JEFFERSON SCHOOL DISTRICT 14J

SCHOOL INVESTMENT ACCOUNT APPLICATION

PART ONE: GENERAL INFORMATION

Applicant:

Jefferson School District 14J
Jefferson14j.com

Contact:
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PART TWO: NARRATIVE

Summary:

The city of Jefferson, with its three schools and 830 students, is well-established as a community that supports education. In fact, the city of Jefferson is celebrating its sesquicentennial in 2020, and boasts a rich pioneer and farming heritage. The passion and support for education is evident, in part, by the bond that was recently passed, which produced a new middle school and additions to our elementary school. But while there is great support for education, Jefferson has struggled over the years with funding to adequately support its teachers and its students in multiple and varied ways.

While the needs in small rural districts like Jefferson are varied and great, several issues that have gone unaddressed due to the lack of funding over time, (supporting trauma, social emotional growth, behavior management, mental health issues including increased anxiety, etc.) are reaching new levels of concern. This state of 'crisis' became all too real in 2019 when one of our students tragically took his own life on campus during school hours. While we would like to think this incident was an anomaly, we feel that it is part of a larger issue that needs our immediate attention and decisive action.

Considering that our barriers to learning are multifaceted, we as a community believe additional support is urgently needed in 'wrap around' services, to: 1). support the mental health and extreme behavior needs of our students. 2). to strengthen our connections to the community and provide more support to our growing Special Education population.

PART THREE: COMMUNITY ENGAGEMENT AND INPUT

Overview of Community Engagement:

We believe that community input in the broadest sense, is critical to informing how we move forward as a school district. In fact, our current marketing campaign slogan 'Connected,' seeks to define myriad ways to connect our students to each other, to their local community, and to the broader world community.

In Jefferson we take pride in our smallness. We take pride in being family. Most of our staff remain in Jefferson for their careers because they see the product of their labor; they see themselves making a difference and helping to support every child's journey from Kindergarten to the graduation stage.

It is due to our focus on connections that we have made a priority in bringing in as many voices as possible to provide input. Because we are small, the process is relatively straight-forward. In other words, with three schools, strong community involvement, and technology, we are able to reach a multitude of people in a variety of ways.

Who we engaged (including frequency and occurrence):

We believe our outreach has been inclusive and meaningful. For example, we created a Superintendent's advisory committee, consisting of students, community members, union leaders, and administrators, to ask questions and provide feedback (We met with them twice. Once to review the SIA process. Once to review data and help identify themes and give input).

We created a district-wide Latino Parent Club (that did not exist previously), and made decisions based on their input. (We met with them twice. Once as a listening session; once to show our thinking and direction and obtain their feedback).

We sent a survey to the community. We also created a page on our District Website dedicated to SIA information where our survey was linked. We held a forum for the community at large, and one for our parents of children with Special Needs. Our high

school principal met with the Booster Parent Club and presented information and sought input. The superintendent met with a large group of community leaders including business leaders and the mayor, during an event planning session to give updates and seek feedback. We had a follow up information sessions during student conferences at each school to describe our plan and our thinking and listen to feedback.

Regarding staff, the superintendent conducted a Needs Assessment at the beginning of the year. He sent a survey to all staff. He met on multiple occasions with each union president to discuss process and progress, and he met with the whole staff at each school twice - once to explain the SIA and seek input; once to explain the draft plan and seek feedback. He also met with Board leadership weekly and gave periodic updates related to process and progress, and shared data and themes that emerged. The superintendent included updates at board meetings. He also included updates in newsletters and social media.

The superintendent met once with a diverse student group consisting of English Learners, students with special needs, students struggling academically, students living in poverty, etc. to seek their input and ideas. Additionally, two student leaders are part of the Superintendent's Advisory Council and provided great and valuable insight.

We have engaged our community in an authentic and meaningful way and it has been an extremely positive experience. Throughout the process, the feedback has been consistent, and strong themes have emerged, as will be described in a later section. Barriers include not having large numbers of people attending evening meetings, (with the exception of the Latino Parent meeting which was extremely well attended). Having said that however, the feedback we received in those meetings, regardless of size, has been consistent with our other meetings and very helpful in affirming the needs and support for the ideas.

This funding will bring our community together and build and foster long-lasting partnerships and relationships. For example, our work with our Latino families is just beginning and we are extremely excited about the future potential of having more meaningful engagement and participation in schools. The creation of the Superintendent's Advisory Council has been very positive and helps with communication and transparency. Meeting with students to listen to their thoughts and ideas about what they need has been very rich and helpful too. The Superintendent also meets with community leaders each month and typically provides reports and gets feedback from that group.

This funding is extremely important and will provide opportunities to develop and foster long-lasting relationships with our partners. As we invest in providing wrap-around support, and mental health support to our students, we will set goals and evaluate our progress and include our partners in both reporting progress and seeking input when we

have to make alterations to our planning. ODE is helpful by providing guidance and technical assistance, and by streamlining processes and reports so they do not become burdensome to small rural districts who choose to use their funds in classrooms rather than in the central office.

Who was engaged?
Select all of the community members/groups you engaged for this process:

☒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.)
☒School volunteers
☒Business community
☒Community Leaders

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

☒Survey
☒In-person forum(s)
☒Focus group(s)
☒Roundtable discussion
☒Community group meeting
☒Website
☒Email messages
☒Newsletters
☒Social media
☒School board meeting
☒Partnering with unions
☒Partnering with business

Evidence of Engagement

Please see the attached top five artifacts of engagement:

1. Latino Parent Club Sign-in Sheets and feedback
2. Community Engagement Meeting Sign-in Sheets
3. Student Input Session Notes
4. Staff Input Session Sign-in Sheets and Overview Handout
5. Staff and Community Survey

Under new leadership, Jefferson 14J created a Latino Parent Club (2018-19) to ensure all voices are included in moving forward as a district. This club was re-established in the fall of 2019 and continues to meet regularly to provide input and help us prioritize our needs. Our first artifact, in fact, represents both sign-in sheets and feedback from our Latino parents. From their input, we created the CSOC position and the Student Support Specialist position listed in our plan. We then followed up with them and let them know what we decided and received very positive feedback as a result. This is a motivated group of parents who are energized and excited about the future of our district! We chose this artifact because we are proud of this engagement and pleased with the turnout and the input.

We included our student voice in this process. Some of the most valuable feedback received through this process, was that of our students. They were very helpful and honest in talking about their needs and the needs of their colleagues. One example relates to whether we should hire a School Resource Officer (SRO) or a Student Support Specialist. They felt that the specialist position would be more helpful and send a more positive and proactive message to the community and to students. We used this feedback to finalize this decision.

Finally, the remaining attached artifacts were chosen because we are proud of our engagement with our staff. It is really important that the staff in our schools feel supported and that they have a voice. Throughout this process, staff has been very supportive; they understand that funds are limited, schools need to share the resources, and that every ask cannot be granted. That said, they have voiced appreciation for the efforts to support behavior and mental health and think it is a positive step forward for the district.

Strategies and Activities for Engaging Focal Student Populations and their Families.

Strategy 1: Engage and Partner with the Latino Community

To ensure our Latino students are supported academically and emotionally, our strategy is to have an engagement plan with Latino families.

Activity 1: To have at least six Latino Parent Club meetings per school year.
Activity 2: To hire bilingual support staff to build a bridge between the school and the parents and their children. To support them with resources and communicate their needs to school teachers and administrators.

Strategy 2: Leverage Our Partner, Trillium, in Providing Additional Mental Health Support.

By increasing our partnership with Trillium, we will finally be able to support students at each of our schools.

(Trillium offers hope to families when they don't know where else to turn. Whether it is a one-time mental health crisis or an ongoing condition, we equip children and their families with the right tools to treat conditions and create new environments that prevent recurrences and enable children to realize their full potential. Trillium, a nonprofit organization, was formed in 1998 when three historic agencies — the Children's Farm Home in Corvallis and the Parry Center for Children and Waverly Children's Home in Portland — merged to create an integrated treatment system with a state wide reach. Today, through programs at two campuses (Portland Metro Area and Mid-Willamette Valley) as well as in a wide range of community-based programs, Trillium serves thousands of children and families each year.)

Activity 1: We will increase FTE to provide mental health support at each school.

Strategy 3: Increase support for Students with Disabilities

Activity 1: We will create an Emotional Growth Center in two locations and hire additional SpEd staff.
Activity 2: We will hire an additional SpEd teacher at the high school to reduce caseload.

Strategy 4: Increase partnership with Families, to resolve and reduce barriers to education, reduce chronic absenteeism, and increase graduation rates.

Activity 1: We will hire a bilingual Community School Outreach Coordinator (CSOC) at the elementary school.
Activity 2: We will hire a Student Support Specialist (bilingual preferred) at the high school. This position will build relationships between the school and the community; support graduation and help prevent and reduce chronic absenteeism.

Strategies and Activities for Engaging Staff

Strategy 1: Seek meaningful input across all schools and be inclusive of all staff.

Activity 1: Staff completed a Needs Assessment
Activity 2: Survey. All staff received a survey. It was the same survey provided at the informational meeting, but went out ahead of the meetings and allowed teachers time to reflect and provide input at their leisure.
Activity 3: Listening sessions at each school. The superintendent visits the staff at each school to listen and record feedback.
Activity 4: Follow up meetings with the superintendent were scheduled after the allocation was determined, and after data was gathered from all focus groups. School staff had the opportunity to see how the money is going to be spent, to ask questions, and to provide input.

Strategy 2: Create a way to receive feedback from multiple stakeholders throughout the year.

Activity 1: Superintendent's Advisory Committee was created and will continue to meet each year on multiple occasions. The superintendent's advisory council met twice on the SSA. Once to understand the purpose and the timeline; once to see and comment on the data, and to see where the funding is being planned in draft form. They were able to provide input that helped steer the process.

> **Activity 2:** All administrators were able to meet weekly to give input into the planning and to ensure their school or department was well-represented in the planning. We believe that moving forward needs to be inclusive of all voices.

