



## Student Investment Account (SIA) Plan

*\*Created from Section Two (p. 16-18) of the ODE Guidance*

### Part One: General Information

#### Applicant

Jackson County School District No. 5  
885 Siskiyou Blvd.  
Ashland, OR 97520  
(541) 482-2811

#### Contacts:

Kelly Raymond  
Superintendent  
kelly.raymond@ashland.k12.or.us

Alana Valencia  
Director of Finance  
alana.valencia@ashland.k12.or.us

### Part Two: Narrative and Plan Summary

Approximately 3,000 students attend Ashland High School, Ashland Middle School, and our three elementary schools, Bellview, Helman and Walker. John Muir Elementary is a K-8 school with a curriculum focus on Outdoor Education, Science, and the Arts. The Willow Wind Community Learning Center serves full-time students through a Parent Partner program, as well as home-school and part-time students.

Approximately 400 full-time and part-time teachers, support staff, and administrators provide high-quality instructional programs.

Our K-12 Demographic Data by school site for 2019-20 is as follows:

#### STUDENTS OF COLOR

All K-12	26.2%
Ashland High School	25.0%
Ashland Middle School	29.4%
Bellview Elementary	24.5%
Community Learning Center	25.5%
Helman Elementary	24.3%
John Muir	19.0%
Walker Elementary	31.3%

#### EVER ENGLISH LEARNERS

All K-12	3.0%
Ashland High School	3.3%
Ashland Middle School	4.0%
Bellview Elementary	0.9%
Community Learning Center	1.6%



Helman Elementary 0.9%  
 John Muir 1.6%  
 Walker Elementary 5.8%

IDEA STATUS

All K-12 12.0%  
 Ashland High School 9.2%  
 Ashland Middle School 16.3%  
 Bellview Elementary 20.1%  
 Community Learning Center 2.1%  
 Helman Elementary 12.0%  
 John Muir 7.9%  
 Walker Elementary 13.0%

FREE AND REDUCED LUNCH

All K-12 25.2%  
 Ashland High School 22.8%  
 Ashland Middle School 29.6%  
 Bellview Elementary 28.0%  
 Community Learning Center 10.4%  
 Helman Elementary 20.5%  
 John Muir 33.3%  
 Walker Elementary 32.8%

UNSTABLE HOUSING

All K-12 3.6%  
 Ashland High School 3.9%  
 Ashland Middle School 5.0%  
 Bellview Elementary 3.1%  
 Community Learning Center 0.0%  
 Helman Elementary 1.8%  
 John Muir 1.6%  
 Walker Elementary 5.5%

The Ashland School District student achievement has been consistently above average on the state report card. However, there is a noticeable achievement gap for our students of color, English language learners and students with disabilities. In particular, students are struggling with mathematics and reading in grades 3-5. In secondary grades 6-12 the achievement gap in reading appears to level off but mathematics remains.

We are proud to continually offer our students a strong commitment to the arts, broad learning opportunities and choices for students and a focus on the whole student. In addition, our dropout rate of 0.70% at our high school and 0.79% district wide is low in comparison to the state average.

**The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).**



The SIA funding will provide equitable access to social, behavioral, and mental health supports, class size reduction and implementation of Multi-tiered System of Support (MTSS), and culturally responsive teaching strategies. The funding will support the allocation of time for teacher collaboration, professional learning, and data analysis to determine student's strengths and needs for continued growth. The implementation of such strategies aims to close the opportunity and achievement gaps and fosters an inclusive environment for all.

For grades 6-12 we plan to hire 2 full time mental health therapists. Currently the Middle School and High School refer students to outside resources which can result in increased absences and for economically disadvantaged students there is not equitable access to mental health care.

### **Part Three: Community Engagement and Input**

#### **OVERVIEW OF COMMUNITY ENGAGEMENT**

The school district conducted two surveys, one district and one in partnership with the Oregon Education Association (OEA). We also held three community conversations. Schools communicated information about SSA to student and family focal groups. Communication and outreach for survey completion occurred at student conferences that included families of emerging bilingual students, special education students and students and families in poverty, at site council meetings, Black and African American Student Success family meetings, Maslow partners supporting unhoused youth, and other focal student clubs such as black student union (k-12), queer, straight alliance,.

Key information collected from the district survey included:

- Role in the district

- Identify race/ethnicity

- Focal student group category

- Event or circumstance where survey was completed

- Prioritization of the five areas for Input

We had 299 responses and the priorities identified included mmeeting students' mental & behavioral health needs (1st priority) and aallowing teachers sufficient time to collaborate and develop strategies to help students stay on track to graduate.

