| Part One: General Information | |
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| School Year | 2019-2020 |
| District | Colton School District |
| Webpage | https://www.colton.k12.or.us/Page/1 |
| Contact Person | Dr. Koreen Barreras-Brown<br>superintendent@colton.k12.or.us<br>503.824.3535 |

| Part Two: Narrative |
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| **Plan Summary (3-6 paragraphs)**<br>**A brief description of your district and the exact issues SIA funding will address as outlined in your 3-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities an increasing academic achievement for historically underserved students.**<br><br>*The Colton School District (CSD) has embarked on a comprehensive community engagement process to develop a plan for how to invest the additional Student Success Act (SSA) funding.This process focuses on equity and gathering input from staff, students and families from historically underserved communities. We utilized the ODE equity lens to help guide our thinking.*<br><br>*The first phase is the development of a District Needs Assessment informed by community input about what is working well and what could be improved in five top priority areas identified in the legislation: reducing academic disparities, meeting students' behavioral or mental health needs, providing equitable access to academic courses, allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students,* |

*and creating strong partnerships for student achievement. Colton community members have provided input via community and staff forums, listening sessions, Superintendent Advisory Council, School and Community Leaders' Network, and targeted outreach at many community meetings for historically underserved students and families. Collecting student input and elevating student voice has been a significant focus of the data collection with a priority on our focal students (students of color, students with special needs, students experiencing socioeconomic barriers, students experiencing homelessness and/or foster care, and students who have emerging multilingual needs).*

*The trends from our data gathering include a desire to:  address and support students' mental health needs, MTSS for academics and SEL, professional learning, support differentiation for students within inclusive learning environments, and develop CTE/STEM opportunities K-12 with a focus on middle school. The district's instructional leadership team extensively analyzed disaggregated student data and compared those needs to the community desires. We found there was a match in many areas, and we focused on these key areas as we prepared the plan for the Colton School District grant funds.*

*Leveraging the existing framework that is already in place, Colton School District will use the Student Investment Account (SIA) funding to address students' mental and behavioral health needs by providing supports by way of a K-8 school psychologist, professional learning, K-12 campus monitor interventionist, and placing unwavering attention on creating a school culture where students and staff feel welcomed, valued and contributing members of the school community. In addition, CSD will use the SIA funding to reduce disparities and increase academic achievement as follows:*
- *Increasing educational assistant time to lower the student to teacher ratio in order to better serve our focal students.*
- *Continue the work of the Academic TOSA to support with MTSS, data analysis, professional learning, coaching and to support ongoing teacher leadership capacity in Colton School District.*
- *Continue with specific classified support staff professional learning (added professional learning days into employee calendars)*
- *Added days for specialists for planning and collaboration to better serve our focal students.*
- *Added time and materials for extended learning opportunities K-12 with prioritization of our focal students.*
- *Added CTE/STEM educator and materials with prioritization of our focal students.*

| Part Three: Community Engagement and Input (Applications) |
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**Describe your approach to community engagement (250 words or less)**

*Overall, the district has collected a tremendous amount of community input focusing on historically underserved communities. The community of Colton has a long history of active engagement and support for public education. In addition to the community, we engaged the Colton Education Association (CEA), the Colton Association of Classified Employees (CACE), and CSD school and district administrators in all phases of the SIA development. We actively sought out and attended existing community events representing different groups from our community. We believe we have collected feedback from all voices including our most important focal students. We also have grounded this analysis in our data. The use of data to guide decisions is an established practice in the district. Our community wants more academic supports for students, increased mental health and behavioral supports, and more STEM/CTE opportunities at the middle school level. Our data shows opportunity gaps and achievement disparities persist for our focal students (student of color, students with special needs, students experiencing socioeconomic barriers, students experiencing homelessness and/or foster care, and students who have emerging multilingual needs).*

*We will continue to engage our community to focus the community's priorities on reducing these unacceptable disparities.*

*The needs assessment process has been ongoing at a high level engaging multiple shareholder voices that are reflective of a broad cross section of our district and community. More specifically over the past 18 months, shareholder voice, in shaping our priorities and investments, includes certified and classified staff, parents, business partners, administrators, faith-based leaders, Community College leaders, Board members, media partners, local non-profits leaders, and students. Shareholder opportunities are listed in artifacts.*

**If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement**

**efforts? (500 words or less)**

*The community engagement process focused on equity and gathering input from staff, students and families from our focal populations. The first phase focused on collecting community input about what is working well and what could be improved in five top priority areas identified in the legislation: reducing academic disparities, meeting students' behavioral or mental health needs, providing equitable access to academic courses, allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students, and creating strong partnerships for student achievement.*

*In addition, the district analyzed disaggregated student data to identify disparities in access and outcomes for our focal students. The kick-off community meeting was on October 21, 2019 with a Tea w/school leaders event. At this event, parents, staff, board members, and students collaborated on the SIA feedback template over tea and donuts. And then on October 24th, our Community and School Leaders Network utilized the tools from ODE to gather feedback for SIA. This network has been established for the past three years. It consists of business leaders, faith-based leaders, college and university leaders, Clackamas County Health leaders, Police, and Fire leaders, local nonprofit leaders, school board leaders, Boosters leaders, local media, and school leaders. The network was established in 2017 with faith-based leaders to better serve our focal communities because of the lack of access and isolation within rural Oregon. The network has expanded over the past two years to include a larger variety of leadership in our community, and continues to collaborate to better serve our students and families within the Colton community through an equity lens and prioritization of our focal communities. We meet monthly to ensure adequate service and outreach as well as plan for our annual community connections event that is a large resource fair with vendors ranging from suicide prevention to FAFSA and Tax help. This network also met on November 21, 2019 to go over the themes collected up to this date from SIA community feedback forums. The Superintendent's Advisory Council Met on October 25th to complete the ODE template for SIA feedback. The SAC consists of students, teachers, leaders, board members, parents, and classified staff. In October, 2019, the superintendent facilitated multiple listening and learning sessions with community members, licensed staff, classified staff, district leadership, and K-12 students. Teachers leaders also facilitated targeted forums with focal students. After we completed our first step in community engagement, our local Education Service District (ESD), leadership team (consisting of educators, classified staff, and administrators), and SAC helped us analyze the qualitative results for our district. Our Leadership Team, Personnel Development Grant & Targeted Support Reps along with the SAC reviewed this data, our district continuous improvement plan, our disaggregated student data (academic, attendance, and course), our continuous improvement plans for targeted support school, continuous improvement plans for Title I-A school, and our ORIS Needs Assessment from 2018-19 to update/complete our Colton School District*