Collecting and Using Input

What we learned and are learning - Fortunately, with Jefferson being a small community, the feedback we received was consistent and supportive relative to two overarching themes:

- We learned for example, that dysregulated behavior in our schools is a top concern for our staff and our students, as well as our parents. We learned that supporting our students' mental health needs is also a top priority with every group.
- Having under 1000 students presents challenges in terms of resources. While our staff is passionate and caring, and while we strive to provide the best education for our students, we lack funding to support the whole child. In other words, the entire Jefferson community agrees that more needs to be done to support the mental health and safety of our students and there is broad agreement pertaining to the use of these funds.

- Through this process we also learned that much of our most concerning behavior involving threat assessments, fights, police involvement, etc. frequently involves our Students with Disabilities, and speaks to the fact that we do not offer a system or structure to adequately support these students, like our larger neighbors to the north and west. For example, we do not offer an Emotional Growth Center (EGC), or any system other than an LRC and Life Skills. Our mental health support is nominal and only offered through a partner agency, Trillium, part time at the elementary school only. We have limited behavior specialist support and limited psychologist support.

- We learned through our discussions as administrators and through talking with staff that we do not have the behavioral structure in place to support a Response to Intervention (RTI) model for students who are not on an IEP (or not yet identified with a disability), but who are causing great behavioral disruption.

- We learned that our Latino parents feel disconnected and desire more inclusive communication and partnership.

- We learned from our students that they do not desire an SRO on campus, but prefer instead, someone they can trust and relate to, who will reach out and support them.

- We learned that our staff desire additional teachers, instructional assistants and media specialists.

- We have known for awhile that our one special education teacher at the high school has a caseload of 60 and needs support.

How we are applying the input to inform our planning -

In listening to our stakeholders, a predominant theme of supporting behavior and mental health came across repeatedly. In talking with our principals and our teachers, they stressed the need to have additional support for students with special needs who display serious behavioral disruptions. To support this need, we decided to create two Emotional Growth Centers (hiring qualified staff) - one for the elementary school and one for the secondary schools.

In addition to the EGCs, at the elementary school, we are looking to create an Interim Support Center (ISC) to support dysregulated behavior *not* associated with Special Education. As another layer of support for mental health at all schools, we are looking to increase our involvement with Trillium. We are looking to hire a counselor and a bilingual Community School Outreach Coordinator (CSOC) to be an intermediary between the school and the community at the elementary school; to support student and family needs, support attendance, etc. We are looking to increase staff to support Career and Technical Education (CTE) electives at the middle school and build a bridge to high school CTE. We are looking to bring a Student Support Specialist at the high school to support chronic absenteeism, build connections with families and students, review ninth grade on-track and graduation data and build support to ensure we are getting all students to graduation. Finally, we are looking to increase support for our special education department at the high school due to the large caseloads we currently have. These are examples of some of the decisions that were made based on the feedback we received.

PART FOUR: DATA ANALYSIS

Describe the data sources used and how the data informs equity-based decision making (150 words)

The administrators of Jefferson 14J looked at a variety of data sources for all students, and for the seven identified focal groups. These data sources included academic achievement data (SBAC, freshman on-track, graduation rates, and five-year completion rates), socio-emotional data (attendance and discipline). Patterns of concerns and disparities were discussed, which became the foundation for input meetings with licensed and classified groups, community groups, and other stakeholder groups.

The data collected from community listening sessions, groups, and survey results from the community, staff, and students was compiled and analyzed by the administrator team, and a prioritized list of needs was created. This list was then taken back to the surveyed groups for additional input.

EQUITY LENS: Describe how you used the equity lens or tool (250 words or less)

Equity was at the forefront of every aspect of developing the SIA grant application. Achievement gaps were identified for the focal groups in all five required metrics. The creation of outcomes, specifically for our underperforming groups of students, were intentionally created to close the gaps identified. We have also developed priorities that are targeted in our SIA plan.

Overview of Historic State and District Trends

The table below shows the last five years of our district data on each of the five common metrics. It also shows our 5-year averages and trends compared to the State's five-year averages and trends.

Indicator	14-15	15-16	16-17	17-18	18-19	AVG	5 Year Trend	State Avg	State Trend
Reg. Att	77.2	76.5	78.3	78.7	76.3	77.4	-.9	80.7	-.6
3rd Read	29.8	23.8	39.7	34.9	36.2	32.9	1.6	47.5	-.2

9 on Track	90.3	89.7	89.1	88.1	91.1	88.7	.2	83.8	1.0
4-Grad	91.5	87.1	92.9	98.5	94.2	92.9	.66	76.1	1.4
5-Comp	91.6	93.2	90	95.9	98.6	93.9	1.75	83.4	.6

Data Analysis revealed the following trends:

- While **regular attendance** seems to be holding relatively steady, our district's regular attendance is below the State average.
- **3rd Grade ELA** has made some significant gains in the last year, and has seen gains in 3 of the past 5 years..
- **9th Grade On-Track** has remained fairly flat over the past 5 years, with 5-year trend data revealing a modest .2% growth..
- **Graduation rates** have remained well over the State average in each of the past 5 years. The 5 year trend data show modest growth compared to the State trend growth.
- **Completion rates** have seen good growth over the 5 year trend. Continued similar growth will push the rates over 100%.

Regular Attenders Metric

Regular Attenders 5-year History	5-Year Average	5-Year Trend
14-15 5-161 16-17 17-18 18-19		
77.2 76.5 78.3 78.7 76.3	77.4%	-.9%
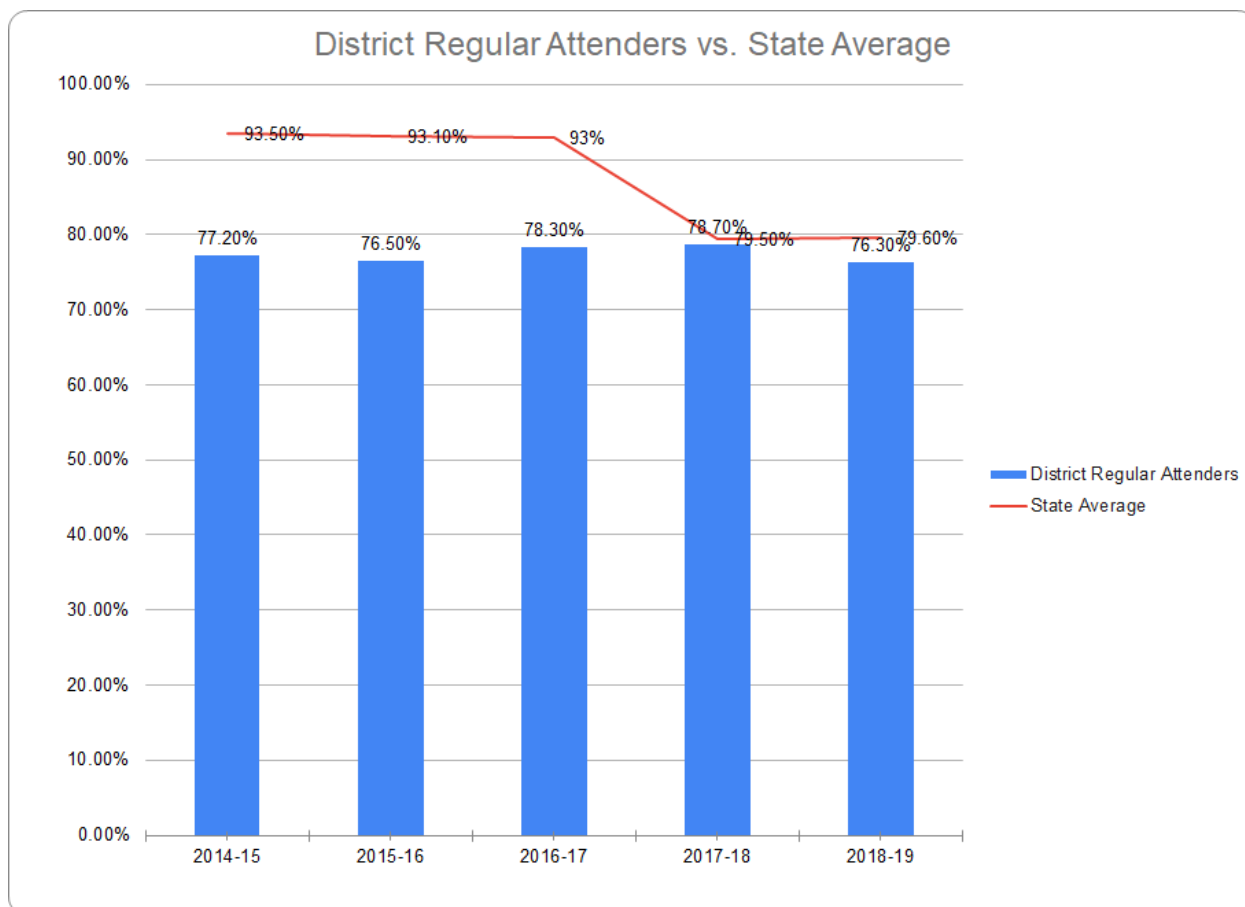
The Jefferson School District will be implementing a variety of programs that are expected to increase Regular Attender rates of all students (table above), and of our sub groups (table below). As noted above, our attendance rates remained much the same for the five-year historical period. However, our average growth showed a decline instead of an increase. The best recent regular attender percentage was in 2016-17, at 78.3%.

Regular Attender - Disaggregated Data

Student Group	5-Year Average	5-Year Trend
Students w Disabilities	66.5%	-1.65%
Free & Reduced	74.34%	-.575
ELs	80.54%	-3.325
Am. Indian/Alaska Nat.	63.34%	10%
Black/Af. American	83.26%	0%
Hispanic/Latino	79.4%	1.6%

Homeless	91.92%	-10.76%
Native Haw/Pac. Island	91.67%	-11.1%
Foster Care	55.46%	-20.8%

As noted above, the District's regular attendance rate was relatively flat, and showed a declining trend of only .9%, however our students focal groups with the lowest attendance include our students who are in foster care, American Indian/Alaska Natives, Free and Reduced Lunch qualifiers, and students with disabilities.