The OEA survey solicited similar key information with the exception of data on race/ethnicity and student focal group. The priorities identified were class size reduction (1st priority), instructional time, and mental health supports.

Staff provided input at SSA site meetings and identified priorities by applying our strategic plan goals and district equity policy.

Lastly, a facilitated District SSA Committee involving stakeholders (twenty-five) from focal student groups, including students, staff, parents/guardians, and partners reviewed and analyzed the data over three full-day meetings to determine the district priorities.

#### **SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT**

The community engagement was extensive because we used multiple modalities to reach stakeholder groups. The surveys were a key driver in obtaining input on how best to use our funds aligned to the 5 Areas of Input and allowable investments outlined in the SSA infographic. The survey also captured



demographic data as well as the relationship to the school district, such a staff, or parent/guardian, etc.

Each School and site conducted a staff meeting with an agenda and activities that support an understanding of the SIA, intended uses, and allowable investments. Besides, the agenda activities had staff to crosswalk the SIA purpose, district strategic plan (2018-2023) goals, and strategies of our equity policy (JBB) before identifying priorities. Each School then had a small team review in out and shared an affinity diagram with staff before submitting preferences based on the two SIA purposes to the district SSA committee.

Although the three community conversations were planned across the district and at different times, the attendance was low. However, the survey input with the above engagement strategies yielded high results. As a district, we are looking at methods where we strengthen messaging around community input sessions and community outreach opportunities, particularly with focal groups. Also, looking to ways to engage the community at school events.

Most noteworthy was the engagement and collaboration of stakeholders over three days with a consultant facilitating the process to recommend an SIA plan to the superintendent and Board. The superintendent was present for all three days and witnessed true collaboration and the illumination of the student's voice.

The district SSA committee also reviewed disaggregated data on 3rd-grade math and reading, 9th grade on track, graduation rate, attendance, and social/emotional and behavioral data to identify achievement gaps, academic disparities, and mental and behavioral health needs. Also, equity tools and policy and the district strategic plan were used throughout each meeting.

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

There are several relationships and partnerships we will continue to cultivate to improve future engagement. We will continue to empower the student's voices and provide opportunities for students to give feedback. Furthermore, we will continue to determine ways to cultivate partnerships with our families of historically untapped students. We meet regularly with our Black and African American families, which began with our grant. Our goal is to expand the meetings to include other focal group families. We are expanding our student club within our focal groups, such as our new Latinx student union and Asian student unions. This year we have a black student union at the elementary level. Students in the club collaborate with other students across the district and our local university. This strategy will extend to other focal groups of students and families.

We will also continue connecting with our local partners, such as higher education and pre-k partners and city administrators.

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

It would be beneficial to get updated tools such as the toolkits we received from ODE. The kit ideally would include key strategies in communicating with community stakeholders. It would also be helpful to have evidenced-based practices links to documents that support the two purposes of the SIA grant. A new accessible and visually appealing district website is one area that would improve communication and community engagement.

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



The artifacts selected represent the key steps taken by our District to ensure the engagement of the focal student populations. The first form of engagement were the surveys on our district website and therefore we have included the district survey data collected. The second form was outreach through community meetings in which we have uploaded the PowerPoint presented at the three different meetings. The third form of engagement was at the school site level in which teachers/principals engaged student focal group families and met to as a school site to determine priorities through a turnkey activity and the agenda is provided. The culmination of engagement was through our SSA committee stakeholders representing the focal student population in which we have uploaded the 3 day meeting agendas and pictures of the final activity to develop our SIA plan.

**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.**

The district designed a communications and engagement plan. This included community conversations and input gathering at school events and through community conversations. Two surveys were given to solicit input. One was in partnership with the Oregon Education Association.

In addition, the superintendent and administrators engaged with many community groups and organizational partners, including the city and higher education on SSA using ODE infographic, information, and links to surveys and website.

The district SSA committee was another strategy to engage student focal groups. A diverse group of stakeholders representing focal student groups made up the District SSA committee. We choose this strategy as a way to collaboratively engage stakeholders over three days with a consultant facilitating the process to recommend a draft SIA plan to the superintendent and Board. Members of the committee represented focal groups outlined in the grant. The committee met for three full days to provide input, review feedback, the equity policy (JBB), and equity lens (QEIB) and disaggregated data to determine the priorities for the district.

