

1 Student Investment Account Plan/Application Template

Part One: General Information (Application)	
School Year	2019-20
District	Corbett School District
Webpage Where SIA Plan will be Posted	https://corbett.k12.or.us/improvement-planning/
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Part Two: Narrative (Application)
Plan Summary (3-6 paragraphs): <i>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 student.</i> A brief description of the school: Corbett School District is a small, rural district on the east end of Multnomah County. There are currently 1,195 students enrolled K-12. Students who are from traditionally underserved populations make up the following percentages of the total student population: • Students with disabilities - 14% • Students navigating poverty - 21% • Emerging bilingual students - 2.3% • Students of color - 11% Strengths: The skilled and caring staff was identified on the SSA/SIA Initial Feedback Survey as one of the District's greatest strengths. The graduation rate is consistently high for all student populations. The graduation rate for the total population was 89.7% in 2018-19 and 94.2% in 2017-18. The instructional program is engaging and rigorous. Innovative programs include a four-day week, multi-age classes, placed based curriculum, project-based curriculum, full inclusion model for students with disabilities, AP for All, peer coaching model for teaching emerging bilingual students, and a partnership with Mt. Hood Community College (MHCC). Challenges: The most consistent challenge is funding; both at the operational level and at the capital improvement level. Corbett is consistently one of the lowest funded districts in the state on a per pupil basis. Further, because of Corbett's aging demographic and relatively small population passing bonds to repair Corbett's crumbling infrastructure is a challenge. Passing even a small bond puts considerable strain on the average taxpayer because the cost of the bond is divided amongst so few residents. This explains why over the last 60 years the District has only been able to pass about 6.4 million dollars of general obligation bonds. This lack of investment has created a campus with dramatic safety issues, and inequitable educational opportunities for students in the most impacted buildings. Another challenge is the lack of community-based organizations and businesses within the district. This makes developing partnerships to support students and families difficult. In addition, there is a lack of diversity among the staff and student population. Because of this using an equity lens for planning and decision making is important, but also easily overlooked. The exact need(s) or issue(s) SIA funding will address: As a result of the stakeholder engagement process, the district's continuous improvement planning (CIP) process, and a data review four priorities for improvement have been identified. Priority #1 Increase student access to counselors/mental health professionals: The District will leverage current general funds, grant funding and SIA money to meet students' mental and behavioral health needs. The goal is for all Corbett School District citizens to acquire and apply the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. There are two activities related to this priority. The first is to

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provide professional development in Social Emotional Learning (SEL) and Trauma Informed Practices to all classified and certified staff and oversee the consistent implementation of this training district wide. As a result of this process all staff will gain the knowledge and strategies needed to successfully address issues that arise in the classroom before they become larger problems. They will have the skills necessary to implement the district adopted SEL curriculum in an effective and consistent manner. Students will gain the skills they need to successfully manage their emotions and behavior in the classroom.

The second activity is to use a portion of SIA funds to add an additional 1.5 FTE dedicated to school counseling K-12. Currently Corbett has a .5 FTE counselor. Hiring an additional full-time counselor and increasing the current position to 1.0 FTE will allow the counselors time to develop a strong working relationship with staff, get to know the mental health needs of the students, and respond to students' needs in a timely manner. This priority directly addresses the following requirements set forth by the SSA, SIA, and District initiatives:

- **SSA Priority for Improvement & SIA Stated Purpose** - Meeting students' mental or behavioral health needs
- **SIA Allowable Use** - Address student health and safety
- **District Continuous Improvement Process** - Social Emotional Learning Initiative
- **Stakeholder Engagement Process** - 78% of survey participants identified this priority as important. Hiring additional mental health professionals was identified as a way to meet students' mental and behavioral health needs by all subgroups except emerging bilingual students.
- **Performance Growth Targets:** Successful implementation of strategies and activities related to this priority will lead to gains in all the performance growth targets.

Priority #2 Broaden curricular options, specifically CTE at the High School: *The District will leverage general funds, grant money and a portion of the SIA funds to establish a CTE option that will allow all students in grades 10-12 access to a CTE program of study leading to industry recognized certification beginning in the 2020-21 school year. Currently Corbett High School offers four CTE courses, but no complete program of study. In the fall of 2019, the District hired a CTE consultant to provide recommendations for timelines and possible CTE programs. A CTE leadership team was established to begin working on program development. The consultant and team recommended two programs of study: Mechatronics (Manufacturing Technology, Engineering and Robotics) and Computer Science. This priority directly addresses the following requirements set forth by the SSA, SIA, and District initiatives:*

- **SSA Priority for Improvement & SIA Stated Purpose** - Reducing academic disparities and establishing partnerships for student success
- **SIA Allowable Use** - Provide a well-rounded education
- **District Continuous Improvement Process** - Academic Engagement Initiative
- **Stakeholder Engagement Process** - 52% of participants identified reducing academic disparities as important. The addition of CTE courses was identified as a way to reduce academic disparities most often by: Parents navigating poverty, homelessness or foster care, parents of students with disabilities and students of color. 61% of survey participants identified providing a well-rounded education as important. Broadened curricular options, including CTE courses, was chosen most often as a way to provide a well-rounded education by all subgroups except students with disabilities and parents of emerging bilingual students.
- **Performance Growth Targets:** Successful implementation of the strategies and activities related to this priority will lead to gains in the performance growth targets of graduation rate and attendance for all subgroups of high school students.

