

2020-21 Student Investment Account (SIA) Application



Table of Contents

I.	General Information.....	3
II.	Narrative.....	4-5
III.	Community Engagement and Input.....	6-14
	A. Overview of community engagement.....	6
	B. Self-assessment of community engagement.....	7-8
	C. Who was engaged.....	9-10
	D. Evidence of engagement.....	10-13
	1. Strategies and activities for engaging focal student Populations and their families.....	11-12
	2. Strategies and activities for engaging staff.....	12-13
	E. Collecting and using input.....	13-14
IV.	Data Analysis/Data Sources.....	15
V.	SIA Plan.....	16-29
	A. Overview of Outcomes, Strategies, Activities, Priorities.....	17-18
	B. SIA-connected CIP outcomes.....	18-19
	C. SIA-connected CIP strategies (theories of action).....	19-20
	D. SIA activities.....	20-27
	E. SIA priorities.....	27-28
	F. Budget.....	28
	G. Equity lens.....	28-29
	H. Draft longitudinal performance growth targets (preview).....	29
VI.	Use of Funds.....	30-32
VII.	Documentation and Board Approval.....	33
VIII.	Public Charter Schools.....	34-35
IX.	Evaluation Tools.....	36-37
	A. Planning process and community engagement.....	36
	B. Three-year plan.....	36-37
	C. Public review and Board approval.....	37



Part I: General Information

Applicant

School District or Eligible Charter School Name: [Hillsboro School District 1J](#)

Institution ID: [2239](#)

Webpage (where SIA Plan will be posted): www.hsd.k12.or.us

Contact Person

First Name: [Travis](#)

Last Name: [Reiman](#)

Email: reimant@hsd.k12.or.us

Phone Number: [503-844-1451](#)



Part II: Narrative

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

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

Enrollment and Demographics

Hillsboro School District is the fourth-largest public school district in the State of Oregon, with 35 schools serving more than 20,000 students from preschool through 12th grade.

2019-20 Students by Grade Level (ODE Fall Membership Report posted 2/6/2020):

- Kindergarten: 1,535 (7.57%)
- Elementary 1-6: 9,418 (46.47%)
- Middle School 7-8: 3,088 (15.24%)
- High School 9-12: 6,451 (31.19%)
- Total: 20,269

2019-20 Students by Demographic Groups (ODE Fall Membership Report 2/6/2020):

- American Indian/Alaskan Native: 134 (0.7%)
- African American/Black: 502 (2.5%)
- Latino/Hispanic: 7,720 (38.1%)
- Asian: 1,355 (6.7%)
- Pacific Islander: 144 (0.7%)
- Multi-racial: 1,390 (6.9%)
- White: 9,024 (44.5%)
- Total: 20,269



Strengths and Challenges

Based on needs assessment, data analysis, and stakeholder input, we know that the Hillsboro School District continues to outperform comparable districts in the areas of 4-year graduation rates and 5-year completion rates. Our graduation rates have improved in consecutive years, and our graduation rate for Latinx students now averages just 4% lower than White students across our four comprehensive high schools. We link our students' overall success and opportunity gap closure to unique programs such as the availability of preschool at 13 sites, exemplary Migrant Education Programs, clear and viable Career & College Pathways, as well as our K-12 articulated Dual Language Program, now involving 13 schools. We have also invested in professional learning for trauma-informed practices across employee groups, and we have created Wellness Centers at half of our elementary schools.

Despite these positive outcomes and promising practices, we continue to see opportunity gaps impacting the following groups: students who identify as Native American, Latinx, Black/African American, Multiracial, Emerging Bilinguals, students who are identified as talented and gifted, and students who experience disabilities, foster care, poverty, and/or homelessness. Persistent opportunity gaps exist due to high class sizes, lack of mental and behavioral health supports, a lack of diverse staff to serve increasingly diverse students, and lack of culturally relevant and sustaining pedagogy and practices. The impact of persistent opportunity gaps includes lower attendance, lower 3rd grade reading scores, lower numbers of students on-track in 9th grade, and lower graduation rates for these locally-identified demographic groups.

Exact Needs or Issues SIA Funding will Address

Based on needs assessment, data analysis, and stakeholder input, we know that **raising achievement and eliminating disparities** will require teams of teachers and specialists making data-driven instructional decisions and collaboratively planning instruction to meet the academic needs of all learners. Teachers need the tools to provide academic interventions and extensions in order to eliminate opportunity gaps. These tools include bilingual and culturally responsive curriculum. Staff need access to professional learning for culturally sustaining pedagogy and practices. We also need to strengthen our plan to recruit, retain, and promote teachers and counselors of color to serve our increasingly diverse students.

Based on needs assessment, data analysis, and stakeholder input, we know that **supporting mental and behavioral health** will require teams of professionals organizing wrap-around services to meet student needs. These teams include counselors, student success coaches, mental health providers, administrators, and care coordinators working in collaboration with students and families. Our systems of support for student mental and behavioral health will include capacity-building for staff as well as networking of external partners to provide direct services to students.



Our district has one charter school: City View Charter School. They have their own Board of Directors which oversees an Executive Director, Nicole Kopacz. She worked with us directly to create our SIA application, and City View Charter School's needs are represented in this application. They serve a diverse population of students who have academic, social-emotional, and behavioral needs which will be met by investments from the Student Investment Account.

Part III: Community Engagement and Input

Overview of Community Engagement

Describe your approach to community engagement. (250 words or less). Ensure your response includes:

- *Who you engaged*
- *Frequency / occurrence*
- *How you ensured engagement of staff and each of the focal student groups and their families*
- *Key information you collected*
- *Who you partnered with in the engagement efforts*

Three main strategies ensured maximum engagement to inform our SIA grant application: 1) digital and paper surveys early in our process, 2) focus groups during our application drafting process, and 3) principal-led re-engagement in the final stage prior to Board approval. With these strategies we engaged the following groups: students and parents of color, students with disabilities and their parents, emerging bilinguals and their parents, students experiencing poverty, homelessness, and foster care, as well as many others.

Our **survey**--available in English, Spanish, and Vietnamese--gave us feedback on community priorities within the four categories of allowable investment under SIA: increasing instructional time, student health and safety, reducing class size and caseloads, well-rounded learning experiences. Over 3000 community stakeholders responded in Spanish and English. We used the data to inform our Continuous Improvement Plan (CIP) SMART goals, our SIA action plans, and our SIA budget development. From this data we learned that the highest priority of our community is hiring more teachers and counselors. Of all respondents, 70% listed teachers at a top priority, and 33% listed counselors as a top priority, i.e. "5" on a Likert scale of 0 to 5.



