

UDPATED 2/21/2020

STUDENT INVESTMENT ACCOUNT: Salem-Keizer Executive Summary 2020-2021

Strategy #1: Fifth grade reading at eight (8) targeted schools

Salem-Keizer is focusing on fifth grade reading because our students do not yet perform as well as other elementary students across the state in reading. Twenty-five percent of our elementary students are taught in Spanish, and we recognize the importance of giving those students six years in elementary school to learn to read and write in English while also maintaining their native skills in Spanish.

All elementary schools will receive:

- Research-based intervention materials for students who are struggling in reading

Eight (8) targeted elementary schools will receive:

- Full-time instructional mentors to provide coaching for teachers
- Full-time behavior specialists to provide behavior supports for students
- Additional licensed teachers to co-teach or reduce class size in k-1 classrooms during reading instruction
- A district literacy coach assigned to provide professional development and coaching for teaching reading in both Spanish and English, specifically targeting foundational reading skills.

Elementary Curriculum & Instruction Coordinator will oversee the reading development and progress at these eight (8) schools.

Strategy #2: Ninth Grade On-Track at two (2) targeted high schools

Salem-Keizer is focusing on success in Algebra I classes, specifically for freshman at two (2) targeted schools. Algebra I is the most frequently failed class in high school and can lead to students not being on-track to graduate in four years.

Two (2) targeted high schools will receive:

- Additional licensed teachers to co-teach or reduce class size in Algebra I classrooms.
- A math coach assigned to provide support to school-based teams with professional development, data analysis, data-based decision making, and team processes.

Multi-tiered Systems of Support (MTSS) Coordinator will oversee the development and progress of high-quality classroom instruction, interventions for struggling students, and team meetings to review data on student progress.

Strategy #3: Language Acquisition

Salem-Keizer is focusing on language acquisition because our students who begin school as English learners and demonstrate English proficiency before high school graduate at rates higher than our overall student group. Students who are English learners, but are still receiving services to learn English during high school graduate at the lowest rate of our all subgroups.

Eight (8) targeted elementary schools will receive:

- Full-time instructional mentors to provide coaching for teachers.
- Full-time behavior specialists to provide behavior supports for students.
- A district biliteracy coach assigned to provide professional development and coaching for transitional biliteracy or dual language classrooms.
- A district language acquisition coach assigned to provide professional development and coaching for ESOL classrooms.

Middle schools and high schools with programs for students learning English will receive:

- Additional licensed teachers to support co-teaching or sheltered instruction for middle school students learning English.
- Additional licensed teachers to support co-teaching or sheltered instruction for high school students in Newcomer classrooms.

District Trainers for a research-based language acquisition program will provide professional development and support for implementation in elementary schools with EL programs.

Language Acquisition Coordinator and Program Associate will oversee the development and progress of programming in ESOL, transitional biliteracy and dual language classrooms in these schools.

Strategy #4: Dual Language Leadership Team

Salem-Keizer is focusing on future expansion of dual language classrooms as a consistent model of instruction for students learning English.

Dual Language Leadership Planning Team will consist of:

- Dual language coordinator to facilitate the planning process, implementation and monitoring of the expansion of dual language programs across the district.
- Dual language program associates (elementary and secondary) to design and lead a professional development training sequence for teachers, mentors, and administrators.

Strategy #5: Middle School Math at two (2) targeted schools

Salem-Keizer is focusing on middle school math because students who do poorly in math in grades 6, 7, or 8 frequently do not graduate from high school on time.

All middle schools will receive:

- Increased instructional time for math with a schedule change to a 6-period day

- Curriculum based online diagnostic assessment for students with toolbox to provide them targeted supports

Pilot middle schools will receive:

- Math curriculum and associated professional development

Two (2) targeted middle schools will receive:

- Additional licensed teachers to co-teach or reduce class size in math
- A district math coach to provide professional development, observation and feedback, embedded coaching and modeled teaching strategies.

Strategy #6: Supports for Students’ Mental Health and Behavioral Needs

Salem-Keizer is focusing on expanding the continuum of supports for students with mental health or behavioral needs. Our students report a low sense of belonging at school, specifically students of color who do not see themselves represented in our staff. Escalating student behaviors can be a disruption in the classroom, and we are not yet providing adequate supports for individual student needs.

All schools will receive:

- Socio-Emotional Learning curriculum for use in the regular classroom.
- Access to professional development and coaching through additional Positive Behavior Intervention Supports (PBIS) program associates specifically targeting the elementary or secondary level
- Access to training in a classroom management system (ENVoY) and coaching to provide observations and feedback to improve classroom routines
- Access to additional social workers
- Access to additional school psychologists
- Access to increased mental health partnerships with agencies like Polk County Mental Health or Trillium Family Services to provide direct therapeutic services to students in schools

Elementary Schools will receive:

- Access to a highly trained classified staff member as the trainer for Social Emotional Learning (SEL) to provide professional development and support to elementary schools with implementation of SEL curriculum

Middle Schools will receive:

- Additional licensed school counselors at targeted schools
- Additional classified staff as behavior cadre at targeted schools

- Highly trained classified staff to supervise a Zones of Regulation space to provide respite for students with anxiety, trauma, or counseling needs

High Schools will receive:

- Classified staff to support counselors with schedule changes and student records
- Expanded contract with Bridgeway Recovery for drug and alcohol counseling services for students
- Highly trained classified staff to supervise a Safe Space to provide respite for students with anxiety, trauma, or urgent needs

Trauma Informed Pilot School: One middle school will pilot a focus on trauma-informed and restorative justice principles. Additional staff and support will be devoted to ensuring deep implementation of the system, including:

- Assistant Principal
- Classroom Management (ENVoY) Coach
- Counselor
- Community School Outreach Coordinator
- Community Resource Specialist
- Social Worker

Classified clerical staff to manage the Panorama data collection and dashboard system.