Priority #3 Address middle school building safety issues: *The District will use a portion of the SIA funds to meet the goal of moving middle school students out of an unsafe, unsuitable building into a facility that is safe and welcoming for all students. The building that currently houses middle school students is unsuitable for a variety of reasons. It has been identified as at risk of collapse in the case of an earthquake. The roof and floor are in*

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frequent need of repair. The heating system is outdated. The bathroom facilities are insufficient for the student population and the building does not meet current ADA requirements. The classrooms are not adequately configured for modern instructional programs especially lab sciences. There are limited spaces appropriate for meeting with students in need of academic, behavioral, or mental health support.

Corbett School District is in the process of purchasing Reynolds School District's unused Natural Resources property, which is located within the District's boundary. This property will be renovated to meet the needs of a modern middle school program. It will provide a safe, welcoming environment for all students and staff. It will comply with ADA requirements to meet the needs of students with mobility or access issues. Finally, the renovated building will improve academic equity for students by providing multiple spaces for small groups and one-on-one instruction in order to better support emerging bilingual students, students with disabilities, students who require additional academic support, and students with behavioral or mental health needs. This priority directly addresses the following requirements set forth by the SSA, SIA, and District initiatives:

- **SSA Priority for Improvement & SIA Stated Purpose** - Increase academic achievement for students and reducing academic disparities
- **SIA Allowable Use** - Address student health and safety
- **District Continuous Improvement Process** - Academic Equity Initiative, Academic Engagement Initiative
- **Stakeholder Engagement Process** - 48% of respondents identified health and safety as an important spending priority. Facilities improvement directly related to health and safety (Middle School) was identified most as a means to address district health and safety issues by the: Total population, total parents/guardians, students, staff and community populations, emerging bilingual students and students of color, parents of students of color, and parents of students with disabilities.
- **Performance Growth Targets:** Successful implementation of the strategies and activities related to this priority will lead to gains in the performance growth targets of attendance for MS students, ninth grade on track and graduation rates for all subgroups.

Priority # 4 Address individual student needs through strategic class size/caseload reduction: The District will use a portion of the SIA funds to increase academic achievement and reduce academic disparities by strategically reducing class size and increasing student access to small group and one-on-one instruction. There are two activities related to this priority. Due to a decline in enrollment, Corbett School District planned to cut a total of three self-contained classroom teaching positions in the K-7 programs for the 2020-21 school year. This would have resulted in the class sizes rising to an average of 27 to 29 students per class in grades K-5 and 27 to 32 per class in grades 6-7. This activity will use a portion of the SIA funds to restore these three positions and combine that with the expected reduction in enrollment to reduce class size. The focus will be to provide more optimal class sizes especially at the primary level. The average class size will be reduced to 25 students in grades K-2. Research has shown that this type of targeted reduction will result in benefits for all students, including students from traditionally underserved populations.

The second activity will be to use a portion of the SIA funds to hire a 1.0 FTE learning specialist to decrease caseloads in grades 6-7. In the fall of 2020, the school board plans to ask the community to approve a bond to repay the loan used to renovate the new middle school facility. If this bond is successful, the SIA funds allocated to loan repayment will be shifted to priority # 4. The following activities will be carried out in the 2021-22 school year. Increase the ELD specialist position from .5 FTE to 1.0 FTE. Increase the intervention specialist position from .5 FTE to 1.0 FTE. Hire three paraprofessionals and allocate their time based on a system that assigns weight to the needs of students in each classroom. All three of these actions will have the effect of providing students from traditionally underserved populations with the support they need to be successful. This priority directly addresses the following requirements set forth by the SSA, SIA, and District initiatives:

- **SSA Priority for Improvement & SIA Stated Purpose** - Increase academic achievement for students and reducing academic disparities
- **SIA Allowable Use** - Reduce class size
- **District Continuous Improvement Process** - Academic Equity Initiative

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- **Stakeholder Engagement Process** - 47% of survey participants identified reducing class size as an important spending priority. Reducing the number of students per class/caseload was identified as a way to reduce class size by all subgroups except one. 66% of respondents identified providing equitable access to academic courses as important and 52% identified reducing academic disparities as important. The suggestions recommended most often by all subgroups were more one-on-one or small group instruction and increase support for struggling students. This priority will implement all of these suggestions.
- **Performance Growth Targets:** Successful implementation of the strategies and activities related to this priority will directly lead to gains in the performance growth targets for SBAC reading scores, but also should lead to increases in attendance, ninth grade on track and graduation rate.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement (250 words or less)

Who was engaged:

- Students grades 6-12
- Staff
- Parents/guardians
- Community members
- Traditionally underserved populations

Frequency/occurrence/engagement

- School Board Presentations: September 18, December 18, January 15, February 19, March 11
- Site Council Presentations: October 7, January 27, March 9
- Family Engagement Night: October 8 - Introduction to SSA/SIA, educational activities, community dinner
- Principal Chats: Administrators discussed the SIA at monthly chats October-March
- Engagement Surveys:
 - October - SSA/SIA Initial Feedback Survey asking for strengths, areas of concern, and suggestions for improvement for the five areas outlined in the SSA.
 - January - SIA Stakeholder Engagement Survey - Initial feedback survey data was used to craft a targeted SIA survey. Staff and students were provided time to complete it. Families of traditionally underserved populations were specifically invited to participate by classroom teachers. Spanish speaking families were provided assistance completing a translated survey.
- Regional Engagement: January 29 FACTOregon SIA Information and Feedback Evening
- Information available at the Grade School Literacy Night on February 27

Key Information: There was broad support among all stakeholder groups for the following priorities:

- Provide a well-rounded education - Broaden curricular options by increasing CTE opportunities at the high school.
- Address health and safety issues - Meet student's mental and behavioral health needs by Increasing student access to counselors/mental health professionals and increasing emphasis districtwide on social emotional learning, Trauma Informed Practices and student mental health.
- Address middle school building safety issues.
- Reduce class size/caseloads - Address students' individual academic needs by strategically reducing class size and specialist caseloads. Consider the addition of paraprofessionals in key positions throughout the district.

