematics materials and teachers

Director of Equity and Inclusion

AVID training, materials, and staff support

Time for 9th Grade Transition/Success team

Invest in Bias/Conflict awareness training

Materials to support Culturally Responsive Teaching and Practices

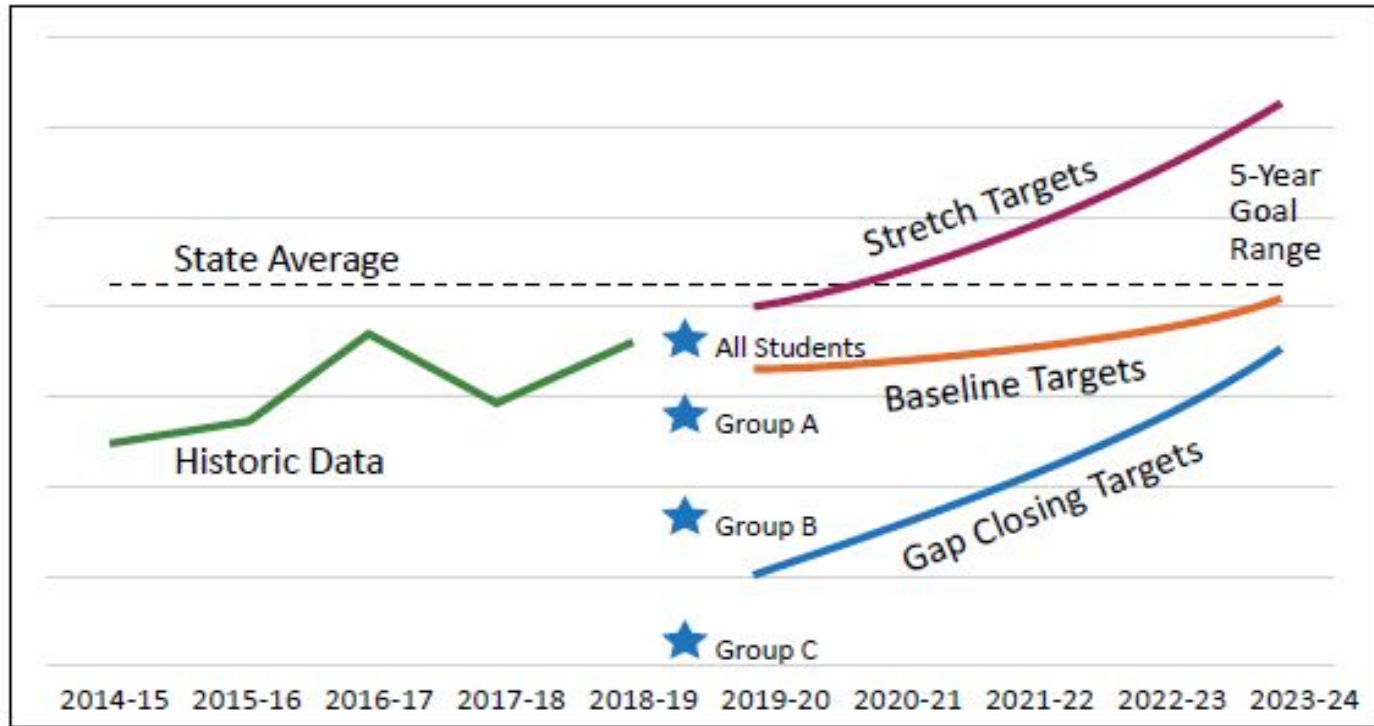
Invest in community outreach and communication-(Communications Specialist)

Universal screeners and opportunities for extended learning to support Multi-Tiered Systems of Support (MTSS)

Instructional assistants to support high needs students.

Mental and Behavioral Health Specialists

Longitudinal Performance Growth Targets



Longitudinal Performance Growth Targets (LPGTs)

5 Common 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

Local Metrics

- 8th Grade Mathematics
- Focal Group enrollment in relevant, challenging, CTE & advanced courses

Longitudinal Performance
Growth Targets Worksheet

What Happens Next?

