

Grants Pass School District #7
2020 – 2021 Student Investment Account Application
Updated 9-25-2020



Part One: General Information

Applicant

School District: Grants Pass School District #7

Institution ID: 2054

Webpage where SIA Plan is posted: <https://www.grantspass.k12.or.us>

Contact Person

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Part Two: Narrative

A brief description of your school district or eligible charter school (enrollment, demographics, strengths, challenges, etc.) and the exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

The Grants Pass School District #7 encompasses approximately 48 square miles in the City of Grants Pass, OR. Serving about 6,200 students and 5,300 families in grades kindergarten through grade 12, the District provides a comprehensive education program. There are 10 school campuses: six, kindergarten through fifth grade elementary schools; two sixth through eighth grade middle schools; one ninth through twelfth grade comprehensive high school; and one ninth through twelfth grade alternative high school campus. The district does not have any charter schools that it partners with.

The 6,200 students enrolled in the district are broken down into the following subgroup populations:

- 49% Female
- 52% Male
- 100% Economically Disadvantaged
- 1.7% English Learners
- 13.8% Special Education
- 4% Talented and Gifted
- <1% American Indian/Alaskan Native
- <1% Pacific Islander
- <1% Black
- 15% Hispanic
- 75% White
- 7% Multiracial

The poverty rate of our student population is consistently high enough that the district qualifies for CEP (Community Eligibility Provision) which allows 100% free breakfast and lunch for all students in the district.

Our district has experienced a significant increase in challenging behaviors across our K-12 system over the last six years. The number of major behavioral incidents went up 295% in just our Kindergarten through third grades from 2013 through 2018 and we have seen similar trends across the district. We have worked to add behavior and mental health supports including staff training but we still struggle to meet the needs of these students. We partner with our local county mental health, Options for Southern Oregon, to provide services to students and families on and off campus.

Our overall achievement based on the Smarter Balanced Assessment for language arts and math show improvement but we still lag behind state averages, especially in math. We are also below the state averages in four-year graduation rates as well as five-year completion rates. Consequently, our dropout rate is above the state average. Of all of our student categories, our lowest performing sub groups are our students experiencing homelessness, students experiencing disabilities (Special Education), multiracial students, students in our English Language Learner program, and white males. Consistently, in all areas where we collect data, our homeless and special education populations lag behind our general population. Attendance rates have shown improvement over the last few years, but we are still below the state average for students attending school regularly.

After synthesizing and analyzing all of the staff and community input gathered through this process, three key areas emerged that we want to increase supports for:

- 1) Behavior and Mental Health
- 2) Instructional Time
- 3) Supports for Academic Success

An overarching need for capital projects also emerged as we don't currently have the facility resources or space to implement many of the activities we have planned to address our needs.

Part Three: Community Engagement

Overview: *Ensure response includes: who you engaged, frequency/occurrence, how you ensure engagement of staff and each of the focal student groups and their families, key information collected, who partnered with in the engagement efforts.*

The school district provided a number of opportunities to engage our community in establishing priorities for the Student Investment Account dollars. Strategies included public meetings, online surveys, and focus group work. Our public engagement sessions began in September 2019 and continued through February of 2020. These sessions were advertised on our web page and with mass emails. We also met with key stakeholder groups including our Parent Advisory Committee and Team for Inclusion, Equity and Diversity (TIDE). Data from our Continuous Improvement Plan (CIP) as well as our established district goals were shared in these meetings. Input was collected from all participants on how dollars could be invested to impact our district goals and outcomes. All ideas were compiled and common themes were identified which included the following: Behavior and Mental Health, Instructional Time, and Academic Success. An online survey was also utilized to get further input from staff and the community as to what our priorities should be. The survey was available in English and Spanish and was posted on our main website and on each school's website. Focus groups were established to work through the list of ideas from the general sessions and prioritized through the online survey. The focus groups helped to refine the lists and utilized specific protocols to determine the top investment priorities.

In addition to these public opportunities, we did find that important subpopulations were not participating in the public sessions or the online survey. In response to that concern, we reached out to families with students in our English Language program with personal phone calls. We were able to get an additional 17 families to give input on our SSA survey through these one on one conversations. Additionally, we used two of our monthly TIDE