Setting Baseline, Stretch and Gap Closing Targets

|	19-20	20-21	21-22	22-23	23-24	Growth %	Groups
Baseline	76.80%	77.3%	77.8%	78.3%	78.8%	.5%	
Stretch	77.8%	79.3%	80.8%	82.3%	83.8%	1.5%	
Gap	71.2%	73.2%	75.2%	77.2%	79.2%	2.0%	S, FR, Home, ELs
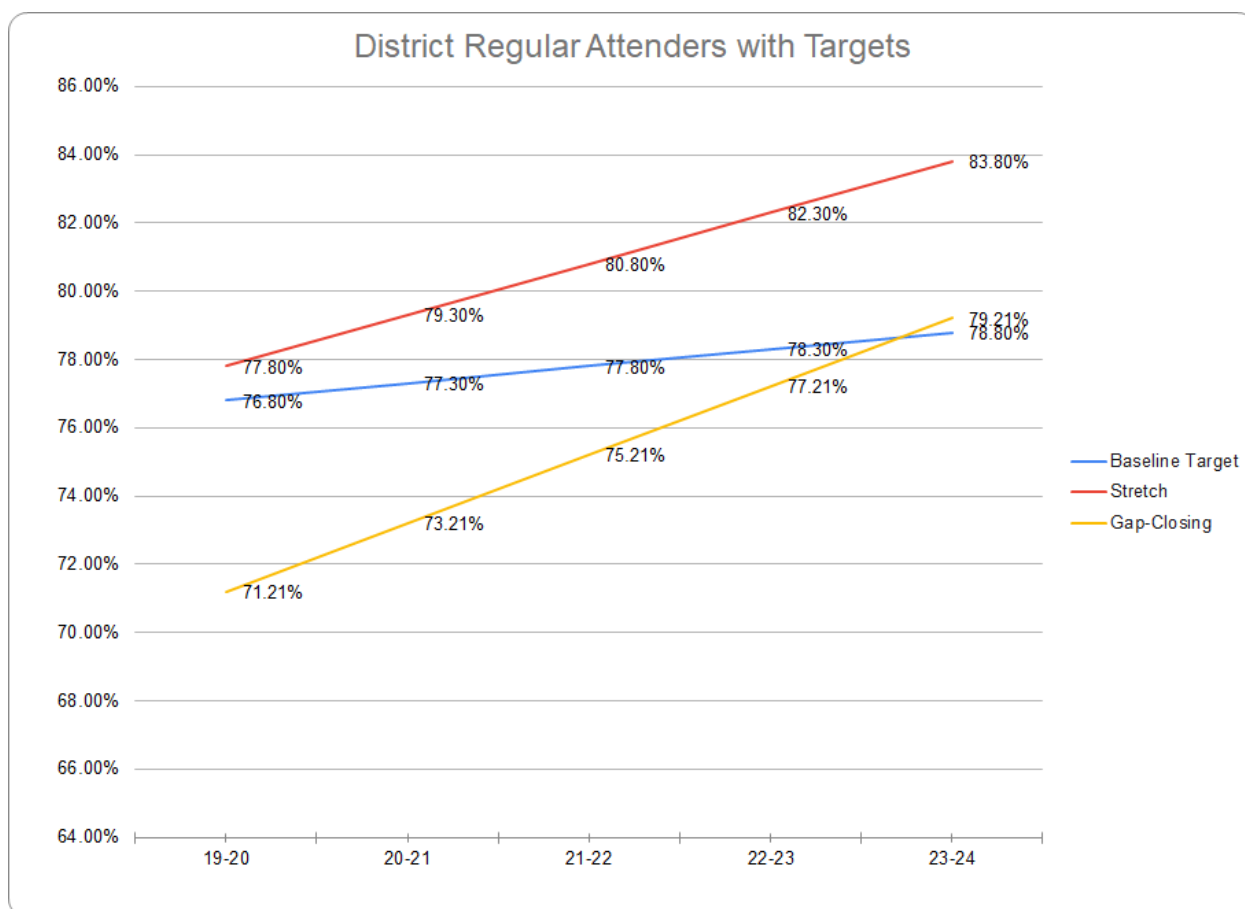
District Regular Attenders with Targets

We have set baseline and stretch targets for all students, and gap closing targets for our focal groups combined. We used our 5-year trend data to set the baseline targets for the upcoming 5 years. To set the stretch target we looked at where we would like to see our regular attendance in five years, along with the State trend data and then worked backwards to plan the appropriate yearly growth. In an effort to close the gap, we set a higher yearly gain for each of the 5 years, to show a definite decline in the gap, and to show an increase in attendance in the focal group of students.

Third Grade Reading Proficiency Metric

Third Grade Reading 5-Year History	5-Year Average	5-Year Trend
14-15 15-16 16-17 17-18 18-19		
29.8 23.8 39.7 34.9 36.2	32.88%	1.6%

Third Grade Reading JES
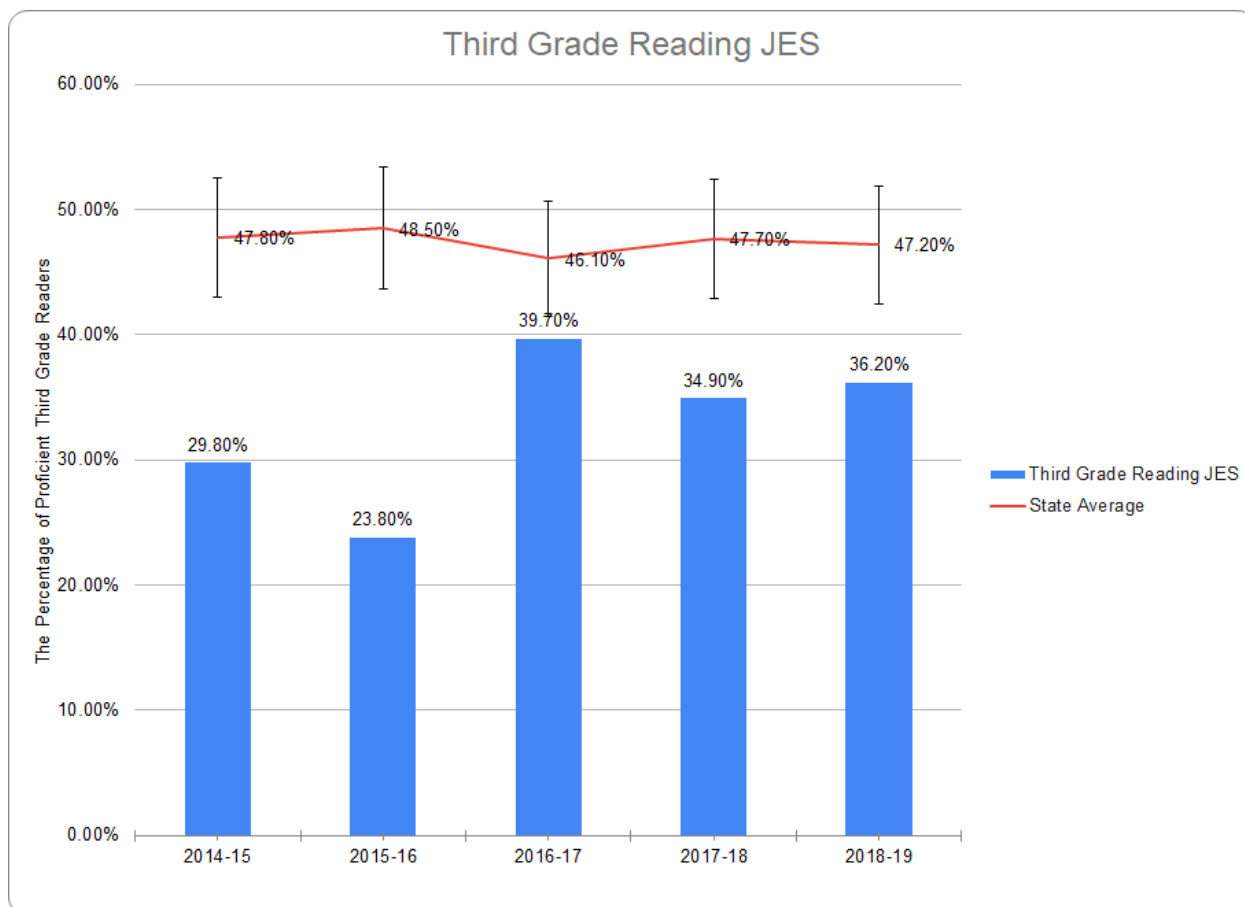
We have shown modest growth over the past 5 years, with our trend data showing a 1.6% per year increase in the proficiency scores, however we are still approximately 10 percentage points below the state as a whole.

Third Grade Reading - Disaggregated Data

Student Group	5-Year Average	5-Year Trend
Students w Disabilities	15.13%	2.85%
Free & Reduced	30.12%	6.7%
ELs	16.25%	-2.63%

Am. Indian/Alaska Nat.	No Data	
Black/Af. American	100% (1 year)	
Hispanic/Latino	20.92%	.56%
Homeless	33.3% (1 Year)	33%
Native Haw/Pac. Island	No Data	
Foster Care	No Data	

As noted above, the District's third grade reading proficiency rate showed great growth in the 3rd year, and overall showed a relatively minimal growth trend of only 1.6%. Over that same time frame, our student focal groups with the lowest third grade reading proficiency include our students with disabilities, students who qualify for free and reduced lunch, our EL population, and our Hispanic student group. Several of our focal student groups did not have enough data to reach trend conclusions.

