

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.

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. Additionally, working in conjunction with the ongoing bond projects, options for additional space will be considered. 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.

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

Strategy #1: 5th grade reading at eight targeted schools

5th grade reading in English is an identified district performance metric instead of 3rd 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 5th 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: 9th 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 9th 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 9th 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 9th Grade Success Team Coach: A licensed teacher will be hired as a 9th 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

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 5th 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 6th 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 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.

Strategy #7: Community Engagement and Supports

Theory of Action (Outcome #3)

If we better engage community members and community partners in ongoing 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, Hispanic/Latino/Latina students, students who qualify for special education, and Pacific Islander students. These specialists will work primarily with middle school and high school students 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): A six-hour CSOC position will be added at every Title 1 school in the district (30 schools). These classified staff will create opportunities for community involvement and coordinate parent engagement at assigned schools to nurture trusting, and supportive relationships with families. 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.

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 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.

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.

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 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, 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, etc.

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: Contracts for research-based professional development opportunities for administrators, mentors, licensed and classified staff. Funds will cover all necessary aspects of a high-quality professional development sequence in these areas.

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. 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 principals. 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. At 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.

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 students of color. 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 charger agreements from: Howard Street

PART NINE: Performance Growth Targets

(After Grant Submission)