

**Salem Keizer Public Schools  
Student Investment Account Application  
Draft for Board of Directors  
First Reading  
February 18, 2020**

**PART ONE: General Information**

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Salem-Keizer Public Schools, District 24J  
2450 Lancaster Drive NE  
Salem, OR 97305  
Superintendent Christy Perry  
Assistant Superintendent Kraig Sproles  
Assistant Superintendent Linda Myers

**PART TWO: Narrative**

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**Brief description of your school district/eligible charter school**

Salem-Keizer Public Schools (SKPS) has about 42,000 students, more than 50% of whom are students of color, and over 70% experiencing poverty (qualify for Free & Reduced Lunch Program). SKPS students are enrolled in 65 schools and 4 charter schools.

The strengths of our community include strong linguistic diversity with approximately 81 languages represented in our schools. Even though we have multiple languages represented, most of our students speak English and Spanish. Approximately 30% of students qualify for English language services. This rich linguistic foundation makes it possible for our district to offer a variety of native language programs (Spanish-English) including dual language at three elementary schools, transitional biliteracy programs (previously named Literacy Squared) at 22 elementary schools, dual language at middle school, and a vibrant Heritage Spanish program at high school. As evidence of this rich program, in 2018-19, 241 high school graduates earned the State of Oregon Seal of Biliteracy.

Another strength of our school is that two out of three currently enrolled high school students are participating in Career-Technical Education (CTE) programs. We offer 52 state-approved CTE programs across our six comprehensive high schools, the alternative school, and the Career and Technical Education Center. CTE concentrators have a graduation rate of over 95% for 2018-19. Due to sustained focus and community-based collaborative efforts, SKPS graduation rates have been steadily increasing for the last five years. In addition to the increase of overall graduation rates, the gaps between our white and nonwhite students are decreasing for this same metric.

Students and families face several challenges in our district. Generational poverty impacts many facets of our community and exacerbates the need for trauma-informed care and mental health supports. Incoming kindergarten students know about half the letter sounds and fewer numbers as other kindergarten students around the state. While our district has invested heavily in preschool programs in the last few years, our students still persistently arrive underprepared for kindergarten. Students across the system continue to need additional behavioral and mental health supports to be successful. In the last three years, several completed and attempted suicides have deeply impacted our school community.

**Exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental & behavioral health needs and reducing disparities and increasing academic achievement)**

Our student data, combined with what we heard from our community listening sessions, has established several very clear priorities for SIA funding. We must increase the academic achievement of our elementary students in reading. In 2018-19, 3<sup>rd</sup> grade reading scores on SBAC were 11 percentage points below the state average, and several of our subgroups are significantly lower. The SIA plan will address the overall lack of reading achievement by providing research-based interventions for struggling readers at all schools and will also address subgroups of students who are underperforming with additional reading teachers and specialists in schools with persistent gaps in achievement. This approach of identifying schools will provide important resources to students who historically have achievement and opportunity gaps in our system. We will use this approach for English language proficiency, middle school math, and freshman math.

In the area of students' mental and behavioral health needs, our student survey data suggests a low sense of belonging for students in middle school and high school. Disaggregated survey data highlights disparities in discipline rates as well as sense of belonging for students of color. The SIA plan will address mental and behavioral health needs by providing universal SEL curriculum in grades 6-12, increasing access to counselors for all students, increasing access to specialist supports for targeted supports in the form of social workers and mental health professionals. Programming to increase a sense of belonging for students of color and students with disabilities will include afterschool opportunities, clubs and activities with cultural emphasis, and school staff tasked specifically with building partnerships between home and school.

## PART THREE: Community Engagement and Input

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**Describe your approach to community engagement. Include who you engaged, frequency/occurrence, how you ensured engagement of staff and focal student groups, key information you collected, who you partnered with in the engagement efforts. (250 words or less)**

See: [Salem-Keizer Public Schools Student Investment Account Community Engagement Overview](#)

The community engagement process started with the superintendent convening a Student Investment Account (SIA) Task Force. This task force was led by two community members, Dr. Reginald Richardson, vice-president of the Salem-Keizer NAACP, and Adriana Miranda, executive director of CAUSA and a parent of SKPS students. The members of the task force was representative of [historically underserved populations and was comprised of](#) district employees and community members.

The SIA Task Force reviewed achievement gaps and identified the following focal groups:

- Pacific Islander and Native Hawaiian students
- Students who qualify for special education
- Students learning English
- Native American and Native Alaskan students
- African American and Black students
- Students experiencing homelessness
- Students experiencing poverty

[We did not identify Latina/Latino/Latinx students as a subgroup because there was not an achievement gap identified at the 4-year graduation cohort, but we did engagement with this group because we recognized the needs.](#)

[We also did not identify our LGBTIA+ students as subgroups because we do not have achievement or social emotional learning data that would demonstrate a performance gap. However, we did do engagement with students in this group because we saw them as an important group of students at risk in our schools.](#)

SKPS focused community engagement in five ways:

- Community-wide forums (all invited)
- Targeted focus groups (targeted invites)
- Empathy interviews (small-group sessions)
- Surveys (all invited)
- Panorama (socio-emotional learning (SEL) and school climate) Survey – students grades K-12

With the exception of students experiencing homelessness, listening sessions were held with impacted communities. In order to generate attendance, postcard invitations were mailed in English, Spanish, Vietnamese, Russian, Chuukese, Marshallese and Swahili. Autodialers also were distributed in those languages by native speakers. In addition, personal phone calls were made to leaders in the community and the Salem Keizer Coalition for Equality made more than 200 phone calls personally inviting families to the listening sessions.

Targeted focus groups were hosted in conjunction with the Salem-Keizer Coalition for Equality. Empathy interviews were held in small groups with students experiencing homelessness and LGBTQIA+ students.

Surveys were distributed digitally in English and Spanish via email newsletters, on the district website and on social media. At community events like the Native American heritage celebration and school town halls, hard copy surveys were offered in English and Spanish. In addition, more than 22,000 students were invited to respond to the survey through student-to-student communications.

Important in our process was the use of The Center for Education Innovation, Evaluation and Research at Willamette Education Service District (WESD). The researchers from the center assisted in the development of the community survey, staff protocol and staff survey. They analyzed both surveys and provided a written report. In addition, they continually assessed our findings and analyzed the results including determining how our themes aligned with the detailed versions of the listening session feedback to ensure we captured the themes accurately.