Setting Baseline, Stretch and Gap Closing Targets

|	19-20	20-21	21-22	22-23	23-24	Growth %	Groups
Baseline	36.7%	37.2%	37.7%	38.2%	38.7%	.5%	
Stretch	37.8%	39.4%	41%	42.6%	44.2%	1.6%	
Gap	21.97%	23.97%	25.97%	27.97%	29.97%	2%	FR,Hisp, Home, ELs, Sped
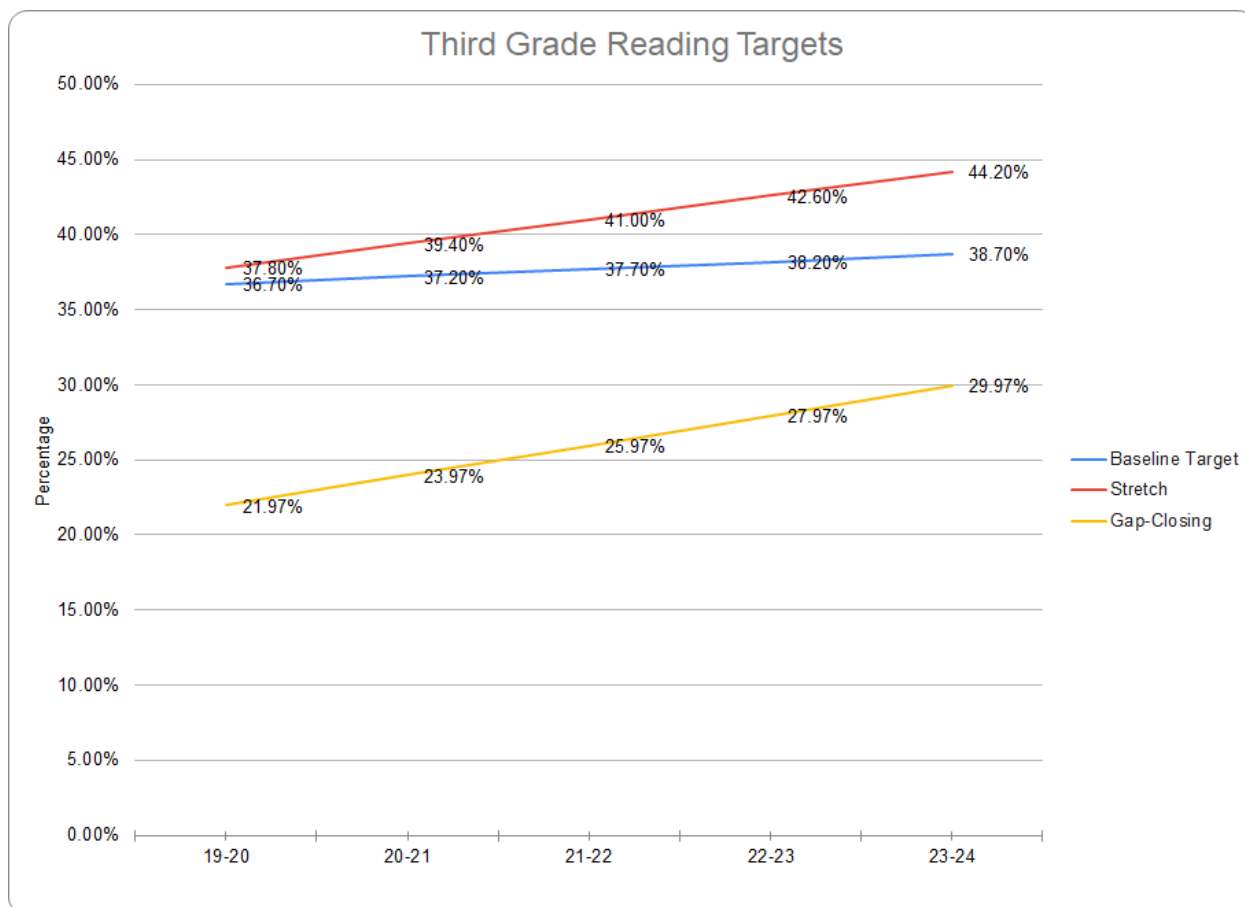
Third Grade Reading Targets

We have set baseline and stretch targets for all students, and gap closing targets for our focal groups combined. We used our 5-year trend data to set the baseline targets for the upcoming 5 years. To set the stretch target we looked at where we would like to see our third grade reading proficiency in five years, along with the State trend data and then worked backwards to plan the appropriate yearly growth. In an effort to close the gap, we set a higher yearly gain for each of the 5 years, to show a definite decline in the gap, and to show an increase in third grade reading proficiency in the focal groups of students.

Ninth Grade On-Track Metric

Ninth Grade On-Track 5-Year History	5-Year Average	5-Year Trend
14-15 15-16 16-17 17-18 18-19		
90.3 89.7 89.1 88.1 91.1	89.66	.2%
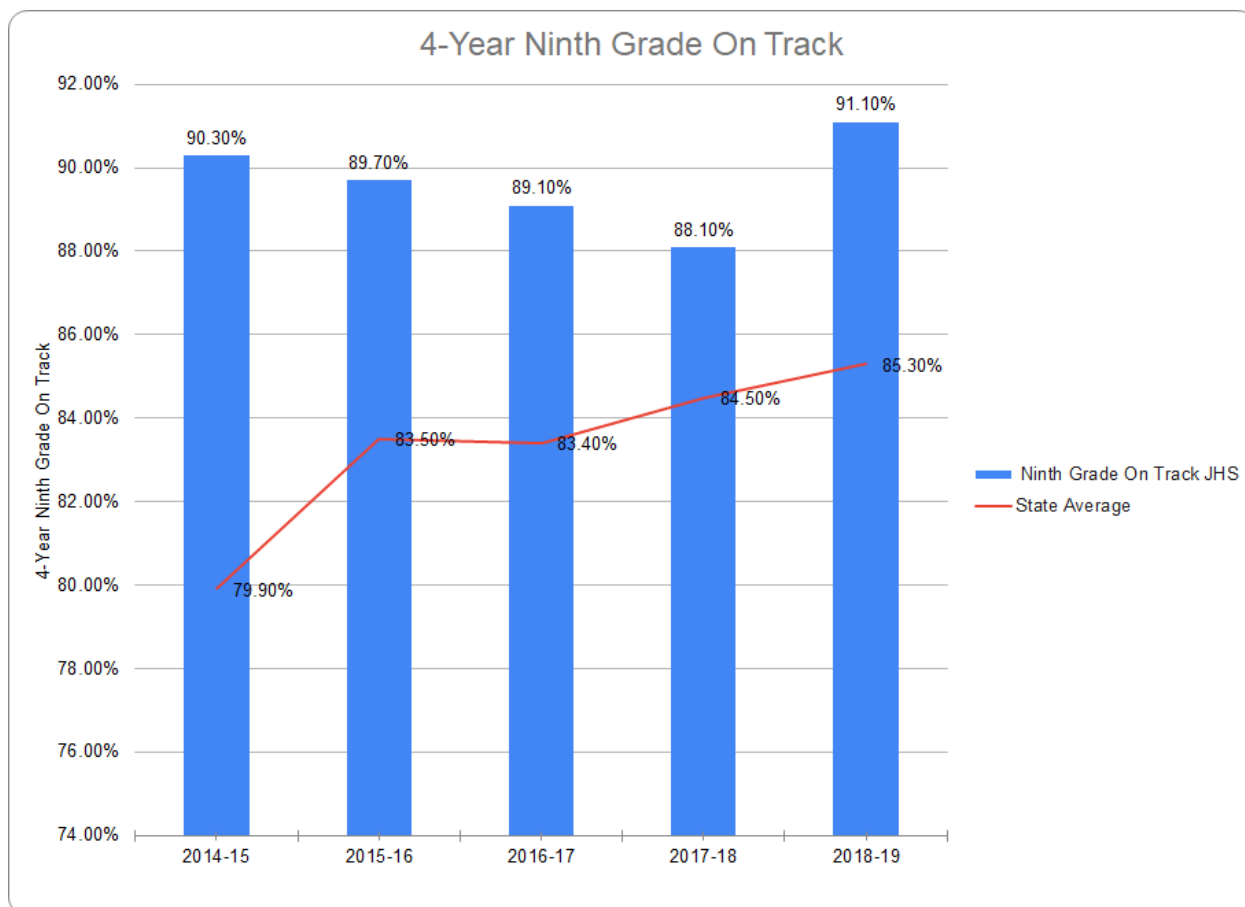
We have shown modest growth over the past 5 years, with our trend data showing the average yearly growth at .2% for ninth graders on-track,however our five-year average is 6.5 percentage points higher than the State's five-year average..

Ninth Grade On-Track - Disaggregated Data

Student Group	5-Year Average	5-Year Trend
Students w Disabilities	84.68%	-1.02%
Free & Reduced	86.74%	-.45%
ELs	100% (5 years)	

Am. Indian/Alaska Nat.	100% (1 year)	
Black/Af. American	100% (3 years)	
Hispanic/Latino	93.22%	.225%
Native Haw/Pac. Island		
Homeless	100% (2 years)	
Foster Care	No Data	

As noted above, the District's ninth grade on-track data showed modest growth of .20% each of the five years. Over that same time frame, our student focal groups with the lowest ninth grade on-track include our students with disabilities and students who qualify for free and reduced lunch. Several of our focal student groups had only 1-3 years of data, but the date was 100%..

