DDSD 23-24 Integrated Plan Annual Report
Approved by the Board on October 10, 2024

Background

DDSD proposed the following outcomes, strategies, and activities for its 23-25 Integrated Plan to align with ODE's four common goals: Equity advanced, Community Engagement, Well-rounded Education, and Strengthened Systems and Capacity. Budgets are updated annually, and there may be ongoing revisions to activities/investments. At the time that DDSD developed its outcomes and strategies for its 23-25 Integrated Plan, ODE had not yet added Early Literacy to the Integrated Guidance. ODE updates schools in CSI/TSI annually. DDSD's Integrated Plan Team is working on the 25-27 application for the Board's approval, which may include revisions to activities, as well as outcomes and strategies.

CSI/TSI = Comprehensive Support and Improvement/Targeted Support and Improvement (federal Title IA (ESSA/FSI) through ODE)
CTE = Career and Technical Education (federal Perkins through ODE)
EIIS = Early Indicator and Intervention System
HSS = High School Success (Measure 98)
SIA = Student Investment Account

Outcome A	Increase student achievement for all students and reduce learning opportunity gaps for traditionally underserved students	TSI	CTE	EIIS	HSS	SIA	23-25 Key Activities (Investments)
A1	Strategy A1: Implement a comprehensive staffing plan to reduce and balance class sizes in elementary, middle, or high school classrooms, including for structured learning classrooms for students in special education					x	**SIA:** Kinder IAs, Elementary Teachers, SpED IAs, IAs to balance class sizes

Outcome A	Increase student achievement for all students and reduce learning opportunity gaps for traditionally underserved students	TSI	CTE	EIIS	HSS	SIA	Key Activities and Investments
A2	Strategy A2: Provide ongoing professional development and mentoring specifically to Instructional Assistants on topics such as restorative practices, culturally responsive learning, social-emotional learning, and classroom management					x	**SIA:** IA Training Program (delivered by Paraeducator TOSAs)
A3	Strategy A3: Staff engage in ongoing, differentiated, job-embedded professional learning on a variety of topics, e.g. data analysis, equity, school improvement, instructional strategies (especially for Math and ELA), and other identified areas	x	x		x	x	**CSI/TSI:** Principal leadership coaching via contracted services; WP ECRI, math and reading PL on instructional practices and leadership team collaboration; GH release time for ELA and Math achievement activities; GH classified IAs math curriculum and instructional practices; GH Prof. Dev. Instr. practices and I-Ready PD; RRMS staff training on student empathy interviews and instructional improvement in ELA and Math; FLMS PL to improve ELA and Math instructional practices (esp. ELD); Mill release time and coaching to improve math instructional practices; Mill PL time for formative assessments; VP grade level teams PL to review and plan ELD, ELA and Math curricula w/ ELD standards
A4	Strategy A4: Provide comprehensive, culturally responsive academic and social-emotional learning opportunities to all students, especially focal populations	x			x	x	**HSS:** Summer learning (credit recovery, summer melt, etc.); **CSI/TSI:** High School TOSA and after school club Facilitator for Native Hawaiian/Pacific Islander students
Outcome B	Increase graduation rates for all students, and reduce graduation rate gaps for traditionally underserved students	TSI	CTE	EIIS	HSS	SIA	Key Activities and Investments
B1	Strategy B1: Dedicate comprehensive resources to ensure successful transitions from elementary to middle, middle to high school, and beyond high school	x			x	x	**HSS:** Middle School Transition Mentors, MS Advanced Math, MS CTE Summer Camp, MS "WEB," 8th grade mentoring,

