



Woodburn School District Student Investment Account Plan/Application



Our promise is to engage, inspire, and prepare all students to learn, lead, and contribute toward a just community, both local and global.

March 3, 2020



Woodburn School District Student Investment Account Plan/Application Executive Summary

As a result of the Student Success Act enacted by the legislature last year, the Woodburn School District became eligible for approximately \$5 million dollars in Student Investment Account (SIA) revenues to invest in the service of improving achievement, reducing academic disparities, and for meeting student mental and behavioral health and safety needs. To be eligible, districts have been asked to create a plan/application for the use of these funds that address these outcomes, use an equity lens, and are consistent with analysis of performance data and feedback from extensive community engagement, feedback, and input efforts.

A community engagement task force representing diverse members of our school community was created in the fall and met 5 times between October and March. The task force collaborated to learn about the district, review data, to synthesize community engagement feedback, to interact with panel presenters, and to provide feedback and insight on emerging draft strategies and plans. Multiple sources of data were reviewed and feedback from the school community was collected and reviewed in a variety of ways and at various stages. Community engagement strategies included interaction through surveys, focus groups, phone calls, panel presentations, family/parent meetings, staff meetings, and outreach to local businesses, professional groups, community based organizations, service organizations, and seniors. The superintendent regularly communicated district efforts, ongoing results, and emerging investment strategy recommendations to the Board at each of its public business meetings as a part of the superintendent report.

In developing our strategies and application, teams kept the following required guidelines in mind:

- Address mental and behavioral health and safety needs;
- Increase student achievement and decrease disparities for underserved groups of students;
- Respond to the feedback from extensive community engagement and outreach;
- Align to allowable areas of investment:
 - Health and safety
 - Decrease class and caseload size
 - Provide a more well-rounded education
 - Increase instructional time.

It is the intent of the Woodburn School District to enact these strategies over the course of the 2020-2021 school year and further develop, support, and sustain these efforts in subsequent years.

Desired Outcomes: Woodburn School District Student Investment Account

All Woodburn students and staff will experience safety and belonging in their academic, social, and emotional learning environments.

All Students will have equitable access to increasingly inclusive and well-rounded educational experiences and opportunities that incorporate culturally and linguistically responsive teaching practices.

100% of Woodburn students will have their academic and social learning needs met in mathematics and literacy, with at least 80% of students performing at grade level in core mathematics and literacy via tier one instruction.

All Woodburn students feel a sense of belonging, relevance, and belief in themselves in their academic community as shown by increased attendance.

Strategy Overview

Well Rounded Education (WRE) Increase access to science, technology, engineering and mathematics courses, programs, and experiences across the district.

(WRE) Increase access to arts programs at the Elementary level across the District

(WRE) Increase access and offerings to career and technology education, counseling, and experiences across the district.

(WRE) Increase access to learning for students and counseling in grades 6-8, connected to college and careers.

(WRE) Continue to develop culturally responsive early literacy programs and practices, building expertise in practice within our dual language programs.

(WRE) Increase evidence-based support for school transitions between schools/ levels with a focus on kindergarten, grades 4 through 6, and grades 8 through 9.

Reduced Class Size/Caseload (RCS) Add staff strategically and develop strategies for supporting research based student/ staff caseloads and class sizes.

(RCS) Increase capacity of instructional assistants to provide academic and behavioral support for teachers and students in classrooms.

(RCS) Increase staff and develop strategies for supporting appropriate caseloads for students in special programs.

Increased Instructional Time (IIT) Increase access to before and after school programs that support academic progress and provide access to a more well-rounded education.

(IIT) Increase access to summer school programs and courses that support academic progress, acceleration, and provide access to a more well rounded education.

(IIT) Explore strategies and enhance alternative uses of technology to access learning, minimize test-taking time, and extend learning options.

Health and Safety (H&S) Provide staff, strategies, and systems support for student mental and behavioral health and safety.

(H&S) Implement a system for Social and Emotional Learning across the district that is evidence-based, culturally responsive, and supports academic learning in the classroom.

Ongoing Community Engagement (OCG) Create coherent systems of ongoing community and family interaction and support that result in an increase in a sense of belonging for students and families in ways that enhance learning.

Well Rounded Education		
10.0 FTE	Increase FTE by 10 (4.0 elementary, 2.0 middle school, 4.0 high school) to increase support and improve outcomes in math and science. Emphasis will be on/at transitions between grades 4-5-6 and 8-9. Staff will receive professional learning support in mathematics practices as well as time for collaboration and connection for those teachers supporting transition grades to make for more seamless instructional decisions and processes. Working on and staying on-track in math and science results in broader opportunities for students as they move through the grades. This also allows us to provide a wider variety of STEM options.	1,200,000
2.0 FTE	Increase elementary FTE by 2.0 to increase access to arts education across the district.	240,000
1.0 FTE	Increase high school FTE by 1.0 FTE to support emerging Career and Technical Education programs and providing broader access across the campus to these programs.	120,000
1.0 FTE	Increase FTE by 1.0 to support counseling and access to experiences for middle school students to learn about pathways to college and career education. This would include support for targeted groups of students and bridging these experiences through the transition to high school.	120,000
4.0 FTE	Increase FTE by 4.0 at elementary level to support developmentally and culturally responsive practices and approaches to developing early literacy through our dual language programs. Staff would be supported with professional learning opportunities and with curriculum, consultancy, coaching, and technology to support their learning and practice.	480,000
	Provide extended time for staff to support school transition programs and activities. This would support preparation and time for staff to meet across grade levels and schools to support the academic and behavioral transitions of targeted/underserved students.	10,000
	Provide for contract services (substitutes, transportation) to support school transition work for targeted/underserved groups of students.	25,000
	Professional development, supplies, curriculum, and contract services to support school transition activities for targeted/underserved groups of students.	6,000
Reduce Class and Caseload Size		
10.0 FTE	Increase instructional assistants FTE by .5 in each kindergarten classroom. These instructional assistants will allow us to decrease caseloads and support transitions, while utilizing evidence-based practices to increase behavioral supports. Assistants will receive professional development in providing academic support in mathematics and early literacy as well as in strategies for working with staff in providing behavioral supports for students.	480,000
4.5 FTE	Increase licensed special education staff at the middle school and high school by 2.5 to support students with disabilities and increase by 2.0 instructional assistants to provide academic support for students who are English learners. This	394,000

	provides needed caseload reduction and academic support for staff supporting many of our most vulnerable students. Mentoring and coaching supports for these staff will enhance their ability to support students and staff in critical areas of instruction specific to supporting underserved groups of students.	
Increase Instructional Time		
1.0 FTE	Add an additional 1.0 FTE to support before, after, and night school programs providing targeted student support. This provides flexibility and opportunity for access to courses and programs outside the regular school day where conflicts may reduce access to desired learning experiences.	120,000
	Contract services for after school programs to provide for necessary transportation and/or curriculum supports for targeted/underserved groups of students.	20,000
	Extended time and FTE to offer high school courses for credit during the summer. Beyond credit-recovery this provides the opportunity for students to take high school courses that can provide them flexibility and access during the regular school year. Courses offered can support class size reduction during the year and provide for broader/well-rounded educational opportunities.	150,000
	Contract services (transportation/staffing) for summer school programs, which would allow expansion of access for targeted/underserved middle and elementary school students.	75,000
Health and Safety Needs		
11.0 FTE	Increase by 11.0 licensed FTE to enhance systems of support for student mental and behavioral health and safety. This will include support for staff to implement a system of culturally responsive social and emotional learning. This could include counselors, social workers, behavioral specialists, etc., and would be supported with curriculum, consultancy, and professional learning systems to enhance implementation.	1,320,000
	Extended time and consult to support implementation of social and emotional learning systems and related Multi-Tiered Systems of Support.	75,000
Other: Community Engagement		
	Extended time for family engagement activities.	5,000
Administration		
	Arthur Academy charter school allocation.	131,567
	Indirect cost.	262,501



Artifacts

Community Engagement Survey

The Student Success Act, a law passed by legislators last session, provides for additional funding to support students, particularly those historically underserved, in several broad areas. The Student Success Act includes resources to support 1) **A Student Investment Account**; 2) Early Learning; and 3) Other Education Initiatives (this includes High School Success –Measure 98).