Setting Baseline, Stretch and Gap Closing Targets

	19-20	20-21	21-22	22-23	23-24	Growth %	Groups
Baseline	91.3%	91.5%	91.7%	91.9%	92.1%	.2%	
Stretch	91.9%	92.7%	93.5%	94.3%	95.1%	.8%	
Gap	90.16%	91.36%	92.56%	93.76%	94.96%	1.2%	FR,Hisp, Sped

Ninth Grade On Track with Targets
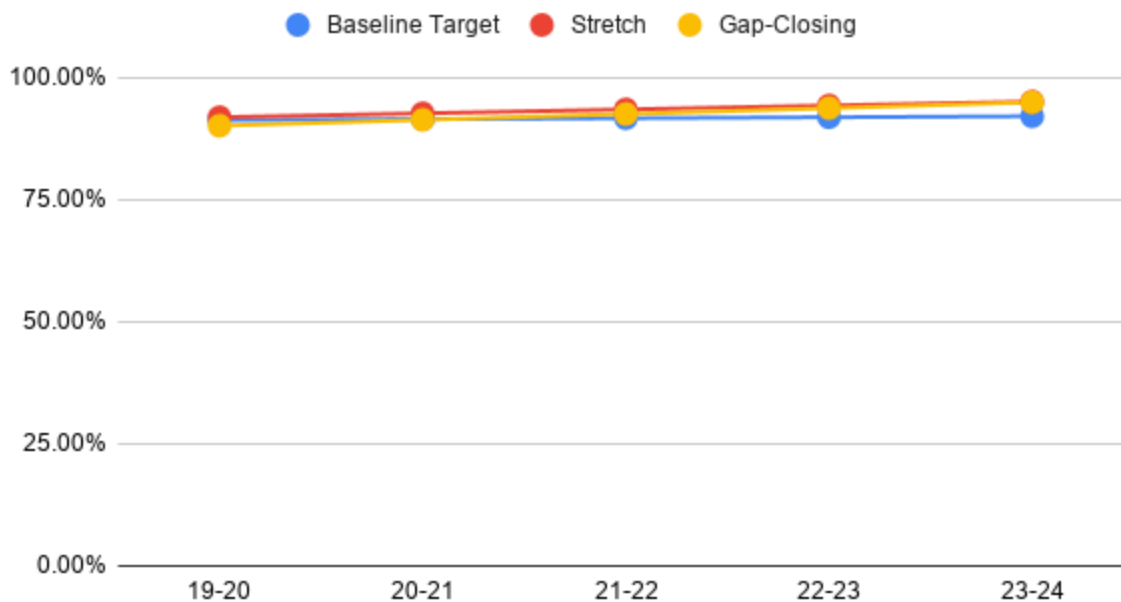
● Baseline Target ● Stretch ● Gap-Closing


We have set baseline and stretch targets for all students, and gap closing targets for our focal groups combined. We used our 5-year trend data to set the baseline targets for the upcoming 5 years. To set the stretch target we looked at where we would like to see our ninth grade on-track numbers to be in five years, along with the State trend data and then worked backwards to plan the appropriate yearly growth. In an effort to close the gap, we set a higher yearly gain for each of the 5 years, to show a definite decline in the gap, and to show an increase in ninth grade on-track within the focal group of students.

4-Year Graduation Metric

4-Year Graduation 5-Year History	5-Year Average	5-Year Trend
14-15 15-16 16-17 17-18 18-19		
91.53 87.1 92.96 98.57 94.20	92.88%	.66%
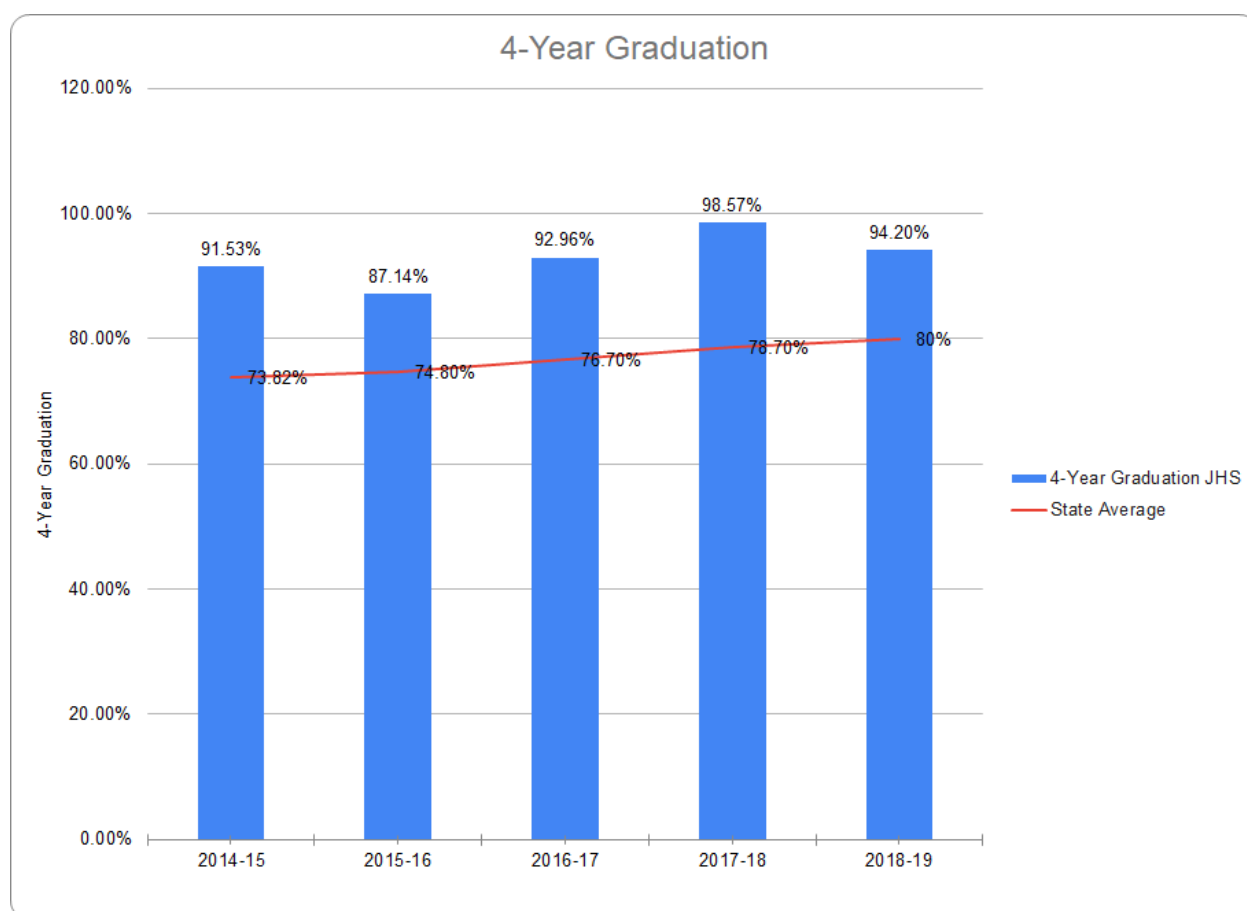
We have shown modest growth over the past 5 years, with our trend data showing the average yearly growth at .66% for the four-year graduation rate. Our average is 16 percentage points higher than the State average. .

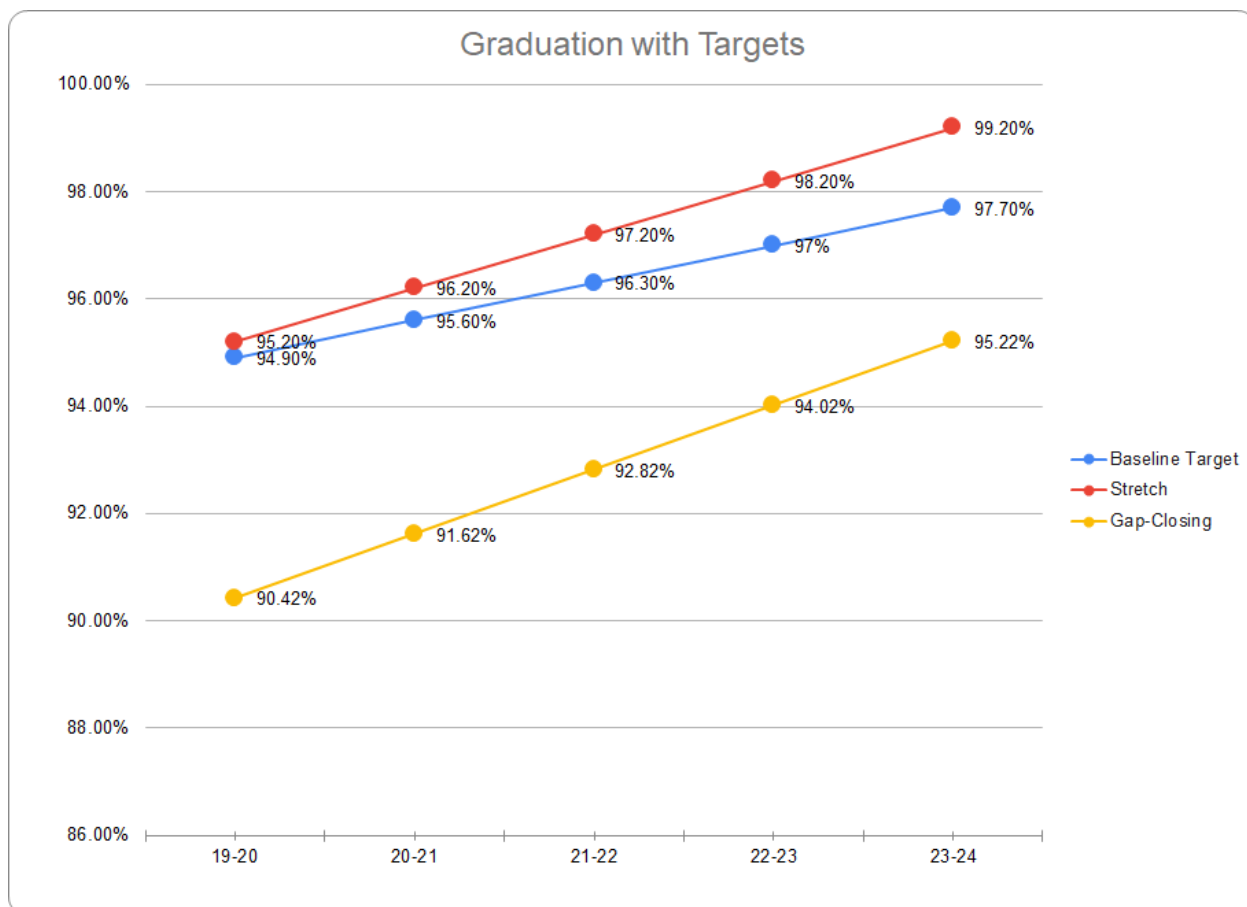**4-Year Graduation Rate - Disaggregated Data**

Student Group	5-Year Average	5-Year Trend
Students w Disabilities	89.8%	1.17%
Free & Reduced	93.25%	-.99%

ELs	81.92%	6.25%
Am. Indian/Alaska Nat.	100% (4 years data)	
Black/Af. American	100% (2 years data)	
Hispanic/Latino	88.91%	2.22%
Native Haw/Pac. Island	100% (1 year data)	
Homeless	93.75% (2 years data)	-6.25%
Foster Care	No Data	

As noted above, the 4-Year Graduation data showed an average growth of .66% each of the five years. Over that same time frame, our student focal groups with the lowest 4-year graduation rate include our students with disabilities, our ELL students, and our Hispanic/Latino population. Several of our focal student groups had only 1-4 years of data, which is noted on the graph.