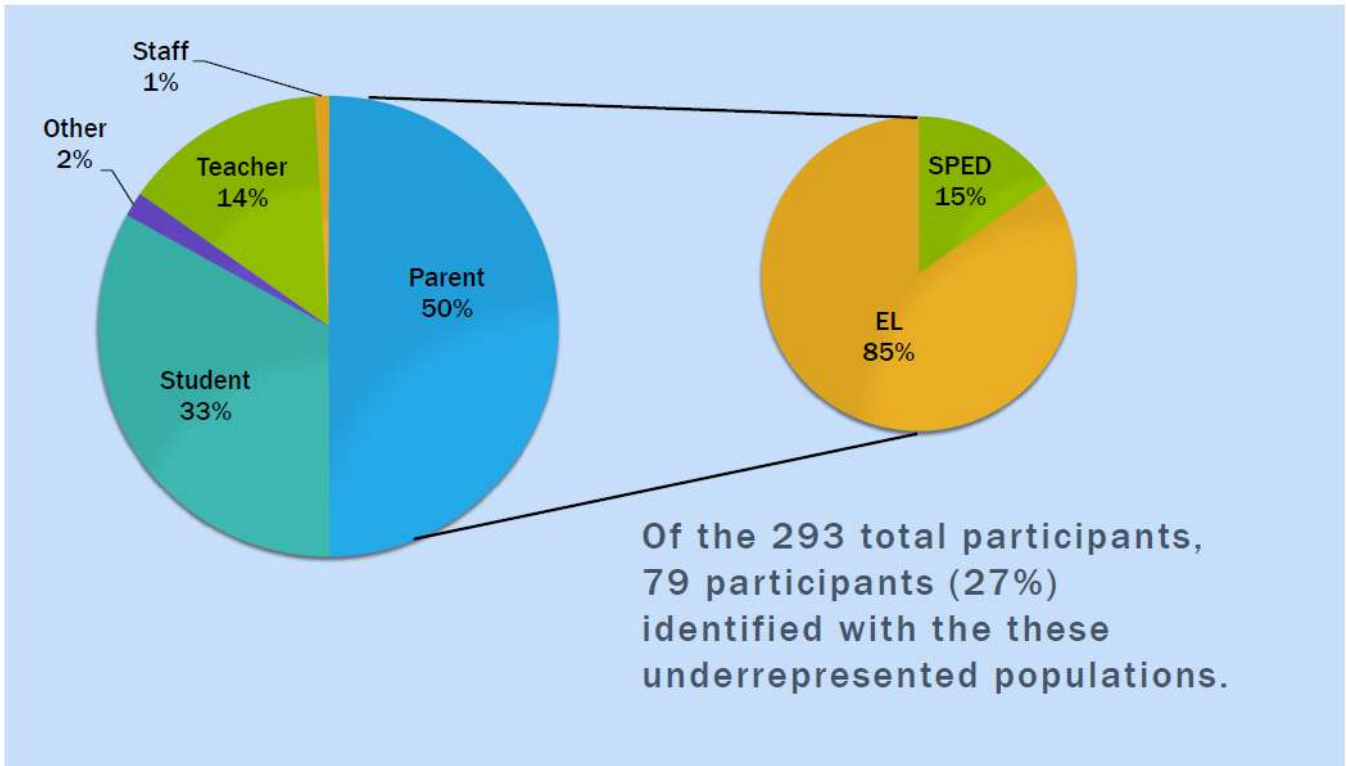
(Team for Inclusion, Diversity and Equity) meetings to go over the purpose of the SIA funds, the requirements of the SIA application, review the survey and community meeting results, and evaluate planned activities using the Oregon Department of Education’s equity tool. This group is made up of representatives from our Hispanic community as well as staff and students.

Families of Special Education students in Grants Pass School District were personally invited to participate in the family engagement evening sessions during the fall of 2019. Since just a handful of these parents attended the sessions and focus group discussions, the Special Services Department reached out to families by phone. We randomly selected 81 families (10% of our total Special Education population) to call to collect input in an authentic way. The most supported idea from this form of engagement was to offer more opportunities for after school and summer programs.

Families experiencing homelessness were also not seen coming to our community events and so we specifically met with families in this situation to get their input either in person or on our survey tool. A number of families were willing to share their ideas and have their voices heard. While the number was not very high, we wanted to make sure this important part of our population we serve were able to provide guidance to us.

Student input was gathered through the use of the Youth Truth survey and a meeting of the high school Principal Student Advisory (PSA).

Community partners include the Maslow Project, Parent Teacher Associations, building Site Councils, Southern Oregon Education Service District, Juvenile Justice, Options of Southern Oregon, TIDE and AllCare our local Community Care Organization.



Self Assessment: Share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement?

We are proud of the efforts we made to engage our community and learned a lot about our practices as a district in the process. It was clear in the engagement meetings that we need to strengthen our work with our key stakeholders. Although we have many parents that are committed and involved in our improvement efforts, many families feel disconnected or unengaged in the decisions of our district. We will work to include more opportunities for family engagement and input, especially with our focal groups.

With our Special Education students and parents, we experienced low turnout at evening events and a lack of willingness to dialogue via phone. After discussing these barriers, we realized that annual IEP meetings are a natural and authentic avenue for parent engagement that already exists. As we look to continue meaningful and ongoing engagement, we plan to collect input at each IEP this upcoming year.

We will continue to work with our existing Team for Inclusion, Diversity and Equity (TIDE) to review and revise our Student Investment Account (SIA) plan as well as our Continuous Improvement Plan (CIP). The TIDE group is largely made up of representatives from our Hispanic community and families whose students participate in our English Language program. We will ensure there are interpreter services as well as translated documents in Spanish at all meetings. We have two parent liaisons who met with us during the invitation process and informed us that our families prefer to be invited through a paper invitation rather than an electronic invitation. We will increase our school signage in Spanish so as to create a more welcoming environment. Student Town Halls have been utilized and will continue to be a source of information for us on how students are feeling about our efforts for inclusion and equity.

We plan on increasing our partnership with the Maslow Project, contracting for more staff that will work specifically with our families experiencing homelessness. A part of their work will be to gather input on how our current supports are working as well as collecting new ideas.

Though we had representation of many stakeholder groups in our process we plan on broadening the number of participants involved in the final decision making group to include representatives of each of our target groups: families experiencing homelessness, families of a child with a disability and a parent of a student in our English Language Learner program.

What relationships and/or partnerships will you cultivate to improve future engagement?

We will continue with our key partnerships such as the Maslow Project targeting our homeless families and youth, our Chamber of Commerce in engaging key community members, and faith-based organizations. Our partnership with Options of Southern Oregon is of great support in dealing with the social and emotional issues of our community as well as the Josephine County Juvenile Justice department. Several other community groups such as AllCare (CCO) and Siskiyou Community Health are key partners in our district and provide us great support for the health and welfare of our students.

In the future we will expand our partnership with FACT Oregon, an advocacy group for parents of children with disabilities, to partner with us on targeted focal group meetings. As our Native American populations continue to grow, we will continue attempts at engaging tribal nations in our work. We have been unsuccessful, to date, in our efforts to engage this key partner.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement?

While we know that the development of the application and communication of the expectations for the SIA grant process was a lot of work to get off the ground in this first year, ensuring that the timing of communications, expectations, and resources gives districts plenty of time to thoroughly execute the expectations. Also, the timing of the grant budget and application does not line up well with our typical budget timelines given that SSF district estimates are not firm until May, but we have to approve the SIA budget by April. Further guidance and information would be helpful for districts as most of the SIA funds will be allocated to staffing of schools and programs and will incur annual roll-up costs. **Our district must invest in adding classrooms to support the implementation of interventions and programs targeted to student needs. Any guidance that could be provided on borrowing money now to do this, and using future SIA dollars for debt service on these projects, would be helpful.** We could also benefit from more targeted assistance on how to partner with and engage Tribal representatives. Our Native American subpopulation is small but we still want to gain insight on how to best serve them.