*Needs Assessment process.*

*Community engagement work continued in our second phase of events by collecting input prioritizing potential investments to support student success based on our needs. This second round of community engagement work informed the community priorities identified during the first round and focused on the four allowable uses of SSA funds: reducing class sizes, increasing instructional time, promoting health and safety, and providing a well-rounded education. Our leadership team and SAC carefully reviewed all the feedback and data to inform the development of the SIA application and budget. With this information, our school and district administrators created a budget and plan for the SIA grant. Our one and only barrier to our work has been time for multiple shareholders to collaborate and review the data. We will continue to engage multiple shareholders in meaningful decision making in schools and as we monitor progress towards our continuous improvement plans, SIA application and our HSS plan.*

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

*Colton School District will continue to forge relationships with our community partners to grow our Community and School Leaders Network.  With this grant, we purposefully reached out to members of the community through this network, and it was through these efforts we connected more community members to our school district. These relationships are important for school support as community engagement is the foundation for student success over time.*

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

*It would be helpful if ODE had a consistent survey tool so all districts were asking the same questions for this work along with measures for culture and climate. It could help community members, parents, and students know that their voice is being heard and understood locally and at the state level.*

**Who was engaged, and how did you engage them? (This looks like it will be check boxes on the application)**

*Check all boxes*

**Why did you select the artifacts you chose to upload with your application? How do they show evidence of**

**engaging focal student populations, their families and the community? (250 words or less)**

*The following items were chosen as artifacts:*

*SIA Feedback from L&L Sessions: These templates show the multiple perspectives of the shareholders participating in the forum. The student feedback is from a leadership class with a variety of focal students and special education class.*

*Community and School Leaders Network Session: This document shows the collective work of the network and how It engages in meaningful decision making in our district through an equity lens.*

*A timeline of the engagement forums/activities: This shows the wide variety of engagement efforts among the multiple shareholders in our rural community.*

*Final Feedback Template: This shows the common themes identified in the various rounds of multiple feedback forums with shareholders. It shows a clear alignment with equity, access, and progress as well as an overall understanding of the priorities for funding and continuous improvement.*

*District Continual Improvement Plan (CIP) Support Document: this document was used by the community and administration to keep us grounded in the strategic plan that was created by members of our community.*

**Describe at least 2 strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)**

*One strategy we utilized was developing a systemic feedback loop within current systems and ongoing outreach with our families of students with disabilities. We have already established spaces for shareholders to collaborate in meaningful decision making. The established groups represent a variety of shareholders with diverse perspectives. We utilized these shareholders' time and talents to help promote our forums, and we used small group discussions to better understand Colton School District's students' needs. Feedback can be very powerful in its effect if there is a learning context to our data and that is exactly what the parents, students, and community members provided to our school team when we were able to utilize already formed groups where members felt safe and secure to honestly communicate.*

*Another strategy we used was self-awareness. We recognize how the intersection of race, ethnicity, gender, sexual*

*orientation, religion, socio-economic status and being able bodies impact us individually. We had to spend time understanding how our identification within a particular group gives us privilege in certain spaces, and we had to be open to change if we wanted to engage at a deeper level with our focal communities. We had to make it easy and safe for families to give us their honest opinion. We created many modalities to get the word out, newsletters, social media, superintendent listening and learning sessions, board meetings, and school messenger.  Conversations about inclusivity, equity, access, and progress can be uncomfortable, and we purposely planned how to communicate that this grant has a focus on focal groups and targeted universalism.*

**Describe at least 2 strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)**

*One strategy we utilized was targeted forums with staff: superintendent listening sessions, leadership collaboration, and SAC. The Colton School District superintendent visited with staff at every school in listening and learning sessions. It was during the contract time so all or most staff members were present. At the staff listening and learning, staff were able to be honest and open about improvements to the district they would like to see in the future through the process of walking through the ODE template. They were also provided the opportunity to share individual feedback and submit their ideas at a later date.  Staff also participate in the SAC and leadership collaboration so the feedback forum, data analysis, and application development during these sessions included staff engagement in meaningful decision making. Within the SAC and leadership team, staff participated in analyzing a variety of student data and feedback data to identify our priorities for SIA grant.*

*Another strategy we used was developing a separate classified listening and learning time with the superintendent for staff to feel valued and heard. They provided thoughtful feedback regarding the academic success and emotional wellbeing of our students. We had very strong participation from both classified and licensed staff through the thoughtful process of listening and learning.*

*Another area of focused staff feedback was that principals met with staff within this process and used student achievement data to inform our priorities for this grant.*

**Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning  (250-500 words)**

*We learned many lessons from the Colton community and staff. First, they would like the district to focus on addressing and supporting student mental health with additional staff and a district wide social emotional learning (SEL) MTSS. Students, families and staff agreed that improving student mental health was important. All suggested hiring additional staff or increasing staff time to support students and improve MTSS for academics and SEL. Community and staff members also want the SIA funds to support staff by providing professional learning to support inclusive learning environments, equity, access, and progress. Families and staff discussed differentiation to support inclusive learning environments as a challenge. Additionally, families and staff felt students with special needs needed more support within the inclusive learning environments. We also learned that the tremendous amount of work we have done around building a culture of inclusivity was working. Everyone wanted an increase of STEM/CTE K-12 with a focus on middle school.  Students provided specific areas of interest  for CTE/STEM electives, some examples were coding, computer engineering, and robotics. We had adopted four core beliefs of Champion for Kids; Expect Excellence; Carry the Banner; and Merchant of Hope (Casas, 2017).  Over the past year, we established a clear purpose of All students K-12 are on-track and graduate college and career ready. It was validating for our work to see the overall feedback was aligned with our continuous improvement and district priorities for inclusion, equity, access and progress.*

*The Colton School District created a plan within our SIA grant to directly affect each of these themes. We utilize the feedback to provide a combination of adding staff, increasing staff time, professional learning, extra planning and collaboration for specialized staff to support our focal students, coding program and materials K-12 with a focus on focal students, CTE/STEM Educator focus on middle school, K-8 school psychologist, continued supports of interventionist and academic TOSA/Coach.*

## Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making.
(150 words or less)

**Data Sources**

*Student Data (Disaggregated Data)*

- State assessment results in math and ELA (last 5 years)
- Graduation rates
- Attendance rates
- Ninth grade on track
- 504 plans by demographic group
- Special education identification by demographic group
- Academic support class enrollment by demographic group
- Advanced class enrollment by demographic group
- D/F grades by demographic group
- Race/ethnicity of staff and students
- Demographics of students who did not graduate within 4 years

*Survey Result*

- 2017-18 / 2018-19 - Oregon SPDG School Implementation Scale
- 2017-18 Oregon Student Wellness Survey

*Other Data*
- CSD professional learning  calendar
- CSD professional learning framework
- District CIP
- School CIPs

| Part Five: SIA Plan | |
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**Outcomes are the changes you are trying to cause.**

*Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be measured.*

*Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc*

| Outcome 1 | Increase the graduation rate of combined focal groups by 5% in three years. |
|---|---|
| Outcome 2 | Increase overall 9th grade students on track to 90% for all students in three years. |
| Outcome 3 | Increase 3rd grade reading assessment for combined focal groups by at least 20% in 3 years. |
| Outcome 4 | Climate survey will show overall positive improvement of 5% improvement in how staff, students, and parents perceive their experience with CSD. |
| Outcome 5 | Increase regular attenders for combined focal groups by 7% in three years. |

| Strategy *designed to achieve your outcomes* | Strategy #1<br>    CSD will implement MTSS for SEL at each school with TOSAs, administrators, and specialists supporting the general education teachers to lift core instruction to provide a solid tier 1 within inclusive learning environments and schoolwide. |
|---|---|

| Which outcome(s) will this strategy address, and how? | #1 __X__ #2 __X__ #3 __X__ #4 __X__ #5 __X__ | *If we ___, then ____, and _____*<br><br>If CSD implements MTSS for SEL with TOSAs, administrators, and specialists supporting the general education teachers to lift core instruction to provide solid tier 1 within inclusive learning environments, then students will access learning and make progress. |
|---|---|---|

Activity 1.1

Continue developing MTSS K-12 for SEL with leadership team and staff monitoring progress for effectiveness.
- Focus on identification of students for tiered supports at each level
- Track implementation of the K-12 SEL curriculum and K-12 Health Curriculum Standards (to include comprehensive sexuality education plan)
- Clearly articulated path for interventions with the MTSS Framework with a focus on inclusive learning, equity, access and progress for all students.
- Return on Investments for the SEL MTSS Framework - Monitoring progress of students and teachers
- Increase specific classified time to support in MTSS effectiveness
- Continue/Sustain work of Academic TOSA and Campus Monitor Interventionist
- Add staff for MTSS effectiveness (K-8 psychologist)

Person or Team Responsible for Activity 1.1

Leadership Team (Academic TOSA, Specialists, Principals, District Admin) , Specialists (case managers, EL/TAG TOSA, campus monitor/interventionist, K-8 schools psychologist, student support specialist, HSS Educators, Focus in Teaching (FIT) team, and secondary guidance counselor), EAs, Educators

| | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| Measures of Evidence for Activity 1.1 | | | |
| Develop an **effective** MTSS framework - progress monitor for effectiveness | *Ongoing* | *Done* | *Done* |
| School Culture Climate Survey Grounded in Equity (under construction 2019-20) - Pilot for baseline in spring of 2019-2020 - will update plan with data. | *Ongoing* | *Done* | *Done* |
| Hire Licensed Staff (K-8 psychologist) | *Done* | *Done* | *Done* |
| Increase specific classified | *Done* | *Done* | *Done* |
| Sustain Campus Monitor Interventionist and Academic TOSA | *Done* | *Done* | *Done* |
| | | | |
| Oregon Student Wellness Survey (establishing baseline from 2017-18 results) | | | |
| ● 6th Grade - Heard another student bully others w/words | *73.8* | *63.8* | *53.8* |
|    - Seriously considered suicide | *6* | *3* | *0* |
|    - Attempted suicide | *1* | *0* | *0* |
|    - Talk openly w/teacher about my concerns | *73.4* | *78.4* | *83.4* |
| ● 8th Grade - Heard another student bully others w/words | *70* | *60* | *50* |
|    - Seriously considered suicide | *12* | *6* | *0* |
|    - Talk openly w/teacher about my concerns | *62.9* | *67.9* | *72.9* |
|    - At least one adult in school that cares about me | *57* | *67* | *77* |
|    - Attempted Suicide | *1* | *0* | *0* |
| ● 11th Grade - Heard another student bully others w/words | *68.3* | *58.3* | *48.3* |
|    -Seriously considered suicide | *15* | *7.5* | *0* |
|    - Talk openly w/teacher about my concerns | *55* | *60* | *65* |
|    - At least one adult in school that cares about me | *70* | *80* | *90* |
|    - Attempted suicide | *5* | *2* | *0* |
| | | | |
| Oregon SPDG School Implementation Scale (waiting on data for 2019-20 only have for 17-18 and 18-19). | | | |
| - School Culture (Beliefs on MTSS effectiveness) | *3.58* | *3.83* | *4.08* |