Our **focus groups** helped us refine our action plans and investments. Examples of focus groups were our Native American Parent Advisory Committee (PAC), Bilingual Programs PAC, parents of students experiencing disabilities, guardians of students in foster care, Latino Youth Program students at our high schools, students with special needs, and groups of teachers and counselors facilitated by Hillsboro Education Association (HEA) Executive Committee members. We also conducted a focus group with our Hillsboro Classified Union (HCU) Leadership Team. We used focus group data to identify the highest-leverage strategies to accomplish our goals, according to the expressed needs of each stakeholder group. This process allowed us to identify “subordinate” themes--themes unique to specific stakeholder groups--within “superordinate” themes expressed in the survey across stakeholder groups. We continue to use focus groups to engage stakeholder groups. Over 50 focus groups have been conducted during this process, and we meet with focus groups at the school and district level regularly as part of ongoing needs assessment and continuous improvement processes. We partner with groups like our PACs, Adelante Mujeres, and Hillsboro Education Association to do this work.

Finally, our **principal-led meetings** with staff and parents publicized our draft SIA plan and verified our plan based on the feedback stakeholders had provided earlier in the process. This engagement allowed us to identify areas of broad consensus as well as areas in need of refinement in our plan. This phase of community engagement helped us improve our plan and build understanding and trust across stakeholder groups.

250-Word Version for the Online Application Cut-and-Paste:

Three main strategies ensured maximum engagement to inform our SIA grant application: 1) digital and paper surveys, 2) focus groups, and 3) principal-led re-engagement in the final stage prior to Board approval. With these strategies we engaged the following groups: students and parents of color, students with disabilities and their parents, emerging bilinguals and their parents, students experiencing poverty, homelessness, and foster care, as well as many others.

Our **survey**--available in English, Spanish, and Vietnamese--gave us feedback on community priorities within the four categories of allowable investment under SIA: increasing instructional time, student health and safety, reducing class size and caseloads, well-rounded learning experiences. Over 3000 community stakeholders responded in Spanish and English. From this data we learned that the highest priority of our community is hiring more teachers and counselors. Of all respondents, 70% listed teachers at a top priority, and 33% listed counselors as a top priority, i.e. “5” on a Likert scale of 0 to 5.



Our **focus groups** helped us refine our action plans and investments. We used focus group data to identify the highest-leverage strategies to accomplish our goals, according to the expressed needs of each stakeholder group. Over 50 focus groups have been conducted during this process. We partner with groups like our PACs, Adelante Mujeres, and Hillsboro Education Association to do this work.

Finally, our **principal-led meetings** with staff and parents publicized our draft SIA plan and verified our plan based on the feedback stakeholders had provided earlier in the process.

Self-assessment of Community Engagement

Please share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

As a district with a strong culture of strategic planning and continuous improvement planning, we leveraged several existing engagement strategies while expanding our community engagement efforts within the new context of the Student Success Act (SSA) and Student Investment Account (SIA) in order to reach families and students of color, students experiencing disabilities, emerging bilinguals, and students and families experiencing poverty, homelessness, and families in the foster care system.

Examples of engagement practices already in place--meaningful, authentic, and sustainable--include the following:

- Strategic planning process including input from Hillsboro 2030 Vision, Thought Exchange, and Career & College Pathways Steering Committee
- Focus groups of parents and staff for Federal Programs reviews and Systems Accreditation through AdvancED.
- Superintendent Coffee Chats in English and Spanish
- Empathy interviews conducted with high school students

Examples of engagement processes implemented during our Continuous Improvement Plan (CIP) and SIA process include

- Focus groups of staff serving emerging bilinguals and students with special needs during our *Expanding and Strengthening Best Practice for Students who Struggle* external review process with the District Management Group (DMGroup)



- Focus groups including Native American Parent Advisory Committee (PAC), Bilingual Programs PAC, parents of students experiencing disabilities, guardians of students in foster care, Latino Youth Program students at our high schools, students with special needs, and groups of teachers and counselors facilitated by Hillsboro Education Association (HEA) Executive Committee members
- Surveys in English, Spanish, and Vietnamese
- Principal-led meetings with staff and parents publicized our draft SIA plan and verified our plan based on the feedback stakeholders had provided earlier in the process
- Open house community engagement at the public library
- Public comment on SSA/SIA at Board of Directors meetings

An emerging theme for our community engagement in HSD has been linking trusted leaders with stakeholder groups. Our Federal Programs Director, Dr. Olga Acuña, has developed a concept of the “cultural broker.” We identify leaders--parents, teachers, principals, bilingual family liaisons, etc.--who can understand the needs of diverse community members and who navigate the systems and cultures of schools. We believe our most valuable data from focus groups and principal-led community events comes from the venues where trusting relationships are developed over time by cultural brokers.

Although we assess ourselves as “proficient” in many areas of family and community engagement, we need to strengthen and expand our engagement of communities of color. The Washington County Coalition of Communities of Color released a report last year which we have referenced in our CIP and SIA work. Our communities of color, especially communities outside the Latinx community, report feeling either “hyper visible” or “hyper invisible,” depending on context. We owe it to our communities of color to keep diverse voices at the table and in positions of leadership consistently, authentically, and in ways that hold our school system accountable. We have developed a leadership team for monitoring our SIA plans which is representative of the students we serve. We plan to engage ongoing with diverse stakeholder groups in order to more deeply understand specific needs of each group and to identify the “change ideas” that will improve outcomes for the diverse students we serve.

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



We will continue to cultivate partnerships with local culturally-specific organizations like Adelante Mujeres and the Coalition of Communities of Color in order to expand capacity and improve practices in community engagement. We will continue to invest in bilingual, bicultural staff who are equipped to serve as cultural brokers in our schools. Our district PACs will support the development of school-level PACs to complement our PTA/PTOs and diversify the groups of parents serving and leading in our schools. We will continue to collaborate with advocacy groups like FACT Oregon to support parents of students with special needs. Support from the Hillsboro Education Association and Hillsboro Classified Union have been invaluable to this process, and we will continue to depend on them to improve engagement with staff.

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

We will expand our engagement efforts across communities of color in accordance with the Latinx, African American/Black, and Native American/Alaska Native Student Success Plans. We look forward to the opportunity to pursue grants alongside culturally-specific community organizations to improve engagement across communities of color. We would request that all materials produced by ODE be translated into at least Spanish, if not also the statistically most-spoken languages by families in Oregon. We have invested resources in translation services which could have been invested elsewhere.

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.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community



- Community leaders
- Other: Portland Community College, student GSA and Spectrum Club, Northwest Regional ESD 9th Grade On-Track Collaborative

How did you engage your community?

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

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with businesses
- Other _____

Evidence of Engagement

Upload top five artifacts of engagement

[Survey Data Samples](#)

[HEA Focus Group](#)

[Bilingual Programs and Native American PACs and TAG Parents Focus Groups](#)

[Latino Youth Program Focus Groups](#)

[Monopoly Money Activity Photos](#)

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community? (250 words)

In the HSD community, our continuous improvement efforts are focused on eliminating opportunity gaps for traditionally underserved students. In our community, those groups include students who identify as Native American, Latinx, Black/African American, Multiracial, Emerging Bilinguals, students who are identified as talented and gifted, and students who experience disabilities, foster care, poverty, and/or homelessness.