Who was engaged?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students of color | <input checked="" type="checkbox"/> Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input checked="" type="checkbox"/> Students with disabilities | <input checked="" type="checkbox"/> Tribal members (adults and youth) |
| <input checked="" type="checkbox"/> Students who are emerging bilingual | <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.) |
| <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care | <input type="checkbox"/> Business community |
| <input checked="" type="checkbox"/> Families of students of color | <input checked="" type="checkbox"/> Community leaders |
| <input checked="" type="checkbox"/> Families of students with disabilities | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Families of students who are emerging bilinguals | |
| <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care | |
| <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) | |
| <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc) | |

How did you engage the community?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e. Thought Exchange) | <input checked="" type="checkbox"/> School board meeting |
| <input checked="" type="checkbox"/> In-person forums | <input checked="" type="checkbox"/> Partnering with unions |
| <input checked="" type="checkbox"/> Focus group(s) | <input type="checkbox"/> Partnering with community based organizations |
| <input checked="" type="checkbox"/> Roundtable discussion | <input type="checkbox"/> Partnering with faith based organizations |
| <input checked="" type="checkbox"/> Community group meeting | <input type="checkbox"/> Partnering with business |
| <input checked="" type="checkbox"/> Website | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Email messages | |
| <input checked="" type="checkbox"/> Newsletters | |
| <input checked="" type="checkbox"/> Social media | |

Evidence of Engagement

We have selected the following artifacts to illustrate our community engagement activities. (1) **Staff, Student and Community Engagement Input Sessions Excel File**: From each of the engagement sessions held in September and October we recorded every idea. Each time an idea was suggested it was listed. Each tab on the excel file shows ideas from the various sessions. (2) **Staff, Student, and Community Survey Results**: Once the ideas were generated, common themes were identified. From those themes, we gathered further input on the top priorities by asking stakeholders to rank their top three priorities within each theme. (3) **Work Group Pictures**: Three work groups were identified with all stakeholders invited to participate. In these work groups, protocols were followed to establish priorities within the themes. Data was used from the survey to complete these protocols. (4) **Summary of focal group input**: Because we had limited participation from our Hispanic, Special Education and homeless students and families, we made extra efforts to reach out and connect with them. These summary documents provide information on how input was collected through phone calls and personal meetings. (5) **Power Point of Ideas**: In February, we held a final input session inviting all stakeholders. Staff, students, parents and community members were in attendance. The power point summarizes the suggested investments based on the work that had been conducted up to that point. Further input was collected. This presentation was also shared with our School Board in an open forum as well as our Budget Committee seeking further input and engagement.

Strategies and activities for engaging focal student populations and their families. Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used.

As a district we were eager to engage with our community, families, and students to gain insight and feedback on what they believe we are doing well and areas where we can improve. Our strategy was to start with global input, inviting all families and community members to learn about the Student Success Act and specifically the Student Investment Account and then to share ideas on how we can use these funds to improve our current system. We then met in smaller work groups that focused on three areas; Behavior and Mental Health, Instructional Time, and Supports for Academic Success. Members of the work groups were staff, administration and parents/community members. The work from those groups was then shared back out to all stakeholders at open invitation forums.

A supportive strategy was the use of bilingual communication. Documents were translated and available including the community online survey and interpreters were available for community forums.

All were invited and encouraged to attend our input sessions but we quickly recognized that some of our most under-heard focal groups were not present, specifically our Hispanic/Multiracial population, our special education population, and our homeless population. From our district data, we recognize that these three subpopulations are some of our most underperforming. To further engage focal student groups and key stakeholders within these groups we used the following strategies (1) We partnered with our Team for Inclusion, Diversity and Equity (TIDE) to generate ideas for those groups that are marginalized or are facing equity issues in our district. (2) We partnered with The Maslow Project's Homeless Family Liaison to make personal contact with students and families that leveraged off their already established relationships. (3) Our English Language Teacher reached out to our Spanish speaking families. (4) Our Special Education department made personal contacts with families to gather input.

Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community.

To reach our focal student groups in a more direct way we used existing systems and relationships to gain input from representatives. We made personal phone calls or had face-to-face individual meetings with individuals from our targeted subpopulations (students with disabilities, students experiencing homelessness, and students learning English).

Our Team for Inclusion, Diversity and Equity (TIDE) was developed over two years ago to address the need for more equitable conversations in our district. This team meets on a monthly basis and we leveraged off of these meetings to gather input on Student Investment Account activities. Each month, we include updates to the School Board using the meetings for both share and gather input. Several of our principals had parent meetings/discussions that gave input on our needed investments.

Our Parent Advisory Council also meets monthly and has representatives from all school sites. This Council gave input and reviewed our District Improvement Plan and our Student Success Act and we will continue to use this group for ongoing input and reflection.

We have and will continue to communicate through targeted emails, mass emails, web page announcements and district social media accounts. We will also continue to use climate and culture surveys such as Youth Truth to gain further insight and information.

Strategies and Activities for Engaging Staff: Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used.

Starting in August, local union representatives for both the certified and classified staff reached out to discuss various ways to engage members. We determined that after school input sessions, emails, and online surveys were the best ways to engage staff so as to not take staff out of the classroom disrupting education. In addition, our classified staff engaged in outside meetings, facilitated by union leadership, and sent input to the district from these sessions. Certified leadership provided input via email and meetings on the process. Both groups highly encouraged staff participation in the activities.