At the conclusion of the engagement period, feedback was received by more than 1,000 people who attended the community forums and focus groups, and 273 people who attended the empathy interviews. More than 2,100 community members responded to the survey, as well as 509 students. The SIA Task Force met for between 25 and 30 hours, not counting the time task force members engaged in the listening sessions. The two co-chairs led every portion of the SIA Task Force and made our process better because of their continued focus on authentic engagement.

**Self-assessment about the quality and nature of your engagement of focal students, families and staff. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagements? (500 words or less)**

Although we authentically engaged our community, there were many things we learned in the process. One of the most important learnings was that each focal group required a slightly different engagement strategy. As examples, location was important to our Latina/Latino/Latinx students while personal invites from community advocates was essential for our students with disabilities and their families. Our engagement with families speaking languages other than Spanish was not substantial enough, indicating we need to develop a stronger strategy for our emerging bilingual students from those cultures. The SIA Task Force did a thorough debrief of the engagement process in order to improve future engagement. Several of their recommendations are present in this application targeting authentic engagement with families in a continuous cycle [that also reflects community voice, delegates power and builds community ownership of the Student Investment Account.](#) [In addition, we need to broaden our reach to more students and more specific groups of students and their families.](#)

Through the Student Investment Account process, SKPS intentionally engaged with and received feedback from more community members, parents and students than any other process in district history, including during the lead-up to the \$620 million bond measure in 2018. After seeking input and using it for decision-making and finishing the work of our SIA Task Force, we are in the process of closing the feedback loop so community members from those historically underserved communities hear how their input is being represented in the final plan. District leadership is attending cultural and community-based meetings throughout February to describe the strategies included in the application and to continue to seek feedback from families.

The largest barrier to our engagement was and will continue to be language. Students in SKPS speak 81 different languages, and almost a third of our students speak a language other than English at home. While SKPS has in-house translations services, language needs have increased beyond Spanish to other languages like Marshallese,

Chuukese, Swahili, Somali and Vietnamese. Through the Student Investment Account, SKPS will bolster its translation staff, but we anticipate demand will continue to outpace what can be offered.

Through the engagement process, SKPS has developed relationships with community organizations that can help supplement district translation and interpretation services. We believe external contracts will be required to supplement our district language services department.

One final and likely most important takeaway for us was the power of listening. Listening deeply required a protocol and training for our facilitators and was essential to gathering the feedback and improving our district. We are endlessly grateful for the families that came and shared their hearts with us.

**What relationships or partnerships will you cultivate to improve future engagement? (150 words or less)**

Parents at the community listening sessions repeatedly told district leadership that they want face-to-face opportunities for continued meaningful engagement on a regular basis. This is a new priority in the district. Additionally, district and school leaders are committed to providing more intentional listening to students, particularly those in specific student groups (AVID, ELL, Newcomers, Gay Straight Alliances, Black Student Unions, Latina/Latino/Latinx, etc.). The district is also exploring ways to expand relationships with culturally specific CBOs: IRCO, NAACP, Pacific Islander/Native Hawaiian leadership, and others.

**What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)**

We have completed a robust process with the assistance of our communications office. We could use additional translation/interpretation support for our languages that are not as prevalent. In addition, we could use ODE's help in ensuring we have more community-based organizations to serve students in a district like SKPS with very few community-based organizations like the Salem Keizer Coalition for Equality to serve students from diverse backgrounds.

**Districts are required to upload 5 artifacts of engagement (survey data, meeting minutes, photos, other documents, etc.). Why did you select the artifacts you did? How do they show evidence of engaging student populations, families and the community? (250 words or less)**

**Artifact 1 – Picture of listening session for families with students with disabilities:** Posters similar to this one were generated by table group facilitators at the end of each community session and provided a summary of the general themes heard from parents and families.

**Artifact 2 – Copy of Community Survey:** An open survey was posted on the district website and advertised through the electronic newsletters [that reached more than 40,000 recipients, 22,000 direct emails to students and social media.](#) [Additionally, hard copies in English and Spanish were provided at community events and school town halls.](#)

**Artifact 3 – Copy of Staff Survey:** Staff at schools completed a site-specific student data review and generated a list of gaps in performance and potential initiatives to close the gap. Those individual school suggestions were compiled into a survey for all staff to complete.

**Artifact 4 – WESD Executive Summary:** WESD research office compiled an executive summary of the feedback received from the community survey, staff survey and student survey.

**Artifact 5 – SIA Task Force Membership:** This group of 40+ members included staff and community members that represented our student population and specifically our seven identified focal groups.

**Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families. Your response should include why the strategies were used. (500 words or less)**

We primarily employed five strategies to engage students, families, community members and staff:

1. Community listening sessions for in-person, two-way, grassroots communication
2. Surveys to receive feedback from students and community members who could not or did not attend community listening sessions
3. Focus groups and individual interviews to seek intentional and targeted feedback in safe and welcoming environments for students with disabilities, families experiencing homelessness, student equity team, bilingual parent groups, LGBTQ+ students, and leadership students.
4. Staff survey and prioritization exercise to ensure the teacher voice was fully represented.
5. Panorama student and parent survey data to review socio-emotional learning competencies and school climate data.

**Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families. Your response should include why the activities were used. (500 words or less)**

1. Focus groups were held individually for Native Hawaiian and Pacific Islander communities, English learners and our Latina/Latino/Latinx communities, families of students with disabilities and Native American and Alaska Native communities. At those focus groups, community members sat with native speakers or persons from the communities to review data specific to their focus group about student performance. Together, they completed group work on how to reduce disparities between the group they represented and the larger population.
2. To help engage students, a student employee of the communications office who hosts student programming on IGTV reached out to the larger student population to urge their participation in the survey.

**Describe the STRATEGIES (at least two) that you used to engage staff. Your response should include why the strategies were used. (500 words or less)**

1. Staff at school sites completed a site-specific student data review and generated a list of gaps in performance and potential initiatives to close the gap. Those individual school suggestions were compiled into a survey for all staff to complete. After the community engagement process concluded, staff were invited to participate in a prioritization survey.
2. The superintendent meets monthly with licensed and classified communication groups, which include representatives from schools and departments who serve as liaisons to provide updated information back to their colleagues. Each meeting between October and February included an SIA update with an opportunity for questions. Those meetings are filmed and posted online for any employee to watch at their own convenience.