Our survey allowed us to gather information at a high level, identifying patterns of need and priority across community stakeholder groups, with both traditionally underserved students and the teacher and counselors who serve them. In our focus groups, we dug deeper with specific questions outlined in Student Investment Account (SIA) guidance, i.e. “for the students you represent, what specific recommendations would you have for...reducing academic disparities...meeting mental health and behavioral needs...providing equitable access....etc.”

Finally, after compiling the feedback from stakeholders and drafting a responsive plan, we provided all district administrators with a presentation and activity to engage stakeholders with a final opportunity to review and give input on our SIA plan. We used Monopoly money to help stakeholders understand the tradeoffs in play as we invest in so many important areas. This helped us deepen community engagement and build support for our plan.

Importantly for our focal stakeholder groups, our focus groups and administrator-led activities relied on pre-existing, trusting relationships between facilitators and stakeholders. These artifacts illustrate the broad range of facilitators and stakeholders whose leadership and voices were activated during this process.

Strategies and Activities for Engaging Focal Student Populations and their Families
*Describe the **strategies** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).*

Starting as early as Back-to-School Night, two strategies have supported our activation of focal student groups, specifically our communities of emerging bilinguals: 1) bilingual communications, and 2) trusted communicators and facilitators, including bilingual Family Engagement Liaisons.

Our **bilingual communication** tools included a trilingual online and paper survey--English, Spanish, and Vietnamese--deployed on our website, via social media, and on desks and laptops at venues like Back-to-School Night. The online survey linked to an introductory video meant to orient stakeholders regarding the reason for their input. The video was done in Spanish and English. Later, we conducted focus groups in Spanish and English, and we followed up with an interactive, bilingual “Monopoly Money” activity to refine our grant application during administrator-led meetings in January and February.



Also key to our success in community engagement was our **network of trusted leaders and liaisons**. We employ Family Engagement Liaisons who work with principals and district leaders to support families one-on-one, in small groups, and in larger venues to access our systems and activate diverse voices. From helping one-on-one with surveys, to conducting focus groups of parents and students, to supporting public comment at Board meetings, our liaisons and leaders eliminated barriers to participation in our SIA process. Our parent and staff leaders in groups like our Native American PAC and Bilingual Programs PAC also played key roles in feedback cycles like focus groups and “Monopoly Money” activities.

*Describe the **activities** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words)*

Our **survey**--available in English, Spanish, and Vietnamese--gave us feedback on community priorities within the four categories of allowable investment under SIA: increasing instructional time, student health and safety, reducing class size and caseloads, well-rounded learning experiences. Over 1400 parents/guardians participated in our survey.

This survey allowed us to identify “superordinate” themes across stakeholder groups, e.g. priorities for mental health and behavioral supports, as well as “subordinate” themes specific to unique stakeholder groups. For example, parents who responded in Spanish indicated a higher priority for after school programming. As a result we will pilot new partnerships for extending academic and extracurricular programming at our schools with the greatest number of Spanish-speaking families. With this survey we reached each of our focal groups--students

Our **focus groups** helped us refine our action plans and investments based on a deeper understanding of the “subordinate” themes within specific community stakeholder groups. Examples of focus groups were our Native American Parent Advisory Committee (PAC), Bilingual Programs PAC, parents of students experiencing disabilities, guardians of students in foster care, Latino Youth Program students at our high schools, students with special needs, and groups of teachers and counselors. We used focus group data to identify the highest-leverage strategies to accomplish our goals, according to the expressed needs of each stakeholder group.



Finally, our **principal-led meetings** with parents publicized our draft SIA plan and verified our plan based on the feedback stakeholders had provided earlier in the process. This engagement opportunity included a hands-on “Monopoly Money” activity and allowed us to identify areas of broad consensus as well as areas in need of refinement in our plan. This phase of community engagement helped us improve our plan and build understanding and trust across stakeholder groups. It also allowed us to identify differences in priorities across stakeholder groups. This process helped us confirm the importance of increasing the number of teachers and counselors of color, a priority especially for students and parents of color within our district.

Strategies and Activities for Engaging Staff

*Describe the **strategies** (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words) Please note: your strategies for staff may be the same or different for the focal engagement with the student populations and their families.*

We partnered with the local union leadership--Hillsboro Education Association (HEA) and the Hillsboro Classified Union (HCU)--to gather feedback from staff during our focus group process and during the refinement of our grant application. Focus groups included counselors, teachers at different grade levels, Dual Language teachers, Special Educators, and teachers with “split” classrooms.

We worked with our principals to ensure that staff were aware of our feedback survey and had the opportunity to do the survey during contract time in order to get the highest response rate possible.

We engaged with our administrative team during our monthly meetings to ensure that unique needs of school communities were understood as we created our SIA plan. Administrators also facilitate hands-on “Monopoly Money” activities with staff and parents in order to get feedback as we refined our grant application.

In addition to surveys and focus groups conducted during the SIA process, we engaged staff who serve emerging bilinguals and students with special needs during our *Expanding and Strengthening Best Practice for Students who Struggle* external review process with the District Management Group (DMGroup) last spring. Results from focus groups of staff during our Federal Programs reviews and Systems Accreditation through AdvancED were also woven into our SIA plan. These results included a priority for bilingual, culturally sustaining curriculum investment.

*Describe the **activities** (at least two) that you employed to engage staff. Your response should include why the strategies were used. (500 words) Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*



Our **survey** gave us feedback on community priorities within the four categories of allowable investment under SIA: increasing instructional time, student health and safety, reducing class size and caseloads, well-rounded learning experiences. Over 700 staff members responded in Spanish and English.

Our **focus groups** helped us refine our action plans and investments. Licensed employee groups were facilitated by Hillsboro Education Association (HEA) Executive Committee members. These focus groups included counselors, teachers at different grade levels, Dual Language teachers, Special Educators, and teachers with “split” classrooms. We also conducted a focus group with our Hillsboro Classified Union (HCU) Leadership Team. We used focus group data to identify the highest-leverage strategies to accomplish our goals, according to the expressed needs of each stakeholder group.

Finally, our **principal-led meetings** with staff publicized our draft SIA plan and verified our plan based on the feedback stakeholders had provided earlier in the process. This engagement opportunity included a hands-on “Monopoly Money” activity and allowed us to identify areas of broad consensus as well as areas in need of refinement in our plan. This phase of community engagement helped us improve our plan and build understanding and trust across employee groups.