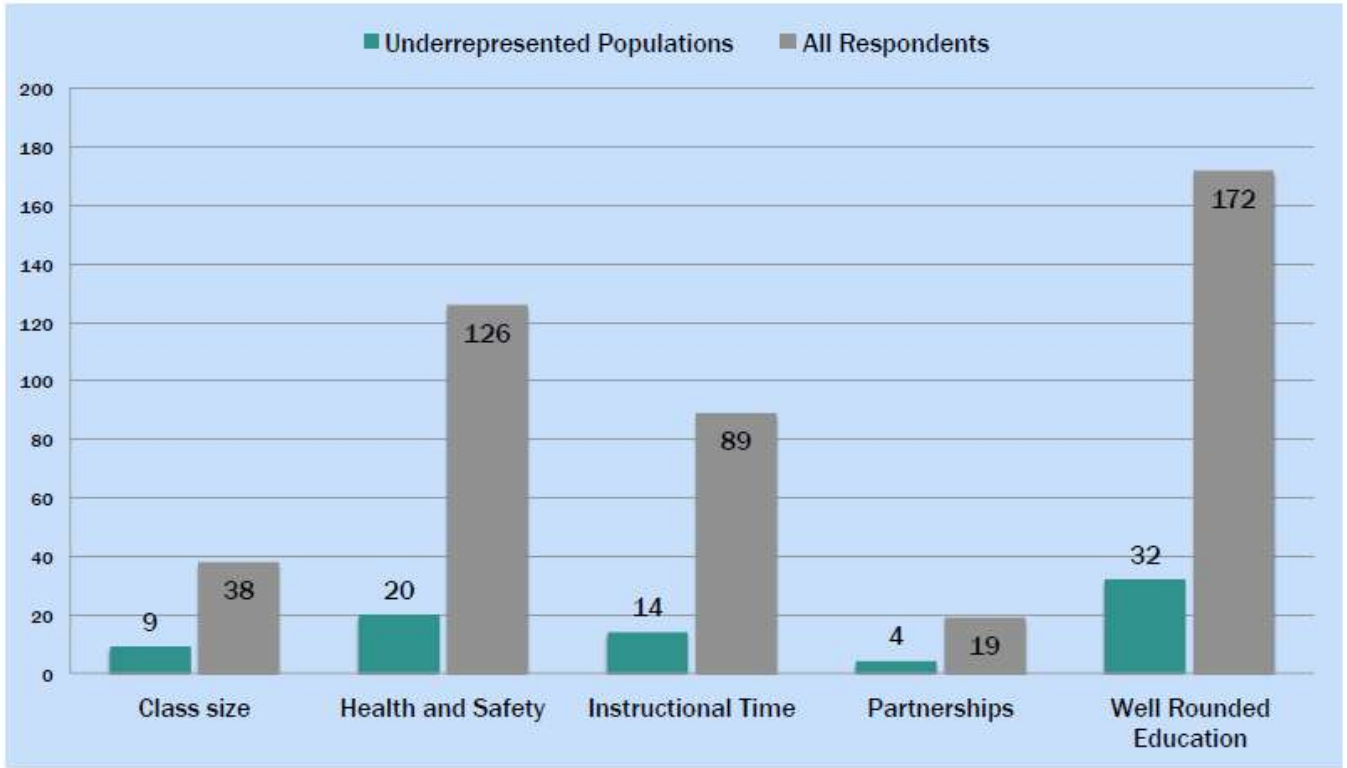
At our monthly principal meetings, updates were provided so that principals could inform staff of progress and gain further insight. We also surveyed staff and received numerous emails, phone calls, and suggestions in the process.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used.

We held two after hours staff forums to meet with both certified and classified staff in person and review the purpose and guidelines of the Student Investment Account application. Approximately 30 staff members attended. These meetings allowed us to have face to face conversations reviewing the strengths and weaknesses of our K-12 system and identifying potential investments. We conducted an online survey that used all the ideas generated from the forums that helped to prioritize the focus and needs. Over 150 staff members responded to the survey. Work groups were established in three areas that included staff. These teams further vetted and prioritized ideas making recommendations for investment. In February, staff were invited to participate in one more community forum where the prioritized needs were presented for further input.

Collecting and Using Input: Describe and distill what you learned from your community and staff.

Through all of the staff and community input it was clear that the number one need for our community is more high quality mental and behavioral health support for our students. Many of the conversations included anecdotal observations of the challenges we have in our classrooms at all levels. Our behavior referral data identifies disruption, defiance, and non-compliance as our top three behaviors that are being addressed at our elementary levels. While suspension of elementary-aged students is rarely utilized, the total district-wide number of out-of-school suspensions and referrals to local mental health providers continues to increase. Additionally, our local Community Health Improvement Plan (CHIP) identifies behavioral health as one of the highest priorities for our community. Behavior referrals have increased 295% since 2013. In addition, we have also seen an increase in Threat Assessments conducted by staff on students who have made threats to others or to self. Since 2015, Threat Assessments needing to be conducted have increased 900% (from 6 per year to 54 per year) through the 2019 school year. The rates of student dysregulation is creating many more barriers to learning for these students as well as for the students around them in classrooms. Consequently, our partner, Options for Southern Oregon (County Mental Health) has created a special wrap support service to provide increased support from mental health specialists to help attend to this sharp increase. Called a Youth Priority One meeting, this now takes place each week. Addressing this need with programs, curriculum, and additional staff is a high priority activity.



Another clear theme in our engagement work was the need to provide after school, summer school, and extracurricular activities at all grades, K - 12. Our Team for Inclusion, Diversity and Equity (TIDE), emphasized the need for expanded options for our marginalized groups. Providing transportation for all after school and summer school activities was repeated many times during our meetings. Increasing instructional time either after school or during the summer will be a priority activity.

Our data clearly demonstrates the need for more support for students in reading, writing, and math. Community input included the need for adding support for students through intervention classes and activities, especially at the middle and high school. In the elementary schools, the need for reducing group sizes in reading and math was also discussed multiple times and became a focus of our investment dollars.

Part Four: Data Analysis

Describe the data sources used and how the data informs equity-based decision making.