**Describe the ACTIVITIES (at least two) that you used to engage staff. Your response should include why the activities were used. (500 words or less)**

1. The SIA Task Force included staff and community members. Both licensed and classified association presidents were a part of the task force and recommended staff members to be included. These task

force members met almost weekly from September through January to develop a set of priority recommendations based on the authentic community engagement. Staff were also engaged in helping to run the community listening sessions.

2. After the initial school-based data review where staff identified gaps in student performance, WESD generated a survey for staff to complete. This first survey asked staff to prioritize the kinds of strategies they believed would be the most successful in closing the achievement gap for students. Following that survey, WESD generated a second survey where staff were asked to specifically rank the importance and potential effectiveness of the priorities that were generated from the first survey. This two-pronged process of collecting information from staff provided the task force with a more thorough understanding of staff priorities and was a helpful tool in our large organization.

**Describe and distill what you learned from your community and staff. What you learned or are actively learning. How you applied the input to inform your planning (250-500 words)**

The process of two-way public engagement has been a learning experience for our organization. We heard from our parents, students, and community members that they desire a deeper -connection, collaboration and -and level of engagement ownership with our organization. For our students and families of color, we learned that Salem-KeizerSKPS lacks a wide array of community-based organizations that represent our students and their families. From our teachers, we learned that student behaviors and mental health supports are essential for positive classroom communities. We also learned that teachers desire to have strong, meaningful relationships with students and families.

While the conversations with our community were powerful, at times they were also challenging. We heard time and again from our parents and students of color that our district has work to address equity, inclusion, and diversity. Parents reported issues around not feeling welcomed at schools, disproportionate discipline structures, and several cases of institutional racism. This is particularly true for our African American/Black parents and students. We also heard resoundingly from our families who don't speak English that language is a constant barrier to both ongoing communication and deeper engagement.

## PART FOUR: Data Analysis

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### **Describe the data sources used and how the data informs equity-based decision making (150 words)**

The SIA Task Force divided into small committees to focus data review on the seven identified focal groups. Data included academic achievement (SBAC, EasyCBM, freshman on-track, graduation rates) and socio-emotional (Panorama survey, attendance, discipline) competencies. Each focal group identified the most critical gaps in the data and drafted questions to examine the potential barriers and core issues behind the disparities. These questions served as the foundation for survey question development and community listening session discussions.

Data collected from community listening sessions, targeted focus groups, and survey results from the community, staff, and students was compiled and analyzed with the assistance of the research department at WESD under the direction of Dr. Ella Taylor. Themes and priorities identified through this process were taken back to the SIA Task Force for review and then forwarded to academic and socio-emotional implementation teams.

### **EQUITY LENS: Describe how you used the equity lens or tool (250 words or less)**

The SKPS equity lens was a central component of every aspect of the development of the grant application from the start of the work with the SIA Task Force. Once the membership of the task force was determined, the first meeting focused on the equity lens and the achievement gaps for our students at the four-year graduation metric. The achievement gaps identified were used to develop subgroups within the task force to focus on the outcomes of their specific underperforming group of students

#### The SIA Task Force reviewed achievement gaps and identified the following focal groups:

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- Students experiencing poverty

We did not identify Latina/Latino/Latinx students as a subgroup because there was not an achievement gap identified at the four-year graduation cohort, but we did engagement with this group because we recognized the unique needs of students in this group.

We also did not identify our LGBTIA+ students as subgroups because we do not have achievement or social emotional learning data that would demonstrate a performance gap. However, we did do engagement with students in this group because we saw them as an important group of students at risk in our schools.

The subgroups reviewed multiple aspects of the data related to their group of students including achievement and socio-emotional outcomes. In addition, through the engagement process they asked who we have authentically engaged with and how could we engage better now or in the future. In the priorities that were presented to Superintendent Perry, the targeted priorities were provided because specific groups of students and families have very different needs. For example, our students with disabilities were prioritized.

As the SIA plan was being developed, the task force and district leadership reviewed funding priorities to ensure that money was being focused on subgroups that have historically underperformed in our system. The targeted



schools will be analyzed carefully to ensure we are focused on the subgroups of students most at risk for failure or lack of performance in our schools. Our initial list of focus schools reach our subgroups most at risk.

## PART FIVE: Student Investment Account (SIA) Plan

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### Outcomes:

**Outcome #1:** Increase academic achievement for students, including reducing academic disparities for identified student groups

**Outcome #2:** Meet students' mental or behavioral health needs

**Outcome #3:** Ongoing Community Engagement

Under these three overarching outcomes, we have identified five target areas (in bold below). The five bold target areas will receive concentrated resources from the SIA grant. These outcomes capture the changes we are targeting with the SIA resources:

ODE Required Targets	District Identified Targets
<ul style="list-style-type: none"><li>• Attendance</li></ul>	<ul style="list-style-type: none"><li>• <b>5<sup>th</sup> Grade Reading</b></li></ul>
<ul style="list-style-type: none"><li>• 3<sup>rd</sup> Grade Reading</li></ul>	<ul style="list-style-type: none"><li>• <b>Language Acquisition</b></li></ul>
<ul style="list-style-type: none"><li>• <b>9<sup>th</sup> Grade On-track</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Middle School Math</b></li></ul>
<ul style="list-style-type: none"><li>• 4-year Graduation</li></ul>	<ul style="list-style-type: none"><li>• <b>Socio-Emotional Health</b></li></ul>
<ul style="list-style-type: none"><li>• 5-year HS Completion</li></ul>	

### Priorities:

**1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?**

All of the resource allocations explained below are aligned with the five target areas we have identified. These targets are designed to close academic disparities between different groups of students, raise overall academic achievement, improve socio-emotional health, and increase ongoing community engagement.

**2. Where do you expect to put most of your focus, resources and energy in the first year?**

The focus for the first year is to provide excellent professional development, additional teaching staff, and embedded coaching in targeted schools to increase the knowledge, will, and skill of our classroom teachers to better meet the needs of historically marginalized students. Professional development was a universal priority (identified in all subgroups) from the SIA Task Force. An increased focus on deeply establishing multi-tiered systems of support in all schools and using data-based decision-making teaming structures will allow for this professional development to be more effective. Our strategy will deeply support targeted schools, teachers and building administrators in the following areas:

- K-1 foundational reading
- English Language development
- Middle School Math
- High School Algebra (to address a barrier to being on-track)
- Socio-Emotional Health

It is our belief that deeply implementing these systems at targeted schools will not only increase achievement and a sense of belonging at those schools, but also provide pilot programs that can be replicated to other schools in subsequent years.