Who partnered:

- MESD
- Site Council

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- PTA
- FACTOregon

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)

Overall the engagement efforts were successful. There were 110 responses to the SSA/SIA Initial Feedback Survey. 808 people completed the more targeted follow up SIA Stakeholder Engagement Survey. There was significant representation from all members of traditionally underserved populations except students who self-reported as emerging bilingual. There were many respondents who identified as being a part of more than one group. The following is a breakdown of the participants. More detailed information is included in the uploaded artifact.

- Student grades 6 thru 12 - 463
- Parents of current students or recent graduates - 272
- Staff members certified and classified - 77
- Community members - 84

On the whole the responses were insightful and thoughtful. The feedback was used to develop the SIA priorities, strategies and activities. The suggestions and needs of all subgroups were incorporated into the spending plan so that all populations will benefit from the new SIA funds. The MESD facilitated collaboration with FACTOregon to offer a regional SSA/SIA information/feedback session to families of students receiving special education services.

Barriers: The most meaningful way to engage with stakeholders is face to face, but that is the most difficult to arrange. There were 150 parents, staff and community members who attended the community engagement evening. The attendees offered positive feedback about the presentations and process. The evening was considered a success although the number of attendees did not represent a majority of the school community. The District will continue to work to meaningfully engage with stakeholders. There are many long-standing school events such as: An open house & community barbeque, PTA meetings, Site Council meetings, Family Literacy evenings, and parent-teacher conferences. Adding more events is not a sustainable solution to fostering engagement. Revising and rethinking the current practices to provide opportunities for authentic, ongoing engagement will be the priority. Revisions will include:

- Incorporate SSA/SIA information and activities into existing events.
- Rethink and examine existing events with an equity lens to make sure they are welcoming, authentic, and worthwhile for the whole school community.
- Find ways to gather perceptions from members of traditionally underserved populations regarding barriers to engagement.
- Leverage the good relationship teachers have with students' families to encourage attendance and participation.

Another barrier to engagement is the number of students from traditionally underserved populations is relatively small. Larger districts can hold events targeted to a specific population. It doesn't seem appropriate to hold those types of events in Corbett. Members of these populations will continue to be encouraged to participate in school and community events and asked for feedback about barriers they see to engagement. When possible, partnerships will be developed with the MESD and regional organizations to provide members of traditionally underserved populations a forum for their ideas and feedback beyond what is offered in Corbett.

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

Corbett is a small, rural school district with a very limited number of community-based organizations. In-district organizations such as the PTA and Site Council are valuable partners for community engagement. Collaboration with the MESD will continue to create regional events in which Corbett's community members can participate. Beginning this April, the district is contracting with YouthTruth to conduct a yearly survey with students, staff and families. This survey will provide baseline and ongoing data regarding perceptions of school culture, engagement, emotional and mental health, and many other areas related to the SSA/SIA.

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

Most importantly, ODE should look for ways to streamline the CIP and SIA application process to minimize the overlap and burden for local districts. Continued resources dedicated to the MESD to assist in fostering community partnerships would be helpful. ODE should also continue to offer translated SSA/SIA stakeholder information.

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

- ✓ Students of color
- ✓ Students with disabilities
- ✓ Students who are emerging bilinguals
- ✓ Students navigating poverty, homelessness, and foster care
- ✓ Families of students of color
- ✓ Families of students with disabilities
- ✓ Families of students who are emerging bilinguals
- ✓ Families of students navigating poverty, homelessness, and foster care
- ✓ Licensed staff (administrators, teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ✓ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ✓ School volunteers (school board members, PTA/PTO members)
- ✓ Other Site Council

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- ✓ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ✓ In-person forum(s)
- ✓ Community group meeting (principal chats, site council)
- ✓ Website
- ✓ Email messages
- ✓ Newsletters
- ✓ Social media
- ✓ School board meeting
- ✓ Partnering with community-based partners

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)

1. The flyer for the community engagement night was sent out multiple times and through multiple means. It represents general outreach to the community, families and students.
2. The SIA Stakeholder Engagement Top Choices spreadsheet is an overview of the January survey results. It shows the options chosen most often for improvement and spending by the total population, students, staff, parents/guardians, community members, and members of traditionally underserved populations.
3. The Introduction letter represents targeted engagement efforts. This letter was sent to all families and then teachers of students from traditionally underserved populations reached out with a more personal invitation to complete the SIA Stakeholder Engagement Survey. The strategy was to leverage the personal relationship teachers have developed with parents/guardians to assure them that their feedback was vital to the SIA application process.

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4. Website postings are representative of the attempt to reach families through multiple means. Information was posted on the district website, Facebook and Instagram.
5. The FACTOregon flyer represents outreach to the families of students receiving special education services.

Describe at least 2 **strategies** to 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)

Leverage existing personal relationships between teachers and parents/guardians: Corbett's teachers work hard to develop strong, positive relationships with students and parents/guardians. The multi-age classroom organization facilitates those relationships as students stay with the same teacher for at least two years. The dedicated, caring teaching staff was identified as one of Corbett's most consistent strengths on the SSA/SIA Initial Feedback Survey conducted in October. Teachers were key to the engagement process. Many teachers offered educational activities for students during the community engagement evening. Teachers encouraged students to attend which had the effect of encouraging parents/guardians to attend. They also personally invited families from traditionally underserved populations to complete the SIA Stakeholder Engagement Survey.

