

Pleasant Hill School District

Integrated Guidance Plan
ODE 2023 - 2027
For Public Review 2/13/23 - 2/27/23



Integrated Guidance Plan

Common Goals:

- ~ Well - Rounded Education
- ~ Equity Advanced
- ~ Engaged Community
- ~ Strengthened Systems and Capacity

Integrated Guidance Plan Summary

1. Engagement with community and data.
2. Needs identified from the community and data engagement.
3. Outcomes developed to address the identified needs.
4. Systems for monitoring and providing accountability to the plan.
5. Universal targets for measuring plan effectiveness.

Community & Data Engagement

PHSD has engaged in the following activities:

1. Informal interviews with staff and community by new administration.
2. Review Oregon Health Authority (Healthy Teen Survey) Data.
3. Review Oregon At-A-Glance District Profile Data.
4. Review of existing Student Investment Account (SIA) and Continuous Improvement Plan (CIP) documents.
5. Review of Special Programs account budgets (High School Success (HSS), SIA, Career and Technical Education (CTE), and Early Indicator Intervention Systems (EISS)).
6. PHIP team engagement on 11/8/22.
7. Student Focal Group Interviews ongoing 22-23 school year.
8. Lane ESD, LCC, Lane Workforce, community partners event at LCC on 1/13/23.

Identified Needs

Through engagement activities PHSD has identified the following needs:

1. **Develop Social Emotional Learning (SEL) supports.** (SEL is a process designed to support students' well-being and academic performance in areas such as, self-awareness, self-management, social awareness, relationship skills, and responsible decision making)
2. **Develop learning teams to quickly respond to student(s) social, emotional and instructional needs.** (Teams identified to meet regularly to analyze student data, to reflect on student progress, and to create action plans that will improve instructional effectiveness and student outcomes).
3. **Develop written K-12 literacy strategies with identified progress monitoring targets and rules and corresponding professional development.** (Establish a K-5 to 6-8 to 9-12 model)
4. **Develop multi-tiered systems of supports (MTSS) aimed at increasing high-quality, well rounded, student learning.** (MTSS is a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds a public health approach that focuses on organizing the efforts of adults within systems to be more effective)
5. **Increase career and college programs and support to help prepare and connect students for career and college opportunities.** (Career and college center with objectives aligned to organizing, increasing and tracking supports for students (FAFSA, College Applications and Scholarships, internships, resume building, career experience, etc.)

Developed Outcomes

1. Pleasant Hill School District (PHSD) develops and implements a Kinder, 6th & 9th grade transition program, with specific attention to students with disabilities and students receiving Tiered Supports.
 - a. Staggered Kindergarten Start and Springtime team meetings to discuss and transition 5th grade student supports to 6th grade and 8th grade student supports to 9th grade.
2. PHSD implements a focused approach on student, family, and staff Social, Emotional, Learning (SEL) and SEL supports.
 - a. Providing professional development specific to SEL and creating systems that provide equitable access to SEL supports in the school community.
3. Care/Data teams are formed at each school to frequently review student data to inform decision making processes specific to individual student achievement.
 - a. Develop a model of tiered supports and corresponding system / guidelines for using the model within adult teams to inform decision making processes aimed at increasing student achievement.
4. Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to stakeholders.
5. PHSD will increase career and college readiness and supports.
 - a. Develop career and college center to coordinate.
6. PHSD will increase high-quality, well rounded learning time and implement a system of academic supports
 - a. Aligned professional development, teaming, and data driven systems of evaluation.

Strategies Supporting Outcomes

1. Implement a K-12 Multi-Tiered System of Support (MTSS) to close the opportunity and achievement gap.
2. Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.
3. Provide equitable access to social, behavioral and mental health supports.
4. Implement comprehensive counseling program with mental health supports that focuses on trauma induced practices, and a SEL curriculum to improve culture and climate of our schools.
5. Utilize an Early Warning Indicator Dashboard and data.
6. Introduce all 9th grade students to College Now courses.
7. Implement literacy support at the secondary level of instruction.
8. Introduce all 8th grade students to CTE offerings.
9. 9th Grade success (Future Success).
10. Modernize classroom space (HVAC, Electrical, Water) to support programs.
11. Utilize early release days to design coherent, articulated, data driven systems for staff.

Monitoring Systems

1. Developing an aligned early release schedule with clearly defined activities will lead to an effective implementation of articulated, written, systems that can be monitored for effective use and accountability.
2. Teacher leadership stipends are already established and are in place to lead and enhance the development, communication and implementation of systems aimed at increasing student achievement.
3. PHIP team and associated leadership stipends are in place to provide effective review, feedback and guidance specific to plan implementation, timelines and activities.
4. Administrative reporting timelines to the School Board will need to be established in order to provide information and receive feedback and guidance toward plan facilitation.

Universal Targets

1. Regular Attenders (Attendance Data)
2. 3rd Grade ELA (Smarter Balanced)
3. 9th grade on track to graduate rate
4. Four year cohort graduation rate
5. Five year cohort completion rate