Data that is used for the purpose of continuous improvement and identifying goals for our district's continuous improvement plans (CIP) was used throughout the process. This data includes, but is not limited, to the following: reading and math inventories, state assessment results, attendance rates, behavior referrals, freshman on-track data, graduation and completion rate data, climate and culture survey data. Data is disaggregated by subpopulation to assist in making equity-based decisions. Teams of staff and parents review data annually, and monitored throughout the year, to identify district priorities and needs. Math K - 12 has been a major focus for the district over the last few years as our Smarter Balance outcomes are consistently below state averages. We also have a high rate of dropouts (higher than the state average) at the high school and are below the state averages for graduation and completion rates. Attendance is always of concern as students must be present in order to learn and be successful so our efforts have been focused on this data as well.

Data collection for the Student Investment Account included quantitative and qualitative data from SIA surveys, OEA surveys, targeted student and family phone call surveys, Youth Truth Surveys as well as other School Climate surveys. Feedback from our focal student populations was heavily considered in the prioritization of SIA investments.

Our district improvement plan and the SIA investments are aligned. There is also alignment between our High School Success plan and the SIA investments.

Part Five: SIA Plan – Key Elements including Outcomes, Strategies and Priorities

*The SIA plan must be for three years. In this section, you'll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision making. **OUTCOMES** (the changes you are trying to cause): What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?*

Our identified outcomes are:

1. **Build adequate learning spaces that are necessary to** Increase educational opportunities and provide relevant, meaningful, and equitable instruction, interventions, and programs
2. Increase student achievement in K - 12 math and language arts as measured by the Smarter Balanced Assessment and district data monitoring tools
3. Increase support of student behavioral and mental health needs to ensure students are more regulated and ready for learning.
4. Increase opportunity and educational access for all students and specifically removing barriers for underachieving subpopulations

Our Student Investment Account (SIA) plan is directly linked to our District Continuous Improvement Plan (CIP). The following are the CIP outcomes directly linked to SIA outcomes.

- Annually, we will increase the number of students graduating within 4 and/or 5 years with a high school diploma (regular, modified, extended) and increase our overall completion rate for both the 4 and 5 year cohorts. In addition, we will expand opportunities for students seeking a regular diploma beyond the 5th year in an effort to help more students complete.
 - 9th Grade On Track Data to increase from 81.4% to 83%
 - Percent of regular attenders to increase from 83.9% to 85%
 - Drop out rate to decrease below state average.
- 5th and 8th grade math benchmark outcomes on SBAC will increase by 5% or more each year from baseline of 41.9% at 5th grade and 39.4% at 8th grade.
 - iReady EOY Math results to increase K – 5th grade by at least 2% from previous year.
 - Imagine Math EOY math results to increase 6th – 8th grade by at least 2% from previous year.
- Reduce overall student behavior referrals annually; identified at-risk behavior groups will receive targeted, evidence-based interventions.
 - Percent of regular attenders to increase from 83.9% to 85%
 - Behavior referrals decreased at each location as well as the number of referrals earned by individual students
 - Risk Assessments decreased district wide

STRATEGIES (inform long-term goals have a theory of action or impact, and consider resources, context, people and timeline.): What means (strategies) will be used to create change in your district or eligible charter school?

Our strategies are identified as:

1. Increase opportunities for learning in spaces that support student learning
 - a. IF we build more spaces for classrooms and teachers, THEN we can provide more high interest elective classes and intervention supports, AND student engagement and academic achievement will be improved.
2. Build in more intervention supports for students in elementary, middle school and high school Mathematics and English Language Arts as well as high interest class opportunities.
 - a. IF we employ a data programmer who can assist us in mining data in a more efficient way, THEN we will be able to have teacher teams more quickly respond to the needs of students.
 - b. IF we increase the number of elective and intervention teachers, THEN skill gaps for students will decrease, AND students will become proficient in these core classes.
 - c. IF we institute 9th Grade Success Teams THEN staff will respond to student deficit skills with targeted interventions AND more 9th grade students will be considered “on track” at the end of the school year.
 - d. IF we implement our district instructional framework by utilizing AVID strategies and other best practices in education in the classroom, THEN students will learn strong study skills AND habits designed to increase content area understanding.
 - e. IF we implement and support the K-5 elementary math program (Ready Classroom) THEN staff will have resources better aligned with state standards AND student math scores will increase as measured by iReady and SBAC.
 - f. IF we implement and support the 6th – 8th grade newly adopted core math program (EdGems) THEN staff will have resources better aligned with state standards AND student math scores will increase as measured by Imagine Math and SBAC.
 - g. IF we increase staff understanding of state standards and mathematical practice standards by

working with knowledgeable consultants THEN teachers will be better equipped to improve instructional practices AND student outcomes will improve as measured by SBAC, iReady, and classroom assessments.

3. Provide mental and behavioral support programs for our most at risk students.
 - a. IF we increase qualified staff to provide mental health strategies and supports for at-risk students THEN student regulation will increase AND students will better be able to access school content.
 - b. If students attend school regularly, then more opportunities to stay on track for learning will be achieved.
 - c. If we develop targeted, evidence-based intervention behavior programs at elementary and middle school, then students will have supported instruction for developing their self-regulation skills.
 - d. If we provide professional development in evidence based behavior practices (Collaborative Problem Solving, Positive Discipline, functional behavioral assessments), then staff will have tools and common vocabulary to support all students in self-regulation.
 - e. If we revitalize our Positive Behavior Intervention System for all schools K -12, then we will create consistent routines and expectations. School culture will be enhanced and students will feel safe, engaged and supported by competent, caring adults.
4. Create more instructional time and opportunities by extending programs beyond the school day and the school year as well as reducing costs and transportation barriers to participation in classes and extracurricular activities.
 - a. IF we increase after-hour academic opportunities, providing food and transportation, THEN a significant parent barrier would be removed AND more students will be able to attend these supports and meet their academic standards.
5. Develop strong relationships with students and families to increase attendance and participation and remove barriers for targeted populations.
 - a. IF we increase the level of behavior and nursing support and Equity Diversity, Inclusion staff to connect with students and families and problem-solve barriers, THEN targeted populations will feel connected and safe at schools AND their attendance and participation in school will increase.