Setting Baseline, Stretch and Gap Closing Targets

	19-20	20-21	21-22	22-23	23-24	Growth %	Groups
Baseline	94.9%	95.6%	96.3%	97%	97.7%	.7%	
Stretch	95.2%	96.2%	97.2%	98.2%	99.2%	1%	
Gap	90.42%	91.62%	92.82%	94.02%	95.22%	1.2%	FR, ELs, Sped

Graduation with Targets

Data points:

Year	Baseline Target	Stretch	Gap-Closing
19-20	94.90%	95.20%	90.42%
20-21	95.60%	96.20%	91.62%
21-22	96.30%	97.20%	92.82%
22-23	97%	98.20%	94.02%
23-24	97.70%	99.20%	95.22%

We have set baseline and stretch targets for all students, and gap closing targets for our focal groups combined. We used our 5-year trend data to set the baseline targets for the upcoming 5 years. To set the stretch target we looked at where we would like to see our ninth grade on-track numbers to be in five years, along with the State trend data and then worked backwards to plan the appropriate yearly growth. In an effort to close the gap, we set a higher yearly gain for each of the 5 years, to show a definite decline in the gap, and to show an increase in ninth grade on-track within the focal group of students.

5-Year Completion Metric

5-Year Completion 5-Year History	5-Year Average	5-Year Trend
14-15 15-16 16-17 17-18 18-19		
91.57 93.22 90 95.89 98.57	93.85%	1.75%
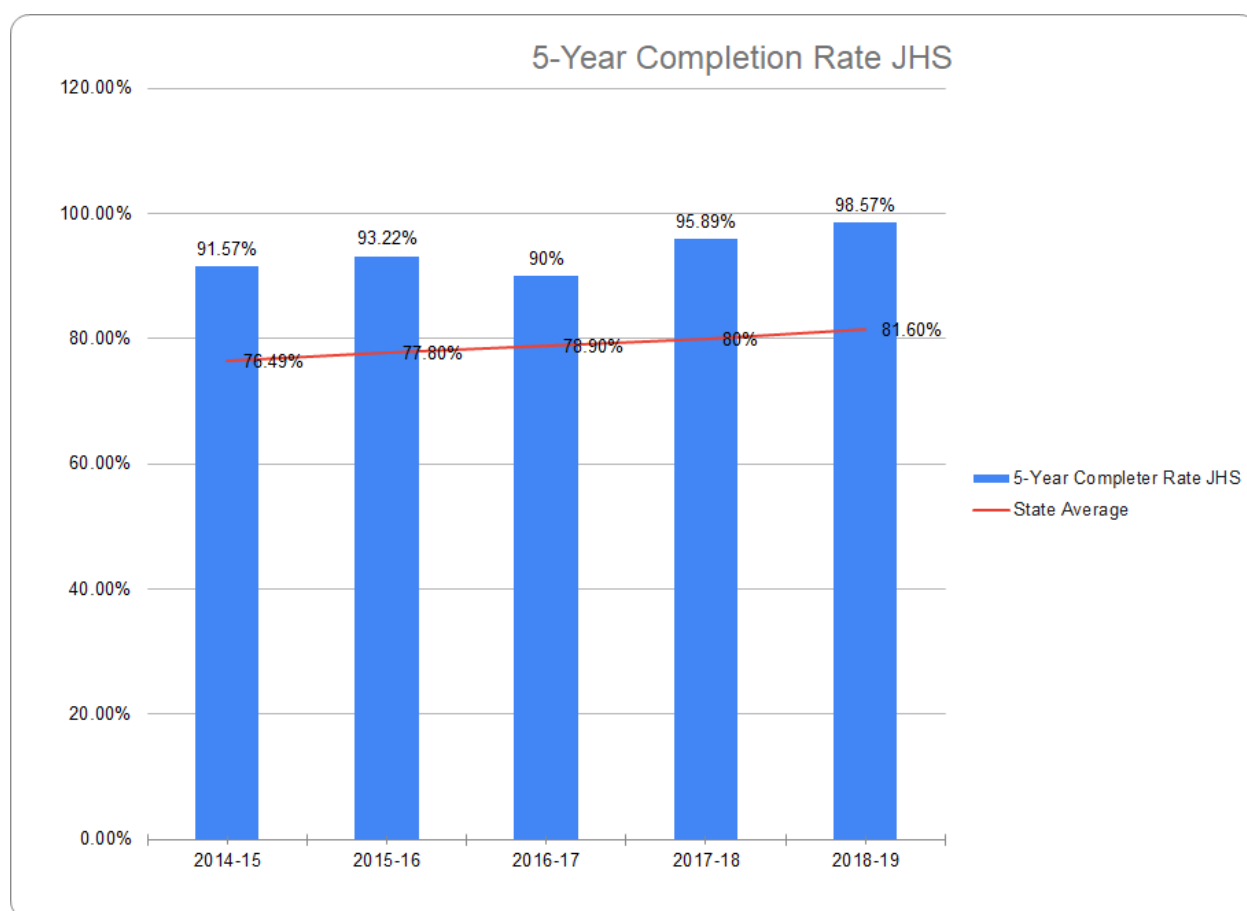
We have shown modest growth over the past 5 years, however, our 5-year average is almost 94%. Our average is 15 percentage points higher than the State average. .

5-Year Completion Rate - Disaggregated Data

Student Group	5-Year Average	5-Year Trend
Students w Disabilities	88.78%	8.89%
Free & Reduced	93.25%	3.41%
ELs	97.14%	0%
Am. Indian/Alaska Nat.	100% (4 years data)	

Black/Af. American	100% (2 years data)	
Hispanic/Latino	90.69%	-.24%
Native Haw/Pac. Island	100% (1 year data)	
Homeless	100% (2 years data)	
Foster Care	No Data	

As noted above, the 5-year completion data showed an average growth of 1.75% each of the five years. Over that same time frame, our student focal groups with the lowest 5-year completion rates include our students with disabilities, our students who qualify for free and reduced lunch, and our Hispanic/Latino population. Several of our focal student groups had only 1-4 years of data, which is noted on the graph.

Setting Baseline, Stretch and Gap Closing Targets

	19-20	20-21	21-22	22-23	23-24	Growth %	Groups
Baseline	98.7%	98.8%	98.9%	99%	99.1%	.1%	
Stretch	98.85%	99.13%	99.41%	99.69%	99.97%	.2%	
Gap	92.62%	94.34%	96.06%	97.78%	99.5%	1.72%	FR,Hisp, Home, ELs, Sped
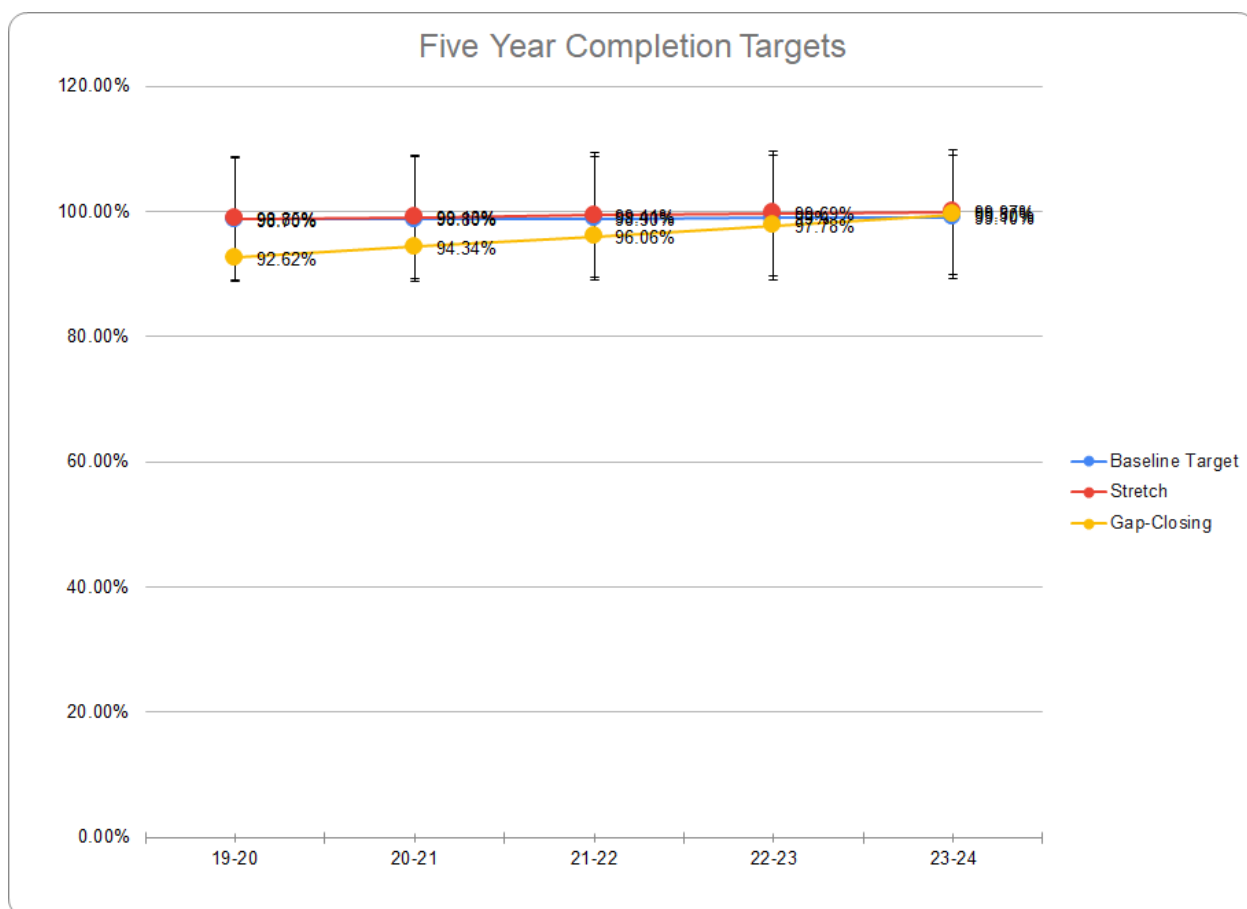
We have set baseline and stretch targets for all students, and gap closing targets for our focal groups combined. We used our 5-year trend data to set the baseline targets for the upcoming 5 years. To set the stretch target we looked at where we would like to see our ninth grade on-track numbers to be in five years, along with the State trend data and then worked backwards to plan the appropriate yearly growth. In an effort to close the gap, we set a higher yearly gain for each of the 5 years, to show a definite decline in the gap, and to show an increase in ninth grade on-track within the focal group of students.