| | | | |
|---|---|---|---|
| - Evidenced-Based Practices (MTSS) | *3.68* | *3.93* | *4.18* |
| - Family Engagement (Progress, Academics, MTSS) | *3.58* | *3.83* | *4.08* |
| - Professional Development | *3.58* | *3.83* | *4.08* |
| - Overall (Summary) | *3.63* | *3.88* | *4.13* |

Activity 1.2

Continued development of an effective professional learning framework for all Colton School District staff to include social emotional learning, suicide prevention, using data to inform teaching and learning, universal design for learning, personal equity work, classroom management systems, preventing and managing difficult behaviors, Relationships, Relevance, Rigor and Results (4Rs), and trauma informed / restorative practices.

- Track implementation of the Professional Learning (PL)  Framework (developed by teacher leaders)
- Clearly articulated path for individual educator growth in specific areas of learning.
- Return on Investments for PL Framework - Monitoring progress of students and teachers
- Increased time for educational assistant and specialized classified positions to participate in PL
- Continue/Sustain work of Academic TOSA and Campus Monitor Interventionist
- Continue implementing improvement sciences, Plan, Do, Study, Act (PDSAs)
- Add staff for PL Framework effectiveness (K-8 psychologist) to support w/SEL PL

Person or Team Responsible for Activity 1.2

Leadership Team (Academic TOSA, Specialists, Principals, District Admin) , Specialists (case managers, EL/TAG TOSA, HSS Educators, Focus in Teaching (FIT) team, and secondary guidance counselor), EAs, Educators

| Oregon SPDG School Implementation Scale (waiting on data for 2019-20 only have for 17-18 and 18-19). | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| - School Culture (Beliefs on MTSS effectiveness) | 3.58 | 3.83 | 4.08 |
| - Evidenced-Based Practices (MTSS) | 3.68 | 3.93 | 4.18 |
| - Family Engagement (Progress, Academics, MTSS) | 3.58 | 3.83 | 4.08 |
| - Professional Development | 3.58 | 3.83 | 4.08 |
| - Overall (Summary) | 3.63 | 3.88 | 4.13 |

| Evidence/Research |
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- Educating Whole Child Research Brief (Learning Policy Institute, 2018)

- The Future of Education Depends on Social Emotional Learning: Here's Why, (Brotto, 2018)

- School based mental health and behavioral programs for low-income, urban youth; A systematic and meta-analytic review.(Farahmand, Grant, et. al., 2011)

- Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects, (Taylor, Oberle, et. al., 2017)

- Sanchez, A.L., Cornacchio. D., Pozanski, B., Golik, A.M., Chou, T., & Comer, J.S. (2018). The effectiveness of school-based mental health services for elementary-aged children; A meta analysis. Journal of the American Academy of Child & Adolescent Psychiatry, 57(3), 153-165.

- The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School of School-Based Universal Interventions. (Durlak, Weissberg, et al. 2011)

- <u>How Educators Perceive the Process and Implementation of a Multi-Tiered System of Supports (MTSS): A Case Study</u> (Maniglia, 2017)

| Strategy *designed to achieve your outcomes* | Strategy #2 |  |
|---|---|---|
|  | CSD will implement MTSS for academics at each school with TOSAs, administrators, and specialists supporting the general education teachers to lift core instruction to provide a solid tier 1 within inclusive learning environments and schoolwide. |  |
| *Which outcome(s) will this strategy address, and how?* | #1 __X__<br><br>#2 __X__<br><br>#3 __X__<br><br>#4 __X__<br><br>#5 __X__ | *If we ___, then ____, and _____*<br><br>If CSD implements MTSS for academics with TOSAs, administrators, and specialists supporting the general education teachers to lift core instruction to provide solid tier 1 within inclusive learning environments, then students will access learning and make progress. |

Activity 2.1 Continue developing MTSS K-12 for academics with leadership team and staff monitoring progress for effectiveness.
- Focus on identification of students for tiered supports at each level
- Track implementation of Literacy Plan and standards based teaching and learning.
- Clearly articulated path for interventions within the MTSS Framework with a focus on inclusive learning, equity, access and progress for all students.
- Return on Investments for the Academic MTSS Framework - Monitoring progress of students and teachers
- Add educational assistants and increase EA time to support with focal students within inclusive learning environments (tier 1).

- Continue/Sustain work of Academic TOSA - Focus on K-3 Literacy within MTSS

Person or Team Responsible for Activity 2.1

Leadership Team (Academic TOSA, Specialists, Principals, District Admin) , Specialists (case managers, EL/TAG TOSA, HSS Educators, Focus in Teaching (FIT) team, and secondary guidance counselor), EAs, Educators

| Measures of Evidence for Activity 2.1 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| Hire Classified Staff | Done | Done | Done |
| Increase Classified Time | Done | Done | Done |
| Sustain Academic TOSA (focus K-3 Literacy) | Done | Done | Done |
| | | | |
| 3rd Grade Reading SBA | | | |
| Combined Focal Groups | 34.86 | 42.52 | 51.88 |
| Graduation Rate | | | |
| Combined Focal Groups | 95.84 | 96.44 | 97.04 |
| 9th Grade on-track | | | |
| Combined Focal Groups | 66.18 | 73 | 80.52 |
| MAP All Students | | | |
| 3rd Grade Reading (Average/High Average) | 75% | 80% | 85% |
| 9th Grade Reading (Average/High Average) | 70% | 75% | 80% |
| 9th Grade Math     (Average/High Average) | 65% | 70% | 75% |

Activity 2.2

Continued development of an effective professional learning framework for all Colton School District staff to include Relationships, Relevance, Rigor and Results (4Rs), College and Career Readiness (CCR), using data to inform teaching and learning, universal design for learning, personal equity work, culturally responsive and linguistically appropriate teaching, and Improvement Sciences (PDSAs).

