

# Imbler School District

Fall Update 2023



## Implementing our Integrated Plan

The *Integrated Plan* combines the common goals and requirements of six state and federal initiatives into a roadmap for supporting the success of our unique students and community. After an extensive development process of engaging stakeholders and conducting a comprehensive needs assessment, our plan was approved by the School Board and submitted to the Oregon Department of Education (ODE) for final review.

Now that the plan is complete, *our focus shifts to implementing our strategies and activities rigorously and systemically and measuring their impact over time.* Annual accountability requires monitoring our progress towards customized student growth targets that must also be approved by the school board this Fall as part of our grant agreement with ODE. Additionally, each quarter the district must submit a fiscal report, self-evaluation of our progress towards systems change and narrative reflection on the effectiveness and status of our plan implementation.

Most important is our commitment to strengthening implementation through community partnerships and stakeholder engagement of all voices, allowing for course corrections as needed to ensure our investments are making the desired impact.

Our **final 2023-24 allocations increased by \$72,803.31 to total \$475,153.59** which will allow us to support “wish list” activities approved in our plan and/or increase funding investment in planned activities.

- Student Investment Account = \$370,691.87↑
- High School Success = \$103,566.73↓
- Early Indicator & Intervention Systems = \$894.99↑

Last, guidelines for a new member of this initiative family, **Early Literacy Success**, were just released. We are currently evaluating our capacity for meeting the grant requirements within the timeline.

## Measuring Progress: Realistic, Ambitious, Attainable

Our Longitudinal Performance Growth Targets (LPGTs) were developed with guidance from ODE and considered historic trends, our planned activities and statewide averages to arrive at statistically valid goals. Although annual monitoring sheds light on progress, these targets will be evaluated in the long-term; *building sustainable systems that remove barriers and offer interventions for students takes time.* It is also important to remember that these numbers represent a different group of individual students each year, and the complexity of numerous variables affecting performance results in progress that is not always linear or accurately captured by a percentage rate.

Each measurement indicator in the following table contains a Baseline (minimum level of expected growth) target for All Students and a Gap-Closing target designed to close or narrow discrepancies in achievement for Focal Group (historically underserved) students.

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## Baseline & Focal Group Targets for the 5 Common Measures

<i>All Student%/Focal Group Student % If &gt;95%, data suppression applied to protect student confidentiality. *Focal group population is too small to set a growth target.</i>	<b>2023 -24</b>	<b>2024 -25</b>	<b>2025 -26</b>	<b>2026 -27</b>	<b>2027- 28</b>
<b>Four-year Graduation*:</b> % earning a regular or modified diploma w/in 4 years of entering high school.	>95	>95	>95	>95	>95
<b>Five-year Completion*:</b> % earning a regular, modified, extended or adult hs diploma, or a GED w/in 5 years of entering high school.	>95	>95	>95	>95	>95
<b>Ninth Grade On-Track:</b> % earning at least ¼ of their graduation credits by the end of summer following their 9th grade year.	93.5/ 91.3	>95/ 94.5	>95/ >95	>95/ >95	>95/ >95
<b>Third Grade Reading*:</b> % proficient on statewide English Language Assessments.	53.1	54.1	55.1	56.1	57.1
<b>Regular Attenders:</b> % attending more than 90% of their enrolled school days.	74.4/ 54.9	75.4 /57	76.4/ 59	77.4/ 61	78.4/ 63

## 2023-2027 Integrated Plan Snapshot

Our intended outcomes and the strategies to help us achieve them are:

- A. Increase meaningful student opportunities for students to access well rounded educational experiences for K-12 in and out of the classroom setting.**
  - ★ Create well rounded staffing, reduced class size, provide opportunities for students to access classes.
  - ★ Engage in community and professional partnerships to provide opportunities outside the regular day.
  - ★ Create systems for students to access pathways for graduation.
  - ★ Updating existing classroom spaces to close the opportunity and achievement gap.
- B. To increase reading proficiency and readiness to learn**
  - ★ Resources for existing staff and new staff in reading
  - ★ Professional Development for existing and new staff in areas such as reading, etc.
  - ★ Increase student readiness to learn through extended opportunities
  - ★ Identify Students that struggle in the reading
  - ★ Provide a reading specialist
- C. Meaningful and planned support network to ensure student and community wellness, safety, and success.**
  - ★ Provide K-12 Mental Health and Counseling support
  - ★ Increase communication with community and parents
  - ★ Develop intentional ways for onboarding students and families into ISD and community
  - ★ Staff and student development guided by mental health professionals
  - ★ Provide supervision to increase the safety of the students on campus

Key investments for the upcoming biennium include staffing and programming costs to: reduce class sizes | monitor student progress and provide instructional resources to reinforce learning | increase electives and out-of-school programming | support student health and wellness | and improve our communication and stakeholder engagement.

Access the full plan and grant agreement on our website or district office. For questions or comments, please contact Superintendent Randy Waite at 541-534-5331