



SOESD LTCT Programs

2025-27 Integrated
Application

Presentation to
SOESD Board

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- Planning Team
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Purpose of 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 introduce, engage, and/or seek board approval

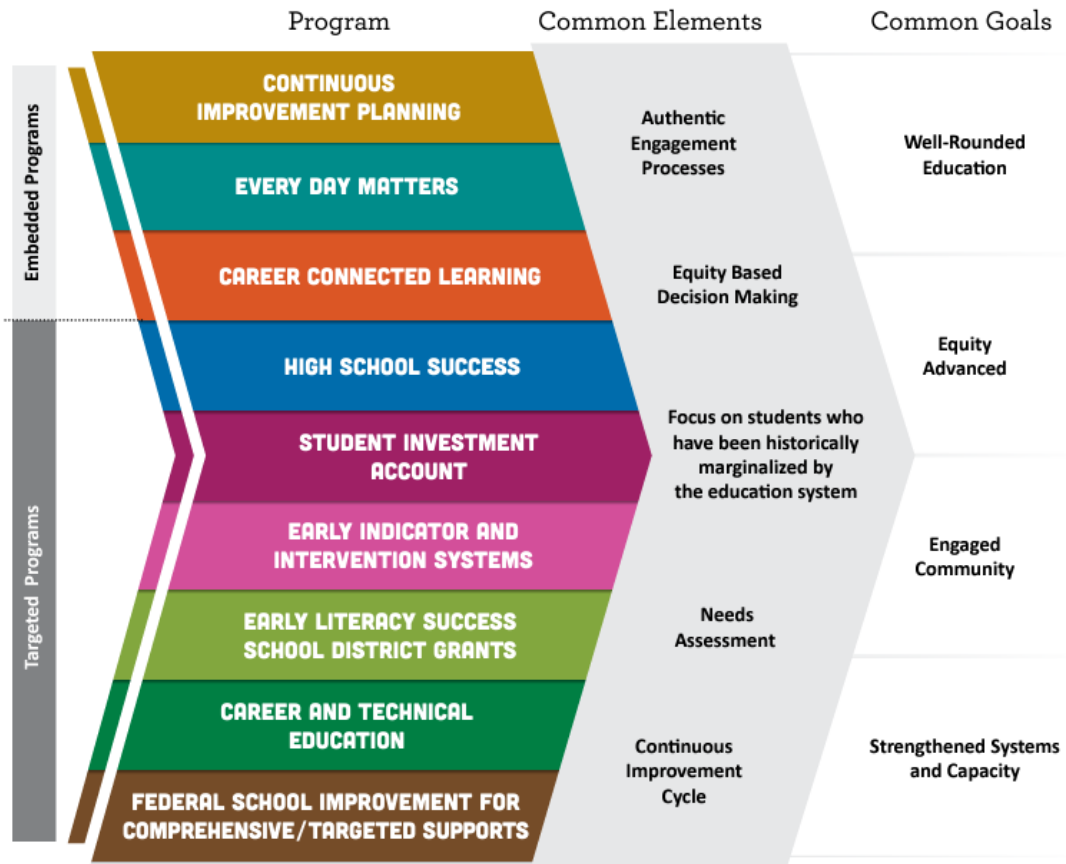


Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goal



Summary of Program Purpose, continued



Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

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.