		TSI	CTE	EIIS	HSS	SIA	Key Activities and Investments
B2	Strategy B1: Specialized staff, counselors and teachers will share data and collaborate to ensure all students are on track to graduate, especially at the ninth grade level, by connecting them to classes, activities, mentoring and various supports.	x	x	x	x	x	**HSS:** Coordinator, Grad Mentors , TOSA On-Track Specialist, College and Career Secretary, Media Specialist, Social Workers, Re-Engagement Specialist, Math TOSA, Math Teacher, Level-up Learning (formerly Digital Literacy) Teacher, Counselor, Link Crew (9th grade mentoring), Advisory (focus on 9th grade), Prof. Dev (various positions). Supplies and equipment for Link Crew, College and Career Center and Grad Mentors; **CSI/TSI:** Mill Attendance Team will provide attendance incentives
B3	Use high quality data, research and best practices to inform and improve decision making, communication, lesson plans, culturally responsive teaching and support for staff and administrators for continuous improvement	x	x	x	x	x	**EIIS:** Data Analyst; **CSI/TSI:** RRMS: Math and ELA teachers' collaborative time to develop content and activities for target populations; Instructional improvement Team, Equity Team and Empathy interview training; GH collaborative time with leadership, teachers and Title 1 for school improvement; WP leadership team collaboration, Pl for equity and restorative practices; FLMS release time to improve math instructional practices and foundational language skills (esp. for ELD)
Outcome C	**Increase college and career readiness opportunities for all students**	**TSI**	**CTE**	**EIIS**	**HSS**	**SIA**	**Key Activities and Investments**
C1	Remove barriers to accessing and succeeding in college-level opportunities and Advanced Placement through targeted recruitment, instruction and other support				x		**HSS:** Advanced Placement: textbooks, supplies, and supplementary curriculum; MHCC PL for dual credit teachers; licenses/memberships for CTE programs of study, e.g. First Aid cards, food handler's cards
C2	Cultivate and leverage partnerships with diverse community based organizations (CBOs), postsecondary institutions, businesses and industry to ensure students see themselves reflected in high wage, high demand college and career settings	x	x		x		**HSS:** Supplies for annual CTE/industry event; Contracts: Grad Alliance (outside placement), REAP (CBO), other (youth development at FRC) and post-secondary (tuition assistance); **CSI/TSI:** Native Hawaiian/Pacific Islander summer college tours and career-related activities (includes curriculum development and planning)
C3	Develop and maintain industry-standard CTE supplies, equipment and facilities to provide hands-on, real-world, and exciting experiences that recruit and retain students		x		x		**Perkins (CTE) and HSS:** CTE supplies, equipment and software, equipment repair and maintenance, textbooks, Career Safe badges

		TSI	CTE	EIIS	HSS	SIA	Key Activities and Investments
C4	CTE certified, and other career-related staff, develop and maintain industry-standard curriculum, (including through professional learning), as well as recruit more students to CTE programs, matching interests with our array of 11 programs of study, focusing on historically underserved students as well as traditionally underrepresented groups within a specific program of study		x		x		**Perkins (CTE):** CTE Teachers, Curriculum Development/Enhancement and Professional Development
Outcome D	**Improve school climate and culture**	**TSI**	**CTE**	**EIIS**	**HSS**	**SIA**	**Key Activities and Investments**
D1	Develop and enhance engaging, student-centered and well-rounded learning experiences	x	x		x	x	**SIA:** SUN contract; Community Sports and Recreation; **HSS:** Textbooks, e.g. gender studies, Black and Latinx studies; **CSI/TSI:** FLMS: Release time for ELD staff to plan for improving foundational language skills and create ELD Care Team for identified students needing support.
D2	Ensure health and safety, including physical, mental, behavioral and social-emotional wellbeing	x			x	x	**SIA:** Counselors in all buildings, Elementary PE Teachers, Middle School PE and Health Teachers; **HSS:** SEL and other supplementary curriculum; **CSI/TSI:** RRMS PBIS Green Team and Advisory Teachers SEL development; GH subs for PBIS alignment with Tier 1-3 supports; WP extra duty for PBIS alignment of tiered supports and grade level systems; VP book study focused on students w/disabilities
D3	Engage with students, staff, families, partners and community members in authentic and meaningful ways	x	x	x	x	x	**HSS:** supplies for family engagement; **CSI/TSI:** HS Facilitator for NH/PI after school and summer activities; WP outreach to families for reading and math sessions, curriculum, attendance and engagement; extra duty for coaching to improve attendance, school culture, academics; GH family events: supplies, interpretation, technology, etc; RRMS extra duty and consultation for student empathy interviews; RMMS self and social regulation tools

Note that CSI/TSI schools have school-level strategies that align to the district-level strategies above. These are based on the focal group and focal area identified for improvement.