The **Student Investment Account** will allow us to enhance our efforts to maintain optimal class and learning group size, to provide a well-rounded education, to increase student time for learning, to enhance systems for student health and safety, and to support access to engaging, relevant, and challenging courses fueled by quality instruction. We would like to take this opportunity for you to share your feedback about areas that we might prioritize.

Choose your top 2 priorities in each section and place an X in the box to the left.	
	Reducing Class Size
	<ul style="list-style-type: none"> • Ensure appropriate student-teacher ratios in classrooms
	<ul style="list-style-type: none"> • Increase use of instructional assistants to support classrooms
	<ul style="list-style-type: none"> • Ensure appropriate caseloads for students in special programs
	<ul style="list-style-type: none"> • Ensure appropriate caseloads-support for newcomer students
	<ul style="list-style-type: none"> • Ensure appropriate caseloads-staff support for English language learners
	Well Rounded Education I
	<ul style="list-style-type: none"> • Increasing developmentally and culturally responsive programs and practices for early literacy.
	<ul style="list-style-type: none"> • Developing culturally responsive programs and practices in grades 6-8.
	<ul style="list-style-type: none"> • Learning, counseling, and student support in grades 6-8 that is connected to colleges and careers
	<ul style="list-style-type: none"> • Increased access to dropout prevention supports.
	<ul style="list-style-type: none"> • Increased support for school transitions.
	Well Rounded Education II
	<ul style="list-style-type: none"> • Increase access to fine arts at the elementary and middle school level
	<ul style="list-style-type: none"> • Increase access to PE at all levels
	<ul style="list-style-type: none"> • Increase access to science, technology, engineering, and math (STEM) program
	<ul style="list-style-type: none"> • Increase access to career and technology education programs
	<ul style="list-style-type: none"> • Increase access to advanced courses (International Baccalaureate, Advanced Placement)
	<ul style="list-style-type: none"> • Increased access to courses with college credit attached.
	<ul style="list-style-type: none"> • Increased access to educators with library/media endorsements

	Increase Instructional Time
	<ul style="list-style-type: none"> • Add more hours to the instructional day
	<ul style="list-style-type: none"> • Add more instructional days to the year
	<ul style="list-style-type: none"> • Add more before or after school programs
	<ul style="list-style-type: none"> • Add more summer school programs and/or courses
	<ul style="list-style-type: none"> • Support technology that minimizes the time it takes for tests
	Health and Safety
	<ul style="list-style-type: none"> • Add training in social-emotional learning to enhance classroom instruction
	<ul style="list-style-type: none"> • Add training in trauma-informed practices to enhance classroom instruction
	<ul style="list-style-type: none"> • Increase support for student mental and behavioral health services
	<ul style="list-style-type: none"> • Increase training and support for crisis prevention and intervention
	<ul style="list-style-type: none"> • Add more school health professionals and/or assistants
	<ul style="list-style-type: none"> • Enhance facilities to directly improve health and safety
	<ul style="list-style-type: none"> • Increase awareness and training in suicide prevention

What are your other ideas about:

1. Reducing academic disparities
2. Meeting student mental and emotional health needs
3. Providing access to academic courses
4. Allowing teachers and staff time to collaborate, use data, and develop strategies to keep students on track.
5. Establishing partnerships



WSD Community Engagement Task Force

Orientation Session

October 28, 2019

Draft Agenda

- **Welcome –Introductions**

- **Task Force Goals**
 - Learn about District and its planning and investing processes
 - Review and analyze District enrollment, performance, and survey data
 - Identify broad themes and/or priorities that emerge
 - Recommend areas for strategic investment aligned with Student Investment Account

- **Planning Overview:**
 - The WSD Strategic Plan
 - The Student Success Act
 - The Student Investment Account

- **Practice Data Review and Analysis**
 - Enrollment Data (What do you notice? What are possible implications?)
 - Performance Data -Report Card- (What do you notice? What are possible implications?)
 - Survey Data-
 - Take Survey-
 - Review organization of results
 - Practice grouping with responses to open ended questions

- **Suggestions for Outreach**



WSD Community Engagement Task Force

Session 2

November 25, 2019

Draft Agenda

- **Welcome –Introductions**

- **Task Force Goals**
 - Learn about District and its planning and investing processes
 - Review and analyze District data from a variety of sources
 - Identify broad themes and/or priorities that emerge
 - Recommend areas for strategic investment aligned with Student Investment Account

- **Reflect on learnings from our last meeting.**
 - Strategic Plan and goals, enrollment, report card, and survey data

- **Bringing student voice to the task force**
 - Student panel representing 5 high schools

- **Review and respond to the Oregon Healthy Teen Survey**

- **Review updated survey data: Priorities**

- **Review updated survey data: Themes in Open Ended Responses**

- **Next Meeting, December 16, 2019**



WSD Community Engagement Task Force

Session 3

December 16, 2019

Draft Agenda

- **Welcome –Introduction**
- **Task Force Goals**
 - Learn about District and its planning and investing processes
 - Review and analyze District data from a variety of sources
 - Identify broad themes and/or priorities that emerge
 - Recommend areas for strategic investment aligned with Student Investment Account
- **Reflect and recap on learnings from our last meetings.**
 - Strategic Plan and goals, enrollment, report card, survey priority data, teen health survey data, survey open ended response data
- **Bringing the voices of community behavior and mental health specialists to the task force**
 - Panel representing police, school psychologists, behavioral specialists, and nurses
- **Review disaggregated survey data: Compare Priorities**
 - What do we notice when we compare priorities of parents, students, staff, ethnic and gender groups?
- **Review focus group data: Compare Themes**
 - What do we notice when we compare themes from our open ended survey responses to responses from focus group sessions?
- **Consider implications: What areas of investment are emerging?**
- **Next Meeting: January 27, 2019**



WSD Community Engagement Task Force

Session 4

January 27, 2020

Draft Agenda

- **Welcome –Introduction**
- **Task Force Goals**
 - Learn about District and its planning and investing processes
 - Review and analyze District data from a variety of sources
 - Identify broad themes and/or priorities that emerge
 - Recommend areas for strategic investment aligned with Student Investment Account
- **Reflect and recap on learnings from our last meetings.**
 - Strategic Plan and goals, enrollment, report card, survey priority data, teen health survey data, survey open ended response data, graduation rates, parent feedback-specialist feedback, and emerging strategies and solutions.
- **Bringing the voices and experiences of our building principals to the process**
 - Panels representing high school principals and middle/elementary principals
 - Building principals will share SIA related needs based on their school improvement data and school level experiences.
- **Review emerging prior strategies and themes**
 - Review and refine emerging themes and strategies in the context of the SIA targeted areas and allowable areas of investment.
- **Categorize and prioritize refined strategies**
 - Use the SIA framework to categorize strategies-prioritize based on feedback and supporting evidence
- **Next and Final Meeting, February 24, 2020**



WSD Community Engagement Task Force

Session 5

February 24, 2020

Draft Agenda

- **Welcome –Introductions**
- **Task Force Goals**
 - Learn about District and its planning and investing processes
 - Review and analyze District data from a variety of sources
 - Identify broad themes and/or priorities that emerge
 - Recommend areas for strategic investments aligned with Student Investment Account and provide feedback on planning and process
- **Reflect and recap on planning and process to date: “Moving the Mission” and “Building Belief”**
- **Reflect on Draft SIA Plan and Alignment to SIA Application Guidelines**
 - Review documents shared with the Board Tuesday night
- **Review Data and District Project Updates**
 - Updated survey data and WEA feedback
 - Elementary Class Size
 - Regional CTE
 - District Construction
 - Social and Emotional Learning Framework
- **Review emerging strategy details and analyze for alignment to SIA Guidelines**
- **Timelines**
 - **March 3: Present Draft Application/Plan to the Board**
 - **March 17: Propose Board Approval**
 - **April 15: Deadline for Submission of Application to ODE**
 - **April-June: Work with ODE to Develop Outcomes**

Welcome!