Collecting and Using Input

Describe and distill what you learned from your community and staff. Ensure your response includes:

- *What you learned or are actively learning*
- *How you applied the input to inform your planning*

(250-500 words)

Stakeholder input informed every element of our SIA plan. Data from our needs assessments, surveys, focus groups, and engagement activities across stakeholder groups established the importance of reducing class size and caseload in order for students to get the individual support and differentiation they need to succeed academically. Emphasized by groups of parents and students of color was the need to diversify our teaching staff. Students and parents expressed the benefits of staff of color (and multilingual staff) in engaging and supporting our increasingly multilingual and racially diverse student body. Based on this input, we have established class size and caseload reduction as strategies in our plan. We will also create educator pathways within our SIA activities. Our hiring practices currently show a trend toward increased racial and linguistic diversity, and our SIA plan will allow us to intensify our investment in recruiting, retaining, and promoting staff of color. We will also invest in professional development so all teachers have the tools they need to support diverse learners.



Nearly as important to stakeholders is our investment in mental and behavioral health for students. Across stakeholder groups, we established a priority for investment in counselors and mental health experts to directly support students. We will also invest in coordination of services, including systems for identifying student need and matching them to support from counselors, student success coaches, school psychologists, and other HSD staff, versus referral to outside partners like private mental health providers. In this way we will leverage all available resources and expertise in matching students to services.

One area of difference between stakeholder groups has been the prioritization of after school academic and extracurricular programming. Among parents who chose to respond to our survey in Spanish--data later confirmed in our focus groups with PAC parents and Spanish Language Coffee Chats--was a high priority for increased instructional time in the form of after school programs. This was a contrast to the data we gathered from respondents to our English language survey. For this reason, we will pilot new after school partnerships at school where the majority of families speak Spanish at home.



Part IV: Data Analysis

Data Sources

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

The following is a representative list of areas of data for which we formulated questions and developed reports disaggregated by demographic groups, specifically focal groups of students for whom opportunity gaps exist in HSD:

- Math achievement
- Reading achievement
- Behavior referrals
- Suspensions in school and out of school
- Drug and alcohol offenses and referrals
- Oregon Healthy Teens survey data on depression and suicide
- Care referrals and suicide screens
- Enrollment in AP and IB classes
- Special education identification
- TAG identification
- Student services out-of-district costs
- 504s identifications
- Race/ethnicity of staff and students
- Graduation rates and completion rates
- Post-secondary enrollment
- Summer and extended-day enrollment
- Curriculum and technology access

We used data to do root-cause analysis and develop change ideas most likely to positively impact our focal student groups in relation to our goals. Those change ideas include diversification of workforce and culturally sustaining curriculum and pedagogy.

Part V: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. In this section, you'll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision-making.

We are not setting a firm limit on plan page size or word count for the SIA Plan. We suggest your written plan be between five and 20 pages. Along with your written plan, you'll be asked to complete and submit an SIA Integrated Planning Tool and SIA Budget (template to be released in January 2020).

Key Elements of Your SIA Plan: Outcomes, Strategies, Activities and Priorities

The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:

- **Outcomes** are the changes you're trying to cause
- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a school or district might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?



Strategies

Your SIA plan may focus on multiple strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

- What means (strategies) will be used to create change in your district or eligible charter school?
- What spending priorities have you decided to focus on for the next three years?
- What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Activities

Your SIA plan outlines specific actions, activities and investments. For purposes of efficiency and review this will be considered your budget narrative.

- What activities and investments are you planning to make to advance your priorities?
- What are the focused ways you plan to utilize the SIA investment (and possible other braided funds) to reach your identified outcomes?
- Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?
- What is your model for continuous evaluation of the return on investment or impact of this investment?
- How are the resource allocations in your budget reflective of the changes your planning is intended to cause?

Priorities

In order to support tiered planning for SIA funds, please share what you think we need to understand about your priorities for the first three years. Consider the following questions:

- Where do you expect to put most of your focus, resources, and energy in the first year?
- Using “High/Medium/Low” or “A/B/C” please provide a narrative description of your priorities over the first three years.
- In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

Overview of Hillsboro School Districts Outcomes, Strategies, Activities, and Priorities

Our 3-year SIA plan is tightly aligned to our ongoing continuous improvement work. Beginning in spring 2019, Hillsboro School District leaders began a process to comprehensively revise our Continuous Improvement Plan (CIP). We evaluated students’ achievement data, conducted needs assessments in multiple areas with special focus on traditionally underserved student populations, and engaged stakeholder groups including students, parents, staff, and community members.



In November 2019, we published our Hillsboro School District CIP 2019-2022, including 1) Mission, 2) Vision, 3) Goal/Strategies, 4) Action Steps, and 5) Routines to Monitor/Adjust. Through the Continuous Improvement Plan (CIP) process, our district sets Specific, Measureable, Achievable, Responsive, and Time-Bound goals, known as SMART Goals. Stakeholder engagement, needs assessment, and research fuel our planning process as well as our action plans, implementation process, and monitoring routines. We hold ourselves accountable to monitoring progress toward our goals quarterly, adjusting our strategies and actions based on data.

We plan to renew our CIP in a 4-year cycle. In the Hillsboro School District (HSD), our CIP serves to unify our program- and school-specific goals. From pre-K to career, our priorities are overlapping and mutually reinforcing. We align our School Improvement Plans with our CIP and Strategic Plan. Weaving together everything we do--from our participation in the Washington County Early Learning Hub to our implementation of Every Student Succeeds Act (ESSA) Title I-A grants that support students experiencing poverty, Title III and I-C grants that support students who are emerging bilinguals and members of migrant families, and Individuals with Disabilities in Education Act (IDEA), and including our work to support middle and high school students through Oregon's High School Success Act (aka Measure 98)--our CIP contains goals and high-leverage strategies that promise to unlock the potential of each student while eliminating institutional barriers. Our CIP also informs our budget process and reinforces our equity-based investments on behalf of the students we serve.

While our SIA Plan includes Draft Longitudinal Performance Growth Targets, the objectives listed below are included in our CIP in an effort to accomplish measurable goals in a time-bound way. These goals are those that can be most directly impacted by investments allowable under the SIA grant guidelines. Our 3-year SIA plan is designed to help us meet these outcomes.

SIA-Connected CIP Outcomes

- Increase by 10% the number of teachers and counselors of color by 2023.
- Increase 3rd grade reading and math proficiency rates by 10% by 2023.
- Increase by 50% the number of mental health and behavioral support direct-service supports to students by 2023.
- Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from "progressing" to "proficient" by 2023.
- Increase by 10% the number of traditionally underrepresented students completing college-level coursework by 2023.
- Decrease chronic absenteeism by rates by 2 percentage points by 2023.
- Increase 9th grade on-track rates to 95% by 2023.

- Increase on-time graduation rates to 88% and five-year completion rates to 92% by 2023.