An additional focus for year 1 will be improving the supports and access to programs for students and families based on feedback we received during the engagement process. These supports will include hiring cultural advocates and community liaisons, reinforcing community partnerships, reducing barriers to participation in school activities, implementing an equity, diversity and inclusion training sequence, and more robust ongoing community engagement. The community advocates will directly serve our students with culturally specific strategies and include our African American/Black students, students with disabilities, LGBTQ students, students navigating homelessness, and our Latina/Latino/Latinx students.

**3. In what ways might your priorities shift within your plan based on resource availability?**

If we are not able to actualize all components of our plan in year 1, a shift to building infrastructure for future programs will occur. This may include financial supports for planning teams or groups to design future work, or it may include the purchase of materials or resources for direct student support. Attention will be given to programs like Playworks in order to maximize instructional PE minutes and provide space in the elementary schedule to pilot innovative practice.

Additionally, working in conjunction with the ongoing bond projects, options for additional space will be considered for program expansion. This may include purchasing portables at selected sites to increase classroom space. Community partnerships will also be a focus for this work to create more opportunities for students in afterschool programs that are sponsored at schools but led by community partners. In addition, we did not have room in our first priority for innovative practice including additional visual arts, structured recess at the elementary level and additional curriculum purchases.

**Student Investment Account: Year One, Plan A (2020-2021)**

**Strategy #1: Fifth grade reading at eight targeted schools**

Fifth grade reading in English is an identified district performance metric instead of 3<sup>rd</sup> grade reading because 25% of SKPS students are in transitional biliteracy or dual language classrooms at the elementary level. For these students in grades K-3, the primary language of instruction is Spanish. A focus on 5<sup>th</sup> grade reading recognizes the importance of biliteracy while also emphasizing the acquisition of English proficiency within six years.

**Theory of Action (Outcome #1):**

If we provide professional development and embedded coaching for K-1 teachers in reading, and if we provide research-based curriculum for all students with targeted interventions for struggling readers, then students will learn foundational reading skills and student literacy levels will improve.

**Measures of Evidence for Strategy #1**

1. Disaggregated easyCBM benchmark data in reading for grades K-1
2. Purchase and implementation of evidence-based reading intervention materials
3. Teacher feedback on effectiveness of professional development
4. Panorama data to measure teacher collective efficacy for reading instruction

**Activity 1.1**

**Elementary Instructional Mentors:** At eight targeted schools, licensed instructional mentors will be increased from 0.5FTE to 1.0FTE to provide time for prioritized coaching in classrooms across the school. These instructional mentors will receive specialized training in reading instruction (ECRI, CORE diagnostics and instructional strategies, small group, differentiated instruction). Instructional mentors will be supervised by the assigned building principal(s).

### Activity 1.2

**Elementary Behavior Specialists:** At eight targeted schools, licensed behavior specialists will be increased from 0.5 FTE to 1.0 FTE to provide time for behavior supports and coaching in classrooms across the school. These specialists will work closely with building Multi-Tiered Systems of Support (MTSS) teams to provide ENVoY training and reinforce Positive Behavioral Interventions and Support (PBIS) structures. The behavior specialists will be supervised by the assigned building principal(s).

### Activity 1.3

**Licensed Teacher - Reading:** At eight targeted schools, licensed teachers will support the reading block at grades K-1. This support will include model teaching, co-teaching, intervention delivery, student progress monitoring, small-group instruction, and coaching. These reading teachers will decrease the student-to-teacher ratio during core reading instruction. The licensed reading teachers will be supervised by the assigned building principal(s).

### Activity 1.4

**District Licensed Elementary Literacy Coaches:** Two district literacy coaches will support reading instruction at eight targeted schools. These coaches will provide professional development, coach for school leadership teams, model evidence-based instructional practices, and help to establish data driven decision-making. These coaches will be supervised by an elementary curriculum and instruction coordinator.

### Activity 1.5

**Elementary Curriculum & Instruction Coordinator:** A district administrator will oversee literacy development and progress at these eight schools. This administrator will provide coaching to the building principal on observations and feedback in literacy instruction and curricula use, the development of strong systems of tiered support, and the creation of an overall culture of excellence. In addition, this role will directly supervise the two district licensed elementary literacy coaches (Activity 1.4). A turn-around coaching model will be applied to these schools. This position will be supervised by the director of elementary curriculum and instruction.

### Activity 1.6

**K-5 Literacy Intervention Materials:** Research-based intervention materials will be purchased for all elementary schools in SKPS. These materials will provide struggling readers with in-time supports in small-group settings outside the 90-minute literacy block. Literacy coaches (Activity 1.4) will provide training to classroom teachers, instructional assistants, basic skill teachers, and others on intervention use, progress monitoring, and implementation fidelity.

### Activity 1.7

**Professional Development:** Professional development will be provided at the eight targeted schools and will include training in both Spanish and English literacy instruction, co-teaching, foundational reading skills instruction, and core foundational reading curricula use (i.e. ECRI/Estrellita).

## **Strategy #2: Ninth Grade On-Track at Targeted Schools**

### **Theory of Action (Outcome #1)**

If we provide additional math teachers in Algebra classrooms and reduce class sizes at two targeted schools, more students will earn one math credit in 9<sup>th</sup> grade and be on track to graduate in four years.

### **Measures of Evidence for Strategy #2**

1. Disaggregated grade data for Algebra 1 courses

2. Disaggregated grade data for freshmen in all content areas
3. Percentage of 9<sup>th</sup> graders on track for the district, by school, by subgroup

#### Activity 2.1

**High School Licensed Math Teachers:** Additional licensed math teachers will be added at two targeted high schools. These teachers may be used as co-teachers or as additional Algebra 1 teachers, thereby reducing the student-to-teacher ratio. These licensed math teachers will be supervised by assigned building principal(s).

#### Activity 2.2

**District 9<sup>th</sup> Grade Success Team Coach:** A licensed teacher will be hired as a 9<sup>th</sup> grade success team coach to support school-based teams with professional development, data analysis, data-based decision making, and team processes.

#### Activity 2.3

**Multi-tiered Systems of Support (MTSS) Coordinator:** This coordinator will oversee the development and progress of high-quality Tier 1 instruction, Tier 2 & 3 interventions, and implementation of core review meetings and 20% team meetings.