Community Engagement Task Force



Expanding Our Sphere of Success
February 24, 2020

***...to engage, inspire, and prepare all students to
learn, lead, and contribute toward a just
community, both local and global.***



Building Belief

*Children's **belief in themselves** is the greatest influence on- and predictor of the level of their eventual performance, achievement, and success.*

Strategies are **High-Leverage** when they build competence and confidence (belief).



WSD Strategic Plan



Woodburn School District
Strategic Plan 2018-2023

Our Mission
Our promise is to engage, inspire, and prepare all students to learn, lead, and contribute toward a just community, both local and global.

Our Vision
Woodburn School District is an exceptional, equitable, and multilingual district, where all students are motivated, empowered, and prepared to succeed.

Our Values
Accountability
Civic Responsibility
Cultural Diversity
Equity
Family and Community Partnerships
Learning
Multilingualism
Safety

Goals and Objectives

All students will graduate ready to pursue college, career options, and success in life

- All students will be proficient in skills that serve them for success in life
- All students will be proficient in reading, writing, and math
- All students will have the opportunity to achieve bi-literacy
- All students will have pathways to complete post-secondary level course work prior to graduation
- All students will have pathways to complete career and technical education course work, aligned with entry level certifications prior to graduation
- All students are empowered and prepared through experience to successfully apply learning to civic challenges

Strengthen our culture of engagement, centered in equity

- All students will practice ownership of their social, emotional, and educational growth through cultivating relationships
- All staff will foster positive and supportive relationships to facilitate student growth and provide meaningful and equitable opportunities for learning for all students
- All families and community members will have opportunities to engage meaningfully to support social, emotional, and educational growth of students
- All students will have access to resources to support their (academic, life) goals

Further strengthen our stewardship of public resources and community trust

- WSD will improve and maximize support services
- WSD will ensure quality district facilities for current enrollment and anticipated future growth
- WSD will be a leader in hiring, developing, and retaining quality staff, reflective and supportive of our student community

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**DIVERSE IN CULTURE
UNITED IN MISSION**



Board Goals *Strategic Focus*



- **Grow student achievement** through the use of high-leverage instructional and engagement strategies that raise rigor for all students, generate equitable outcomes, and eliminate opportunity and achievement gaps.
- **Engage diverse groups within our school community** to share the goals and vision within our strategic and improvement plans, to listen to their hopes for the future, and to gather input from them to use in planning, visioning, investing, and in our superintendent search .
- **Work intentionally as a Board and within our school community to, build positive relationships, culture** and operate in ways that generate shared understanding, build cultural competence, allow for effective communication networks, and create a sense of unity.
- **Respond to community growth and student learning needs of the future** by conducting long-range capital improvements and financial planning through processes and practices that lead to long-term financial stability and sustainability.

Student Success Act: Student Investment Account Planning

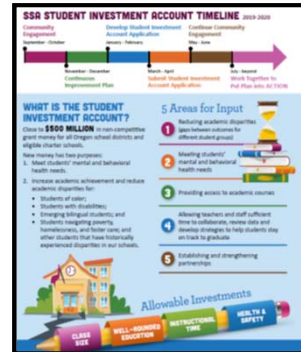


Strategies for Expanding Our Sphere of Success

WSD Board of Directors
February 18, 2020

Key Timelines

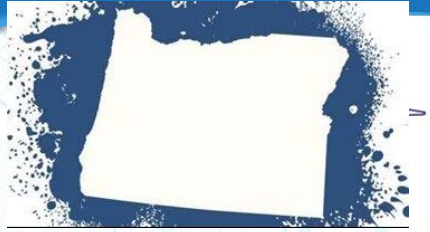
- **February-March:** Present draft plan to public/board
- **March/April:** Board approval
- **April 15:** Submit Plan to ODE
- **April-June:** Negotiate measures with ODE



Student Success Act

- Student Investment Account
- Early Learning
- Other Education Initiatives

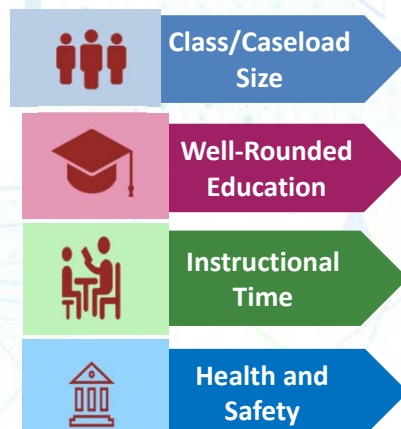
Student Investment Account



1. **Meet students' mental and behavioral health needs.**
2. **Increase academic achievement and reduce academic disparities for students:** of color, with disabilities, emerging as bilingual, navigating poverty and/or homelessness, or others historically underserved in school.

STUDENT SUCCESS ACT

How can we use SIA money?



4 Categories of investment for the Student Investment Account.

- Engage the Community
- Use and Equity Lens

STUDENT SUCCESS ACT

Community Engagement and Equity Lens

SIA: Evidence/Need Based Strategies				
	Reduce class and caseload size	Increase instructional time	Well-rounded education	Mental and Behavioral Health and Safety
Mental and Behavioral Health & Safety				
Increase Academic Achievement				
Reduce Disparities				

Community Engagement


- Community Survey
- Teachers and Support Staff Survey
- Parents at Schools
- Parents from Migrant Program
- Parents and Students with Disabilities
- District Parent Advisory Council
- Administrators
- Newcomer Students
- Success School Students
- Selected Student Panel
- Mental/Behavioral Health Panel
- Principal Panel
- Principal/Staff Leadership & Improvement Sessions



Student Success Act



- Data Review
- Survey
- Enrollment Data
- Report Cards
- Focus Groups
- Community Organizations
- Teen Health Survey
- TELL Survey
- Grad Rates


WSD Community Engagement Task Force
Session 4
January 27, 2020

Draft Agenda

- Welcome - Introduction
- Task Force Goals
 - Learn about District and its planning and investing processes
 - Review and analyze District data from a variety of sources
 - Identify broad themes and/or priorities that emerge
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- Reflect and recap on learnings from our last meetings.
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 - Panels representing high school principals and middle/elementary principals
 - Building principals will share SIA related needs based on their school improvement data and school level experiences.
- Review emerging prior strategies and themes
 - Review and refine emerging themes and strategies in the context of the SIA targeted areas and allowable areas of investment.
- Categorize and prioritize refined strategies
 - Use the SIA framework to categorize strategies-prioritize based on feedback and supporting evidence
- Next and Final Meeting, February 24, 2020