The English Language Development Specialist, Migrant Liaison, Homeless Liaison has worked to develop a positive relationship with the students and families he serves. He reached out personally to all those families encouraging event attendance and survey participation. He offered assistance completing the survey. The only home language for which families have requested translation is Spanish. A Spanish language translator called each family who had requested translation services to conduct the SIA Stakeholder Engagement Survey over the phone. She was able to complete the survey with all the families except one.

Leverage existing networks and partner organizations and work to create new regional partnerships: There are a limited number of community organizations in Corbett, but all in-district communication networks and organizations were utilized for outreach and engagement. These networks and organizations represent a variety of groups and stakeholders. This strategy was chosen because it is the standard and trusted method for outreach and communication for the school community.

Dr. Trani, the school superintendent, emailed communications to families and staff. Each building administrator holds monthly principal chats. They included information about the SIA in their presentations, gathered feedback and encouraged participation in the process each month. The district Site Council was involved in crafting SSA/SIA informational presentations and the SIA grant application. Updates on the SIA process were made at their public meetings in October, January, and March.

In addition, the Multnomah Educational Service District (MESD) partnered with the district to assist in creating a new regional partnership with FACTOregon. Families from traditionally underserved populations may not always feel as if they have a forum to give feedback specific to their needs in Corbett. Creating regional partnerships with community organizations such as FACTOregon helps to give members of traditionally underserved populations another way to network and be heard.

Describe at least 2 **activities** 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)

Community Engagement Evening: The SSA/SIA process began with a community engagement evening on October 8th. The event was held in three locations simultaneously. Information was shared about the SSA/SIA. A presentation explaining the district's continuous improvement planning process was also included as part of the event. All attendees were asked to complete the SSA/SIA Initial Feedback Survey that consisted of three open ended questions for each of the five priorities for improvement identified by the SSA. Community members, parents/guardians, students and staff were invited to attend. Educational activities were planned for students in grades K-5 and a community dinner was served after the presentations. 150 parents, teachers and

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community members attended this event. This activity was chosen in order to provide a foundation of understanding for the entire community, parents/guardians, staff and students about the SSA/SIA and the upcoming grant application process.

Surveys - Corbett School District conducted two surveys during this process: SSA/SIA Initial Feedback Survey -

This survey was conducted early in October. It included open-ended questions regarding strengths, challenges and suggestions for each of the five priorities for improvement identified by the SSA. The survey was conducted online, but paper versions were available at the community engagement evening and upon request throughout the next week. There were 110 responses to this survey. The results were presented to the school board and the district site council. The results were also used to help craft the SIA Stakeholder Engagement Survey administered in January 2020 and have been incorporated into the SIA plan.

SIA Stakeholder Engagement Survey - This survey was conducted in January 2020. It asked for more specific ideas regarding how Corbett School District should allocate the SIA funds. It also asked the participants to volunteer demographic data regarding race/ethnicity and program participation. Community members, staff, parents/guardians and students in grades 6-12 were asked to complete the survey. The survey was conducted online, but paper versions were available upon request. Staff and students were given time during the day to participate. Families from traditionally underserved populations were especially invited to complete the survey through various methods described previously. There were 808 responses. The overall data and disaggregated data were used to create the SIA plan.

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

Strategies used to engage staff were the same as those used to engage the community and parents/guardians described above.

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

Activities used to engage staff were the same as those used to engage the community and parents/guardians described above.

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

All the SSA priorities for improvement are important to the members of the school community. The percentage of the total population who rated each priority as important are as follows:

- Reducing academic disparities - 52%
- Supporting staff collaboration - 57%
- Establishing partnerships for student success - 58%
- Equitable access to academic courses - 66%
- Meeting students' mental and behavioral health needs - 78%

When given a choice of suggestions gathered from the SSA/SIA Initial Feedback Survey participants showed broad support for:

- More one-on-one or small group instruction
- Hiring a school counselor or mental health professional
- Increasing academic support for struggling students
- Additional instructional staff to reduce class size
- Increased internship opportunities for high school students
- More CTE courses

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- Additional paid workdays for teachers
- Increase field trip opportunities

Three out of the four SIA spending categories were also important to the members of the school community. When asked to choose the two most important categories the percentage of the total population who chose each category are as follows:

- Provide a well-rounded education - 61%
- Health and safety - 48%
- Reduce class size - 47%
- Increase instructional time - 23%

Well-rounded education was chosen most often as important by:

- The total population of students & parents/guardians, and students of color
- Students w/disabilities & parents of students w/disabilities
- Students and parents navigating poverty, homelessness and foster care
- Parents of emerging bilingual students

Class size was chosen most often as important by:

- The staff
- The community
- Parents of students of color & parents of emerging bilingual students

Participants were asked to choose among several options for allocating the SIA funds in each of the allowable uses. There was support among all subgroups for these activities:

- Reducing the number of students per class/caseload
- Broadened curricular options
- Facility improvements directly related to improving health & safety (Middle School)
- Increased emphasis on social emotional learning and student mental health needs

The feedback gathered from the students, staff, parents/guardians and community was an essential component of the SIA grant planning process. The input was distilled down to four priorities that have become the underlying themes of the SIA plan. These priorities incorporate the suggestions expressed by all subgroups related to the SSA areas for improvement and SIA spending categories. They are also aligned with the district's Continuous Improvement Plan and data analysis. The four priorities are:

- Increase student access to counselors/mental health professionals
- Broaden curricular options especially CTE at the high school
- Address middle school building safety issues
- Address individual student needs through strategic class size/caseload reduction

Part Four: Data Analysis (Application)

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

Corbett conducted a comprehensive data review as part of the District's CIP process. The SIA team reviewed these results rather than begin a new process. All subgroups were considered and evaluated for inequities. The following needs were identified:

- Math achievement as measured by SBAC. All subgroups.
- Individual student growth as measured by SGP. All subgroups.
- Kindergarten readiness - Students who scored the lowest on the letter recognition component of the Statewide Kindergarten Assessment had a higher chance of earning 1 or 2 on the ELA SBAC in 3rd grade. All subgroups.
- Attendance - In 2018-19 - 20.8% of all students were chronically absent

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- Traditionally underserved race/ethnicities - 18.9%.
- Economically disadvantaged - 26%
- Ever English Learners - 25%

Needs identified by ORIS review:

- A formal system for stakeholder feedback
- Implementation of diversity and culturally responsive practices
- Increased levels of intervention
- Implementation of comprehensive K-12 social-emotional learning program
- Increased data-based decision making

Part Five: SIA Plan

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	Students in grades K- 12 will show gains in emotional and mental health as measured by the YouthTruth Survey, and the number of behavioral and mental health related referrals. <i>Students in grades 3-12 will show gains in the level of self-reported emotional mental health as reported on the YouthTruth Survey. The YouthTruth Survey will be given to students in grades 3-12 for the first time in the spring of 2019-20. The results on the emotional and mental health section of this survey will be used as a baseline. Mental health related referrals for students in grades K-12 will decrease compared to 2019-20 referrals</i>
Outcome 2	All students in grades 10-12 will have access to a CTE program of study leading to an industry recognized certification. <i>The percentage of students from traditionally underserved populations who participate in a CTE program will at least be equal to the percentage they represent in the overall population.</i>
Outcome 3	All middle school students will have access to a safe, equitable and healthy learning environment that meets ADA requirements and provides adequate space to meet the needs of a modern middle school program.
Outcome 4	Students' individual academic needs will be met through strategic, targeted class size/caseload reduction <i>leading to gains in attendance rates, 9th grade students on track, graduation rate, and ELA and math SBAC performance.</i>

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Strategy designed to achieve your outcomes	Strategy #1 Integrate effective social emotional learning, trauma informed practices and mental health services into the K-12 instructional program.			
Which outcome(s) will this strategy address, and how?	#1 <u> X </u> #2 _____ #3 _____ #4 _____ #5 _____	If we integrate effective social emotional learning (SEL) and trauma informed practices into the K-12 instructional program through professional development for all certified and classified staff and provide all students with increased access to mental health services, then staff will be better able to address student's mental and behavioral health needs and students will have access to the mental health services they need, and students will show gains in emotional and mental health as measured by the YouthTruth Survey, and mental health and behavioral related referrals.		
Specific Activities that will support strategy #1 <i>(See Budget for specific cost information)</i>				
Activity 1.1 Provide all certified and classified staff with professional development related to Social Emotional Learning (SEL) and Trauma Informed Practices. No SIA funds will be allocated for this activity. District and other grant funding will be utilized.				
Person or Team Responsible for Activity 1.1 District's CIP Social Emotional Learning (SEL) Initiative Committee				
Measures of Evidence for Activity 1.1 • All certified and classified staff will have participated in at least two professional development opportunities related to SEL or Trauma Informed Practices. • All certified and classified staff will be able to self-report the implementation of effective SEL strategies and trauma informed practices. • All Students, including students from traditionally underserved populations, will show gains above the baseline in emotional and mental health as measured by the YouthTruth Survey. The SEL initiative committee will set the targets. • Behavioral and mental health related referrals compared to the baseline will decrease for all subgroups of students. The SEL initiative committee will set the targets.		20-21	21-22	22-23
		X		
			X	X
			X	X
			X	X

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Activity 1.2: Increase FTE dedicated to providing school counseling services to students in grades K-12 from .5 to 2.0.			
Person or Team Responsible for Activity 1.2 Randy Trani - Superintendent Jeanne Swift - Director of Student Services			
Measures of Evidence for Activity 1.2	20-21	21-22	22-23
<i>School counselors hired and new services integrated into the school community.</i> <i>Students in all subgroups will show gains above the baseline in emotional and mental health as measured by the YouthTruth Survey. The SEL initiative committee will set the targets.</i> <i>Behavioral and mental health related referrals compared to the baseline will decrease. The SEL initiative committee will set the targets.</i>	X		
		X	X
		X	X

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Strategy designed to achieve your outcomes	Strategy #2 Expand CTE options for high school students to include at least two complete programs of study leading to industry recognized certification.			
Which outcome(s) will this strategy address, and how?	#1 <u>X</u> #2 <u>X</u> #3 _____ #4 <u>X</u>	<i>If we expand Corbett High School's CTE offerings to two complete programs of study,</i> <i>then all students will have the opportunity to participate in a CTE program, students will have access to a wide variety of course options and smaller class sizes,</i> <i>and student mental health and behavioral referrals will decrease, and student attendance and graduation rates will increase.</i>		
Specific Activities that will support strategy #2 (See Budget for specific cost information)				
Activity 2.1: Coordinate the design and implementation of the new CTE programs of study including modifying advising protocols regarding CTE courses for all subgroups of students.				
Person or Team Responsible for Activity 2.1 CTE Leadership Team CTE Advisory Board				
Measures of Evidence for Activity 2.1		20-21	21-22	22-23
- Design and plan for the implementation of the programs. - Two CTE programs of study are offered to students in grade 10-12. - The percentage of students from traditionally underserved populations who participate in a CTE program is at least equal to the percentage they represent in the overall student population. - The leadership committee and advisory board will make a decision regarding adding an additional CTE course of study and/or CTE components to the 6-7 and 8-9 programs.		X X	X	X
Activity 2.2: Increase FTE dedicated to CTE instruction to 1.0				
Person or Team Responsible for Activity 2.2 Randy Trani - Superintendent CTE Leadership Team				