PART FIVE: STUDENT INVESTMENT ACCOUNT PLAN

**JEFFERSON SCHOOL DISTRICT 14J
SCHOOL INVESTMENT ACCOUNT PLAN
2020-2023**

Providing a Holistic, Supportive Education to All Students

OUTCOMES

- Students suffering from trauma, anxiety, and social emotional stress, have the strategies necessary to attend school on a daily basis and be in a mental space to learn and grow academically and socially.

- All students with special needs have the appropriate support in place to feel and be successful each day.

- All emerging bilinguals are achieving or exceeding grade level expectations in all core academic classes.

- Parents are well connected to the schools and feel a sense of partnership in their child's education.

- Strong partnerships and collaboration exists between staff, families, and community related to the impact of trauma, homelessness, depression, etc.

- All students have skills to monitor and regulate their own emotions and behavior
- All teachers have an understanding of how the brain works relative to emotions and behavior, and have multiple strategies on how to support students to dysregulate their behavior.
- Strong partnerships with industry are fostered and sustained to build meaningful pathways for students in Career Technical Education.
- Students have multiple CTE pathways from which to choose that provide good paying jobs directly out of high school.

STRATEGIES
Behavior Support Programs & Increased Support for Special Education:
Overview Statement: If we provide support to students and to staff related to extreme behaviors in the classroom, we can then create an improved, productive environment of learning and stability for all students.

Jefferson Elementary: If we create an **Interim Support Center** and an **Emotional Growth Center (EGC)** at our elementary school, we can then support extreme behaviors for students not in special education and those in special education as they arise, using a tiered approach following the RTI model of intervention. Social-emotional development is one of the most important building blocks of a young child's health and well-being: it forms a strong foundation for learning and helps children make friends, manage challenges, and resolve interpersonal problems

Jefferson Middle and High School: If we create an **Emotional Growth Center (EGC)** for our secondary students with special needs, (half day for high school and half day for middle school) we can then address the behavioral challenges that interfere with learning, while providing quality support to students, teachers and administrators.

If we increase **IA support** by 1 FTE at Jefferson Middle School, we can then better support individualized learning for struggling students, especially in large classrooms.

If we increase **special education licensed staff** at the **high school**, the caseload will be substantially reduced for the existing teacher and will provide more support to students on an IEP.

Mental Health Wrap-Around Supports:

If we increase mental health services support from **Trillium** (a partner organization specializing in mental health services), we can then provide a variety of quality mental health services at every school. Currently, Trillium operates at Jefferson Elementary School exclusively on a part-time basis. This can provide half-time support for each school, daily.

If we increase **counselor** support at Jefferson Elementary School, more resources can be identified and mobilized on behalf of every student. Through skillful planning and intentional allocation of their time, school counselors are able to shift their emphasis from reactive, responsive services to proactive, prevention activities that can reach more students. By changing their focus and time to reach every student in

a meaningful way, they are better positioned to advocate for programs and policies that support academic, career, and personal/ social development.

Chronic Absenteeism, On-track to Graduation, Family Inclusion, Discipline Support:

If we hire additional classified support (Student Support Specialist) at **Jefferson High School**, we can then focus that support on monitoring chronic absenteeism, 9th grade on-track data, students at-risk of not graduating, and support in behavior and discipline. This position will help reduce chronic absenteeism, **build bridges with parents** and students, track important data and develop systems and strategies for reviewing that data with staff. Additionally, this person will help reduce the principal's daily discipline caseload.

If we hire a bilingual **Community School Outreach Coordinator** (CSOC) at Jefferson Elementary School, we can then reach out to families and make better partnerships and connections. This position will review absenteeism data and provide proactive solutions and resources to parents needing support. Our hope is to have a bilingual candidate to reach and foster meaningful **partnerships with all families** in Jefferson.

Career and Technical Education (CTE) & Staff Development

If we increase our capacity in **CTE** at the middle school, we will be able to engage students early in more career exploration and improve their overall experience in school. This .5 FTE licensed teacher will be placed at the middle school, to build elective programs that will feed into the high school. By providing more electives focused on technology, we will build interest, skill, and engagement that will feed into our digital media and other technology offerings at high school.

If we provide more **staff development** opportunities to receive training and develop strategies in Trauma Informed Practice (ACE's Training), in implicit bias, Pax Good Behavior Game, other social-emotional learning, Envoy training for classroom management, etc., we then have the ability to reduce behavior incidents in classrooms, and help teachers feel more empowered when dealing with severe behavioral situations. Additionally, the more we can bring teachers together between levels to plan and coordinate, align their programs, the better system we can provide for our students overall and achieve our goals outlined in the Strategic Plan.

As a summary statement, if we focus our resources into building a comprehensive mental health system that includes culturally responsive support and services that promote positive school climates, we believe that we will reduce the prevalence and

severity of mental illness. This support will create safer and calmer learning environments, which will reduce behavior referrals and conflict. This focus will also help our staff and administrators feel more empowered to teach and feel successful and safe.

ACTIVITIES & PRIORITIES
Priorities - Years 1-3 *Where do we expect to place our resources?*

| Priority A, B, or C

A | **BEHAVIOR SUPPORT PROGRAMS**

YEAR ONE: In year one, we are looking to focus on creating two distinct programs (two at elementary and one at secondary) that support extreme behavior. One is focused on 'Yellow Zone' situations (reference to RTI) that supports students not on an IEP who are struggling with the impacts of trauma. The goal is to support students with specially trained staff, and return them to the classroom as soon as possible. The second program is an Emotional Growth Center (EGC), designed to support students in the 'Red Zone' (RTI reference) needing additional care and strategies in managing their behavior.
 Currently, Jefferson has no alternative program or structure to support dysregulated behavior, and building the foundation of this structure will be our priority. Year one will involve researching programs, creating and outlining our program, hiring and supporting staff, and building the infrastructure for a successful program.

YEAR TWO: By the end of year one, we will evaluate our new programs to learn where we are being successful and where we still need to grow. Based on our data and input from various stakeholders, we will make adjustments to the program for year two. While year one is foundational, year two is focused on implementation and improving.

YEAR THREE: The goal for any program is to have a highly successful system that provides support to students and achieves our overall emotional and academic goals. After collecting and analyzing data, reaching out to stakeholders, staff, parents, community partners, etc., for their input, we will continue to see how this program is working and what shifts and improvements need to be made to continue growth. Our hope for year three is to deepen our implementation and show greater results. |

A	**STAFF DEVELOPMENT** **YEAR ONE:** We will be focusing on staff development related to trauma informed practice, implicit bias and social emotional learning. Additionally, we will be going into year two with RULER, where teachers will be introducing emotion regulation awareness to their classes across the district. (Year one for Ruler involved training all staff). **YEARS TWO AND THREE:** Each year, administrators will survey staff on how staff development opportunities are progressing. Our goal is to ensure every teacher feels equipped to support high behavior needs in their classrooms and understand the support in place to help them. While year one is *foundational* and *introduces* ideas and concepts, years two and three are about *deeper implementation with fidelity*. This will involve continued focus, practice, awareness building, and coaching support.
A	**CHRONIC ABSENTEEISM / ON TRACK TO GRADUATION** **YEAR ONE:** We will be building bridges and partnerships with families and placing significant energy into building teams to combat chronic absenteeism; ensuring all students are on track to graduate. Year One will include hiring new staff, creating teams to review chronic absenteeism data, follow up with students and families, etc. **YEAR TWO:** Systems will be in place after year one. Year two will involve reviewing the evaluation data from the end of year one, and making appropriate adjustments. It will involve deeper implementation and coordination. Our hope is to see fewer absences and more enhanced partnerships with families. We hope to see fewer behavior issues, reduced anxiety, less discipline, and more students feeling safe, valued, and successful. **YEAR THREE:** Year three mirrors year two in that at the end of each year, teams evaluate the system to make adjustments and improvements. We will have two years of data from which to evaluate and learn from. We will see the benefits of our actions and be able to know how to adjust to deepen our progress. Our goal is to ensure every student graduates and is on track to graduate. We want to proactively connect with students who are struggling and provide support and resources to ensure they get back on track! By year three, we hope to see a significant change in our data based on the fact that we are applying focus and intention to these issues.