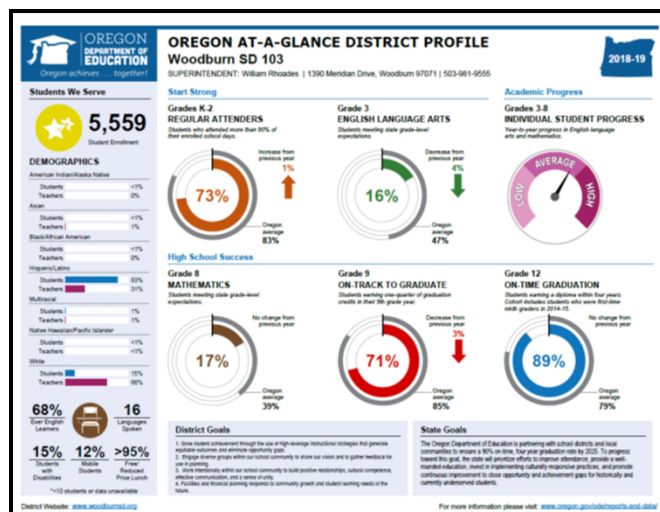


Enrollment Trends

2018-2019/2019-2020 October 1st Disaggregated Enrollment Data														
2018-19		Gender				Race/Ethnicity					Special Programs			
Grade	Students	Male	Female	Hisp	Am Ind	Asian	Black	White	Pac Island	Multi	IEP	Migrant	TAG	EL
K	413	203	210	336	1	0	0	68	2	6	32	26	0	244
1	419	217	202	335	0	0	2	77	0	5	48	36	5	246
2	443	233	210	363	0	3	0	72	0	5	55	30	8	274
3	449	232	217	375	0	2	0	68	1	3	52	33	28	241
4	469	226	243	362	1	3	0	97	4	2	62	27	45	230
5	497	239	258	407	1	3	0	83	0	3	86	26	47	182
Total	2690	1350	1344	2178	3	11	2	465	7	24	335	178	133	1417
6	451	230	221	381	1	2	2	63	1	1	85	35	61	140
7	448	229	219	383	2	1	1	54	3	4	84	25	64	64
8	458	223	235	389	0	0	0	64	2	3	76	26	82	57
Total	1357	682	675	1153	3	3	3	181	6	8	245	86	207	261
9	407	208	199	339	0	3	1	61	1	2	59	32	45	29
10	395	184	211	330	1	1	0	56	2	5	48	28	65	26
11	378	192	186	316	2	0	0	57	0	3	57	15	60	18
12	349	184	165	292	2	1	2	49	2	1	57	19	56	10
Total	1529	768	761	1277	5	5	3	223	5	11	221	94	226	83
Total K-12 Enrollment - 5576														
2019-20		Gender				Race/Ethnicity					Special Programs			
Grade	Students	Male	Female	Hisp	Am Ind	Asian	Black	White	Pac Island	Multi	IEP	Migrant	TAG	EL
K	413	219	194	336	0	1	0	74	1	3	43	57	0	266
1	420	214	206	352	1	1	0	62	0	4	44	61	3	253
2	416	213	203	341	0	0	2	67	0	6	57	61	7	249
3	446	233	213	370	0	4	0	60	0	6	53	68	25	262
4	452	230	222	382	0	2	0	64	2	2	63	67	35	222
5	476	232	242	370	0	3	1	96	3	3	69	52	55	204
Total	2623	1341	1280	2151	1	11	3	423	6	24	329	366	125	1456
6	467	226	241	394	1	3	1	65	0	3	90	59	49	165
7	454	237	217	389	1	2	2	58	0	2	83	55	66	112
8	469	244	225	395	1	2	1	63	3	4	84	57	69	67
Total	1390	707	683	1178	3	7	4	186	3	9	257	171	184	344
9	467	232	235	395	0	0	2	63	1	6	78	58	79	55
10	402	206	196	333	0	4	3	60	0	2	57	53	48	29
11	379	173	206	315	0	1	0	56	2	5	37	55	68	20
12	364	189	175	316	1	0	1	43	0	3	61	26	58	6
Total	1612	800	812	1359	1	5	6	222	3	16	233	192	253	110
Total K-12 Enrollment - 5625														



Achievement Trends

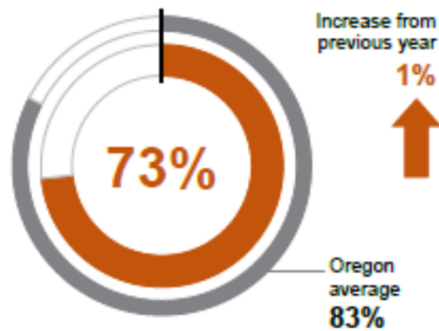




Report Card Measures

Grades K-2 REGULAR ATTENDERS

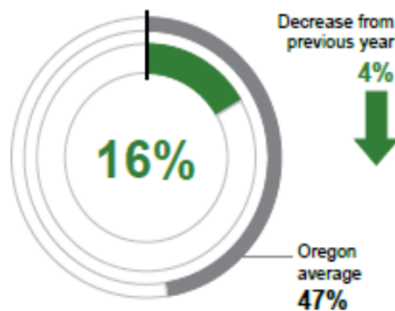
Students who attended more than 90% of their enrolled school days.



Report Card Measures

Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

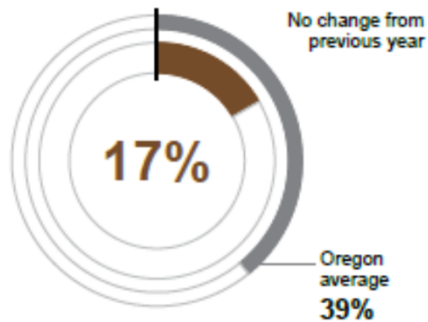




Report Card Measures

Grade 8 MATHEMATICS

Students meeting state grade-level expectations.

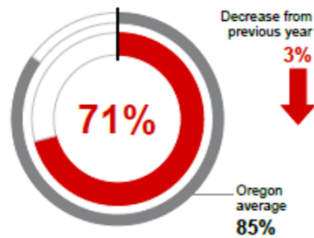


Report Card Measures

- Variance in Grade 9 On Track and Graduation Rate

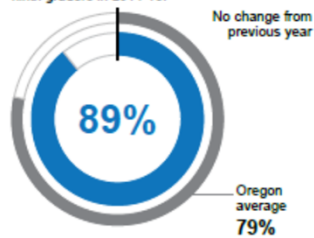
Grade 9 ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.

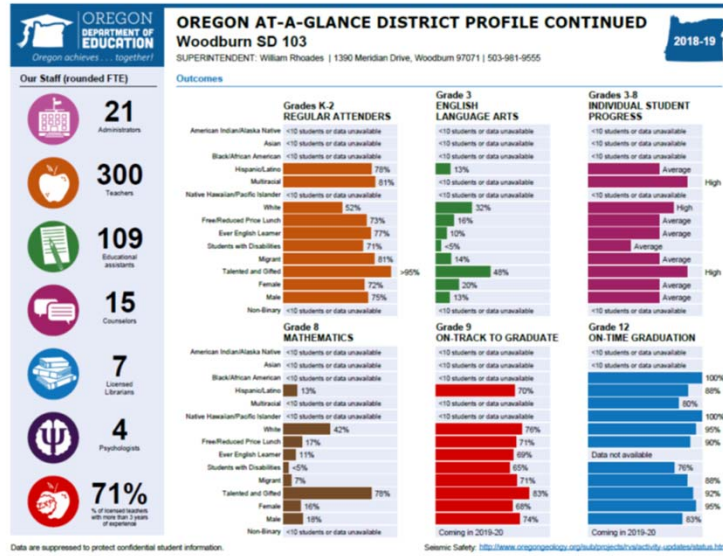


Grade 12 ON-TIME GRADUATION

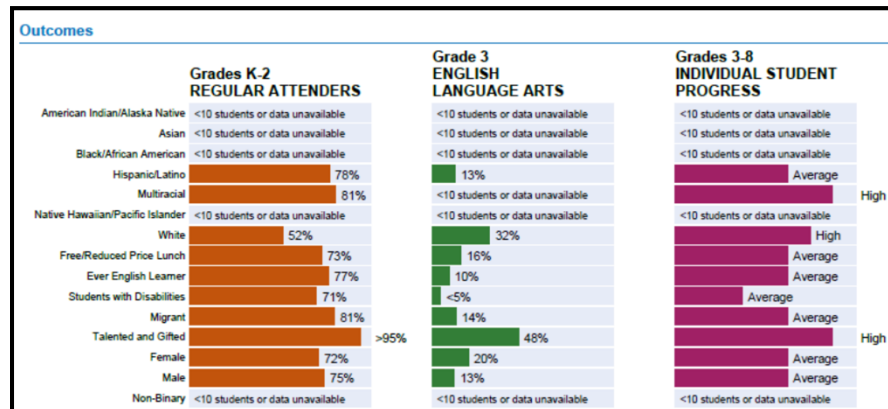
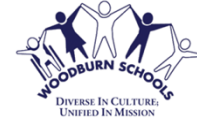
Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2014-15.