Meet our Planning Team Members



Laura Miltenberger and Tanya Frisendahl; Technical Assistance

Diane Dunas, SOESD Spec. Ed. Coord. LTCT Programs

Kristi Bean, SOESD Spec. Ed. Teacher, Grants Pass Day Treatment

Emily Chesley, Gen. Ed. Teacher, Grants Pass Day Treatment

Carolyn Maloney, Gen. Ed. Teacher, Medford Girls Residential

Ann Reynolds, Educ. Assistant, Medford Girls Residential

Sofia DeSousa, Family Solutions Case Manager, Medford Girls Residential

Ali Gatlin, Family Solutions Program Manager, Medford Girls Residential

Connie Wallace, Family Solutions Exec. Director

Wendy Boicey, Family Solutions CFO

Todd Martinez, SOESD Student Data Specialist

Lesley Krakauer, Family Solutions, Clinical Lead

Required Planning Processes



- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

The team utilized these beliefs to guide decision making



Every student has the ability to learn

- 🕒 Speaking a language other than English is an asset
- 🕒 Special Education Services are an educational responsibility
- 🕒 Students previously described as “at risk” are the best opportunity to improve outcomes
- 🕒 Intentional, proven practices must be implemented to return out of school youth to an educational setting
- 🕒 Supporting great teachers is important
- 🕒 Ending disparities and gaps in achievement begin in quality delivery
- 🕒 Resource allocation demonstrates priorities and values
- 🕒 Shared decision making with communities will improve outcomes
- 🕒 All students should have access to information about future opportunities
- 🕒 Community colleges and universities play a critical role in serving diverse, rural and ELL communities
- 🕒 Rich history and culture is an asset to celebrate

Community Engagement Highlights



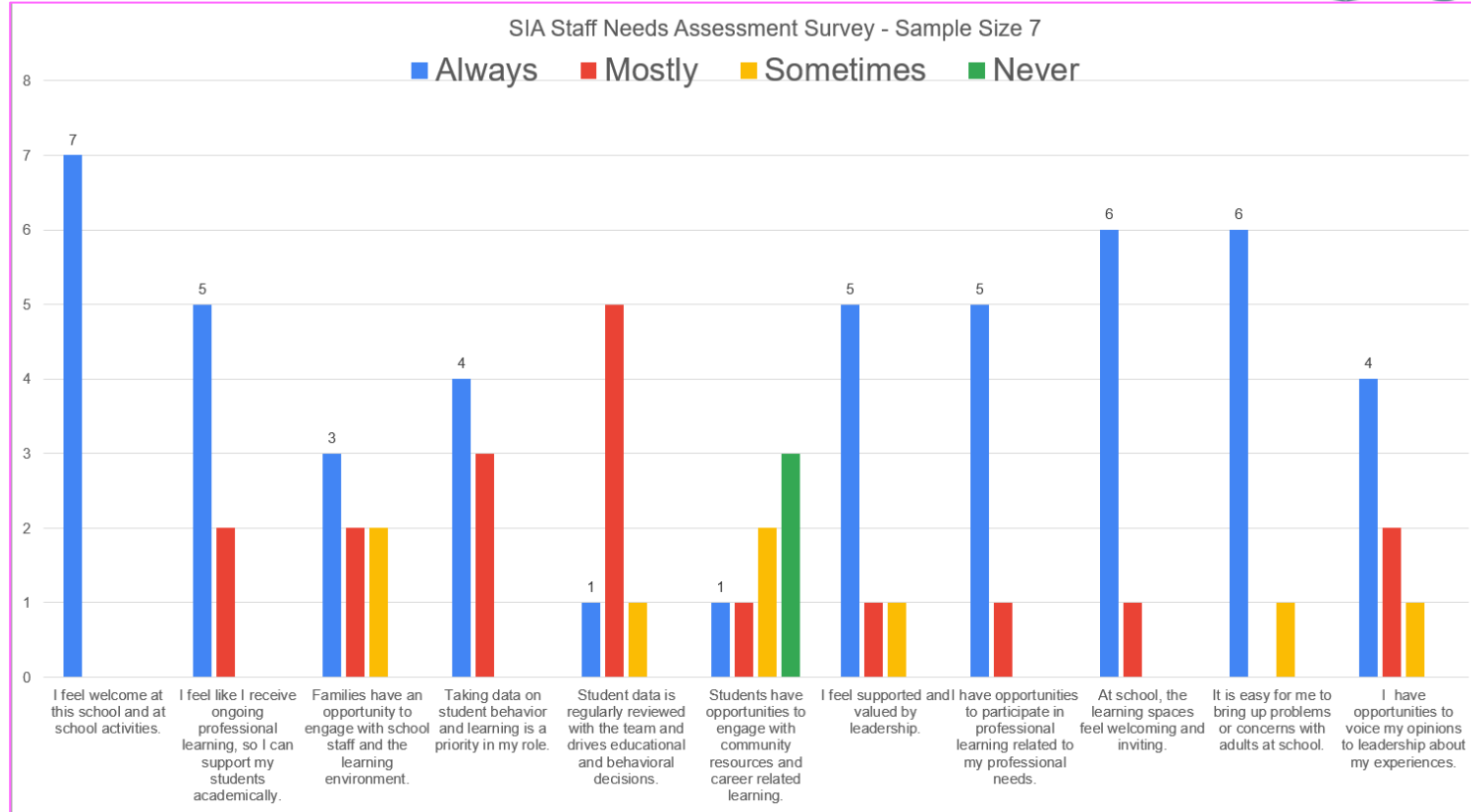
“What do you like about your school?”