- Track implementation of the Professional Learning (PL) Framework (developed by teacher leaders)
- Clearly articulated path for individual educator growth in specific areas of learning.
- Return on Investments for PL Framework - Monitoring progress of students and teachers
- Increased time for educational assistant and specialized classified positions to participate in PL
- Continue/Sustain work of Academic TOSA
- Continue implementing improvement sciences, Plan, Do, Study, Act (PDSAs)

**Person or Team Responsible for Activity 2.2**

Leadership Team (Academic TOSA, Specialists, Principals, District Admin) , Specialists (case managers, EL/TAG TOSA, HSS Educators, Focus in Teaching (FIT) team, and secondary guidance counselor), EAs, Educators

| Measures of Evidence for Activity 2.2 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| Increase Specific Staff Time: Planning, Collaboration, PL, and Student Support | *Done* | *Done* | *Done* |
| Sustain Academic TOSA (focus K-3 Literacy) | *Done* | *Done* | *Done* |
| Develop System for monitoring Student & Teacher progress | *Ongoing* | *Done* | *Done* |
| Teacher Participation in Improvement Sciences (PDSAs) | *90* | *95* | *100* |
| 3rd Grade Reading SBA | | | |
|    Combined Focal Groups | *34.86* | *42.52* | *51.88* |
| Graduation Rate | | | |
|    Combined Focal Groups | *95.84* | *96.44* | *97.04* |
| 9th Grade on-track | | | |
|    Combined Focal Groups | *66.18* | *73* | *80.52* |
| MAP All Students | | | |
|  3rd Grade Reading (Average/High Average) | *75* | *80* | *85* |
|  9th Grade Reading (Average/High Average) | *70* | *75* | *80* |
|  9th Grade Math    (Average/High Average) | *65* | *70* | *75* |

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|---|---|---|---|
| | | | |

| Evidence/Research |
|---|
| <ul><li>The Power of Collective Efficacy. (Donohoo, Hattie, & et. al, 2018)</li><li>CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org</li><li>Collective Efficacy: Together we can Make a Difference (Donohoo, Langer, & et al., 2005)</li><li>Effective Teacher Professional Development (Darling Hammond, et.al., 2017)</li><li>Effective Professional Development for Teachers to Foster Students' Academic Language Proficiency Across the Curriculum: A Systematic Review (Kalinowski, Gronostaj, et al., 2019)</li><li>Why Professional Development Matters (Mizell, 2010)</li><li>The Impact of Teaching Training on Student Achievement., (Jacob & Lefgren, 2002)</li><li>Bryk, A.S., Gomez, L.M., Grunow, A., and LeMahieu, L. (2015) Learning to Improve: *How America's Schools Can Get Better at Getting Better.*</li><li>*Hammond, Z. (2014). Culturally Responsive Teaching and the Brain:  Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.*</li></ul> |

| Strategy *designed to achieve your outcomes* | Strategy #3 | |
|---|---|---|
| | CSD will expand course options/opportunities in the area of CTE/STEM specifically around students' interest in coding with prioritization of focal students and middle school. | |
| *Which outcome(s) will this strategy address, and how?* | #1 __X__<br><br>#2 __X__<br><br>#3 __X__<br><br>#4 __X__<br><br>#5 __X__ | *If we ___, then ____, and _____*<br><br>If CSD provides CTE/STEM opportunities such as a coding program, then students will feel more engaged in school and attendance and academic achievement will increase. |

Activity 3.1

CSD will develop a coding program K-12 with a focus on student engagement and recruitment of focal students.

- Add a CTE/STEM teacher specializing in coding and computer sciences
- Purchase coding program 6-12
- CTE/STEM curriculum and materials
- Track students' progress in math and sciences (ROI)
- Monitor on-track to graduate (ROI)
- Develop a pre-coding skills program K-5 (code.org)

Person or Team Responsible for Activity 3.1

Leadership Team, CTE/STEM Educator, Media Techs and District Librarian.

| Measures of Evidence for Activity 3.1 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| Hire Teacher | Done | Done | Done |
| Purchase coding software (6-12) | Done | Done | Done |
| Purchase CTE/STEM curriculum and materials | Done | Done | Done |
| Develop pre-coding skills program K-5 (code.org) | Ongoing | Done | Done |
| Develop a progress monitoring system (Math & Sciences) | Ongoing | Done | Done |
| | | | |
| Graduation Rate | | | |
| Combined Focal Groups | 95.84 | 96.44 | 97.04 |
| 9th Grade on-track | | | |
| Combined Focal Groups | 66.18 | 73 | 80.52 |
| MAP All Students | | | |
| 3rd Grade Math  (Average/High Average) | 55 | 60 | 65 |
| 6th Grade Math  (Average/High Average) | 65 | 70 | 75 |
| 7th Grade Math  (Average/High Average) | 50 | 55 | 60 |
| 8th Grade Math  (Average/High Average) | 55 | 60 | 65 |
| 9th Grade Math   (Average/High Average) | 65 | 70 | 75 |

Activity 3.2

CSD will develop an enrichment program at K-5 level with a focus on CTE/STEM.