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Measures of Evidence for Activity 2.2	20-21	21-22	22-23
<i>The CTE instructor(s) have been hired to implement the program.</i> <i>The CTE program and instructor(s) will be evaluated for effectiveness based on the criteria developed by the CTE Leadership Team to include assurance of equitable access for all student populations.</i>	x	x	x

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Strategy designed to achieve your outcomes	Strategy #3 Renovate the newly purchased Reynolds Natural Resources property so that by fall of 2020-21 the middle school program will be housed in a facility that meets ADA requirements and provides a welcoming, safe, and equitable learning environment for all populations of students.			
Which outcome(s) will this strategy address, and how?	#1 ☒ ____ #2 _____ #3 ☒ ____ #4 ☒ ____	<i>If we move the middle school program to a newly renovated building that is a safe and welcoming learning environment, meets ADA requirements and provides adequate spaces for a modern middle school program,</i> <i>then all students will have equitable access to the educational program, and will feel that their needs are valued,</i> <i>and will show gains in social and emotional health, attendance rates, 9th grade students on track, graduation rate, and ELA and math SBAC performance.</i>		
Specific Activities that will support strategy #3 <i>(See Budget for specific cost information)</i>				
Activity 3.1: Conduct community outreach to all stakeholders, especially traditionally underserved populations, in order to create a facility design for the middle school that honors the voices of all populations and applies an equity lens to design decisions.				
Person or Team Responsible for Activity 3.1 Randy Trani - Superintendent Middle School Design Team				
Measures of Evidence for Activity 3.1		20-21	21-22	22-23
Results of community outreach have been incorporated into the middle school facilities design.		x		
Ongoing community engagement around middle school design. (outdoor space, possible CTE space, community use spaces).		x	x	x
Activity 3.2: Secure renovation loan, renovate the facility to meet specifications listed above, and begin loan repayment.				
Person or Team Responsible for Activity 3.2 Superintendent - Randy Trani Corbett School Board				
Measures of Evidence for Activity 3.2		20-21	21-22	22-23
Students have been moved into the newly renovated facility.		x		

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Strategy designed to achieve your outcomes	Strategy #4 Strategically reduce class size and caseloads to meet the individual academic needs of all students			
Which outcome(s) will this strategy address, and how?	#1 ☒ #2 ☐ #3 ☐ #4 ☒	<i>If we strategically reduce class size and caseloads,</i> <i>then students' individual academic needs will be met,</i> <i>and they will show long term gains in social and emotional health, attendance, 9th grade on track, graduation rate, and ELA and math SBAC performance.</i>		
Specific Activities that will support strategy #4 <i>(See Budget for specific cost information)</i>				
Activity 4.1: Reduce class size from a projected 29 to 32 students to an average of 25 students per classroom by restoring three self-contained classroom teaching positions in grades K-7.				
Person or Team Responsible for Activity 4.1 Randy Trani - Superintendent District Administration Team				
Measures of Evidence for Activity 4.1 - Students in grades 3-8 will show gains in the level of self-reported emotional mental health as reported on the YouthTruth Survey. - Third grade students in all subgroups will show gains in reading as measured by the SBAC. - Attendance rates for all subgroups of students in grades K-7 will improve over the 2019-20 baseline		20-21	21-22	22-23
		x	x	x
		x	x	x
Activity 4.2: Hire a 1.0 FTE learning specialist to work with students with disabilities in grades 6-7				
Person or Team Responsible for Activity 4.2 Randy Trani - Superintendent Jeanne Swift - Director of Student Services				
Measures of Evidence for Activity 4.2 - Students with disabilities in grades 6-7 will show gains in the level of self-reported emotional mental health as reported on the YouthTruth Survey. - Students with disabilities in grades 6-7 will show gains in reading and math as measured by the SBAC.		20-21	21-22	22-23
		x	x	x
		x	x	x
		x	x	x

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• <i>Students with disabilities in grades 6-7 will show gains in attendance rates.</i> • <i>Students with disabilities in grade 9 will show gains in the measure of 9th grade on track.</i>			X
Activity 4.3: Increase FTE dedicated to an ELD specialist from .5 to 1.0. This activity will be carried out if the community passes a bond to repay the middle school renovation loan fall of 2020.			
Person or Team Responsible for Activity 4.3 Jeanne Swift - Director of Student Services District Administration Team			
Measures of Evidence for Activity 4.3 • <i>K -12 emerging bilingual students will show gains in the level of self-reported emotional mental health as reported on the YouthTruth Survey.</i> • <i>3 -12 emerging bilingual students will show gains in reading and math as measured by the SBAC.</i> • <i>K -12 emerging bilingual students will show gains in attendance rates.</i> • <i>9th grade emerging bilingual students will show gains in the measure of 9th grade on track.</i> • <i>Emerging bilingual students will show gains in graduation rates.</i>	20-21	21-22	22-23
		X	X
		X	X
		X	X
			X
			X
Activity 4.4: Increase FTE dedicated to an intervention specialist from .5 to 1.0. This activity will be carried out if the community passes a bond to repay the middle school renovation loan fall of 2020.			
Person or Team Responsible for Activity 4.4 Jeanne Swift - Director of Student Services District Administration Team			
Measures of Evidence for Activity 4.4 • <i>Students qualified for intervention services in grades K-7 will show gains in the level of self-reported emotional mental health as reported on the YouthTruth Survey.</i> • <i>Students qualified for intervention services in grades 3-7 will show gains in reading and math as measured by the SBAC.</i> • <i>Students qualified for intervention services will show gains in attendance rates.</i> • <i>Students qualified for intervention services will show gains in the measure of 9th grade on track.</i>	20-21	21-22	22-23
		X	X
		X	X
		X	X
			X
Activity 4.5: Hire three paraprofessionals to work with students in grades K-7. This activity will be carried out if the community passes a bond to repay the middle school renovation loan fall of 2020.			