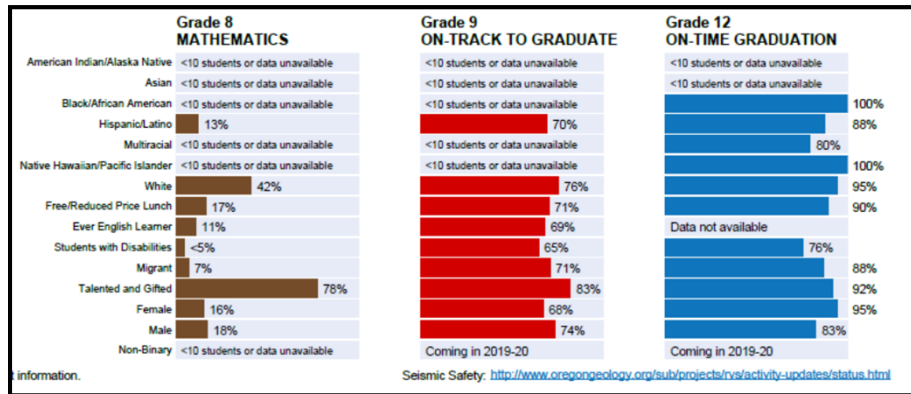
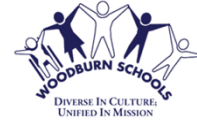
Report Card Variances



Report Card Variances



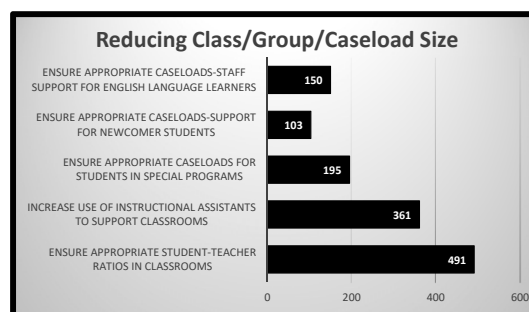
Report Card Variances



Increase staff and develop strategies to support moves toward research-based student/staff ratios.

Increase capacity for use of instructional assistants to support teachers and students in classrooms

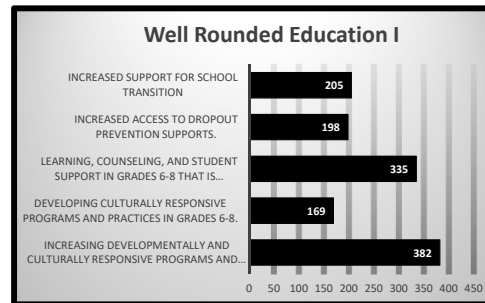
Increase staff and develop strategies for supporting appropriate caseloads for students in special programs



Increase access to learning for students and counseling in grades 6-8, connected to college and careers

Continue to develop culturally responsive early literacy programs and practices

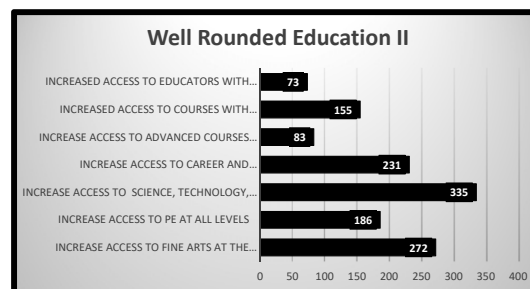
Increase support of school transitions between schools/ levels



Increase access to science, technology, engineering and mathematics across the district

Increase access to art programs at the Elementary level across the District

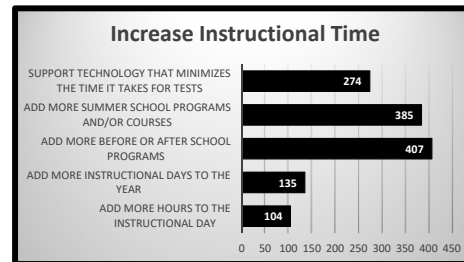
Increase access and offerings to career and technology education across the district



Increase access to summer school programs and courses that support academic progress and provide access to a more well rounded education

Increase access to before and after school programs that support academic progress and provide access to a more well-rounded education

Explore strategies including alternative uses of technology to minimize test taking time

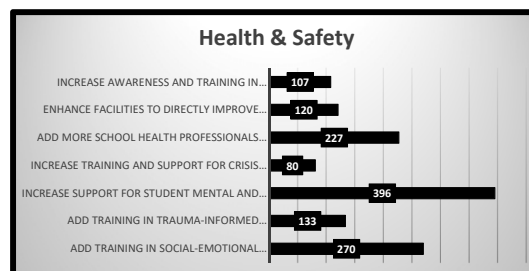


Implement a system for Social and Emotional Learning that is culturally responsive and in support of academic learning in the classroom

Create coherent systems of ongoing community and family interaction to support students in their sense of belonging

Enhance systems of support for student mental and behavioral health and safety

Increase systems for access to school health professionals and assistants

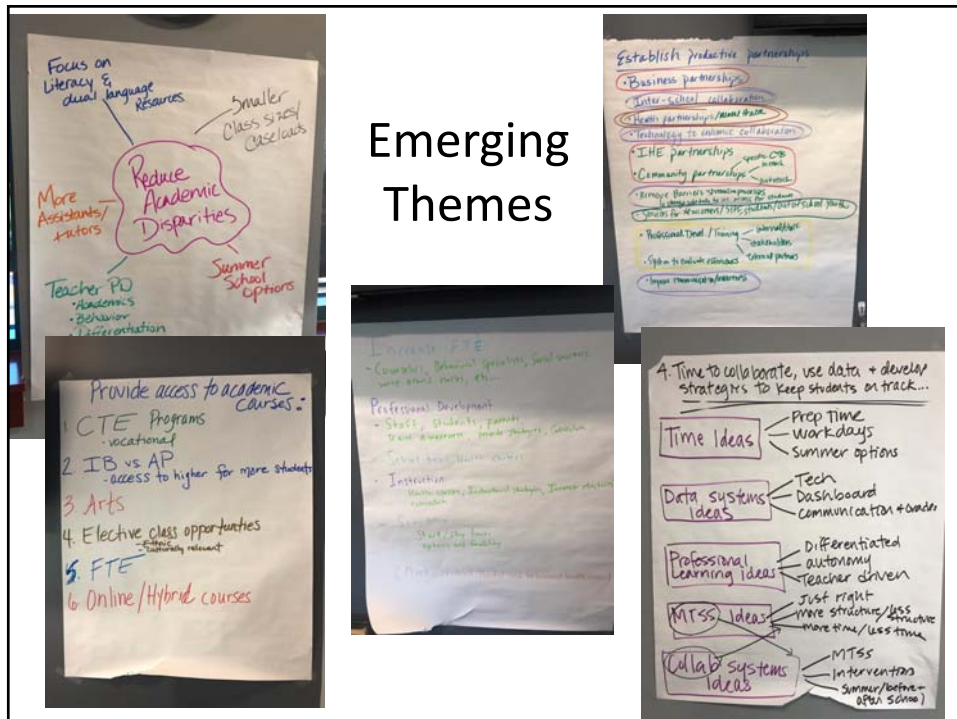


Open Ended Questions

- What are your ideas about how we might:
- Reduce academic disparities?
- Meet students mental and behavioral health needs?
- Provide access to challenging academic courses?
- Allow teachers and staff time to collaborate, use data, and develop strategies to keep students on track?
- Establish productive partnerships?