Many of the strategies we have planned in order to achieve our CIP goals fall within the guidelines of the SIA grant. Our 3-year SIA plan helps us leverage all available resources to meet our objectives. Below are primary strategies derived from our needs assessment, data analysis, research, and stakeholder engagement:

SIA-Connected CIP Strategies (Theories of Action)

- Increase by 10% the number of teachers and counselors of color by 2023.
 - **If** we create systems to recruit, hire, and retain staff of color, **then** students will have affinity for--and see role models in-- the adults they interact with daily, **and** student engagement and academic achievement will be improved.
- Increase 3rd grade reading and math proficiency rates by 10% by 2023.
 - **If** we train teachers and equip them with assessment tools and curriculum, **then** we will create an aligned and responsive early literacy experience for all students, **and** all readers will read at a higher level by 3rd grade.
- Increase by 50% the number of mental health and behavioral support direct-service supports to students by 2023.
 - **If** we increase internal (HSD) and external (community practitioners) mental health professionals, **then** we will increase the number of students receiving therapy, **and** those students will attend school more and do better emotionally and academically in school.
- Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from “progressing” to “proficient” by 2023.
 - **If** leaders train teachers in English Language Development and bilingual education, **then** teachers will support language acquisition across content areas, **and** students will acquire the academic language they need to meet standards in math, language arts, and graduation requirements.
- Increase by 10% the number of traditionally underrepresented students completing college-level coursework by 2023.
 - **If** data systems drive recruitment and academic supports for advanced learning, **then** adults will expand relevant, college-level opportunities, **and** students who are demographically representative of HSD will participate in and complete college-level coursework.

- Decrease chronic absenteeism by rates by 2 percentage points by 2023.
 - **If** we inform parents and students regarding the impact of attendance, and if adults across employee groups support student attendance, **then** students will have basic needs met in order to attend school, **and** they will attend regularly.
- Increase 9th grade on-track rates to 95% by 2023.
 - **If** adults collaborate to support students based on on-track indicator data, **then** students will receive needs-based support for behavior, attendance, and academics, **and** students will achieve at least six core credits in 9th grade.
- Increase on-time graduation rates to 88% and five-year completion rates to 92% by 2023.
 - **If** adults use data to drive standards-based instruction K-12, and if schools offer well-rounded, culturally sustaining, and rigorous courses K-12, and if schools support the social-emotional and mental health needs of our students, and if we create a variety of pathways to success through high school, **then** students will be academically on-track, engaged, healthy, **and** students will graduate career- and college-ready.

We understand that not all elements of each strategy can be accomplished through SIA resources alone. Via our process of **root-cause analysis**, we believe the following activities are the highest-leverage toward attaining our desired outcomes, especially on behalf of the students who have been traditionally underserved in our system. We have formed a **leadership team**—including students, parents, and staff—to review metrics and make recommendations regarding implementation of the following activities on a quarterly basis.

Our model for **assessing academic return on investment (A-ROI)** is to set equity-based goals for focal populations and calculate the dollars-per-student invested in the programs and practices that help us reach those goals.

SIA Activities

- **Invest in Professional Development:** All teachers will plan for 1) career & college readiness, 2) language acquisition, 3) tech-enhanced learning, 4) culturally sustaining and inclusive pedagogy. We will ensure quality core instruction K-12. We will support monthly collaboration time for classified staff. We will invest in an Equity and Bilingual Programs Director to lead this work.
 - 2 days of targeted professional collaboration and lesson planning for all licensed staff
 - Monthly collaboration for identified classified staff
 - This investment will begin in 2020-2021 school year and be sustained for three years.
 - [Year 1: \$776,722.35, 3-Year projection: \$1,776,722.35]
 - Accountability: Travis Reiman
 - Office for School Performance and Principals will design activities connecting our CIP and school-based School Improvement Plans to ensure alignment of instructional planning to focal student populations
 - Expected Impact with Equity Lens = **High Impact** for focal populations and “all.”
 - HSD teachers and staff have invested in professional learning related to career pathways, language acquisition, technology, and culturally sustaining practices, but we have not been able to invest in broad-based collaborative planning, using student data to drive instructional practices. This investment will reinforce and deepen our PLC practices and improve student achievement for all students while eliminating barriers for traditionally underserved groups.
 - Culturally Responsive PD will impact teachers in better supporting our students who identify in multiple targeted support areas, especially students with disabilities and emerging bilinguals.
 - Equity and Bilingual Programs Director will directly support our bilingual pathways and dual language schools, which will directly impact our academic achievement of all students, and especially emerging bilinguals. This position will also give principals direct support and implementation of their equity plans which will directly impact the quality of instruction and student support for students of color, students who are emerging bilinguals, students experiencing poverty, students who are Native American, students who access the foster care system, and students who experience homelessness.

- This position will provide oversight, direction, alignment, and growth plan to Dual Language programs and family engagement. Data analysis and needs assessments show shrinking but persistent gaps in opportunity and achievement across demographic groups. Evidence-based strategies for improving services and outcomes for educational equity include family and community engagement, bilingual education, and culturally sustaining and inclusive pedagogy and practices. Focus groups – specifically parents of color – indicate priorities for family engagement, improved communication, and diversification of staff.
- Additional research: Collective Teacher Efficacy (CTE) according to John Hattie, Visible Learning, 2018, downloaded January 30, 2020, <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>
- **Invest in lowering class size and caseloads for special educators and language development specialists:** We will target investments in class size by grade-level, increasing teacher-student contact time and reducing the number of "split" classrooms. Additional music, PE, and electives will be added. We will increase the diversity of our teaching staff. Caseload reductions for SPED, EL, and Speech and Language Pathologist will improve services to students who have been traditionally underserved in our system.
 - Classroom teachers student/teacher ratio reduction by an average of 1.5 students per teacher. Additionally, we will reduce special educators, English language development specialists, and speech & language pathologists caseloads.
 - This investment will begin in 2020-2021 school year and be sustained for three years.
 - [Year 1: \$ 6,568,883.00, 3-Year projection: \$ 20,297,848.47]
 - Accountability: Kona Lew-Williams
 - District Human Resources personnel and school-based administrators will collaborate on recruitment and hiring of diverse staff.
 - Expected Impact with Equity Lens = **High Impact** for focal populations and “all.”
 - Smaller class sizes will help teachers meet the needs of all students.
 - Caseloads are high for specialists who serve students with special needs, English learners, and students who need support for speech and language.
 - Reduction in class size is the highest priority of respondents to our survey, and resonated across focus groups.