- Recruit focal students for program
- Develop and purchase curriculum and materials
- Increase EA and teacher time to support the enrichment program
- Add CTE/STEM educator to lead the development of the enrichment program and PL of staff
- District librarian collaborates with CTE/STEM educator on resources and supports within media center

**Person or Team Responsible for Activity 3.2**

    CTE/STEM Educator, District Librarian, Educators, Principal, Media Tech, and EAs

| Measures of Evidence for Activity 3.2 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| Recruit focal student for program | *Ongoing* | *Ongoing* | *Ongoing* |
| Develop and purchase curriculum and materials | *Ongoing* | *Done* | *Done* |
| Increase EA and teacher time | *Done* | *Done* | *Done* |
| Hire CTE/STEM Educator | *Done* | *Done* | *Done* |
| | | | |
| 3rd Grade Reading SBA | | | |
|    Combined Focal Groups | *34.86* | *42.53* | *51.88* |
| Graduation Rate | | | |
|    Combined Focal Groups | | | |
| 9th Grade on-track | *95.84* | *96.44* | *97.04* |
|     Combined Focal Groups | | | |
| | *66.18* | *73* | *80.52* |
| | | | |
| MAP All Students | | | |
|  1st Grade Math  (Average/High Average) | *50* | *55* | *60* |
|  2nd Grade Math  (Average/High Average) | *70* | *75* | *80* |
|  3rd Grade Math  (Average/High Average) | *55* | *60* | *65* |
|  4th Grade Math  (Average/High Average) | *50* | *55* | *60* |
|  5th Grade Math   (Average/High Average) | *55* | *60* | *65* |

| Evidence/Research |
|---|
| ● <u>The Access Gap: Poverty and Characteristics of School Library Media Centers</u> (Pribesh, Gavigan, et al., 2011)<br><br>● <u>Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act.</u> (McClanahan, Wallace Foundation 2015)<br><br>● <u>Gewertz, C. (2018). What is Career and Technical Education, Anyway? *Education Week*.July.</u><br><br>● <u>How Career and Technical Education Can Help Students Be College and Career Ready: A Primer, March, 2012.</u><br><br>● <u>Kroeger, J. (2016). The Importance of STEM in Elementary School. Florida State University.</u> |

| Strategy *designed to achieve your outcomes* | Strategy #4  CSD will provide extended learning time for identified focal students. | |
|---|---|---|
| *Which outcome(s) will this strategy address, and how?* | #1 __X__<br><br>#2 __X__<br><br>#3 __X__<br><br>#4 __X__<br><br>#5 __X__ | *If we ___, then ____, and _____*<br><br>If CSD provides extended learning options for identified focal students, then academic achievement improves and the disparities and opportunity gaps narrow. |

**Activity 4.1**

　　Develop a Friday extended learning option to support identified focal students with access and progress in their core classes.

- Increase educator and EA time
- Develop tracking system to monitor identified focal student progress in key areas
- Schedule Friday ½ days with students and establish an extended learning calendar

**Person or Team Responsible for Activity 4.1**

Leadership Team, Educators, EAs, and Specialists

| Measures of Evidence for Activity 4.1 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|
| Increase licensed and classified time | Done | Done | Done |
| Developing tracking system to monitor progress | Ongoing | Done | Done |
| Create an extended learning calendar | Done | Done | Done |
| Identify focal students for extended learning | Ongoing | Ongoing | Ongoing |
| | | | |
| 3rd Grade Reading SBA | | | |
| Combined Focal Groups | 34.86 | 42.52 | 51.88 |
| Graduation Rate | | | |
| Combined Focal Groups | 95.84 | 96.44 | 97.04 |
| 9th Grade on-track | | | |
| Combined Focal Groups | 66.18 | 73 | 80.52 |
| MAP All Students | | | |
| 3rd Grade Reading (Average/High Average) | 75 | 80 | 85 |
| 9th Grade Reading (Average/High Average) | 70 | 75 | 80 |
| 9th Grade Math     (Average/High Average) | 65 | 70 | 75 |

| Evidence/Research |
|---|
| ● Closing the Gap through Extending Learning Opportunities. NEA Policy Brief. |
| ● Expanded Learning Time. The Glossary of Education Reform, 2013. |
| ● Delisio, E. (2010) More Schools Turn to Extended Days. *Reading Rockets.* |
| ● Andersen, S.C., Humlum, M.K., and Nandrup, A.B. (2016). Increasing Instruction time in school does increase learning. PNAS, July; 113(27): 7481-7484 |
| ● Redford, K. (2012). Off the Clock: Giving Students More Time to Demonstrate Learning. *Education Week*. |

| Priorities |
|---|
| **How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?**<br><br>*All of the resource allocations explained above are aligned with the five outcomes we have identified. These targets are designed to close academic disparities between different groups of students, raise overall academic achievement, improve social and emotional health, and increase ongoing community engagement.*<br><br>**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 learning, additional teaching staff, and embedded social emotional learning in schools to increase the knowledge, will, and skill of our classroom teachers to better meet the needs of historically marginalized students. An increased focus on deeply establishing multi-tiered systems of support in all schools and using data to inform teaching, learning, and leading will allow for professional learning to be more effective.*

**Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.**

*Our plan has seven high priority activities. It is our hope that all of our activities will be funded in the first year. CSD's current attention to MTSS for academic and SEL with teacher professional learning will be first on the list. High priority would also go to CTE/STEM programing, enrichment and extended learning opportunities. If funding was not provided as expected from the state, we would prioritize MTSS for SEL and Academics first, then professional learning (with added time for classified to attend PL), and finally, add CTE/STEM focus over time.*

**In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?**

*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. We would continue the academic and SEL MTSS development and ongoing professional learning. We would collaborate with CESD and the state as needed to guide our plan redevelopment.*

**Equity Lens**

**You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used that tool in your planning work. (250 words or less)**

*OREGON EQUITY LENS*

*We utilize the equity lens questions to support us in our decision making processes in CSD.* During the process of the SIA planning, we shared the tool and used the questions to guide us through decision making and prioritizing in the plan development. The tool helped our shareholders stay focused on equity and the two key areas in the SIA: Meet students' mental or behavioral health needs, and Increase academic achievement for students including reducing the academic disparities for our focal students. Our already established district core beliefs and purpose made the conversation easier and more productive. District core beliefs: Champion for Kids; Expect Excellence; Carry the Banner; Merchant of Hope. District Purpose: All student K-12 are on-track and graduate college and career ready.