Emerging Themes



Meeting Mental and Behavioral Health Needs

- Increase staffing for counseling, behavior specialist, social workers, nurses, wrap around supports
- Professional learning for SEL and related systems of support and understanding
- School based health center
- Analyze schedules –increase options and flexibility



Time for collaboration for using data and developing strategies to keep students on track

- Increase prep time, work days, and summer options
- Use technology, dashboards and communication oracles
- Provide professional learning in differentiation-make it more teacher driven
- MTSS and collaboration-more professional learning-more summer and before/afterschool options



Establishing Productive Partnerships

- Connect more with the business community
- More inter-school collaboration
- More partners in the mental health support network
- Technology to enhance collaboration
- Community partners to support specific CTE programs
- More services for newcomers-SIFE students
- Analyze schedules for barriers to access
- Provide professional learning opportunities
- Improve communication systems



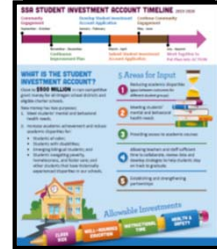
Access to Academic Courses

- CTE and Vocational/Trades Courses
- IB and AP-Access for a wider range of students
- More opportunities in The Arts
- More ethnically and culturally relevant elective courses
- Increase FTE to support course offerings
- OnLine/Hybrid Course Opportunities



Reducing Academic Disparities

- Focus on Literacy and Dual Language Resources
- Smaller class sizes and caseloads
- Summer School Options
- More Assistants and Tutors
- Provide Professional Learning for Teachers Around Academics, Behaviors Management, and Differentiation



Emerging Strategies for Investment

- Reduce class and caseload size
- Broaden program opportunities
- Add CTE/Vocational/Trade programs
- Create coordinated systems for mental and behavioral health support
- Extend learning time-summer-before school-after school
- Coordinate systems for SEL/Culturally responsive curriculum and practice
- Training in SEL/ACES/Trauma informed/Culturally Responsive Practice
- Improve core instruction for mathematics
- Improve core instruction to support language learner access to content
- Improve core instruction in language development
- Support strategies to improve attendance
- Create time for collaborative planning
- Consider a school-based health clinic-add nurses
- Increase and improve family communication and engagement
- Increase staff of social workers, counselors, behavior and mental health specialists
- Strengthen Community Partnerships



District-wide Strategies



- Implement a **culturally responsive SEL** program using evidence-based frameworks and practices.
- Provide materials, support, and consultancy for the **professional learning of staff for using the SEL framework.**
- **Strategically hire and place counselors, social workers, and/or behavioral specialists** to provide support for students and to support staff in the implementation of system wide school and classroom support for academic, social, and emotional learning.

District-wide Strategies



- Provide **extended learning opportunities** (after school, before school, evening, summer school) that support academic progress, access to well-rounded education, credit recovery, access to CTE, and serve to reduce class size during the regular school day.
- Provide materials, support, and consultancy for the **professional learning of staff to support mathematics, literacy, and language instruction.**
- Provide research-based support for student transitions (with focus on grades 8-9 and 5-6).
- Support **transportation** strategies to increase access to a wide range of school experiences and opportunities.
- Support a variety of evidence-based **family engagement and involvement strategies.**

Elementary



- Additional licensed and classified FTE to develop systems that would result in reducing class and caseload size in the early grades to support inclusive practice, relationship building, and proficiency in literacy, language, and mathematics.
- Additional FTE to support the development and implementation of culturally responsive social emotional learning practices and to provide support for student mental and behavioral health, safety, and wellness.
- Additional FTE to support enhanced access to broadened educational opportunities (well-rounded education) such as visual and performing arts, music, careers, & technology.

Middle Level



- Additional licensed and classified FTE to develop systems resulting in strategically reducing class and caseload size to support inclusive practice, relationship building, and increased proficiency in literacy, language, and mathematics.
- Additional FTE to support the development and implementation of culturally responsive social emotional learning practices and to provide support for student mental and behavioral health, safety, and wellness.
- Additional FTE to support enhanced access to broadened educational opportunities (well-rounded education) such as visual and performing arts, music, careers, & technology.

High School



- Additional licensed and classified FTE to develop systems resulting in strategically reducing class and caseload size at grades 9-10 to support inclusive practice, relationship building, and increased proficiency in literacy, language, and mathematics.
- Additional FTE to support the development and implementation of culturally responsive social emotional learning practices and to provide support for student mental and behavioral health, safety, and wellness.
- Additional FTE to support enhanced access to broadened educational opportunities in CTE, music, careers, & technology.

Review of Draft Plans



- What questions arise?
- What alignment is noticed?
- What are implications for strategy/improvement?

Evidence-driven and Research-based Strategies: Each should:

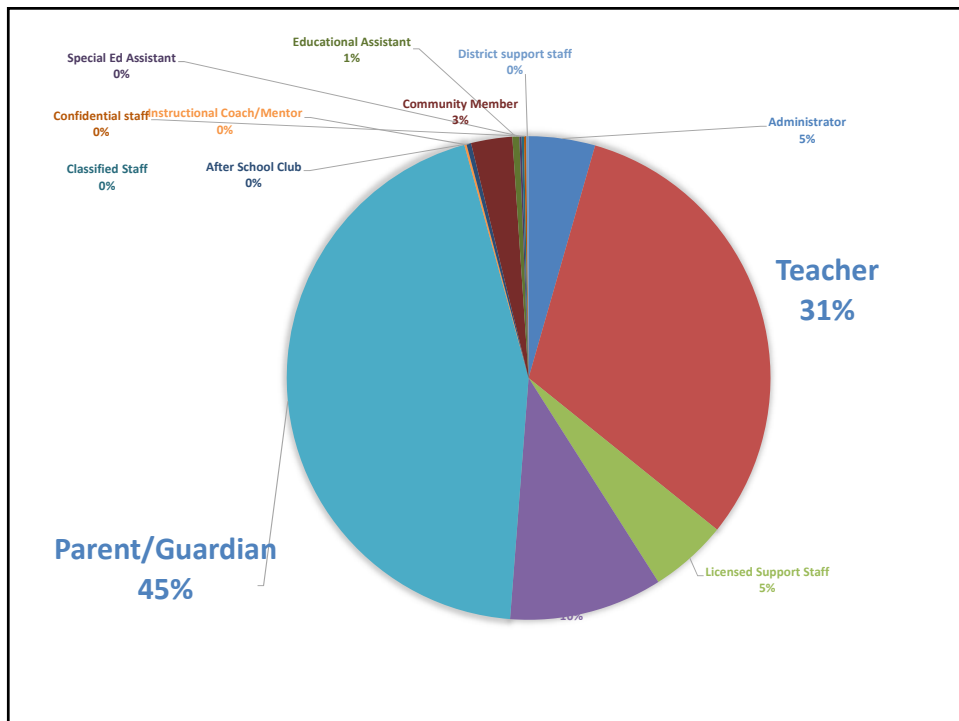
- Use feedback from community engagement and community engagement task force.
- Use an Equity Lens
- Improve student achievement
- Reduce academic disparities/Equity and Opportunity Gaps
- Address student mental and behavioral health needs
 - Reducing class-caseload-instructional grouping size
 - Strategically Increasing time for instruction
 - Provide access to more well-rounded education
 - Provide for social and emotional learning and mental and behavioral health supports