ODE Annual Report Question 1: As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.

23-24 Highlights

For each of the five common metrics (four-year graduation, five-year completion, third-grade reading, ninth-grade on-track, and regular attenders), ODE uses Progress Markers or "sets of indicators, potential milestones, that identify the kinds of changes towards the outcomes expected…" Progress markers include: community engagement, equity tools, data teams, inventory of literacy assessments, two-way communication, student agency, action research (e.g., PL), literacy plans, ninth-grade course scheduling, foundational learning practices, community partnerships, financial stewardship, balanced use of assessment systems, addressing systemic barriers, and creating optimal learning environments.

Important to note is that Progress Markers are a snapshot in time. Overall, for 23-24, the Integrated Plan Team self-rated 15 ODE Progress Markers as "medium" or "high" on a scale of "low" to "firmly in place" when reflecting on progress toward our Outcomes and Strategies above and Longitudinal Performance Growth Targets (LPGTs).

<u>Third Grade Reading and Early Literacy</u>

We have seen particular progress in Outcome A and our LPGTs in the area of Third Grade Reading. We surpassed our benchmarks for All Student Baseline (32% versus goal of 30%) and All Focus Groups Gap Closing (23% versus goal of

20%). Some of our investments included additional elementary teachers and instructional assistants to reduce class sizes. We saw increased achievement on the State ELA test.

The 2023-24 school year was the second year of implementing the new elementary core literacy curriculum. New curriculum maps addressed pacing, prioritizing high-leverage standards, elevating rigorous comprehension instruction, and integrating language support with writing. Curriculum use increased significantly from 45.6% of teachers in the first year of implementation to 84.2% in the second year, indicating "thorough" or "advanced" use. All kindergarten through second-grade teachers participated in three coaching sessions on Enhanced Core Reading Instruction (ECRI), research-based routines for providing science of reading foundational skills instruction. Finally, research-based Literacy Essential Agreements were developed through teacher collaboration and implemented throughout the year. These agreements provide clarity to teachers when delivering instruction to achieve our vision of equitable access to grade-level core instruction for all students. These steps are part of our district literacy plan.

<u>High School</u>

We have made notable progress toward outcomes through the following:
- Foundational Learning Practices: Strategically implemented the Wayfinder Social Emotional Learning platform with a focused pilot program for freshmen students and a variety of pilot classes in grades 10-12. This was woven into both advisory classes as well as the Link Crew peer mentoring program to support our 9th-grade student population
- Ninth Grade Course Scheduling: Analyzed the Freshmen Academy for efficacy, making the determination to discontinue its current format in preparation for a rebranding and to follow the guidance of the HSS 2.0 rubric. The new format will serve all freshmen and align to new standards

- Ninth Grade Course Scheduling: Summer Ninth Grade Counts courses (through 21st Century grant funding) provided students from our three feeder middle schools to engage in an early introduction to the high school as well as earn elective credit, thereby putting them credit ahead on their first official day of ninth grade
- Partnerships: Strengthened high wage/high demand industry-connected partnerships through field trips, guest speakers and presentations

<u>Community Engagement</u>

As stated earlier, community engagement is one of ODE's four common goals of the Integrated Plan. The Integrated Plan Team has consistently self-rated this area as medium or high (high for the last two quarters) due to its comprehensive approach to bringing the strengths of educators, students, families, focal groups, and tribal communities to the educational experience. 23-24 highlights included:

- Determined themes and action steps, using social media and ParentSquare before conferences
- Used events, surveys and other engagement opportunities to gather specific and overall feedback, share district updates, and drive decision-making and planning for cultural events:
    - YouthTruth Survey (Families and Students): overall response rate was 63% and was strongest at the elementary level
    - Lunar New Year, Black Excellence Showcase and the launch of our first Native American Symposium with support from the Native American Parent Advisory Committee
    - Family Engagement Workshops for New Educator Academy
    - English Language Development (ELD) and new curriculum adoption Family Input Sessions with Spanish, Russian/Ukrainian, and Chinese interpreters
    - Personal phone calls to families that did not attend the input meetings

- ○ TechTalks: Series of listening sessions with families, staff, and students to learn more about the role technology plays in education and how we schools and families can collaborate to ensure a safe learning environment in our schools

<u>Equity Tools</u>

In 23-24, the Equity Department developed and implemented building and district-wide equity professional development sessions to support staff. These included trainings, discussions, scenarios, and resources such as: Interrupting Racism, Asset Based Language, Microaggressions, LGBTQ2IA+ and White Dominant Culture. In 24-25, Equity Chairs will plan for the following themes: Intersectionality, Implicit and Explicit Biases, and Disability/Special Education. The Equity Department extended similar sessions to students, aiming to immerse them in the principles of equity.

