



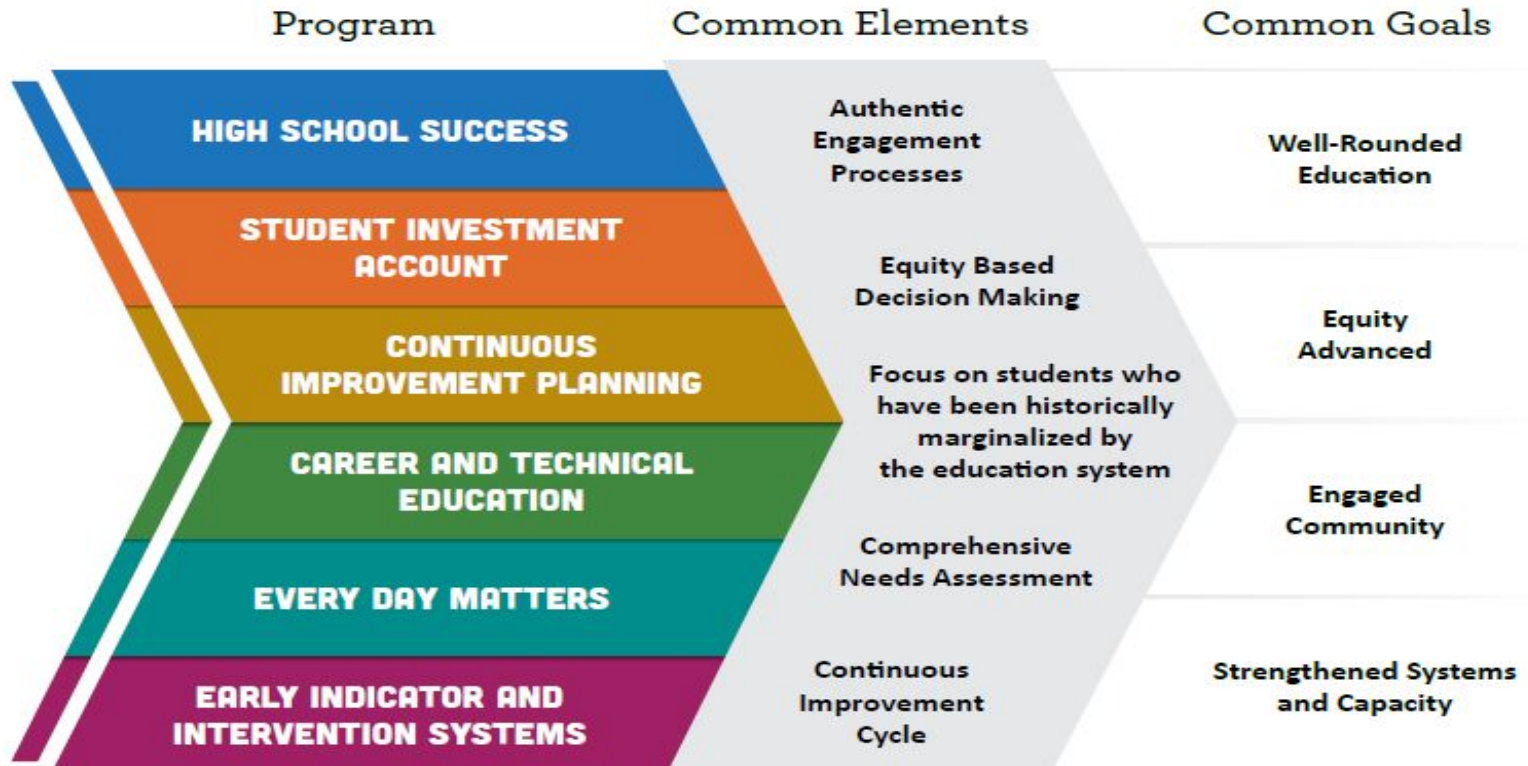
# NMSD Integrated Program

Annual Report Presentation

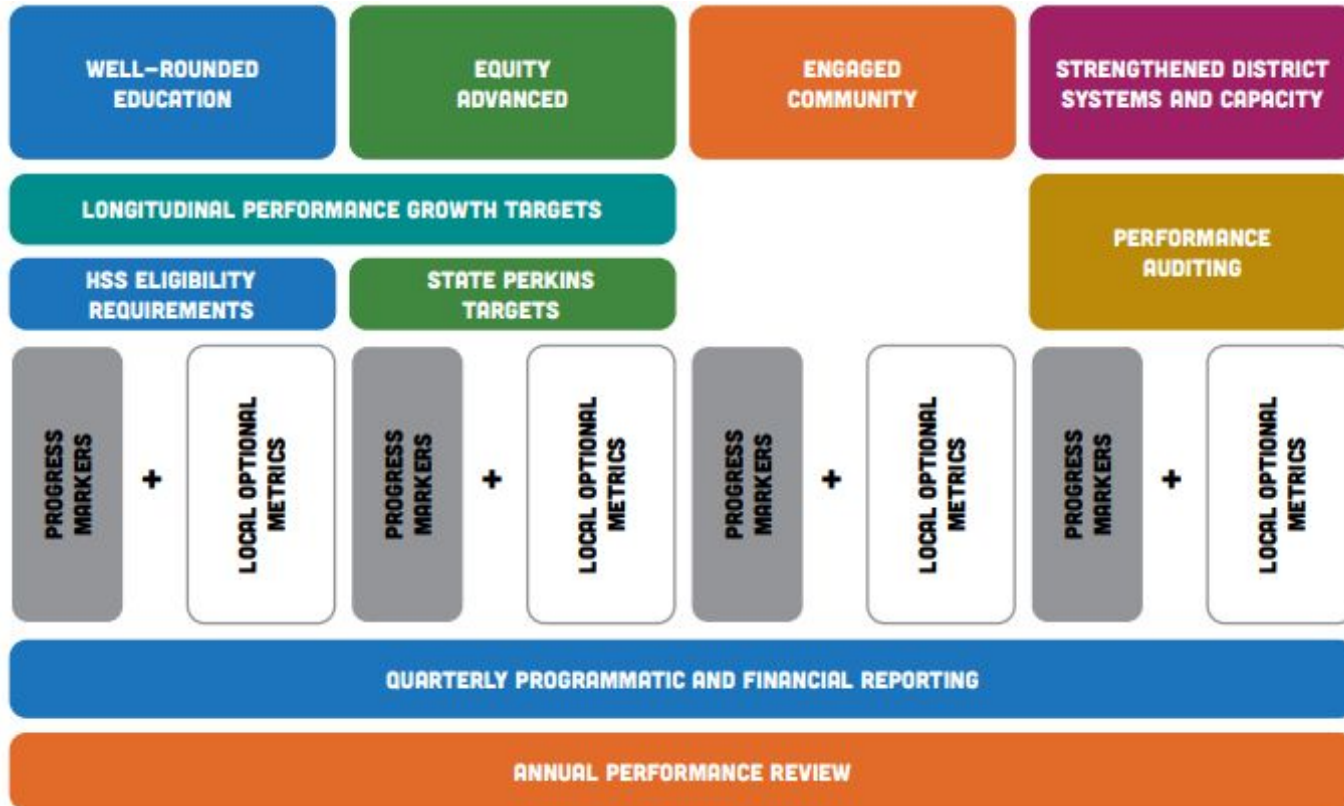
November 18, 2024

Director of Teaching and Learning - **Desiree Kiesel**

# Background: Six Programs & Common Goals



# Summary of Integrated Programs Performance Measures



# Our Integrated Plan

**Outcome A:** All students report a sense of belonging, inclusion, well-being, self-identity, and safety at school.

**Outcome B:** Every student graduates with college, career, and employability skills and the confidence to develop and take on challenging post-secondary plans.

**Outcome C:** Support for understanding and integrating culturally responsive practice and Implicit-Bias Awareness Training.

**Outcome D:** Students from focal student groups will increasingly access pathways to enrollment in relevant, challenging, advanced, and CTE courses.

**Outcome E:** All student groups will increase achievement in math, literacy, and science achievement, as measured, by state assessments and all student groups will have increased access to advance courses.

**Outcome F:** Community engagement activities will continually increase the inclusion of voices reflecting the diversity of our community.

# Additional Performance Measures

Besides LPGTs, these additional inputs inform progress:

- High School Success Eligibility Requirements
- State CTE Perkins Performance Targets
- Progress Markers
- **Local Optional Metrics**
- Quarterly and Financial Reporting
- Annual Reporting
- Auditing (SIA funds only)
- Performance Reviews

# Progress Markers

Progress Marker Identifying #	Progress Marker <b>Start to See: Early signs of progress (3-6 months)</b>	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	High
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	Medium
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	Medium	High
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	Medium	High

Over the past year, we've made significant strides across all our buildings to enhance communication and strengthen connections with our stakeholders.

Schools have been hosting informational evenings tailored to meet the needs of our families, providing essential information to help support their students.

Additionally, our Superintendent has prioritized gathering input from the community during his first year, which has increased our focus on community engagement.

# Progress Markers

Progress Marker Identifying #	Progress Marker	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
	<b>Gaining Traction: Intermediate Changes (6-18 months)</b>		
PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Low	High
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	Medium
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Medium	High
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	Medium
PM9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	Medium	Medium
PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	High

We have seen continued shifts in our efforts towards viewing our work through an equity lens as we learn more and more about the unique learning needs of our students, particularly with our underserved students—such as language learners, and students receiving Special Education Services.