- Teachers are the biggest impact on student success, therefore an increase in teachers, especially teachers of diverse backgrounds will give students more opportunities for mentorship, support and accessing rigorous learning.
- Specialists will have direct interaction with our emerging bilinguals, students who are talented and gifted and students experiencing disabilities. Specialists will have more time to collaborate with general education teachers which will ensure better implementation of wrap around supports. When we also ensure that we hire specialists who are reflective of our students' lived experiences the impact is even greater.
- Reading and math data show a need for increased time and support, especially for traditionally underserved groups of students.
- Investment in specialists and teachers is an investment in differentiation and knowing students by name, strength, and need, and is a priority of our strategic plan.
- Additional research: Summary of Class Size Research, Class Size Matters, 2016, downloaded January 30, 2020. <https://www.classsizematters.org/wp-content/uploads/2017/01/Summary-of-US-Class-Size-Reduction-Research.pdf>
- Additional research: NCPEA Policy Brief: Class-Size Policy: The STAR Experiment and Related Class-Size Studies, Volume 1, Number 2, October 2012, downloaded January 30, 2020. <https://files.eric.ed.gov/fulltext/ED540485.pdf>
- **Increase Instructional Time through Community Partnerships:** We will expand partnerships with Boys & Girls Club and Hillsboro Parks & Rec. Invest in new partnerships with Greater Than. We will expand after school academic supports and after school extracurricular offerings for STEM, sports, arts, etc.
 - Pilot partnership with Boys & Girls Club and Greater Than
 - This investment will begin in 2020-2021 school year and be sustained for three years. If the partnerships are unsustainable, or if student outcomes do not improve, we would reinvest in other supports for students.
 - [Year 1: \$ 310,000.00, 3-Year projection: \$ 957,900.00]
 - Accountability: Travis Reiman
 - Director of Extracurricular Programs and Community Outreach will collaborate with district leaders to create and support partnerships. A team of leaders will collaborate to monitor implementation of these programs as specific sites with the purpose setting goals and monitoring implementation.

- Expected Impact with Equity Lens = **High Impact** for focal populations at two schools, initially, with expansion if data shows high Academic Return on Investment.
 - Our current afterschool programming is not based on equitable practices. Five of our eight current Title 1 schools have no organized daily afterschool programming. Investing in afterschool programming provides more students in HSD with accessible and affordable programming that will support their academic and social-emotional growth.
 - This programming will be targeting students from two of our Title I-A schools and the school staff will select students based on academic need. Students will be primarily from underserved racial populations as well as students from households experiencing poverty.
 - The Boys & Girls Club model will embed the after school program supervisor into the school during the day to increase collaboration and efficacy between the academic day and afterschool program. Boys & Girls Club has a long history of serving Hillsboro's lower-income families and can staff programming in a culturally-responsive manner.
 - Greater Than will expand academic and extracurricular opportunities via networked partnership and mentorship programming.
 - Respondents to our Spanish-language survey as well as HSD PAC parents indicated a priority for extending after school and academic supports.
 - Reading and math data indicate a need for extended learning time for traditionally underrepresented students.
- **Invest in Mental Health & Student Wellness:** Add a Coordinator of Mental and Behavioral Health. Create a network of support for students: 1) reduce counselor ratios, 2) relaunch Success Coaches, 3) add a nurse/health assistant, and 4) add a school psychologist. Pay for direct services to students for therapy and mental health support. Phase-in wellness centers (add classified staff). Invest in social-emotional, drug & alcohol, and suicide prevention curriculum and training for all staff.
 - Student Health and Safety
 - Add counseling FTE
 - Add psych and nurse FTE
 - Add mental health coordinator
 - Add student success coaches for academics and behavior
 - Phase-in wellness centers (add classified staff)
 - Invest in social-emotional, drug & alcohol, and suicide prevention curriculum and training

- This investment will begin in 2020-2021 school year and be sustained for three years. The first year of wellness center expansion will specifically target facilities preparation and broad-based professional development at expansion sites. In the subsequent two years we will bring additional staffing to those wellness centers.
- [Year 1: \$ 7,130,994.01, 3-year projection: \$ 22,034,771.49]
- Accountability: Kona Lew-Williams
- HSD Human Resources personnel will work with school-level administrators to recruit and hire diverse staff.
- The Office for School Performance will create a network of mental health providers to serve students directly in schools.
- Expected Impact with Equity Lens = **High Impact** for focal populations and “all.”
 - Counselors and Student Success Coaches: As the counseling staff we hire becomes more diverse and culturally competent, there will be a high impact on academics, career pathways, and connectivity, and therefore reduced barriers to support for the following groups: students experiencing disabilities, students in foster care, students experiencing poverty and homelessness, students who identify as LGBTQ+.
 - Mental Health/Wellness Direct Support: These networks will remove barriers to serving students within the neighborhood school setting. Would have to hire diverse staff to provide mental health services in native languages and aligned to a range of ethnicities.
 - Wellness Centers: Access to wellness centers allows students who have experienced trauma to learn regulation strategies to increase engaged time in class. Student groups affected by trauma include students experiencing homelessness, poverty, as well as negative experiences based on racism and immigration.
- **Invest in Culturally and Linguistically Relevant and Sustaining Curriculum:** Invest in comprehensive language arts adoption K-6 next year. Update materials and assessment tools across content areas on a 7-year cycle. Multilingual, culturally sustaining and engaging tools for teachers and students K-12.
 - Curriculum, instruction, and assessment.
 - This investment will begin in 2019-2020, continue with the 2020-2021 school year, and be sustained for three years under SIA.
 - [Year 1: \$ 1,968,077.00, 3-year projection: \$ 6,081,357.93]
 - Accountability: Travis Reiman
 - The HSD Office for School Performance team will facilitate curriculum adoption and professional development in line with district policy and in collaboration with the Oregon Department of Education.

- Expected Impact with Equity Lens = **High Impact** for focal populations and “all.”
 - K-6 authentic, bilingual core language arts adoption will support 8 Dual Language elementaries, schools that offer Spanish Literacy primary language instruction, and scaffold language in 10 primary languages.
 - Provides an opportunity to create more inclusive classrooms that address the specific needs of students coming from different cultural, academic, and socioeconomic backgrounds.
 - Immersive multilingual audiobooks will assist students with disabilities and multilingual students.
 - Teachers need the tools to serve increasingly diverse learners.
 - Students need opportunities for intervention, acceleration, and extended learning.
 - Surveys and focus groups of teachers indicate curriculum – especially in the areas of literacy and math – is a priority for serving diverse learners.
 - New curriculum will help traditionally underserved students, specifically students with special needs, emerging bilinguals, and talented and gifted students.
- Additional research: [What is evidenced based reading instruction? A position statement from the International Reading Association](#) Downloaded January 30, 2020.
- Additional research: Howard, et.al., [Guiding Principles of Dual Language Education](#), Third Edition, 2018, downloaded January 30, 2020.
- **Expand Educator Pathways:** Invest in a recruiter (Teacher on Special Assignment), partnership agreements, scholarships, tuition reimbursement, mentorship.
 - HSD Educator Pathways Program
 - This investment will begin in 2020-2021 school year and be sustained for three years.
 - [Year 1: \$ 121,455.00, 3-year projection: \$ 375,295.95]
 - Accountability: Travis Reiman
 - The HSD Human Resources team will lead work with regional partners to establish and maintain educator pathways.
 - Expected Impact with Equity Lens = **High Impact** for focal populations and “all.”
 - Root-cause analysis of disparities in achievement indicate a demographic mismatch between staff and students across racial categories. By creating pathways and eliminating barriers for diverse teacher/counselor candidates, we hope to increase the diversity of our staff, thereby increasing achievement across race/ethnicity demographics, including white students.