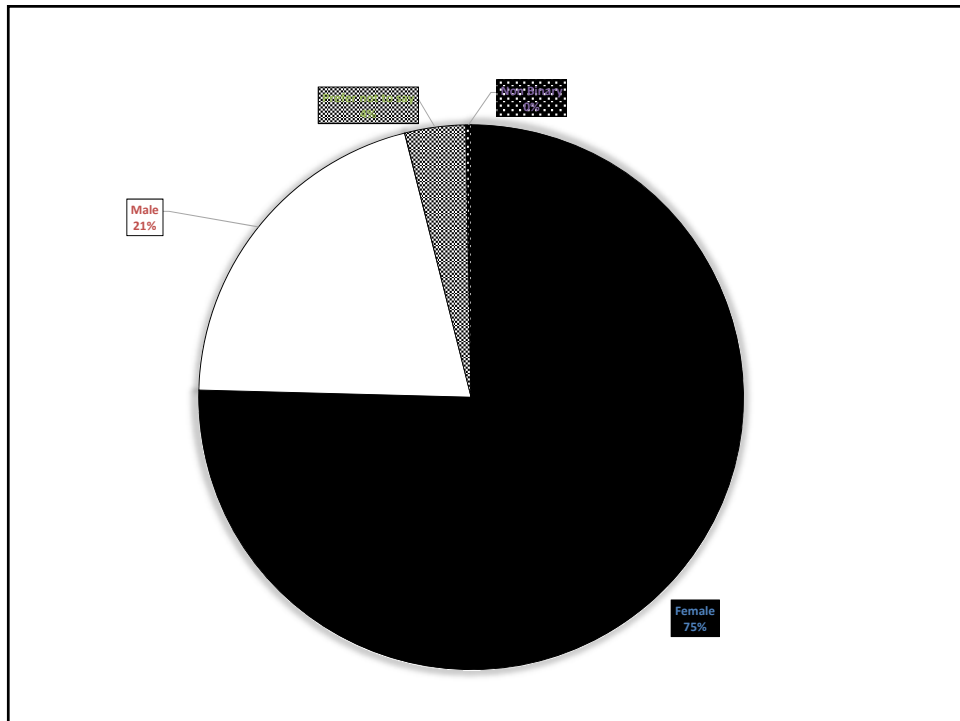
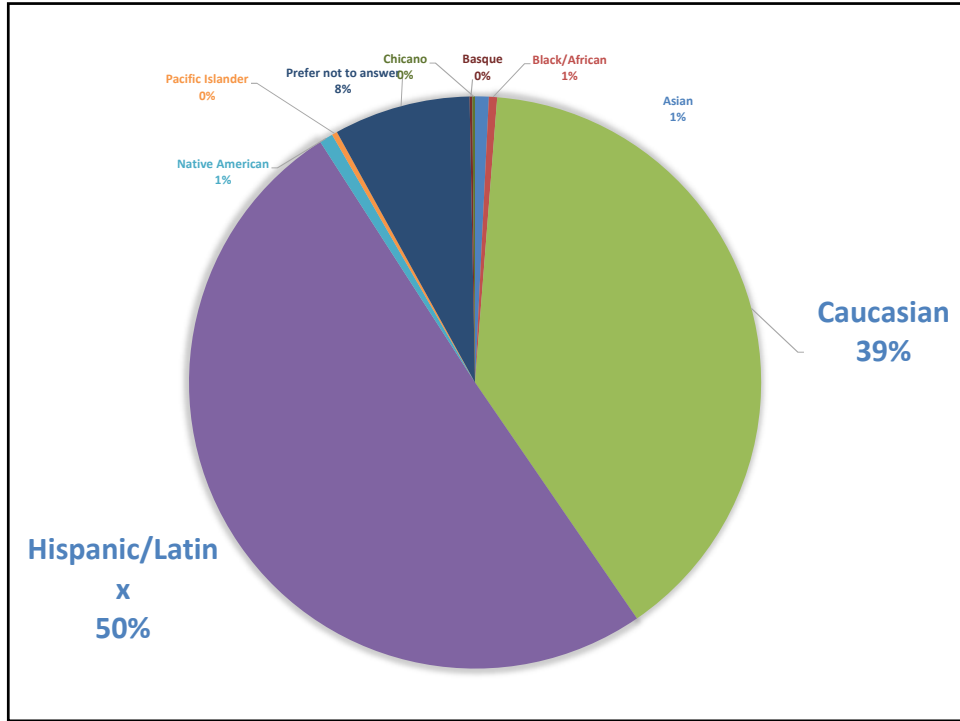


Drafting Evidence Drives Strategies

SIA: Evidence/Need Based Strategies				
	Reduce class and caseload size	Increase instructional time	Well-rounded education	Mental and Behavioral Health and Safety
Mental and Behavioral Health & Safety				
Increase Academic Achievement				
Reduce Disparities				

Some Updates





Opportunity Checklist Goal

Our goal was to reach underserved and marginalized community members for whom traditional outreach methods may present barriers to participation.

Parents had the opportunity to communicate and articulate their students' needs by alternate means.

Many responses were obtained through in-person contact and one-to-one conversations.

Outreach began in August 2019 at Fiesta Mexicana, an important community gathering



WEA Outreach - People

389 Total Responses

- 100 Parents - 26%
- 78 Students - 20%
- 13 Community Members - 3%
- 197 Educators - 51%
- 1 Aspiring Educator - 0%

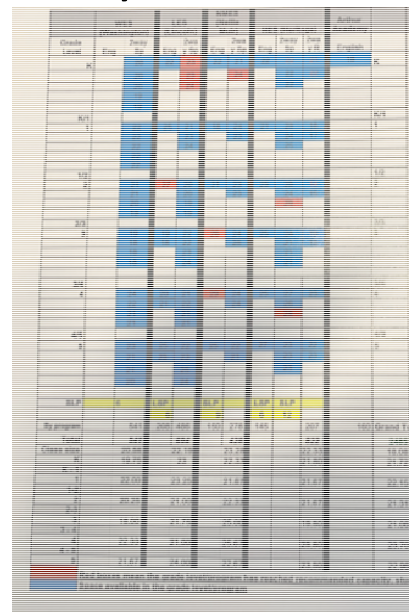


WEA Opportunity Checklist Top 15

Top My School My Voice Checklist Options	Number of Responses
Count of Class sizes that allow for one-on-one attention	201
Count of Active community involvement	179
Count of Staff that has time to collaborate	156
Count of A community free from bullying and harassment	156
Count of Use of early warning systems to keep students on track	150
Count of Healthy meals	142
Count of Fine arts	141
Count of Ample/appropriate learning spaces	136
Count of All staff are trained in positive behavioral supports and bullying prevention	135
Count of Regular physical education classes	135
Count of School counselor	131
Count of Career and technical education	129
Count of Paraeducators and other education support professionals	129
Count of Materials available in the languages the school serves	129
Count of Relevant, timely professional development	121

Elementary Class Size

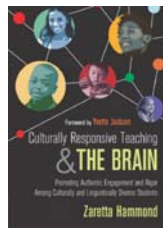
- Review the document showing updated class sizes at our elementary schools. What do you notice and/or wonder?



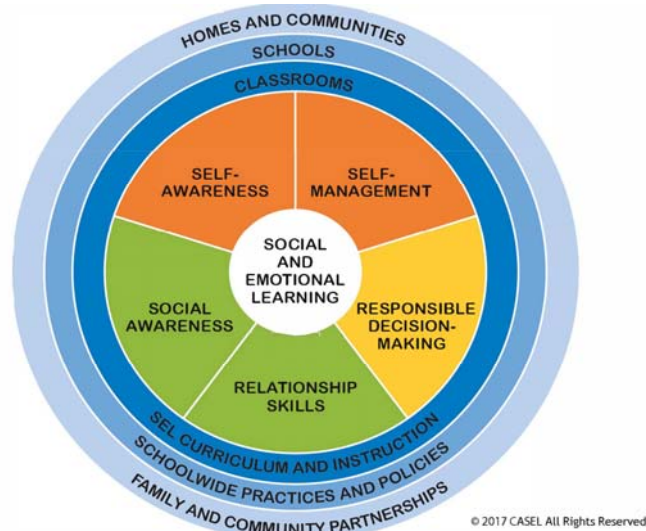
Influences on Class/Caseload Size

- Schedules
- School Organization (Small schools, classes per grade, blends)
- Boundaries
- Programs
- Repeating Courses
- # Periods and Preparation Time
- Length of School Day
- Special program elements and organization