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Person or Team Responsible for Activity 4.5 Randy Trani – Superintendent District Administration Team			
Measures of Evidence for Activity 4.5 • <i>Develop a program to assign weight to the needs of students in each classroom and allocate additional paraprofessional support based on those weights.</i> • <i>Develop a program for training certified staff and paraprofessionals to guarantee that the extra support is used in the most effective manner possible.</i> • <i>Students in grades 3-7 will show gains in reading and math as measured by the SBAC.</i>	20-21	21-22	22-23
		X	
		X	
			X

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Priorities

How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?
100% of the resources are allocated directly towards the stated outcomes.

Where do you expect to put most of your focus, resources and energy in the first year?
The focus of the resources and energy for the first year will be on the four outcomes described previously: students' mental and behavioral health, broadening educational options, specifically CTE at the high school, addressing middle school building safety issues, and strategically reducing class size/caseloads.

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

Outcome #1

- Provide professional development related to Social Emotional Learning and Trauma Informed Practices to all staff - High.
- Increase FTE dedicated to school counseling K-12 to 2.0 - High.

Outcome #2

- Develop two CTE programs of study leading to industry recognized certification - High.
- Increase FTE dedicated to CTE to 1.0 - High.

Outcome #3

- Move middle school program to a newly renovated facility - High.

Outcome #4

- Reduce class size by restoring three classroom teaching positions - High.
- Reduce caseloads by hiring a learning specialist to work with students in grade 6-7 - Medium.
- Reduce caseloads by increasing the ELD specialist position from .5 to 1.0 FTE. - Medium.
- Reduce caseloads by increasing the intervention specialist position from .5 to 1.0 FTE - Medium.
- Provide increased academic support for struggling students by hiring three paraprofessionals and allocating their time based on weighted student needs - Medium.

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)?

It seems very likely that many school districts in Oregon will be attempting to hire school counselors or mental health professionals for the 2020-21 school year. There may be a shortage and Corbett may not be able to hire a counselor. If that is the case the plan will be to work with the MESD to attempt to contract counseling services for the year and hire a counselor for the 2021-22 school year. If the MESD is not able to provide contracted services, then the funds for the year will be allocated toward Outcome # 4 to provide individual academic support for students.

If, in the fall of 2020, the district is able to pass a bond to pay for the renovation of the new middle school facility then the funds from that outcome for the 2021-22, 2022-23 school years will be allocated to Outcome #4 to hire additional ELD, intervention and paraprofessional support.

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)

Corbett School District used Oregon's Education Equity Lens throughout the SIA planning process. Initially time was spent making sure there was a shared understanding of what racial/ethnic and traditionally underserved populations are part of the school community. During the district's continuous improvement planning data review the achievement of members of traditionally underserved populations was evaluated on a variety of indicators such as academic achievement, attendance, graduation rate, and 9th grade on track. This evaluation was woven into the SIA planning process. The equity lens kept the focus on reaching out to stakeholders who in the past might have been overlooked. As a result of the continuous improvement planning process the district

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has made a commitment to equity. A diversity and culturally responsive practices initiative committee and academic equity committee were formed. This first year the committees have focused on professional development. District and grant funds have been and will continue to be allocated towards these initiatives. This work supports and aligns with the goals of the SIA funds. In the coming years the district will continue to return to Oregon's Education Equity Lens to refocus efforts towards equitable outcomes for all students.

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Longitudinal Growth Targets -Initial Draft for Plan Submission					
Four-Year Graduation					
District-Wide	<i>80 students - each student is approximately 1.25% of the group</i>				
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target 2018-19 (89.7)	90	92.5 (+2.5)	95 (+2.5)	96.25 (+1.25)	97.5 (+1.25)
Baseline Target 2018-19 (89.7)	90	91.25 (+1.25)	92.5 (+1.25)	93.75 (+1.25)	96.25 (+1.25)

Four-Year Graduation					
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 - Using students experiencing poverty 2018- 19 as baseline (78.1)	80.0	82.5 (+2.5)	83.75 (+1.25)	86.25 (+2.5)	87.5 (+1.25)

Five-Year Completion					
District-Wide	<i>80 students - each student is approximately 1.25% of the group</i>				
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target 2018-19 (95.1)	95.0	96.25 (+1.25)	96.25	97.5 (+1.25)	98.75 (+1.25)
Baseline Target 2018-19 (95.1)	95.0	95.0	96.25 (+1.25)	96.26	97.0 (+1.25)

Five-Year Completion					
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 - Using students experiencing poverty 2018- 19 as baseline (87.5)	87.5	90.0 (+2.5)	91.25 (+1.25)	92.5 (+1.25)	93.75 (+1.25)

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3 rd Grade Reading (ELA) District-Wide <i>80 students- each student is approximately 1.25% of the total population</i>					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target 2018-19 (38.95)	40	43.75 (+3.75)	47.5 (+3.75)	51.25 (+3.75)	55.0 (+3.75)
Baseline Target 2018-19 (38.95)	40	42.5 (+2.5)	45.0 (+2.5)	47.5 (+2.5)	50.0 (+2.5)

3 rd 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 Using students experiencing poverty 2018- 19 as baseline (31.58)	32.5	36.25 (+3.75)	38.75 (+2.5)	42.25 (+3.75)	44.75 (+2.5)