### **Strategy #3: Language Acquisition**

#### **Theory of Action (Outcome #1)**

If we provide focused professional development and embedded coaching for language acquisition across all elementary schools, and concentrate supports at eight targeted schools with ESOL classrooms and transitional biliteracy or dual language classrooms, then the percentage of students proficient in English by the end of 5<sup>th</sup> grade will increase.

#### **Measures of Evidence for Strategy #3**

1. Number and percentage of students exiting programs for English learners prior to middle school
2. Number and percentage of students identified long-term English learners in middle school
3. Number and percentage of students identified as “on track” in English language proficiency by ODE measures

#### Activity 3.1

**Elementary Instructional Mentors:** At eight targeted schools, licensed instructional mentors will be increased from 0.5 FTE to 1.0 FTE to provide time for prioritized coaching in classrooms across the school. These instructional mentors will receive specialized training in evidence-based language acquisition strategies. Instructional mentors will be supervised by the assigned building principal(s).

#### Activity 3.2

**Elementary Behavior Specialists:** At eight targeted schools, licensed behavior specialists will be increased from 0.5 FTE to 1.0 FTE to provide time for behavior supports and coaching in classrooms across the school. These specialists will work closely with building MTSS teams to provide ENVoY training and reinforce PBIS structures. The behavior specialists will be supervised by the assigned building principal(s).

#### Activity 3.3

**Elementary English Language Development (ELD) Trainers:** Three licensed teachers will be hired as district ELD Trainers to provide professional development and embedded coaching on evidence-based language acquisition strategies and curriculum implementation and fidelity. Two full-time positions will specifically provide supports

and professional development to teachers on evidence-based language acquisition strategies and one full-time position will provide curricular support.

#### Activity 3.4

**Elementary Biliteracy Coaches:** Four licensed teachers will be hired as biliteracy trainers at eight targeted schools to provide specific support for transitional biliteracy or dual language classrooms. These coaches will provide embedded professional development and model evidence-based instructional strategies emphasizing Literacy Squared strategies focused on reading, writing, speaking, and metalinguistic skills, and provide ongoing feedback to accelerate literacy skills in both Spanish and English.

#### Activity 3.5

**English Language Acquisition Coaches:** Eight licensed teachers will be added as language coaches at eight targeted schools to provide specific support for English academic language development in English-only classrooms. These coaches will provide embedded professional development and model evidence-based instructional strategies emphasizing reading, writing, speaking, and metalinguistic skills, and provide ongoing feedback to accelerate the acquisition of academic English language.

#### Activity 3.6

**Redesign of HS Newcomer Programs:** Four licensed teachers will be added to high schools with newcomer programs to support access to sheltered content instruction to students with early English proficiency skills. Newcomer program staff will be supervised by the school principal(s).

#### Activity 3.7

**Redesign of Middle School English Language Development (ELD) Programs:** 6.0 FTE licensed teachers will be allocated across middle schools to support co-teaching or programs for students learning English. ELD staff will be supervised by the school principal(s).

#### Activity 3.8

**Language Acquisition Coordinator** will lead the ongoing professional development and improvement of high-quality programs for students learning English. This position will also design spending plans for ELD curriculum and support professional development for staff.

### **Strategy #4: Dual Language Leadership Team**

#### **Theory of Action (Outcome #1)**

If we establish a dual language leadership team to provide additional professional development and supports for current dual language teachers and administrators, and to design an implementation plan to increase the number of dual language schools across the district, then dual language instruction will improve, more students will have access to dual language programs, and more students will leave elementary schools biliterate and bilingual.

#### **Measures of Evidence for Strategy #4**

1. Draft of implementation plan for expansion of dual language classrooms
2. Evidence of stakeholder engagement in expansion of dual language
3. Disaggregated grade five easyCBM benchmark literacy data in dual language schools

#### Activity 4.1

**Dual Language Program Associates for Elementary and Secondary Levels:** Two licensed teachers to support the K-12 dual language program and staff. This will include articulating a professional development training sequence for classroom teachers, instructional mentors, and principals at dual language schools. These program associates will be supervised by the dual language coordinator.

Activity 4.2

**Dual Language Coordinator:** This role will lead the ongoing professional development and improvement of high-quality dual language instruction in our current dual language schools, as well as supervise the DL Program Associates for Elementary and Secondary Levels. In addition, the Dual Language Coordinator will facilitate the planning processes, implementation, and monitoring of an expansion of our dual language program.

**Strategy #5: Middle School Math**

**Theory of Action (Outcome #1)**

If we increase licensed teachers in math classrooms at targeted schools, with explicit professional development and embedded coaching, then student math proficiency will improve, and more students will receive passing grades in middle school math.

**Measures of Evidence for Strategy #5**

1. Disaggregated grade data for students in grades 6, 7, 8 in mathematics
2. Purchase and implementation of diagnostic math assessment for middle school
3. Purchase and implementation of core math curriculum for 6<sup>th</sup> grade
4. Purchase and pilot implementation of core math curriculum for grades 6, 7, 8 at targeted schools

Activity 5.1

**Bell Schedule Adjustment:** Implementation of a six-period trimester schedule for all middle schools. This schedule increases the amount of class time for math by adding 30 hours of instructional time over the course of the school year. Adding 16 licensed FTE will allow middle school principals to maintain current class size while adjusting to the six-period day. Additional FTE will be allocated to schools based upon master schedule needs and will be supervised by the building principal(s).

Activity 5.2

**Middle School Math Coaches:** Two licensed teachers will be hired as building math coaches for targeted middle schools. Duties will include professional development, observation and feedback, embedded coaching and modeled teaching strategies. Coaches will be supervised by the assigned building principal(s).

Activity 5.3

**Middle School Licensed Math Teachers:** Additional 4.0 FTE licensed math teachers will be added at two targeted middle schools. These teachers may be used as co-teachers or as additional teachers, thereby reducing the student-to-teacher ratio. These licensed math teachers will be supervised by the school principal(s).

Activity 5.4

**Middle School Math Professional Development:** Training and coaching to learn to use iReady diagnostic tools and fully implement the individualized learning pathways. Continued support for the Ready Math schools.

Activity 5.5

**Middle School Math Diagnostic Assessment and Curriculum:** Purchase and implement the iReady diagnostic assessment suite with the personalized instruction modules for students in grades 6, 7, and 8. The assessment suite complements the Ready Math curriculum which is being piloted at several middle schools. The pilot for the Ready Math curriculum will be expanded to include more schools for grade 6, and one school will pilot the vertical curriculum using Ready Math at grades 6, 7, and 8. Implementation of curriculum and assessment materials with fidelity will be monitored by the director of secondary curriculum and instruction.