Exploring Learning Partnerships (Alliances) that Expand the Sphere of Success



Social and Emotional Learning Framework



Social and Emotional Learning

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ▣ IDENTIFYING EMOTIONS
- ▣ ACCURATE SELF-PERCEPTION
- ▣ RECOGNIZING STRENGTHS
- ▣ SELF-CONFIDENCE
- ▣ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ▣ IMPULSE CONTROL
- ▣ STRESS MANAGEMENT
- ▣ SELF-DISCIPLINE
- ▣ SELF-MOTIVATION
- ▣ GOAL SETTING
- ▣ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ▣ PERSPECTIVE-TAKING
- ▣ EMPATHY
- ▣ APPRECIATING DIVERSITY
- ▣ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ▣ COMMUNICATION
- ▣ SOCIAL ENGAGEMENT
- ▣ RELATIONSHIP BUILDING
- ▣ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ▣ IDENTIFYING PROBLEMS
- ▣ ANALYZING SITUATIONS
- ▣ SOLVING PROBLEMS
- ▣ EVALUATING
- ▣ REFLECTING
- ▣ ETHICAL RESPONSIBILITY

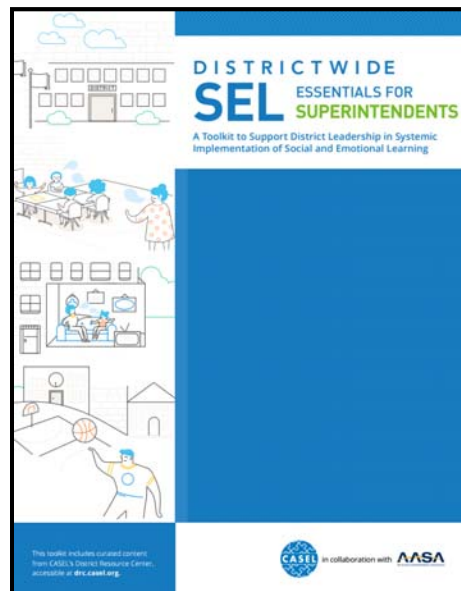


JANUARY 2017

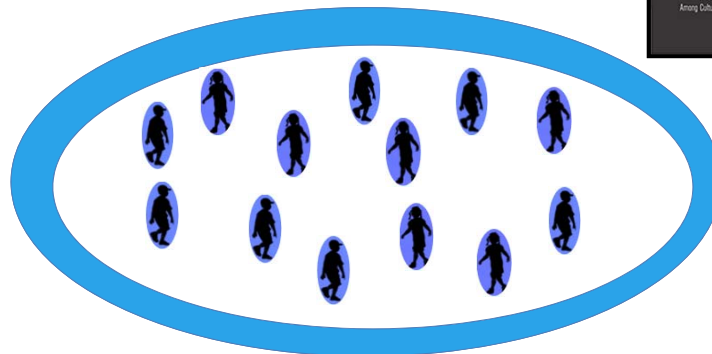
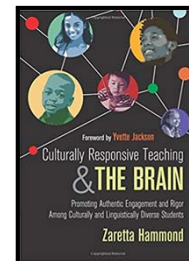
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

www.casel.org

- Leadership for District-Wide Social and Emotional Learning



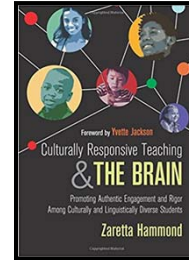
Expanding Our Sphere of Success



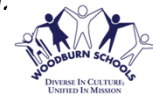
Academic Mindsets-a possible vision of success

(...are beliefs, attitudes, or ways of perceiving oneself in relation to the intellectual work that supports academic performance)

- **I belong to this academic community**-a strong sense of academic belonging-social and intellectual community.
- **I can succeed at this**-the degree to which students believe they are good at a particular task or field.
- **My ability and competence grow with effort and practice**-growth mindset-challenge and mistakes are opportunities to learn.
- **This work has value for me**-intrinsic value placed on the tasks/topics-connected in some way to students' lives, future, pursuit, or interests.



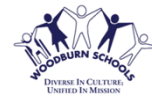
...to engage, inspire, and prepare all students to learn, lead, and contribute toward a just community, both local and global.





*...cause children to
believe in
themselves*

*"An alliance is more than a friendship. It is a
relationship of mutual support as partners
navigate challenging situations."*



Regional CTE Facility Visioning

High Wage-High Demand

- Healthcare Social Services
- Manufacturing
- Construction
- Diesel & Automotive
- Computer Science & Engineering
- Aviation



MID-WILLAMETTE REGIONAL CAREER TECHNICAL EDUCATION CENTER Marion, Polk & Yamhill - PHASE 2 EXPANSION

The Salem-Kaiser Career & Technical Education Center provides outstanding service to the students of the Salem-Kaiser School District. The current 150,000 square foot facility houses 10 program tracks, serves over 1,000 students in the Salem-Kaiser School District, and has leveraged over \$9 million in private investment (matched with \$8 million in public investment).

The CTC program is now on track to expand into a Phase 2 - the Mid-Willamette Regional CTC - which will serve all students in Marion, Polk and Yamhill Counties. Mid-Willamette Regional CTC is a public-private partnership with Willamette Education Service District (WESD), representing 21 school districts, and serving over 84,000 students. Mountain West Investment (MWIC) has partnered with Willamette ESD to secure a facility and provide access to high wage, high-demand career and technical education (CTE) programs.

Regional Impact

District superintendents and school boards are committed to the program and have pledged support and financial resources. This state-of-the-art program will prepare students for high paying jobs in the local and regional workforce, and provide access to further education and training in high wage and high demand career pathways. Local and regional economies will benefit greatly from access to highly skilled workers, and businesses will be attracted to investing in the region as a result.

Project Costs

Anticipated first year project costs:

- Facility: 47,000 sqft site (purchase in process) - \$4 million
- Facility renovation and modifications - \$5.2 million
- Program equipment and supplies - \$2 million

MWIC has committed a donation to cover the \$4 million cost of facility purchase.

Willamette ESD and partner districts have committed to \$1 million in initial funding.

Annual operating cost will be borne by participating school districts.

We are seeking matching bond funds for facility renovation and program equipment. These funds will be required to complete the project and open the Center by fall 2021.

Matching funds:

REQUEST: \$5,000,000

MID-WILLAMETTE REGIONAL CAREER TECHNICAL EDUCATION CENTER Marion, Polk & Yamhill - PHASE 2 EXPANSION

Floor Plan & Programs

All 6 programs of study in the following areas will be implemented during the 2021-22 school year.

Computer Science/
Information Technology

Health Care/
Health Services

Automotive/
Diesel

Manufacturing

Aviation

Construction

Program Design

Course offerings were identified based on local, regional, and state labor market information, and considered industry needs and projections. Program design included the following considerations:

- Program location, schedule and model will afford access to school districts in Marion, Polk and Yamhill counties.
- Course offerings will enhance and complement existing CTE programs in school districts.
- Participating students will retain their school identity in their home district.
- Program design incorporates innovation, direct input from industry partners, and access to industry certifications.

Location

1200 Lancaster DR NE
Salem, OR
(former site of Toys 'R Us)

Participating School Districts

Marion County	Polk County	Yamhill County
Cascade School District	Central School District	Amity School District
Garvas School District	Dallas School District	Daguerre School District
Jefferson School District	Fall City School District	Healdsburg School District
St. Angel School District	Perrydale School District	Shenandoah School District
North Marion School District		Willamette School District
North Yamhill School District		Yamhill-Carlson School District
Salem-Kaiser Public Schools		
Greer Falls School District		
St. Paul School District		
Woodburn School District		

Construction

- Nellie Muir
- Lincoln
- Heritage
- Valor
- High School Expansion



Planning Updates

- What do you notice?
- What questions arise?