9 th Grade On-Track District-Wide <i>80 students- each student is approximately 1.25% of the total population.</i>					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target 2018-19 (93.8)	93.75	95.0 (+1.25)	96.25 (+1.25)	97.5 (+1.25)	98.75 (+1.25)
Baseline Target 2018-19 (93.8)	93.75	93.75	95.0 (+1.25)	95.0	96.25 (+1.25)

9 th 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 Using underserved race/ethnicities 2018-19 as baseline (90.0)	90.0	91.25 (+1.25)	92.5 (+1.25)	95.0 (+1.25)	96.25 (+1.25)

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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 2018-19 (79.2)	80.0	81.2	82.4	83.6	84.8
Baseline Target 2018-29 (79.2)	80.0	80.6	81.2	81.8	82.4

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 Using English Learners 2018- 19 as baseline (70.4)	70.5	71.7	72.9	74.1	75.3

Section 6: Use of Funds (Application)
<i>You will be asked to mark which allowable use categories your plan is designed to fund.</i> 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) Priority #1 Increase student access to counselors/mental health professionals: This priority directly addresses the goal of meeting students' mental health needs. SIA funds will be used to increase FTE dedicated to school counseling K-12 to 2.0. This will allow all students increased access to a mental health professional. The total population including students from traditionally underserved populations will benefit. Priority #2 Broaden curricular options, specifically CTE at the High School: This priority will directly address the SIA goal to increase academic achievement and reduce academic disparities for traditionally underserved populations. The SIA funds will be utilized to increase FTE dedicated to CTE to 1.0. This will lead to the addition of two high school CTE programs of study. Students, including those from traditionally underserved populations, will continue to have access to, and be encouraged to take full advantage of Corbett's rigorous college prep curriculum. They will also have access to more and varied CTE courses. This combination of options will give each individual student the ability to design a course of study that meets his/her needs and interests, increasing achievement and reducing disparities. Priority # 3 Address middle school building safety issues: This priority addresses both of the SIA goals. SIA funds will be utilized to make payments on the loan used to renovate the new middle school property. Students mental health needs will be addressed by providing a safe, healthy instructional environment with the

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appropriate spaces for small group and one-on-one mental health services. This newly renovated school will also help increase academic achievement and reduce academic disparities. It will provide a welcoming environment for students and staff. It will comply with ADA requirements to meet the needs of students with mobility or access issues. Moving students to the renovated property will improve academic equity. It will provide multiple spaces for small groups and one-on-one instruction and better support emerging bilingual students, students with disabilities, and students who require additional academic assistance.

Priority # 4 Address individual student needs through strategic class size/caseload reduction. This priority will address both SIA goals. The SIA funds will be utilized to restore three classroom teacher positions in grades K-7 and hire a learning specialist. Reducing class size and caseloads will help reduce the stress on students and teachers. Students will have their educational needs met leading to improved mental health. Class size/caseloads will be reduced for all students, benefitting the total population and students from traditionally underserved populations.

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 potential academic impact of the SIA funds is significant for all students. Students who have their mental and behavioral health needs met are more likely to enter a classroom ready to learn. There are fewer disruptions for behavior issues, which allows for increased focus and achievement.

The data review conducted during the district's continuous improvement planning process identified several areas for academic growth. Overall math achievement and low student growth percentiles (SGP) in both ELA and math were of greatest concern. Corbett's students meet the math standards as measured by the SBAC at or above state averages, but the passing rates are consistently below 50%. The utilization of SIA funds to add FTE for enhanced supports and class size reduction will help to target students' individual needs and increase student achievement in math.

On the ELA and math SBAC in 2016-17 and 2017-18 students who scored the lowest tended to have a low student growth percentile (SGP) the next year. This was true for all subgroups and all grade levels. By adding additional classroom teachers and a learning specialist, plus potentially ELD, intervention and paraprofessional support, students who have low scores on the SBAC one year will have access to the help they need to make academic progress towards meeting the ELA and math standards. The district's CIP outlines specific SGP targets for students for the next three years.

The SIA identifies third grade reading achievement as a priority for performance growth targets. The district's plan to address individual student's needs through strategic class size/caseload reduction will contribute to improvements in third grade reading achievement as measured by the SBAC. Specific targets will be developed as part of this SIA planning process.

The addition of CTE programs of study also has the potential to improve academic achievement. Students will have more choices tailored to their interests and future plans. This will increase engagement and attendance leading to higher passing rates on the ELA and math SBAC and higher graduation rates.

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. (250 words or less)

Funding will always be a barrier for Corbett School District. As described previously, Corbett is one of the lowest funded school districts in Oregon. The addition of the SIA money will provide much needed support for students, but many needs will still be left unmet. The district chose to add certified staff first rather than paraprofessionals. The tradeoff is expertise verses more adults per classroom. The belief is that the specialists

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will provide the most impact. In the future if more funds become available a priority will be to increase the number of paraprofessionals and strategically place them in the classrooms.

Another choice was to use the SIA funds to renovate the new middle school facility. The current building is unsafe and unsuitable for many reasons already outlined, but using the SIA money for renovations means it is not available for direct student support. The school community, administration and school board has identified addressing middle school building safety issues as a top priority. A newly renovated building will be a foundation for a strong middle school program that meets the needs of all student populations. Ideally the community will pass a bond in the fall 2020 which will provide funds to repay the renovation loan and free up SIA money for the other priorities.

Section 7: Evidence of Board Approval (Application)

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

Section 8: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school? NO

Did you invite your public charter school(s) to participate in planning and development of your SIA plan?

Did any public charter schools you invited to participate in your SIA plan decline to participate?

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

You will be asked to upload any SIA charter school SIA specific agreements.