Activity 5.6

~~**Middle School Assistant Principal** to be assigned to one middle school with significant instructional needs and behavioral needs. This position will support the implementation of additional staff in math classrooms and will also work closely with socio-emotional learning and behavioral support staff in the school to build and monitor effective systems for student safety and health.~~

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

**Theory of Action (Outcome #2)**

If we provide students and teachers with additional socio-emotional and behavioral health supports, and if we provide students access to universal socio-emotional learning curriculum, and if we increase the number of mental health professionals in schools, then students will be able to maintain strong positive relationships and their sense of belonging will increase.

**Measures of Evidence for Strategy #6**

1. Disaggregated student data from Panorama on sense of belonging.
2. Disaggregated parent data from Panorama on access to resources for socio-emotional and behavioral needs
3. Socio-emotional learning curriculum is purchased and implemented
4. Staff positions are hired, trained, and providing services to students
5. Contracts with external agencies are approved and services are implemented

Activity 6.1

**Socio-Emotional Learning Curriculum Secondary:** Students at all levels will have access to an evidence-based socio-emotional curriculum.

Activity 6.2

**Classified staff Panorama Support:** A classified staff member will be hired to help manage the Panorama data collection and dashboard system. This staff member will be supervised by the SEL Coordinator.

Activity 6.3

**Middle School Counselors:** Additional 2.0 FTE licensed counselors will be hired to ensure that all middle schools have a minimum of two counselors. These positions will be supervised by the school principal(s).

Activity 6.4

**Classified staff to support High School Scheduling:** Classified staff will be hired to help counselors implement schedule changes and update student records. These positions will be supervised by the school principal(s).

Activity 6.5



**Counseling Program Associate:** To provide ongoing professional development on multi-tiered systems of support. Counselors need to deeply understand academic, behavioral, and socio-emotional supports for students. This position will be supervised by the director of student services.

Activity 6.6

**Middle School Behavior Cadre for T1 Schools:** Three highly trained behavioral cadre positions will be added at T1 schools. These cadre will help refine systems of behavioral support for students, provide direct support for struggling students, and help increase capacity of staff to address behavioral needs. These positions will be supervised by the school principal(s).

Activity 6.7

**PBIS Coaches:** Licensed teachers serving as PBIS coaches will be added at both the elementary (1 position) and secondary (2 positions) levels. This will create a team of five coaches district-wide to accelerate a deeper implementation of PBIS systems. These positions will be supervised by the SEL Coordinator.

Activity 6.8

**ENVoY implementation:** Eight licensed teachers will be hired as ENVoY coaches. Two of these will focus specifically on providing supports for new teachers and the other six will support schools across feeder systems. ENVoY coaches will provide training on Healthy Classrooms, the seven gems of ENVoY and non-verbal classroom management techniques.

Activity 6.9

**ENVoY Training:** In order to implement ENVoY management strategies, robust professional development opportunities will be offered to instructional mentors, administrators, classroom teachers and classified staff. These offerings will include the seven Gems of ENVoY, A Healthy Classroom, and The Cat in the Doghouse. Expenditures will include contracts for ENVoY trainings, materials, extra duty hours for participants, and sub coverage.

Activity 6.10

**Social Workers:** Hire eight licensed clinical social workers (LCSW). One of these new positions will be dedicated to expanding suicide prevention programming. Six positions will be assigned, one per feeder system, in order to provide relief for caseloads with students and families requiring support. The final position will be assigned as a floater across the district in order to maintain flexibility and responsiveness to student needs.

Activity 6.11

**Zones of Regulation Space in Middle School:** Hire 11.0 FTE highly trained classified staff to supervise a newly designed zones of regulation space at all middle school. This space provides a respite for students with anxiety, trauma, or counseling needs. The zones of regulation space remain accessible to students before, after, and during the regular school day and can be accessed voluntarily or by referral from an adult at school. Staff supervising the zones of regulation room will be supervised by the assigned school principal(s).

Activity 6.12

**School Psychologists:** Hire four school psychologists to the current team in order to provide some relief in caseloads for the number of student evaluations for special education services. In addition, more school psychologists across the district will allow this team to push in-to schools more deeply, providing professional development, supporting the development of Functional Behavior Assessments (FBA), and implementing behavioral interventions in an MTSS system.

Activity 6.13

**Drug/Alcohol Services Contract:** Expand current contract with Bridgeway Recovery for drug and alcohol counseling services to students. New contract will include services for students at each comprehensive high school, the alternative education high school, and several middle schools. Contract will be established and monitored by the director of high schools.

Activity 6.14

**Mental Health Community Partnerships Contract:** Establish contracts with multiple, local organizations focusing on student mental health and behavioral needs. These contracts would prioritize individualized therapeutic or counseling services provided to students who are not eligible for OHP insurance and, therefore, are often not able to obtain access to therapists through the district's current agreements with mental health agencies. Consider the expansion of contracts with Salem Health, Marion County Mental Health, Polk County Behavioral Health, Trillium, and others. Contracts will be established and monitored by the strategic partnership and engagement coordinator (Activity 7.8).

Activity 6.15

**Socio-Emotional Learning Trainer for Elementary:** Hire one highly trained classified staff member to provide PD and support to elementary schools with implementation of SEL curriculum. This trainer will be supervised by the SEL coordinator.

Activity 6.16

**Addition of a Safe Space at Seven High Schools:** Hire 7.0 FTE highly trained classified staff to supervise a newly designed safe space at each of the district's comprehensive high schools. This space provides a respite for students with anxiety, trauma, or urgent needs. The safe space remains accessible to students before, after, and during the regular school day and can be accessed voluntarily or by referral from an adult at school. Staff supervising the Safe Space room will be supervised by the school principal(s).

Activity 6.17

**Coordinator for Socio-Emotional Learning:** This coordinator will oversee socio-emotional learning provided in core instruction and will supervise the implementation of curriculum.

Activity 6.18

Middle School Assistant Principal to be assigned to one middle school with [KS1] significant instructional needs and behavioral needs. This position will support the implementation of additional staff in math classrooms and will also work closely with socio-emotional learning and behavioral support staff in the school to build and monitor effective systems for student safety and health.

Activity 6.19

We will hire a liaison for our LGBTQ+ students and their families. This program associate will be supervised by the director of equity, access and advancement.