B	**DATA COLLECTION AND ANALYSIS:** **YEAR ONE:** We will be looking to take the Wellness Survey, and continue to have our staff collect and review data to help inform our decision making related to the social emotional wellbeing of students. While we have recently adopted a Data Teams structure, we will become more intentional in looking at our chronic absenteeism data, our 9th grade on-track data, our discipline data, and our Failure rate data by sub-group. By building the system to collect and analyze data, we believe we will see improvement for our outcomes in year one. Year one will include a final data review and evaluation of the program to lead into year two. **YEAR TWO:** In year two, we will evaluate our data from year one as a starting place in September. The team will set goals for the year, and make adjustments as necessary. Our plan - to deepen our partnerships with our families, to have meaningful conversations with students, to provide referrals and resources to struggling students, will pay off in having better attendance and more success in academics, as well as in behavior. **YEAR THREE:** The process outlined in year two is the same each year. After two years of constant data review and enacting strategies to support students and their families, we hope to see more engaged learners, less absence, and healthier students overall.
A	**CAREER TECHNICAL EDUCATION:** **YEAR ONE:** Jefferson 14J is focused on CTE expansion. We are, for example, building a digital media, and diesel mechanics program (using other funding sources). As part of our focus for SIA, we will be expanding our CTE programs to include a middle school class to feed into a new high school digital media class. We believe that career and technical education needs to begin prior to high school. We believe in making middle school engaging and enriching, and diversifying our electives to accomplish those goals and prepare interested students into a potential pathway of interest. Year one also involves staff visiting digital media classes offered in other schools to help build our structure. **YEAR TWO:** In the second year of implementation, we hope to launch our diesel mechanics class, and provide a more robust digital media class. In middle school we hope to offer a coding class, Vex Robotics, and another offering related to digital media. In year two, we will have our first group of 9th graders who took digital media options in middle school. We hope to offer them a digital media pathway and support their interests. Additionally

	in year two, we hope to have a competitive robotics team, able to compete across the region. **YEAR THREE:** Every time we begin a new program, we plan to collect and analyze data to inform our decision-making. Teachers have Early Release Wednesdays to collaborate and plan together. It is during these times that teachers review data, set goals, and make adjustments to their lessons. In year three, we will have reviewed two years of data. We will know, for example, how popular these classes are and how the digital media options in middle school are meeting our needs around engagement and opportunity to build a pathway. Our decision-making around class offerings and staffing, etc., will be based on our first two years of implementation. Our hope is to have a robust CTE program that begins with one strand in middle school and expands to high school with a direction connection and relationship to industry.
A	**PARTNERSHIPS with COMMUNITY ORGANIZATIONS** **YEAR ONE:** We will be looking to build partnerships with our community mental health providers. It is essential to have as much support for the mental health of our students as possible. Currently, staff at Jefferson believe mental health and behavior issues are our number one priority. If we can create dynamic partnerships that last, we will be much more successful. In year one we will expand our relationship with Trillium and with our local ESD partners. In addition to mental health, we are developing our partnerships with Early Learning. We know that ensuring all pre-school children come to Kindergarten with pre-literacy skills, only helps those children develop on the path toward grade level literacy. **YEAR TWO:** In addition to mental health and early learning, in year two we will seek to not only deepen our partnerships, but expand and create more partnerships. Part of the evaluation of this support will include looking at the needs of our families and our students and trying to address the needs with the appropriate resources and partnerships. **YEAR THREE:** In year three, we will have a solid system of wrap around support for our students. We hope to see a significant decrease in dysregulated behavior in part, due to staff training, increased systems to support behavior, focus on families, and in working closely with our community partners.

	FAMILY PARTNERSHIPS
	YEAR ONE: Building strong connections with families is of utmost importance. We know through research that schools who invest in building strong partnerships with families, see increased academic gains and fewer behavior issues. In year one, we hope to engage our families in multiple ways. Specifically with SIA funds, however, we plan to hire a Student Support Specialist at the high school and a Community School Outreach Coordinator at the elementary school. These positions will go to homes and talk with parents. They will be calling when a student is absent and not showing improved academic progress. They will also be calling when students are doing well and letting the parents know how incredible their child/children are. Year one establishes new positions and new systems. We will look at data and evaluate these positions each year to see how we can improve.
	YEAR TWO: While year one is focused on hiring and establishing systems, year two if focused on refining the work and focusing on areas of need based on where the data is pointing.
	YEAR THREE: Year three is an extension of the significant work we hope to accomplish in years one and two. In year three, we have two years of data to review and to help us refine our work to be more impactful. We believe that our focus on creating strong family partnerships will yield more support for families, more support for students, and better school/parent relationships overall.

SUPPORT FOR TIERED PLANNING
If modifications to SIA plan activities and expenditures are necessary due to workforce shortages or other scenarios where initial plans and priorities may require adjustment, the following is an initial approach identifying our priorities:
Equity Lens The Equity Lens was used as a companion document as the plan was being written. We reviewed the Questions to Support Equity Work and used those to help inform our processes, activities and strategies. It should be noted, however, that our superintendent has championed equity and inclusion for the past 13 years, both at ODE and at Salem-Keizer, and has published a book on how to take the term equity out from a concept to changing practice in classrooms. This is mentioned because, although the Equity Lens is useful as a reference, our planning was focused on equity prior to uploading the tool. Our plan, in fact, we believe, is very focused on equity and inclusion and ensuring all students have the support to succeed.

PART 6: Allowable Uses

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

Meeting Students Mental and Behavioral Health Needs
Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

☐Increasing instructional time
☒ Addressing students' health and safety needs
☐Evidence-based strategies for reducing class size and caseloads
☒ Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

Meet students' mental and health needs:

Our plan is largely focused on increasing mental and overall health support. At each school, for example, we are expanding our partnership with a community organization specializing in mental health supports (Trillium). Currently, we are partnering with Trillium on a part time basis at our elementary school. We would like to increase the use of their services so that every school has the same support in place.

Secondly, by creating an Interim Support Center (ISC) at the elementary school, we are creating a space to support students on a temporary basis; those needing help regulating their behavior, or needing a space to relax and de escalate with a trained adult. In this space we can bring our counselor, Trillium personnel, a behavior specialist, and/or psychologist to provide additional layers of support as needed.

At both the elementary and secondary level, we are creating EGC's to support the mental health needs of our students with special needs.

Additionally, providing a counselor, a CSOC, and a Student Support Specialist, all provides mental health support in terms of building relationships with students. The more an adult can make good connections with students, the more support we can provide them mentally.

Finally, in terms of using these funds for their mental health needs, we are planning to provide staff development focused on building awareness with implicit bias, trauma informed ACE's training and social emotional skills training (SEL). We already use RULER (an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. RULER applies "hard science" to the teaching of what have historically been called "soft skills." RULER teaches the skills of emotional intelligence — those associated with **r**ecognizing, **u**nderstanding, **l**abeling, **e**xpressing, and **r**egulating emotion.)

district wide. Our additional training outlined above will continue to build awareness and provide strategies for teachers to use in their classrooms.

Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

It is difficult for students to focus on learning when they don't have some of their basic needs met, or when they are experiencing trauma.

As we know from Abraham Maslow's Hierarchy of Needs theory, human beings, before they can focus on more abstract concepts like self-actualization, need to have their basic needs (physiological, safety, love and belonging, esteem) met first. We also know that continuous stress emits more cortisol in the brain making it difficult for students to focus on learning. We believe that providing spaces where students can step away from the learning environment to lower their stress and anxiety; to have adults trained in supporting students emotionally, culturally, and linguistically, we can make improvements in academic achievement for all students. Additionally, providing students with increased support for their behavior and mental health not only helps them regulate so they can learn, but it supports the learning environment for the rest of the students in the classroom as well as their teacher.

We believe that our plan of supporting and connecting and increasing CTE support, providing more staff development, will all lend to our overall goal of increased academic achievement.

Addressing the Needs and Impact on Focal Student Groups

Focal Student Groups
Focal student groups are students: of color; with disabilities; who are emerging bilinguals'; or those navigating poverty, experiencing homelessness, or in foster care.

The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups. Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less)

We believe our plan supports all students including: students who are homeless, emerging bilingual students, students with special needs, and students living in poverty. Our plan addresses the potential academic and social-emotional impact in the following ways:

Emotional & Mental Health support: Our plan is designed to support students dealing with anxiety, depression, thoughts of suicide, anger issues, impact of sometimes daily trauma, drug usage, etc. By hiring a CSOC, Student Support Specialist, Counselor, additional Special Education staff, and by increasing our partnership with Trillium to provide mental health support; in designing an ISC program at our elementary school to support dysregulated behavior and

provide levels of qualified support, and in creating two Emotional Growth Centers, we believe our support for mental and emotional health will be greatly enhanced.

Relational support: Our plan emphasizes the need to build strong connections with students and their families. We believe that where we focus we see improved results. By hiring a Student Support Specialist, a CSOC, and a Counselor we will be able to focus on chronic absenteeism, 9th grade on-track, reviewing absenteeism and discipline data regularly, and talking with students and families when it is noticed that grades are slipping, etc. We have not been able to provide this level of support in the past, and we believe this will make a significant difference in building relationships and supporting our students.

Cultural and Linguistic (to hire bilingual personnel to increase communication with families and to support emerging bilingual students)

Students with Special Needs (hiring another teacher to lesson the caseload of the only SPED teacher; creating EGC's to support increased dysregulated behavior, etc.)

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the support or changes you hope your plan causes? (250 words)

Our plan is centered on supporting our most vulnerable students. Potential barriers or risks include not being able to hire the personnel we need to fill these positions. If we cannot attract bilingual personnel, a counselor, or teachers credentialed in special education, we will be challenged to put our plan in place. Having said that, we believe our plan is achievable.

At this juncture, I do not foresee additional barriers or risks to achieving our plan. We have the infrastructure in place to make our plan a reality.

PART SEVEN: DOCUMENTATION AND BOARD APPROVAL
EVIDENCE OF BOARD APPROVAL

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.

PART EIGHT: Not applicable. We do not have a charter school in our district.