STRATEGIES: What spending priorities have you decided to focus on for the next three years?

The SIA investments will assist us in completing the work outlined in our Continuous Improvement Plan. We do recognize that the SIA dollars alone will not accomplish the goals and we will need to consider our spending priorities across the board for all district funds.

STRATEGIES: What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

The state Quality Education Model (QEM) suggests that if properly funded and if districts align their resources towards the evidence that the QEM is built from, that schools would see an increase in student success that should translate to increased graduation rates. The evidence cited in the initiative include attendance, collaboration with early learning, attention to the social and economics of the community, attention to the race and ethnicity, and individualizing instruction for students. Specifically called out in the 2017 report are Native American, low-income, and males who are particularly at risk and “face additional barriers to graduation.”

In addition to the QEM guidance, our other theory of action centers around being trauma-informed. Since the 1998 publication of the Adverse Childhood Experiences Study, our knowledge and understanding of the impact to the human body based on what it is exposed to during development, has provided a significant shift in our approach to helping all students learn. Training around how the brain works in combination with programs and methods that attend to children who have been exposed to adversity to such an extent that it is impacting their ability to learn in a traditional classroom setting has been highly influential in how we deliver instruction. We now know that this physiological adaptation to adversity impacts two out of three children. Other techniques are required to help students learn self-control and self-regulation in order for their brains to be ready for learning.

Initial work in this area in the district is beginning to show results as students are able to regulate in such a way that they are finding more success in our classrooms. Given the evidence behind the programs and changes we will be implementing through the Student Investment Account dollars, we are confident that we will move toward success for all students.

ACTIVITIES (more concrete and are oriented to smaller steps or shorter-time frames...specific actions, activities and investments.): (This is considered your budget narrative) What activities and investments are you planning to make to advance your priorities?

<u>Activity</u>	<u>Explanation</u>	<u>Cost</u>
Build Elementary, Middle School, and Alternative Ed Classrooms	In order to facilitate the programs identified as high priorities, space is needed at several locations (North and South Middle School, Gladiola, Riverside Elementary and the District Office). This additional space will house new programs and classes.	\$1,400,000
Hire Behavior Intervention Specialists	This will allow the District to have a Behavior Intervention Specialist full time at each of the six elementary schools. http://www.ascd.org/publications/educational-leadership/oct18/vol76/num02/SEL@-What-the-Research-Says.aspx#.Xm08-kp4g7U.email	\$322,886
Hire Stepping Stones Teacher	Expansion of the District's Stepping Stones program. This site based program was implemented to provide intervention for elementary students displaying extreme behaviors. This program has been very successful so the District is proposing expanding to provide this opportunity to more students.	postpone
Hire Stepping Stones Educational Assistants	Additional Educational Assistants to support teachers and students participating in the Stepping Stones program.	postpone
Contract services with Options for Stepping Stones	The District partners with Options - a local mental health services provider for skills trainers in the Stepping Stones program. These services are invaluable to meeting the needs of our students.	postpone
Hire Elementary Dean	Additional certified staff member for behavioral and instructional support for the elementary schools who host behavioral programs.	postpone

Expand Maslow Project Partnership (contracted service)	The District partners with The Maslow Project to provide services to our homeless population and we are proposing to double the amount of contracted service.	\$50,000
Hire Equity Diversity Inclusion Coordinator	Hiring a Coordinator for our equity work is a high priority. We have conducted all staff training and initiated good work in this area but a coordinator is necessary to direct the work further; working with individuals and groups of students, staff, and community to bring greater awareness and understanding. This coordinator will be charged with identifying and removing barriers for students and families.	\$109,000
Hire Special Education Coordinator	Special Education students in D7 comprise 13.3% of our student population. The addition of the Special Education coordinator will provide extra support to the schools in designing and delivering services to these students who have an IEP and the special programs they are enrolled in.	\$116,435
Hire Discovery Program Educational Assistants	Educational assistants for the Discovery Program; a middle school program for students who are at risk of dropping out.	postpone
Expand Summer School offerings at Elementary and Secondary schools	Increase the school year for some students by offering robust summer program opportunities and include transportation.	postpone
Add After School Programs at Elementary and Secondary schools with transportation added	Keep students engaged in school by offering tutoring, clubs, and credit retrieval opportunities after school, and provide transportation.	postpone
Hire Additional District Nurse	Currently, our district has only one school district nurse. Hiring an additional nurse will get us closer to the recommended student: nurse ratios.	\$96,009.00
Remove Class Fees	Removing class fees for courses such as art and culinary will ensure that economic barriers are not limiting the opportunities for students.	postpone
Hire additional teachers for Math and English Language Arts Intervention at	To provide academic intervention classes for students who are not meeting academic benchmarks in reading, writing, or math. (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)	postpone

Middle School		
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Hire additional teachers for Math and English Language Arts Intervention - High School	To provide academic intervention classes for students who are not meeting academic benchmarks in reading, writing, or math.	\$188,669
Hire additional staff to offer high interest electives at middle and high school	The addition of interesting and relevant electives to increase student engagement in school.	postpone
Hire 2 additional Educational Assistants at 6 elementary Schools	Additional educational assistants will help to provide opportunities for more effective small group instruction as well as increased playground and cafeteria supervision during peak times of the day.	\$211,832
Add more School Signage in Spanish	School signage and the translation of important reference tools is essential for increasing equity and access for all.	\$10,000.00
Purchase supplies (i.e. desks, computers, etc.) for new programs/classes	Materials will be necessary for new classrooms being built as well as the new teachers on staff. In addition, intervention curriculum needs to be purchased to ensure students are getting quality interventions.	\$215,000.00
Reduce pay to play fees for extracurricular activities	Creating more access for all is the goal in this area. Dramatically reducing pay to play fees (reduced by over 60%) will encourage more participation by all students. (https://abccincy.org/how-high-school-sports-impact-graduation-rates/)	postpone
Conduct Professional Development related to supporting mental/behavioral health and math and language arts support	To provide training for staff in key initiatives and new programs such as Math Coaching, Collaborative Problem Solving, Positive Discipline, etc. Professional development is a way to increase teacher efficacy which according to research has a high correlation to student outcomes (https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/)	\$100,000
Hire Educational	Additional educational assistants will help to provide opportunities for	postpone

Assistant Support - Middle School	more effective small group instruction as well as increased playground and cafeteria supervision during peak times of the day.	
Hire district programmer	Additional support in programming will assist us with data collection and response to data will increase	\$100,000
Administrative Fees	Covers the cost of administration of the grant	\$57,739

ACTIVITIES: (This is considered your budget narrative) What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?