- This investment would benefit students who identify as Native American, Latinx, Black/African American, Multiracial, Emerging Bilinguals, students who are identified as talented and gifted, and students who experience disabilities, foster care, poverty, and/or homelessness.
- We have surveyed the approximate 400 bilingual and/or bilingual classified staff who are interested in pursuing educator pathways to elicit feedback to support this goal.
- 98% of diverse staff who were surveyed expressed an interest in an educator pathway program, and they responded that removing financial barriers to pursue their degrees would create more equitable outcomes.
- In addition, PAC parents, students, administrative, and licensed staff indicated that they wanted more staff to represent our diverse student demographics.
- We will continue to modify or enhance our strategies to ensure our school communities' individual and cultural needs are met through mentorship and responsive support. We are using DCA, I-Visions and Applitrack to collect data of increasing the staff of color.
- According to the Learning Policy Institute research from 2017, "Districts should provide high-quality mentoring and induction to beginning teachers... Induction programs that include being assigned a mentor, meeting frequently, and focusing on high-leverage activities have been found to result in improved teacher retention."
- Invest in a Recruitment and Retention TOSA to sustainably support educator pathways.
- The [2018 Oregon Educator Equity Report](#) made the following recommendations (which we will adopt) to ensure creating a strong educator pathway program:
 - High-quality mentoring and induction
 - Grow your own model
 - Teacher residency program
 - Provide each new educator with a trained mentor
 - Host a network event welcoming educators new to the community
 - Provide new teachers and educators with the opportunity to visit other classrooms
- HSD PAC parents have indicated this as a priority, as have other parent groups, e.g. Century High School parents and parents attending Superintendent Coffee Chats.
- Additional research: Geneva Gay (2013) Teaching To and Through Cultural Diversity, Curriculum Inquiry, 43:1, 48-70, DOI: [10.1111/curi.12002](https://doi.org/10.1111/curi.12002)



Activities Timeline:

1. Professional Development: Begins Fall of 2020 with teacher inservice, continues for 3 years.
2. Reducing Class Size and Caseload: Begins immediately with recruitment, continues for 3 years.
3. Partnerships for Increasing Instructional Time: Begins immediately with Boys & Girls Club and Greater Than planning for launch Fall 2020, continues for 3 years based on positive results.
4. Mental Health and Wellness: Begins immediately with posting of Director of Mental and Behavioral Health position, continues for 3 years. Phase in of Wellness Centers begins with planning year 2020-2021, with increased staffing 2021 through 2023.
5. Curriculum Investment: Begins immediately with a recommendation to the Board from the Language Arts Study Team. Professional development starts Spring 2020, with materials deployed Summer of 2020. Continues for 3 years.
6. Educator Pathways: Begins immediately with recruitment efforts of classifies staff. Continues for 3 years.

Priorities

In order to support tiered planning for SIA funds, please share what you think we need to understand about your priorities for the first three years. Consider the following questions:

- *Where do you expect to put most of your focus, resources, and energy in the first year?*
- *Using “High/Medium/Low” or “A/B/C” please provide a narrative description of your priorities over the first three years.*
- *In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?*

SIA Priorities

Our SIA plans are contingent upon full funding of the Student Investment Account as well as long-term allocations from the State School Fund sufficient to maintain current service levels for the students we serve. A number of other factors, including availability of teachers and counselors within a competitive job market, require us to plan ahead for contingencies and shifting priorities.

In prioritizing our SIA investments, stakeholder groups have clearly communicated that teachers, counselors, and specialists who provide direct services to students are our primary value. We agree and intend to implement those recommendations. As illustrated in our narrative and budget, we will invest most heavily in licensed personnel in the first years of the SIA grant.

High priority: Licenced personnel



Medium priority: Investment in curriculum, expanding after-school programming, and networking mental and behavioral health supports, and creating educator pathways

Low priority: We did not include anything in this plan that was a low priority.

In maintaining current service level and adding programming, we will emphasize programs that support quality instruction in the classroom, mental and behavioral supports, and direct services to students who need them most.

Priority Levels (A is CSL*)	Class Size & Caseload	Student Health & Safety	Well-rounded Education	Instructional Time
Level C	Reduce teacher:student ratios in grades K-12	Further expansion of services	Additional Professional Development and Tools	Expand successful extended day programs
Level B	Reduce teacher:student ratios in grades 1-12	Expand health and safety services, add counselors	Curriculum and Professional Development	Pilot (2) extended day programs
Level A	Maintain current teacher:student ratios	Maintain current health and safety services	Preserve current course offerings for students	Maintain current non-school day program levels, including transportation

CSL > < CSL

*CSL- Current Service Level

Additionally, we understand that our plan needs to be flexible. In the case that funds cannot be used as initially planned, we intend to further invest in teachers, counselors, and specialists. We would consider targeted class size reductions, ratio reductions for counselors and specialists, as well as professional development and data-driven collaborative planning time. We would consider further investment in curriculum and tools for teaching. We would consider investing in classified staff to support in targeted classrooms. We would also consider expanding partnerships to provide extended learning opportunities for more students.



SIA Integrated Planning Tool

ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

Budget

Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

SIA Budget 2020-21

Equity Lens or Tool

Upload the equity lens or tool you used to inform and/or clarify your plan.

Oregon's Equity Lens: Eight questions for resource allocation and evaluating strategic investments

Describe how you used the uploaded equity lens or tool. (250 words or less).

As we drafted our SIA application and budget, district administrators used the Oregon Equity Lens to analyse the impact of each investment for each focal student group within our school community. We specifically focused on the eight question for resource allocation evaluating strategic investments (see attachment), using a chart to rate specific activities from high to low in terms of predicted impact. We found that each investment ranks high, with caveats. For example, an investment that reaches only a few schools in the pilot phase would not have an immediate impact on focal groups at other schools. Additionally, investments in, for example, increasing the racial diversity of staff would predictably impact students of color most positively, and might have moderate impact on other focal groups, e.g. students who identify as TAG and/or who experience disabilities, except in the case when a student who identifies as TAG *is also* a student of color, in which case the benefit of this investment might be amplified. (This investment would also clearly benefit all students, even those who are not locally identified focal groups.)

By applying the Oregon Equity Lens to analyse the potential impact of specific investments on outcomes for specific groups, we were able to refine our plan to leverage available resources for the highest impact across focal student groups.

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY



*For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their **DRAFT** Longitudinal Performance Growth Targets and the ODE Worksheet outlined later in “Developing a Common and Customized Monitoring and Evaluation Framework.”*

While asked for at the time of submission, ODE will not, in accordance with HB 3427, consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met.

Co-development and agreement on a monitoring and evaluation framework for each SIA applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements.

For this reason, ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.