Socio-Emotional Learning Coordinator and Program Associate will oversee the development and progress of programming in behavioral and socio-emotional supports for students.

Strategy #7: Community Engagement and Supports

Salem-Keizer is focusing on continued authentic engagement with students, families and culturally specific organizations to create partnership, promote continuous two-way communication, and support the inclusion of diverse cultures into our schools. These supports will create school communities that are more culturally responsive and improve outcomes for our students.

Resources to meet the diverse needs of specific student populations include:

- **Community Resource Specialists** to support African American/Black students, Hispanic/Latino/Latina students, students who qualify for Special Education, and Pacific Islander students.
- **LGBTQ+ Advocate and Liaison** to support LGBTQ+ students and their families in navigating the school systems and identifying community supports.

- **Cultural Resource Specialist** to support Native American students. This cultural resource specialist will be housed in the Indian Education office and will support professional development for staff and cultural supports for students across the district.
- **McKinney Vento Advocates** to support students in the foster care system and students and families experiencing homelessness.
- **Community School Outreach Coordinators (CSOC)** to be hired at every Title 1 school in the district to create opportunities for community involvement and coordinate parent engagement to nurture trusting and supportive relationships with families
- **Increased Translation and Interpretation Services** for Chuukese, Marshallese, Russian, and Spanish speaking students and families. Additional high-quality oral interpretation equipment will also be purchased. To support more staff in the Language Services office, additional secretary support will be added as well.
- **Public Engagement Specialist** to promote regular feedback loops between families and schools. This position will ensure that parent and community voice are part of the district's decision-making process as well as ensuring that communication to families is timely, easy to access, and in appropriate languages.
- **Strategic Partnership and Engagement Coordinator** will oversee the development and progress of programming in mental health community partnerships, after-school programming, and other activities with community-based organizations. This coordinator will also collaborate with culturally specific community relations agencies. Partnerships with our community will be strengthened to inform our professional development in culturally responsive practices and restorative justice.

Strategy #8: Professional Development

Salem-Keizer is focusing on professional development as a critical portion of improving outcomes for students. When our teachers and staff improve, our students succeed.

- **Professional Development Coordinator** will oversee the development and progress of programming in a robust professional learning sequence including the district priorities of Multi-tiered Systems of Support (MTSS), literacy and math instruction, English language acquisition, and socio-emotional and behavioral supports. This coordinator will center the equity, diversity and inclusion priorities in professional development sessions.

Strategy #9: Extra Curricular Activities

Salem-Keizer is focusing on expanding extracurricular activities for students as a way to get students more involved and build stronger connections with their peers. These programs will be

designed to incorporate culturally specific programming, cultural celebrations, and increase a sense of belonging.

Resources to expand the extracurricular opportunities for students include:

- Elementary programs open to students after school at targeted locations
- Middle school programs open to students after school at targeted locations
- Expanded summer school programs for students in Indian Education program
- Reduced fees for participation in high school sports, activities, or clubs
- Resources for equipment, instruments, and uniforms for music and drama programs

Strategy #10: Equity, Diversity and Inclusion

Salem-Keizer is focusing on equity, diversity, and inclusion because our student population represents 81 different languages with many cultures and belief systems. We believe students should see adults at school that look like them and that our staff should learn the different cultures and belief systems of our students. We will design a comprehensive training sequence in consultation with a contracted consultant and community partners who represent our students.

Resources for equity, diversity and inclusion:

- Professional development opportunities in culturally responsive teaching, restorative discipline practices and social justice
- Updated curriculum materials to include more diversity and culturally appropriate content based on input from diverse educators and community partners
- Mentors for new teachers in special education classrooms
- Additional support staff in human resources to promote recruiting and retention efforts for diverse employees

Strategy #11: Continuum of Supports

Salem-Keizer is focusing on expanding a continuum of supports for students who represent a variety of learning needs. This includes a continuum of academic supports for students as well as a continuum of behavioral supports.

Resources to meet the diverse needs of students include:

- Additional Learning Resource Center teachers to reduce special education caseloads
- Additional special education coordinator to oversee programming for students
- GoalBook software as a resource for teachers in developing student IEPs and designing lesson plans
- Expanded Interim Therapeutic Care Classrooms at two additional elementary schools with staff to provide targeted supports for students with significant behavior needs

- Expanded Behavior Intervention Classroom at one additional site. Staffing includes highly trained licensed teachers and a social worker to provide targeted supports for students transitioning in or out of residential care.