- Recess
- PE (scooters)
- Art
- Computers
- Lunch/Snack
- Therapy Dog
- Teachers

“What would make your school better?”

- Field trips
- Cooking
- Longer day of school
- Garden
- Party
- Better playground equipment – specifically swings (almost every student asked for this)

Staff Survey Results



Medford Girls Residential Classroom – sample size 4

Celebrate Watch Priority

School Culture and Climate	Always	Mostly	Some	Never
I feel welcome at this school and at school activities	50%	50%		
I see myself represented and reflected in the school culture	25%	50%		25%
Communication and Engagement with School I have opportunities to voice my opinions to teachers about my experiences and education	50%	50%		
School Environment At my school, the learning spaces feel welcoming and inviting.	50%	25%	25%	
Student and Staff Relationships Teachers and staff treat me with respect	50%	50%		

Classroom Effectiveness	Always	Mostly	Some	Never
The school is doing a good job of supporting my social/emotional growth	75%			25%
Teacher changes or adjusts teaching methods or lessons based on my needs	25%	50%		25%
I have opportunities to take courses that are interesting to me.	75%			25%
I know what is required of me to graduate high school.	100%			
I know what career opportunities are available to me, and what I need to do to be prepared for those careers.	75%	25%		
I have opportunities to participate in career related training.	25%	50%		25%
	50%	25%	25%	

Stages of Implementation



Laying the Foundation

No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

Implementing

All components are in place and starting to make systemic changes.

Sustaining Schoolwide

All components are in place PLUS overall effectiveness is monitored and continuously improved.

Needs Assessment Highlights



Item 1.1 Valued Leadership

Our school has a Leadership Team that continuously uses data to improve teaching and learning for Equity-based MTSS Implementation

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

Item 2.1 Education Coaching and Learning

Our school provides sufficient professional learning and instructional coaching to improve teaching and learning.

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

Item 4.1 Academic Tiered System of Support

Our school has an integrated tiered system that starts with strong Universal instruction to promote academic success for all students and responds with Additional and/or Intensified support for students, when warranted.

Day Tmt.: One or more, but not all, components are in place or there are clear plans to proceed putting components in place.
Residential: All components are in place and starting to make systemic changes.

Item 5.1 Behavior Tiered System of Support

Our school has an integrated tiered system that starts with strong Universal instruction to promote safe environments, authentic relationships and behavior success for all students, responding with Additional and/or Intensified support for students when warranted.

Day Tmt.: One or more, but not all, components are in place or there are clear plans to proceed putting components in place.
Residential: No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

Item 9.2 Family Engagement Opportunities

Our school provides families and students with opportunities and resources to meaningfully engage and participate in school decisions.

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

These priorities emerged:

- Leadership Teams for Multi-tiered Systems of Support for academics and behavior
 - Education Coaching and Learning
 - Positive Partnerships with Students and Families
- Improve play areas (playground swings, kitchen area)

Our intended outcomes are:

Grants Pass Day Treatment:

Strengthen Literacy and Math Instruction in grades K-5

Increase academic outcomes and achievement for all students including focal populations

Provide students with a well-rounded education

Medford Girls Residential

Increase academic outcomes and achievement for all students including focal populations

Strengthen Literacy and Math Instruction in grades 6-12

Provide students with a well-rounded education

These key strategies will help us achieve our intended outcomes:



Grants Pass Day Treatment

- Provide professional development and ongoing support around use of research-based curriculum and instructional strategies to teachers and instructional assistants.
- Facilitate data team analysis meetings to make informed academic and behavioral decisions.
- Use high leverage instructional strategies to support students' academic achievement
- Provide small group instructional learning and targeted interventions
- Facilitate family engagement events to support student academic achievement
- Broaden educational learning opportunities