[Link to HSD DRAFT Longitudinal Performance Growth Targets](#)

Part VI: Use of Funds

Allowable Uses

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

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

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; and*
- *Increase academic achievement and reduce academic disparities for the focal student groups called out in the law*

Based on needs assessment, data analysis, and stakeholder input, we know that **raising achievement and eliminating disparities** will require teams of teachers and specialists making data-driven instructional decisions and collaboratively planning instruction to meet the academic needs of all learners. We will invest in professional development for all licensed staff in order to make this happen. Teachers will get the tools they need to provide academic interventions and extensions in order to eliminate opportunity gaps. These tools include bilingual and culturally responsive curriculum. Staff will get access to professional learning and planning time for culturally sustaining pedagogy and practices. We will also strengthen our plan to recruit, retain, and promote teachers and counselors of color to serve our increasingly diverse students. We will invest in after school partnerships to extend learning time for focal populations.

Based on needs assessment, data analysis, and stakeholder input, we know that **supporting mental and behavioral health** will require teams of professionals organizing wrap-around services to meet student needs. Our plan includes investing in more counselors, student success coaches, nurses, school psychologists, and mental health providers to work in collaboration with staff, students, and families. Our systems of support for student mental and behavioral health will include capacity-building for staff as well as networking of external partners to provide direct services to students.

Addressing the Needs and Impact on Focal Student Groups

The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student groups.

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

In the Hillsboro School District, opportunity gaps disproportionately impact the following focal groups: students who identify as Native American, Latinx, Black/African American, Multiracial, Emerging Bilinguals, students who are identified as talented and gifted, and students who experience disabilities, foster care, poverty, and/or homelessness.



Our needs assessment and community engagement process clearly reinforced the fact that focal student groups and their families, teachers, and community advocates have similar priorities when compared to “all” students and their families, teachers, and community advocates. Among those priorities are more contact with teachers and counselors (lower class sizes and more counseling support) as well as curriculum and pedagogy that is challenging, well-rounded, relevant, and culturally-sustaining.

One example of how planning to meet the needs of students of focal groups (in order to accelerate the closure of opportunity gaps) will positively impact all students is our investment in bilingual and culturally-sustaining curriculum and pedagogy. While dual language education and primary language literacy support at early grades are promising practices for native Spanish-speaking emerging bilinguals, many students (who are not part of that specific focal group) benefit from bilingual education. In fact, the language assets of the focal group--in this case Spanish-speaking students who are emerging bilinguals--become learning assets to the “all” group (including native English speakers and speakers of other languages) when we create dual language educational opportunities.

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

We continue to be concerned that the service our students need and deserve are becoming more expensive to deliver. Despite recent increased investment in K-12 education and early learning via the Student Success Act and Student Investment Account, we know that optimal class size, universal pre-K, access to technology, mental and behavioral health, and opportunities for well-rounded learning--arts, music, STEM, CTE, and advanced courses--will remain limited until school funding levels approximate the Quality Education Commission’s recommendations.



We will continue to engage families to match existing resources to student needs. We will continue to leverage partnerships with service providers in the areas of food insecurity, housing, medical and dental care, mental health, and family services. We will continue to engage industry and higher education partners in expansion of career and college pathways. And we will continue to support teachers, counselors, and support staff in expanding their resources and skills to deliver the best school experience possible to the students of our community. We know as educators that factors like implicit bias impact how we serve our students and community. We will continue to invest in professional learning in the area of educational equity in order to grow as educators and actively remove barriers, intended and unintended, to student success. We are confident that our SIA plan will improve the highest-leverage strategies to improve outcomes, especially for our focal student groups. Our hope is that investment in our schools continues.



Part VII: 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.

[Link to February 25 Board Meeting Agenda, pp. 7 and 192](#)



Part VIII: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

- Yes
 No

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

- Yes
 No

Collaboration

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

During our Continuous Improvement Planning (CIP) and SIA process, City View Charter School (CVCS) Executive Director, Nicole Kopacz, collaborated with the Office for School Performance (OSP) team to develop CVCS goals connected to HSD's CIP goals.

At CVCS, parents, students, and staff were involved in HSD SSA Community Voice survey. Staff engagement takes place as a part of the annual program implementation review at CVCS. A student survey supports improvement in general at the school.

The City View Charter School Work Plan focuses on social-emotional learning. The CVCS Expansion Grant focuses on eliminating disparities in academic achievement. CVCS has also prioritized service to emerging bilinguals as part of their ESSA Plan. Feedback from staff and parents justifies an investment in Behavior Coach/SPED Specialists as well as a focus on mental health and identity development for middle school at CVCS. The theory of action for this investment is the following: If adults learn and implement social-emotional learning curriculum and trauma-informed systems, adults will support student mental health and self-regulation, and self efficacy surveys (via Expeditionary Learning (EL) Education) will show increased positive student academic mindsets.

Agreement(s)

If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

[City View SIA Agreement](#)

Applicant Assurances

By checking the boxes below, the school district or charter school assures: (check each box)



- ☑ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- ☑ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- ☑ Disaggregated data by focal student group was examined during the SIA planning process.
- ☑ The recommendations from the Quality Education Commission (QEC) were reviewed and considered.
- ☑ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools].
- ☑ Agreement to provide requested reports and information to the Oregon Department of Education.

Part IX: SIA Evaluation Tools

1. Planning Process and Community Engagement

<i>Requirement</i>	<i>Meets Requirements</i>	<i>Does Not Meet Requirements</i>
1.1 Engagement efforts were inclusive of staff; students of color; students with disabilities; emerging bilingual students; students navigating poverty; homelessness and foster care; and the focal student groups' families	x	
1.2 The planning process takes into account input from the engagement process.	x	
1.3 A minimum two strategies and two activities were described and five artifacts were provided as evidence of community engagement.	x	
1.4 Review of disaggregated data by focal student groups were used to inform equity-based decisions.	x	
1.5 Considers the recommendations from the Quality Education Commission	x	
1.6 The CIP needs assessment informs or was considered in SIA planning.	x	

2. Three-Year Plan

<i>Requirement</i>	<i>Meets Requirements</i>	<i>Does Not Meet Requirements</i>
2.1 Identifies which of the allowable uses will be designated to meet student mental and behavioral needs.	x	

2.2 Includes an informed description of how the allowed uses will be used to meet students' mental and behavioral health needs; increase academic achievement for students; and reduce academic disparities for the focal student groups.	x	
2.3 An analysis of the potential academic impact for all students and focal student groups is included in the use of funds.	x	
2.4 Includes and applies an equity lens or tool to examine the impact on focal student populations	x	
2.5 Activities and investments are sufficiently described (budget narrative) and outline uses of funds that align with the plans provided.	x	

3. Public Review and Board Approval

<i>Requirement</i>	<i>Meets Requirements</i>	<i>Does Not Meet Requirements</i>
3.1 SIA Plan is available on district or eligible charter school webpage and main office.	x	
3.2 Oral presentation of the SIA Plan to the governing body of the grant recipient at an open meeting was completed by an administrator.	x	
3.3 Opportunity for public comment was provided.	x	
3.4 Evidence of approval by the school board or governing body of the SIA Plan, Application, Budget, and any agreements with charter schools covered in a district's application.	x	