Grants Pass School District operates under fiscally prudent guidelines as established by our School Board. These guidelines are the “Generally Accepted Accounting Principles” that conform to state laws and regulations. These practices are outlined in School Board Policy DI.

We will use SIA investments along with General Fund, High School Success Grant and Federal Fund grant dollars to implement a well-rounded educational experience for all students. For example, SIA funded educational assistants (EAs) will work with Title I funded EAs under the supervision and direction of Title I teachers to run small group skill groups that reduce instructional group sizes and target specific skill gaps for all students. The District will use SIA dollars, Capital Projects funds and seismic retrofit grant dollars in a braided fashion in order to create the additional middle school space (classrooms) needed for implementing math and Language Arts interventions and high interest electives.

ACTIVITIES: (This is considered your budget narrative) Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?

The superintendent and district leadership team will coordinate the efforts to add physical space throughout the district that will provide new and additional interventions and programs. District administration will coordinate with outside agencies in areas of investment that will not be directly provided by district staff (mental health and homeless supports). With district level support, building administrators will be responsible for hiring additional staff and coordinating services in their respective locations.

Evaluation of outcomes will dictate the timelines for changes in strategy. It is important to recognize that with the implementation of new strategies, programs, and investments that reflection and appropriate revision is appropriate and necessary. We will at least annually evaluate the impact of these new investments based on measures of student success aligned with our continuous improvement plan. We would not anticipate a significant change in strategy in the near future (5 years or more).

ACTIVITIES: (This is considered your budget narrative) What is your model for continuous evaluation of the return on investment or impact of this investment? How are the resources allocations in your budget reflective of the changes your planning is intended to cause? Where do you expect to put most of your focus, resources, and energy your first year?

Grants Pass School District will use both quantitative and qualitative data at frequent intervals to evaluate the return on investment. Data will be disaggregated based on demographics to determine the opportunity and achievement gaps. Ongoing formative assessment tools will also be used to monitor plan and adjust supports and determine needs. Particular indicators aligned to our continuous improvement plan are 3rd grade reading achievement attendance and 9th grade on track to graduation.

We use universal screening and progress monitoring data, formative assessments, and research-based interventions matched to students' needs. Frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Instruction and intervention (RTIi) align with Multi Tiered Systems of Support (MTSS). All MTSS systems include shared leadership, using data to inform decisions about student supports, and evidence-based instruction and intervention. Data review and program adjustments are built into our current MTSS system.

School level data is reviewed by site councils, PTAs and all staff. District level data is reviewed by our school board, TIDE team and the Parent Advisory Council as well as administration.

Academic Return on Investment (A-ROI) is the practice of scientifically evaluating the cost-effectiveness of academic programs and then deciding where to allocate resources accordingly. It is a structured approach to determining if you are getting value for your investment. At its core, the goal of A-ROI is to make a practical connection between academic and financial decision making. We are following the GFOA's work in this area which includes six conceptual foundations:

- 1). Reconsider your knowledge of what really works;
- 2). Define the problem before seeking its solution;
- 3). Follow the scientific method;
- 4). Seek out the greatest net benefit;
- 5). Ignore sunk costs;
- 6). Pay attention to opportunity costs.

Using the A-ROI lens helped to inform decision making as to what programs/practices will best serve the needs of those populations identified as being under served through the community engagement process. The fully loaded costs for implementation of these programs are what have been included in our SIA budget.

A-ROI is a forward-looking measure so we will be evaluating the programs being implemented using the A-ROI principle of comparing academic gains to the costs incurred. We also acknowledge that A-ROI cannot solely capture the value of a program from a purely monetary perspective as there is a distinctly human element to education that can not be assigned a profit or loss measure too. We are striving to take a balanced evaluation approach that allows us to take into consideration not just the cost compared to academic achievement but also the social emotional benefit students are realizing from the implementation of the measures identified through our community engagement process.

PRIORITIES: (For tiered planning) Using "high/medium/low" or "A/B/C" please provide a narrative description of your priorities over the first three years.

The process of deciding which activities we should engage in to meet our goals and strategies has resulted in the following list of important priorities to meet our goals. These activities have been assessed by numerous community groups and have been processed using the Equity Lens to assure that the activity supports our diverse learner population.

High

- ~~Add physical space at North Middle School (4 classrooms for ELA and Math), South Middle School (4 classrooms for ELA and Math), Gladiola Alternative Campus (Discovery Program and expulsion placement), and Riverside Elementary (Stepping Stones behavioral health program)~~
- Add 1.0 Confidential staff for district programming needs
- Add 6.0 Certified FTE for middle schools to provide math and ELA interventions and reduce class sizes

- Add 2.0 Certified FTE for high school to provide math and ELA interventions and reduce class sizes
- Add 1.0 FTE for an additional School Nurse
- Add 3.0 Certified FTE of Elementary Behavior Intervention Specialists
- Add 1.0 Certified Stepping Stones Teacher
- Add contracted services with Options for Southern Oregon (mental health)
- Add 2.0 FTE Classified staff to support additional Stepping Stones program
- Add 1.0 FTE Certified staff as an elementary dean / behavior support
- Add additional contracted services with Maslow Project (homeless supports)
- Add 1.0 FTE Certified staff for Equity, Diversity, and Inclusion Coordinator
- Add 1.0 FTE Certified staff as a TOSA for Special Education support
- Add 2.0 FTE Classified staff to support the Discovery Program at middle school level
- Add 12.0 FTE Classified staff to support supervision and intervention at the elementary level
- Add 4.0 FTE Classified staff to support supervision and intervention at the middle school level
- Add 3.0 FTE Classified staff to support supervision and intervention at the high school level
- Remove all class fees at Grants Pass High School
- Reduce 'Pay to Participate' fees at middle and high school levels
- Expand summer school offerings (Kinder Camp, 5th to 6th grade transitions, Summer STEM Camps, AVID Summer Bridge, etc.)
- Add after-school programs (fund club advisors, partner with outside organizations, etc.)
- Add school signage in Spanish at multiple sites
- Miscellaneous supplies to support additional staff (computers, curriculum, etc.)