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Medford Girls Residential

- Provide professional development and ongoing support around use of research-based curriculum and instructional strategies to teachers and instructional assistants.
- Facilitate data team analysis meetings to make informed academic and behavioral decisions.
- Use high leverage instructional strategies to support students' academic achievement
- Implement strategies to determine students needing support to be on track to graduate and provide necessary resources
- Provide small group instructional learning and targeted interventions
- Broaden educational learning opportunities

Key Investments:

Budget – please see board packet

Hiring a principal, who will provide valued leadership and coaching to utilize data and multi-tiered systems of support to improve teaching and learning. There will be an emphasis on a well-rounded education, including career related learning and family engagement.

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

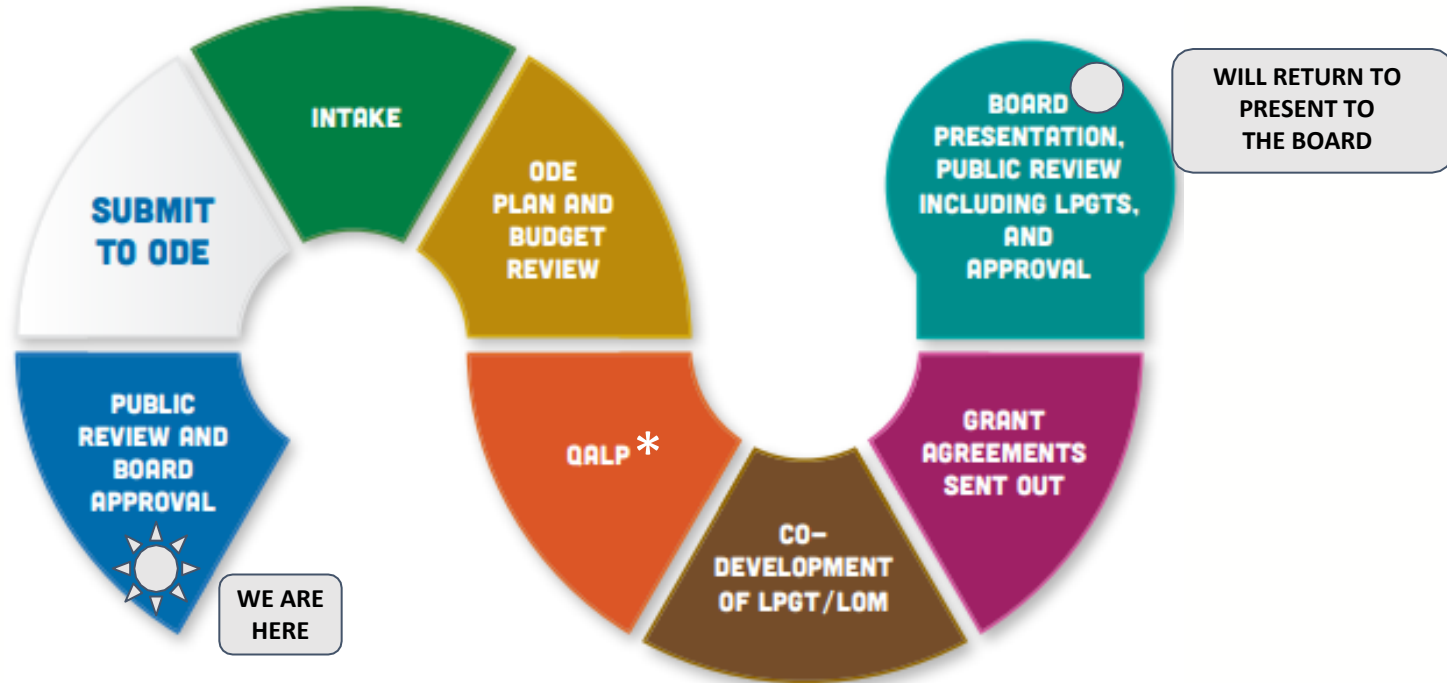


ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following 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

*Grantees may also set local optional metrics

What Happens Next?





Questions & Comments

Thank you SOESD
School Board