This past year we have focused extensively on our English Language Development program—securing appropriate resources for staff, changing our program model to meet student needs better, and putting into place professional development to support staff sheltering of instruction.

In addition, we continue to refine our Data system and assessment tools in order to ensure we have the information we need to inform decision-making and make in-the-moment changes to instruction to meet the needs of all learners.

# Progress Markers

Progress Marker Identifying #	Progress Marker	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
	<b>Profound Progress: Substantial and Significant Changes (18 months+)</b>		
PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	Low	Medium
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	Firmly in place
PM13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Medium	Medium
PM14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Low	Medium
PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Low	Medium

Every year, we are discovering more and more the importance of engaging students' voices in decision-making and the crucial role they play in creating an inclusive and responsive educational environment.

When students are actively involved, they feel a sense of ownership and responsibility for their learning, which can lead to increased motivation and engagement. Their perspectives provide valuable insights that can enhance school policies, programs, and practices, ensuring that decisions reflect the needs and interests of the student body.

By fostering an atmosphere of collaboration and respect, schools not only empower students but also cultivate a culture of shared responsibility and community, ultimately leading to a more positive and effective learning experience.



# Progress Markers

Progress Marker Identifying #	Progress Marker  Start to See: Early signs of progress (3-6 months)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	High
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	Medium
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	Medium	High
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	Medium	High

# Progress Markers

Progress Marker Identifying #	Progress Marker	Progress (7/1/2023 - 9/30/2023)	Today
	<b>Gaining Traction: Intermediate Changes (6-18 months)</b>		
PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Low	High
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	Medium
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Medium	High
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	Medium
PM9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	Medium	Medium
PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	High

# Progress Markers

Progress Marker Identifying #	Progress Marker <b>Profound Progress: Substantial and Significant Changes (18 months+)</b>	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	Low	Medium
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	Firmly in place
PM13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Medium	Medium
PM14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Low	Medium
PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Low	Medium

# Progress Markers (Optional to Share)

Progress Marker Identifying #	Progress Marker  Start to See: Early signs of progress (3-6 months)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Year 1 Q2 Progress (10/1/2023 - 12/31/2023)	Year 1 Q3 Progress (1/1/2024 - 3/31/2024)	Year 1 Q4 Progress (4/1/2024 - 6/30/2024)	Today
PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	Medium	Medium	Medium	High
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	Medium	Medium	Medium	Medium
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	Medium	Medium	Medium	Medium	High
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	Medium	Medium	Medium	High	High

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PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	Medium	Medium	Medium	Medium
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Medium	Medium	High	High	High
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	observable chan	Medium	observable chan	Medium
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PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	High	High	High	Firmly in place
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PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Low	Medium	Low	Medium	Medium

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.

- Strengthen our connections with families and the community
  - Parent Nights
  - Including parents in decision making
  - Fostering community partnerships
- Improved school culture
- Ongoing engagement and collaboration

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.

Greatest Barrier - Low academic achievement among focal student groups

- Engagement
- Limited access to resources
- Need for better support for our language learners
- Adapting our teaching to meet diverse learning needs
- Developing strategies that address specific obstacles
- Create a more comprehensive support system



After reviewing what you shared in your 2020-23 Annual Report responses, please elaborate on how your SIA investments served the mental and/or behavioral health needs of your focal group students.

- Mental and behavioral health needs of our focal group students.
- Fostering a safe, inclusive, and supportive learning environment.
- Expanding our counseling services.
- Timely interventions, helping students develop coping skills, manage stress, and navigate difficult emotional situations.
- Professional development for educators and staff
- Partner with mental health resources and community organizations
- Culturally responsive practices
- Improvements in student engagement, a reduction in behavioral incidents

After reviewing what you shared in your 2020-23 Annual Report responses, please elaborate on how your SIA investments contributed to improving academic outcomes specifically for focal student groups?

- Academic outcomes for our Emerging Bilingual students
- Enhancing language support services.
- Increased the number of bilingual educators and instructional aides who specialize in working with ELL students
- Professional development for teachers
  - Culturally responsive teaching
  - Differentiated instruction
  - Language acquisition techniques
- Emphasis on family engagement and improved communication channels

What lessons did you learn from your 2020-23 SIA implementation that are informing your current Integrated Plan priorities and investments?

**Targeted approach to equity**

Intentional emphasis on addressing the unique challenges faced by our most marginalized student groups

**Stakeholder engagement in the planning and implementation process**

Meaningful collaboration with students, families, educators, and community partners was essential

**Sustained professional development**

Consistent and ongoing support

**Data-driven decision-making**

Creation of a robust system for collecting, analyzing, and using data

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**Sustained professional development**

Consistent and ongoing support

**Data-driven decision-making**

Creation of a robust system for collecting, analyzing, and using data