In practice, DDSD recognizes that there is much work to be done as it relates to reducing disparities in terms of grading, discipline and attendance when it comes to serving students of color and students with disabilities. Here are some examples of the work we are doing to address this:

- The High School's leadership team is identifying Culturally Responsive Teaching strategies that connect to school improvement plan goals as well as building and district equity plans. They have begun to generate a framework to align equitable grading policies across departments. The High School Equity Team is working on differentiated equity professional development to meet staff where they are and provide more interactive work. Administrators conducted empathy interviews with freshmen to better understand how they perceive school climate and culture
- There have been ongoing meetings with the Board about disciplinary referrals. The Board has initiated steps toward developing a discrimination policy that includes student voice. This work overlaps with another one of ODE's Progress Markers, Student Agency.

- The district has focused on restorative practices. Staff members have been trained on intentionally building relationships, and leadership teams have received training on how to use restorative responses. We now need experience in implementation.

Foundational Learning Practices

Per ODE, Foundational Learning Practices aim to create a culturally sustaining and welcoming climate. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Here are some highlights from 23-24 across the district:

- Counselors have been placed in all buildings, developing and implementing comprehensive plans that include PBIS assessments, suicide screenings, and age appropriate, social-emotional learning strategies for students. Counselors facilitated Care and Connect teams, in collaboration with SUN and other partners, to provide services that foster wellbeing. The impact has been to create caring, resourceful and resilient communities within our schools. All educators received training in relationship-centered learning with a focus on intentionally building three-way connections (student-to-student, student-to-teacher and teacher-to-student). In addition, we have PBIS implementation in our PK-8, Fir Ridge Campus (alternative high school) and transition program.
- DDSD's IA Training Program Paraeducator Mentors and Professional Learning Coordinators continued to provide year round support to new educators. Highlights included:
  - One-to-one coaching of elementary IAs within SLC classrooms
  - Collaborated with school site Green Team leaders to gauge how the program can provide supports and PL to IAs around Tier 1 systems
  - Professional Learning and collaboration around HS/CTP IEP goals and data collection
  - Supporting Multilingual Learners at the middle schools with a focus on how to support the "whole" learner, including specific strategies for supporting academic and behavioral needs

- Support for GYO interns
- Biweekly, in-person learning and teaching; coaching IAs one-to-one in small group ECRI instruction
- IA mentor team in collaboration with the district Elementary Librarian and Ed Tech TOSA
- New Hire Orientation in August with certified and classified for 2024-2025 school year (22 IA participants). Relationship centered learning and inclusive instructional practices are a key part of the onboarding process. Ongoing professional learning and coaching foster student-centered practices
- Library Media Assistants and Computer Lab Techs: Provided necessary knowledge and skills to lead whole group lessors for PK-5 in a safe, effective and meaningful way
- IA Building Leader Meetings: Strengthen a sense of community and connection as well as support building-based systems
- Twice Monthly Orientation for New Hires: This also includes partnering with TOSAs from the Equity team to engage in facilitating some of this PL in the area of equity. Other areas of focus continue to be Restorative Practices/PBIS/Behavior Management, SPED 101, Confidentiality & professionalism as well as Beginning Technology
- Expanding to Secondary and Strengthening Partnerships in DDSD and MESD

<u>Community Partnerships</u>

DDSD and Schools Uniting Neighborhoods (SUN) collaborated with buildings, the Equity Department and other departments to provide culturally responsive, well-rounded, after-school academic enrichment activities, youth development, and community cultural celebrations to honor, celebrate and learn. Family Resource Navigators coordinated educational support and family engagement, addressed basic needs, and built self-sufficiency skills. SUN managers provided the latest data, showing that DDSD partnered with El Programa Hispano Catolico, IRCO, Portland Parks and

Rec and Metropolitan Family Services to serve 2,116 unduplicated students: 71% were students of color or from a culturally specific community, 70% were at risk of academic failure, and 23% attended more than 30 days.