**Strategy #7: Community Engagement and Supports**

SKPS is focusing on continued authentic engagement with students, and families to gain insight into families and culturally specific organizations to create partnerships, promote continuous two-way communication, and

support the inclusion of the diverse cultures of our community into our schools, programs and services, with the goal of being culturally responsive and improving outcomes for our students.

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**Theory of Action (Outcome #3)**

If we better engage community members, ~~and~~ community partners, families, and students with ongoing two-way communication and authentic relationships, we will gain input and insight into our students' diverse cultures, and we will become more culturally competent, then we will create more student-centered systems and students will experience a higher sense of belonging.

**Measures of Evidence for Strategy #7**

1. New positions are hired, trained, and providing services to students
2. Parents report that written translation and oral interpretation services are more accessible and accurate

Activity 7.1

**Community Resource Specialists:** Six community resource specialists will be hired to support African American/Black students, Latina/Latino/Latinx students, students who qualify for special education, and Pacific Islander students. These specialists will work primarily with middle school and high school students and their families to promote regular attendance, academic success, and appropriate behavior. The community resource specialists will be supervised by the director of student equity, access, and advancement or the director of student services.

Activity 7.2

**Cultural Resources Specialist:** One additional cultural resource specialist will be hired 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 in grades K-12. The cultural resource specialist will be supervised by the coordinator of federal programs.

Activity 7.3

**McKinney Vento Advocates:** Three additional homeless and foster care advocates will be hired to support students and families experiencing homelessness. These advocates will be supervised by the federal programs coordinator.

Activity 7.4

**Community School Outreach Coordinators (CSOC):** An eight-hour six-hour CSOC position will be added full time at every Title 1 school in the district (30 schools). These classified staff will create opportunities for parent and community engagement involvement and coordinate parent engagement at assigned schools to nurture trusting, and supportive relationships with families and the educators at each school. The CSOC position will be supervised by the school principal(s).

Activity 7.5

**Increased Translation Services:** Four classified positions will be added to increase translation services for Chuukese, Marshallese, Russian, and Spanish speaking students and families. Services will include oral

interpretation and written translation. Additional high-quality oral interpretation equipment will also be purchased. These positions will be supervised by the language services coordinator.

#### Activity 7.6

**Translation Services Secretary:** Six-hour secretarial support for translation services. This position will be supervised by the language services coordinator.

#### Activity 7.7

**Public Engagement Specialist:** This full-time classified position will promote regular feedback loops between families and schools, ensuring that communication to families is timely, easy to access, and in appropriate languages. This position will be supervised by the director of communications and community relations and to ensure parent and community voice are part of the district's decision-making process-. We will contract for native language support in creating content, conducting research and engaging with the families.-

#### Activity 7.8

**Strategic Partnership and Engagement Coordinator:** This position will oversee the development and progress of programming in mental health community partnerships, afterschool programming, and other activities with culturally specific community-based organizations. This administrator will be supervised by the direction of communication and community relations, but will partner closely with the director of equity, access and advancement. Partnerships with our community will be strengthened to support our professional development in culturally responsive practices and restorative justice.

### **Strategy 8: Professional Development**

#### **Theory of Action (Outcome #1)**

If we provide greater coordination of professional development and staff training across the district, we will be able to better differentiate training based on identified needs, and district professional development will be higher quality and result in improved instructional practices.

#### Activity 8.1

**Professional Development Coordinator:** A coordinator will be hired to provide quality, ongoing support to professional development efforts throughout the school district. This could include designing professional development for licensed and classified staff, conducting trainings for school- and district-based instructional mentors, and coordinating professional development across the district. The coordinator position must not only oversee the district professional development plan, but also center equity diversity and inclusion priorities in every professional development session.

### **Strategy 9: Extra Curricular Activities**

#### **Theory of Action (Outcome #1)**

If we increase participation in high-quality afterschool programs for students at targeted schools, and if those programs include both enrichment activities such as art, music, ~~and~~ cultural celebrations and culturally specific programming as well as academic supports, then students will be more engaged at school and will feel a greater sense of belonging to the school community.

#### **Measures of Evidence for Strategy #9**

1. Numbers of participants in the afterschool programs
2. Panorama data on sense of belonging and levels of engagement

### 3. Family surveys on programs offered

#### Activity 9.1

**Elementary Afterschool Programs:** Afterschool programs will be implemented at targeted elementary schools and could include academic supports as well as a wide variety of programs based on student interests. This could include cultural celebrations, arts, music, and culturally specific programming, etc. Programs will be established with contracts through community-based organizations.

#### Activity 9.2

**Middle School Afterschool programs:** Afterschool programs will be implemented at all SKPS middle schools. After a program ends, transportation would be provided to feeder elementary schools. Each program would run for two hours after school, three or four per week. Programming would include both academic support as well as a wide variety of programs based on student interests. This could include cultural celebrations, arts, music, and culturally specific programming in partnership with community-based organizations.

#### Activity 9.3

**Indian Education Summer School Extension:** The length and frequency of the summer school program will be extended to better meet the needs of students. This will include additional cultural celebrations and field trips.

#### Activity 9.4

**Reducing High School Fees:** Participation fees for high school sports and most high school activities will be either greatly reduced or eliminated. Every effort to ensure that fees are not a barrier to participation will be made.

#### Activity 9.5

**Secondary Music, Theater, and Performance Art Grants:** All secondary schools can apply for grants to offset costs for program expansion, instrument replacement, festival fees, uniforms, field trips, etc.

### **Strategy 10: Equity, Diversity, and Inclusion**

#### **Theory of Action (Outcome #2)**

If we provide school staff with training and coaching on equity, diversity and inclusion, and engage parents in courageous conversations, schools and teachers will become more culturally responsive and students will feel a greater sense of belonging and support.

#### **Measures of Evidence for Strategy #10**

1. Metrics measuring candidates of color in applications, interviews, and hires
2. Survey feedback regarding mentoring supports from special education teachers in years 1 and 2
3. Staff evaluation feedback after professional development sessions

#### Activity 10.1

**Human Resources Support for Recruiting and Retention:** Two classified staff in human resources to support the increased workload from new positions added from SIA funds and to provide support to recruiting and retention efforts to increase the diversity of the workforce.

#### Activity 10.2

**Mentors for Probationary Special Education Teachers:** Three licensed teachers to support special education teachers in years 1 or 2 of employment. These positions are in addition to mentors already supporting special

education teachers. Mentors provide professional development and coaching on lesson planning, classroom management, instructional strategies, assessment, parent engagement, and more.