Medium

- Add a 2nd elementary dean / behavior support at next highest need school
- Add. 1.0 Certified FTE for middle school Discovery Program
- Add high-interest electives at both middle schools
- Increase contract for services with The Maslow Project (homeless)
- 'Family Engagement' professional development for all staff
- Attendance support FTE for middle schools
- Instructional Coaches at middle and high school
- Additional librarian to support the district
- 1.0 Certified Special Education teacher at middle school level
- 2.0 Classified FTE for middle school special education
- Add 1.0 FTE for high interest elective at the high school
- Add 6.0 Classified FTE to support elementary learning centers / behavioral supports
- Increase contracted services with Josephine County Juvenile Justice

If we are unable to hire staff outlined in our SIA application as a high priority, we would move to the identified medium level activities and plan on recruiting early for the 21-22 school year.

Describe how you used an equity lens or tool.

After initial information was gathered from the public community gathering opportunities in the fall of 2019, we consulted with our local Education Service District's office of equity director for the most appropriate equity lens and tool for our process. The recommendation was to use the Oregon Department of Education's Equity tool listed in "Appendix B Equity Lens" in the state's guidance for SIA.

The equity questions were used for the follow-up community meetings to assess the suggestions. Each committee was given spreadsheets with the grouped ideas: behavioral and mental health, instructional time, and academic growth. For Spanish-speaking participants, documents were translated and interpreters were present to support language needs.

From the Equity Lens Tool, we chose the questions that were a fit for the topics that the community groups generated. Those questions included:

- Who are the racial/ethnic and underserved groups affected?
- What is the potential impact of the resource allocation and strategic investment to these groups
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- What is the impact on eliminating the opportunity gap?
- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

In addition, we included an Academic Achievement question for participants to rate how well the suggestions would positively impact academics. This question was: How will this increase student academic achievement?

Part Six: Use of Funds

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

Based on all of our community input and data analysis, supporting the mental and behavioral needs of our students was of the highest priority. To meet these needs we require highly qualified staff supported with targeted professional development. We plan to increase the number of Behavior Intervention Specialists, educational assistants, site-based behavior classrooms, and school nurses to work in partnership with current staff and community partners. We plan on investing in evidence-based professional development to support all staff in providing the highest quality support for our students.

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/school-based-mental-health-services>

We also know from our community input and achievement data that we have continued work to do in meeting and exceeding state academic standards for all students and for targeted subpopulations. To meet these needs we plan to hire elective, math, and English Language Arts teachers at the secondary level as well as additional educational assistants at the elementary level to decrease student to teacher ratios and provide high-interest classes and targeted intervention classes. We also plan to increase after-school and summer school learning opportunities K-5 and provide transportation to remove possible barriers from participation.

Identify how you will meet the needs of focal groups. The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student groups. Describe the potential academic impact for all students and the focal student groups based on your plan to use funds.

We believe our plan addresses the needs of all students as well as providing supports that will assist in closing the achievement gap for our targeted sub populations: students experiencing homelessness, students with disabilities, and English Language Learning students. We first identified subpopulation achievement opportunity gaps by analyzing disaggregated data. We also made sure to engage in two-way information gathering with targeted families that represent under achieving populations so all voices could contribute to our SIA plan. We used the Oregon Equity Tool to reflect on our outcomes, strategies, and activities through an equity lens.

One example of an investment targeted to meeting the needs of a focal group that will positively impact all

students is our plan to hire full-time Behavior Intervention Specialists. These certified employees will work with targeted students struggling with dysregulation and other mental and behavioral health needs. They will be providing strategies to teachers and support staff to use with identified students, but those same strategies increase structure and positive relationships for all students. Additionally, as fewer students are dysregulated and disruptive, the overall learning environment improves.

<http://neatoday.org/2018/09/13/mental-health-in-schools/>

Another example is the reduction in Pay to Play fees targeted to remove barriers for extra curricular participation for our students experiencing homelessness, Latinx students and students living in poverty. The reduction in fees will benefit all students and their families as they are applied universally.

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 your plan causes?

Equity is the focus of the district in all areas. The reason for this is that we analyze our subgroup population data to find any disparities and to see how all students are doing. Specifically, the district's student population is increasing in diversity. Currently, the district has approximately 23 percent of its student population composed of races other than White and we expect this number to continue to increase. To support our increasing diverse population, the district has invested significantly in its partnerships and in training for all staff around cultural agility. Specifically we have been contracting with a local equity expert and consultant; partnering with Southern Oregon Health Equity Coalition; partnering with the Southern Oregon Education Service District; and with our local Coordinated Care Organization, AllCare. We are working to support all staff in becoming culturally agile and competent through this process. All staff are trained in Cultural Agility.

Adversity is the other significant factor in our work. Understanding how the body adapts to its surroundings is providing important insight into how to change our classroom practices and methods. Becoming trauma-informed is a high priority for the district. All staff are trained in Adverse Childhood Experiences Study (ACES) and each building is taking on specific trauma-informed practices for staff.

We strongly believe, based on our own data and in research, that the SIA support actions in combination of our ongoing training around diversity and adversity, are what will help all students to succeed in our district.