## Budget

| CODE | Description | Total Line Items | Total Budgeted |
|---|---|---|---|
| 111 | Licensed Salaries w/Salaries | | 208,558.48 |
| 112 | Classified Salaries w/Salaries | | 265,504.68 |
| 31x | Instructional, Professional and Technical Services | | 9737.60 |
| 4xx | Supplies and Materials | | 49,500.00 |

**TOTAL: 533,300.76**

| Allowable Use Category | Total Line Items | Total Budgeted |
|---|---|---|
| Administrative | | |
| Ongoing Community Engagement | | |
| Increased Instructional Time | | 11,517.52 |

| | | | |
|---|---|---|---|
| Improving Student Health & Safety | | | 156,904.19 |
| Reducing Class Size | | | 181,326.92 |
| Well Rounded Education | | | 183,552.13 |

**TOTAL: 533,300.76**

| Activity # | FTE | Allowable Use Category | Object Code | Proposed Activity | $ Amount |
|---|---|---|---|---|---|
| 1.2/2.2 | | H&S | 34x | Professional Learning | 4,868.80 |
| 1.1/ 2.1 | .66 | H&S | 111 | School Psychologist/Counselor and Academic TOSA | 81,817.29 |
| 1.1 | 1.0 | H&S | 112 | Campus monitor/interventionist | 70,218.10 |
| 2.1/1.1 | 3.97 | RCS | 112 | Additional educational assistant support | 181,326.92 |
| 3.1 | 1.17 | WRE | 111 | CTE/STEM Teacher and Academic TOSA | 120,714.19 |
| 3.1 | | WRE | 4XX | CTE/STEM Materials & Curriculum | 47,500 |
| 1.2 | | WRE | 112 | Professional Development for Classified staff | 10,469.14 |
| 2.2 | | WRE | 34x | Professional Learning | 4,868.80 |
| 3.2/4.1 | | IIT | 111 | Additional school days and afterschool enrichment | 6,027.00 |
| 3.2/4.1 | | IIT | 112 | Additional school days and afterschool enrichment | 3,490.52 |
| 3.2 | | IIT | 4xx | Supplies and Materials for afterschool enrichment | 2000.00 |

**TOTAL: 533,300.76**

**Worksheet**
**Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in January 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.**

<span style="color:red">**<u>DRAFT</u> LONGITUDINAL GROWTH TARGET**</span>

| Longitudinal Growth Targets -Initial Draft for Plan Submission | | | | | |
|---|---|---|---|---|---|
| Four-Year Graduation District-Wide | | | | | |
| | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
| Reach Target | 96.73 | 97.13 | 97.53 | 97.93 | 98.33 |
| Baseline Target | 96.48 | 96.88 | 97.28 | 97.68 | 98.08 |

**Four-Year Graduation**
**Focal Student Groups**

|  | Year 1<br>20-21 | Year 2<br>21-22 | Year 3<br>22-23 | Year 4<br>23-24 | Year 5<br>24-25 |
|---|---|---|---|---|---|
| Gap Closing | 95.84 | 96.44 | 97.04 | 97.64 | 98.24 |

**Five-Year Completion**
**District-Wide**

|  | Year 1<br>20-21 | Year 2<br>21-22 | Year 3<br>22-23 | Year 4<br>23-24 | Year 5<br>24-25 |
|---|---|---|---|---|---|
| Reach Target | 91.7 | 92.9 | 94.1 | 95.32 | 96.56 |
| Baseline Target | 91.55 | 92.75 | 93.95 | 95.17 | 96.41 |

**Five-Year Completion**
**Focal Student Groups**

|  | Year 1<br>20-21 | Year 2<br>21-22 | Year 3<br>22-23 | Year 4<br>23-24 | Year 5<br>24-25 |
|---|---|---|---|---|---|
| Gap Closing | 92 | 93.10 | 94.22 | 95.35 | 96.5 |

## 3rd Grade Reading (ELA)
### District-Wide

|  | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
|---|---|---|---|---|---|
| Reach Target | 36.12 | 45.68 | 53.82 | 63.88 | 77.26 |
| Baseline Target | 35.97 | 43.53 | 53.67 | 63.73 | 77.11 |

## 3rd Grade Reading (ELA)
### Focal Student Groups

|  | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
|---|---|---|---|---|---|
| Gap Closing | 34.86 | 42.52 | 51.88 | 63.29 | 77.22 |