#### Activity 10.3

**Professional Development in Equity/Social Justice/Restorative Practices:** A comprehensive ~~Contracts for~~ research-based professional development sequence will be developed through community partners who represent our students and if needed a contracted consultant. This series will include a required training sequence for ~~opportunities for~~ administrators, mentors, licensed and classified staff. Funds will cover all necessary aspects of a high-quality professional development sequence in these areas although the required professional development will need to occur over multiple years. All administrators will be required to participate in culturally relevant school leadership professional development.

#### Activity 10.4

**Culturally Responsive Curriculum Updates for Secondary:** Provide extra duty or release time for language arts and social studies team to review current curriculum and identify supplemental materials for implementation. Curriculum teams will seek intentional learning and membership of diverse educators or community partners on the team to ensure historically accurate curriculum and the representation of students in fiction and nonfiction literature and text. -Teams will also embed modifications for students receiving special education services to access rigorous content in a culturally responsive manner.

### **Strategy 11: Continuum of Supports**

**Theory of Action (Outcome #2 and Outcome #3)** If we provide students who qualify for special education services with additional resources on a continuum of supports based on their needs, more students will be able to access core content and interact with grade-typical peers, and students will be more successful academically.

#### **Measures of Evidence for Strategy #11 for 2020-21**

1. Student to teacher ratio on caseloads by level
2. Staff feedback on GoalBook implementation
3. Disaggregated referral numbers and percentages for Interim Therapeutic Care Classrooms (ITCC) and Behavior Intervention Classrooms (BIC)

#### Activity 11.1

**Special Education Caseload Reduction:** Ten new special education teachers will be hired to reduce the caseloads for learning resource center teachers.

#### Activity 11.2

**Special Education Coordinator:** A coordinator will be hired to oversee the Community Transition Program (CTP) and provide more ongoing supports to special education teachers.

#### Activity 11.3

**Goal Book for all Special Education Teachers:** Providing GoalBook curriculum and planning supports for all special education teachers will allow teachers to better design IEP's that have strong targets and lessons with universal design principles. GoalBook is currently being used by special education teachers new to the profession and we need to expand to all special education teachers.

#### Activity 11.4

**ITCC Teachers:** Providing four ITCC teachers at four targeted elementary schools: These classrooms are designed to be short-term options for students who need additional socio-emotional and behavioral supports. Add ITCC program functions to build the resilience and capacity of both the individual students and the general education teachers.

Activity 11.5

**ITCC Cadre:** Eight highly trained classified staff to be allocated across the four ITCC classrooms. These staff members are essential to the success of the ITCC model and provide ongoing coaching and support to both students and staff.

Activity 11.6

**Behavior Intervention Classroom Teachers:** Two licensed teachers to add an additional behavior intervention classroom and provide a placement option for students requiring a high level of behavioral and socio-emotional support. This BIC model has proven effective in providing students with skills training that allow them to transition back to their home school or a less restrictive environment.

Activity 11.7

**BIC South Classroom Social Worker:** One licensed clinical social worker (LCSW) assigned to the behavior intervention program will create opportunities for the social worker to connect families to community resources and supports. The social worker can also provide direct therapeutic supports to students.

Strategy 12

Pass through for each charter school per ODE instruction (includes strategies 12.1 – 12.5)

## **PART SIX: Use of Funds**

### **Describe how you will utilize SIA funds to meet students mental & health needs and increase academic achievement and reduce academic disparities for focal student groups (500 words or less)**

The decisions made to finalize strategies and activities from the SIA funds were informed by two distinct sources. The first is our student data. Disaggregated student data clearly demonstrates that the district is not yet adequately meeting the academic needs of our students in elementary reading, middle school math, acquiring English proficiency, and freshman course completion. In addition to the overall district academic achievement indicators in these areas, the disaggregated subgroup data is even worse. Our overall student population is not performing well in these areas and our students of color, students with disabilities, and students experiencing poverty continue to persist in an achievement gap.

The other source of input guiding decisions for SIA funding came from the community engagement efforts. Parents and community members emphasized a resounding need for additional mental health and behavioral supports for students. They provided us specific examples of resources and supports that are not currently in place, or are not extensive enough, or are not accessible to all families. This plan is in direct response to what we heard from those families.

### **Describe the potential academic impact for all students and the focal student groups based on your plan to use funds (500 words or less)**

The focus on elementary reading will specifically target our students in poverty, students learning English, and historically underserved students including the largest population of SKPS our Latina/Latino/Latinx students. The eight schools that will be selected will be identified based on criteria of low achievement, lack of growth, and persistent gaps in subgroups. The level of support pushed in to those eight schools for K-1 classrooms should generate a significant bump in achievement. These eight schools will have the resources necessary to build an aligned system to provide high-quality first instruction, timely interventions, and progress monitoring to ensure students have the time and support to learn.

This kind of robust targeting is repeated at the eight elementary schools for English language acquisition, two middle schools for math, and two high schools for freshman course completion. The selection of which schools are included with the additional staff and resources will be based on student data over time. We must identify and prioritize the schools where persistent lack of growth, specifically for subgroups, is still an issue.

### **What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope you plan causes ? (250 words)**

The SIA application represents a purposeful approach to provide resources and supports in a targeted way. Many of our schools and classrooms will not receive staff or materials. While this will not feel good to those staff, it is a demonstration of the equitable distribution of resources. We aren't funding everyone or everywhere. We are spending the money in the places where our students of color, students with disabilities, students learning English, and students in poverty live and learn. Closing the persistent achievement gap for those students will increase the performance for all.



**PART SEVEN: Board Approval**

(Pending)

**PART EIGHT: Public Charter Schools**

**Describe the process you took to collaborate with public charter school(s) in doing community engagement (150 words or less)**

District leadership met with charter school administrators to review feedback from the community engagement sessions and to identify performance gaps for students. Charter school students, as a majority, are pulled from within district regular attendance boundaries. However, charter school students do not mirror the student demographics of the district as a whole. Charter school families and community members were invited to participate in each of the district-sponsored engagement sessions as well as provided access to the survey opportunities. The charter school applications are aligned with the district priorities that emerged from the engagement sessions that occurred during the engagement process.

We have signed charter agreements included in this application from: Howard Street, JGEMs, OLE, Valley Inquiry, and Eagle Charter.

**PART NINE: Performance Growth Targets**

After Grant Submission