We expanded our Elevate Oregon partnership to include Menlo Park and Gilbert Heights Elementary Schools, as well as Floyd Light and Alice Ott Middle Schools. We participated in an annual Partnership Summit to provide key District information, such as policies and protocols, while providing a space for collaboration across all agencies and schools. The department continued its partnership with PBOT to host a Bike Fair and Sunday Parkways. We partnered with Medicine Bear to offer our first Native American Symposium and expanded our partnership with SMART to provide support at other sites, such as Ventura Park. We are bringing the Black Parent Initiative to the Fir Ridge Campus this year and possibly other sites next year.

Annual Report Question 2: Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.

DDSD successfully implemented all of our financial investments. However, we are still grappling with high levels of chronic absenteeism which affects progress toward outcomes. We did have some bright spots this last year, including:

- We surpassed our 23-24 benchmark for All focus groups gap closing (from 58% to 60%)
- We decreased the percentage of chronic absenteeism at the elementary and middle school levels:
    - Gilbert Heights Elementary: 45% to 35%, a 10% improvement
    - Gilbert Park Elementary: 38% to 32%, a 6% improvement
    - Mill Park Elementary: 46% to 39%, a 7% improvement
    - Alice Ott Middle School: 37% to 29%, an 8% improvement

- ○ Floyd Light Middle School: 36% to 30%, a 6% improvement
- Every building has an Attendance Team and counselors
- We are updating our Attendance Handbook used by Attendance Teams
- At the High School, Attendance Coordinators, Graduation Mentors, and the Re-engagement Specialist are communicating with students and families to address the importance of attendance, earning credits, and engaging at school
- A social worker supports schools, students and families with chronic/severe absenteeism. We also monitor data monthly at the district and building levels

In order to continue making progress toward our outcomes as well as meet our proposed 24-25 regular attendance benchmarks of 67% for All Students and 62% All focus groups gap closing, we are launching an Annual Attendance Campaign as described below.

DDSD will leverage the strengths of its robust and revamped Communications Department, now known as the Communications, Family and Community Partnerships Department, to develop and implement this critical initiative to help increase regular attendance. Staff, including the Director as well as several Family Engagement Specialists and District Liaisons, are multicultural and multilingual and bring a wealth of assets and expertise to continue building connections with our diverse families and students as well as culturally responsive community partners.

Annual Attendance Campaign

Since the return of distance learning, DDSD has experienced an increase in chronic absenteeism. Attendance has been a challenge and has hindered our progress toward Integrated Plan outcomes. Regular school attendance is crucial for students to learn and to develop relationships with their peers and teachers. To improve attendance, we are launching an

Annual Attendance Campaign in 24-25 in collaboration with different stakeholders. We will work closely with staff, students, families, and community partners. Our objectives are to increase attendance throughout the district, empower families to prioritize regular attendance, and provide clear and simple information to help families understand the effects of absenteeism and the importance of regular school attendance for students' academic and social success (development). Strategies we plan to implement:

- Every month, we will release one to two videos on social media addressing different topics with the support of students, staff, and families. We will have two types of videos, one targeting families and the other targeting students
  - The videos for students will showcase our middle and high school students sharing attendance information. The videos will follow current social media trends
  - The videos for families will highlight information such as when to keep your children at home and when it is okay to send them to school
  - We plan to send communication messages to families with infographics so it is easy to understand the impacts of missing school
- We will discuss attendance during our Annual Community Partner Summit in October 2024, sharing with partners an overview of what we hope to accomplish this year--attendance communication to families-- and their role in working with us (their school) to improve our attendance rate
- Any attendance information we share with families will be shared with community partners

Annual Report Question 3: 2023-24 (even years): Assurance Box with submission: I have reviewed progress toward meeting the LPGT in the grant agreement to help reflect on program implementation for 2023-24 SY.

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy

implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.