## 9th Grade On-Track
### District-Wide

|  | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
|---|---|---|---|---|---|
| Reach Target | 83.76 | 87.1 | 90.58 | 94.19 | 97.96 |

| | | | | | |
|---|---|---|---|---|---|
| Baseline Target | 83.61 | 86.95 | 90.43 | 94.04 | 97.81 |

| 9th Grade On-Track Focal Student Groups | | | | | |
|---|---|---|---|---|---|
| | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
| Gap Closing | 66.18 | 73 | 80.52 | 88.81 | 97.96 |

| Regular Attenders District-Wide | | | | | |
|---|---|---|---|---|---|
| | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
| Reach Target | 84.06 | 86.57 | 89.17 | 91.84 | 94.59 |
| Baseline Target | 83.96 | 86.47 | 89.07 | 91.74 | 94.49 |

| Regular Attenders Focal Student Groups | | | | | |
|---|---|---|---|---|---|
| | Year 1 20-21 | Year 2 21-22 | Year 3 22-23 | Year 4 23-24 | Year 5 24-25 |
| Gap Closing | 80.15 | 83.52 | 87.02 | 90.68 | 94.49 |

| Section 6: Use of Funds (Application) |
|---|
| *You will be asked to mark which allowable use categories your plan is designed to fund.*<br><br>**Describe how you will utilize SIA funds to meet students' mental health needs; and increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)**<br><br>*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 focal students. The other source of input guiding decisions for SIA funding came from the community engagement efforts. Multiple shareholders emphasized a resounding need for additional mental health and behavioral support for students. The results from our community engagement strategies provided us specific examples of mental health resources and support that are not currently in place. All shareholders identified the need for extra support for our focal student to eliminate the academic disparities and opportunity gaps by way of MTSS.*<br>*This proposed plan is in direct response to what we heard from our multiple shareholder groups and our disaggregated academic student data review.* |

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

*The Colton School District SIA grant is focused on developing academic and SEL MTSS to support our students. It includes adding more time to classified staff to lower the student to adult ratio within our inclusive learning environments and to allow specific classified staff to participate in PL with educators. It includes additional specialists to work with our identified focal students and additional CTE/STEM opportunities and extended learning time to increase engagement, attendance, and overall academic achievement. We believe that students who are academically and emotionally supported at school will be ready to learn and be able to learn at higher rates. We also believe that our faculty and staff need professional learning to gain the tools they need to support diverse learners. This professional learning must be focused, ongoing, and job embedded. We believe that with effective MTSS, quality people, and top-tier professional learning we will close the academic disparities for our focal students and will increase academic impact for all students.*

**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 support or changes you hope your plan causes. (250 words or less)**

*The SIA application represents a purposeful approach to provide resources and support in a targeted way. Our SIA plan focuses on the relationship between the teacher and student/family. District data reinforced by community input gathered over the past several months clearly indicate that for our students to be able to engage in rigorous academic instruction, they must be emotionally healthy. For that to occur, our staff must first be emotionally healthy so they are able to build their capacity to support their students. Barriers that could impact our plans include hiring additional staff when we will be in direct competition with metro area school districts and that we are a rural school district where staff fill multiple roles already. The small staff makes the complexity of this application and the compliance measures around it more challenging.*

| Section 7: Evidence of Board Approval (Application) |
|---|

*School Board Link for Approval: PENDING*

| Student, Staff, and Community Engagement<br>*(listed alphabetically by Event name)* | | |
|---|---|---|
| **DATE** | **EVENT** | **PARTICIPANTS** |
| Fall-2019 | Back To School Nights<br>8-29-19 - CES<br>9-24-19 - CHS/CMS | Parents<br>Teachers<br>Administrators<br>Students |
| Ongoing | Listening & Learning<br>10-10-19 - CMS Student<br>10-10-19 - CMS Staff<br>10-21-19 - Classified Staff<br>10-21-19 - Community<br>10-24-19 - CHS Staff<br>10-24-19 - CHS Student<br>10-30-19 - CES Student<br>10-30-19 - CES Staff<br>1-7-20 -  CMS Staff<br>1-10-20 - CMS Student<br>1-22-20 - CES Student<br>1-22-20 - CES Staff<br>1-30-20 - CHS Student<br>1-30-20 - CHS Staff<br>3-2-20 - Community | Staff<br>Students<br>Administrators<br>Community |

| | | |
|---|---|---|
| | 4-7-20 - CMS Student<br>4-7-20 - CMS Staff<br>4-22-20- CES Staff<br>4-22-20 - CES Student<br>4-23-20 - CHS Student<br>4-23-20 - CHS Staff<br>4-27-20 - Community | |
| Ongoing | Community & School Leaders Network<br>10-24-19<br>11-21-19<br>1-16-20<br>2-20-20<br>3-19-20<br>3-16-20<br>5-21-20<br>6-16-20<br>8-20-20 | Teacher Leaders<br>Counselor<br>Clackamas County Health<br>Fire<br>Police<br>Local Businesses<br>Administrators<br>Faith-based Leaders<br>Media<br>Clackamas Community College<br>Board Members<br>Booster Club<br>Parents<br>Local non-profits |
| Ongoing | Superintendent Advisory Council (SAC)<br>10-17-19<br>2-20-20<br>6-11-20 | Students<br>Board Members<br>Teachers<br>Specialists<br>Parents<br>Classified<br>Administrators |

| Spring, 2020 | Community Connections Event<br>5-29-20 | Teacher Leaders<br>Counselor<br>Clackamas County Health<br>Fire<br>Police<br>Local Businesses<br>Administrators<br>Faith-based Leaders<br>Media<br>Clackamas Community College<br>Parents<br>Board Members<br>Booster Club<br>Community Members<br>Media<br>Non-profits<br>Local resources/agencies |
|---|---|---|

**Data Sources**

*Student Data (Disaggregated Data)*
- State assessment results in math and ELA (last 5 years)
- Graduation rates
- Attendance rates
- Ninth grade on track
- 504 plans by demographic group
- Special education identification by demographic group
- Academic support class enrollment by demographic group
- Advanced class enrollment by demographic group

- D/F grades by demographic group
- Race/ethnicity of staff and students
- Demographics of students who did not graduate within 4 years

*Survey Results*

- 2017-18 / 2018-19 - Oregon SPDG School Implementation Scale
- 2017-18 Oregon Student Wellness Survey
- Spring, 2020 School Culture Climate Survey (focus on equity)

*Other Data*
- CSD professional learning  calendar
- CSD professional learning framework
- District CIP
- School CIPs

The following ODE and resources were examined and utilized as well:
ODE District CIP Website
2019 District CIP