**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. (250 words).**

*Activities may include, though not limited to, social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gatherings, school board meetings, use of community-based organization, coffee chat, newsletter, local media, roundtable discussion.*

The district engaged the focal student groups and their families in multiple ways. Besides surveys, we also held three community conversations. Schools communicated information about SSA to focal groups at conferences, site council meetings, Black and African American Student Success Grant family meetings, Maslow partners supporting unhoused youth, student clubs such as black student union (k-12), queer, straight alliance and student meetings.

The district developed a PowerPoint for community conversations. The learning target for the agenda was for participants to review pertinent documents from ODE and ASD to familiarize themselves with the process and purpose of the grant. Also, to provide input as to its intended outcomes as it relates to the ASD strategic plan- Pathways to Excellence (2018-2023). Since the SSA is rooted in equity, the activities made connections to SSA infographics and the ASD equity policy. After rich, focused, and collaborative conversations, the last activity involved completing the surveys.

After an extensive period gathering input via multiple ways, a District SSA Committee involving students, teachers, classified staff, parents/guardians, partners, a board director, and administrators



engaged with data in a collaborative process to determine district priorities.

To make engagement activities public and transparent, the main page of our website hosted information on SSA. The website was updated regularly with community engagement agendas, process and the SIA Plan. Also, social media and district messages to families were used continuously for community engagement. This information is shared at Board meetings, with community leaders, PTOs/PTAs, Site Councils, and higher education officials.

## STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

**Describe the STRATEGIES (at least two) that you executed to engage staff (250 words).**

One strategy to engage staff was staff meetings with an agenda for a shared understanding of the SSA and to get input. The district provided an SSA agenda as a guide to have an engaged and collaborative process. Each School and site conducted staff meeting(s) using the agenda and activities that support an understanding of the SIA, intended uses, and allowable investments.

Also, the staff provided input via a district and Oregon Education Association surveys.

Another strategy to engage staff was via the district SSA committee where staff were represented.

**Describe the ACTIVITIES (at least two) that you employed to engage staff.**

The staff meeting agenda activities had staff crosswalk the SIA purpose, district strategic plan (2018-2023) goals, and strategies in our equity policy before providing input. Data was also reviewed. Each School then had a small team review the input data and shared an affinity diagram with staff before submitting preferences based on the two SIA purposes to the district SSA committee.

Both classified and licensed teachers and administrators representatives were selected by each school/site to be part of the district SSA committee. We choose this strategy as a way to collaboratively engage stakeholders over three days with a consultant facilitating the process to recommend a draft SIA plan to the superintendent and Board. The district SSA committee also reviewed disaggregated data including but limited to, 3rd-grade math and reading, 9th grade on track, graduation rate, attendance, and social/emotional and behavioral data to identify achievement gaps, academic disparities, and mental and behavioral health needs.

Also, equity tools from the Oregon Department of Education and district policy (JBB) and the district strategic plan were used though out each meeting.

District staff also completed two surveys to assess needs.



## 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

Two areas that we learned from the community and staff:

**Focus on improving mental health supports for students, e.g.**

- Access to mental health supports, Increased counselor/mental health specialists
- Social Emotional Learning/PBS strategies/Trauma informed strategies
- Alternative education options
- Peer programs

**Systemic changes in the areas of accountability and standards for equity, e.g.**

- Culture of inclusivity and understanding
- \*Professional development for staff on equity, inclusion and diversity, culturally responsive pedagogy and curriculum
- Commitment to hiring and retaining a culturally diverse staff
- Consistent expectations across the system
- \*Class size- K-3 highlighted
- A shift in values regarding assessment both formative and summative
- Early assessment and intervention ( Response to intervention)

The district SSA committee's task was to use the input from the community and staff to inform a draft plan for recommendation to the superintendent and Board. Thus, the committee reviewed data from two surveys as well as the affinity diagrams from each school/site and reviewed disaggregated data on 3rd-grade math and reading, 9th grade on track, graduation rate, attendance, and social/emotional and behavioral data to identify achievement gaps, academic disparities, and mental and behavioral health needs. In reviewing the data the committee and district administrators became aware that the data was not necessarily reflective of all ethnic groups, specifically our black and African American populations that under identify or identify as more than one racial group. This required our data analyst to present further information to inform our committee.

The committee's work drove the SIA plan. District administrators met to review the priorities identified by the SSA committee. They made refinements based on priority areas identified by focal student groups at sites and district-wide.

## Part Four: Data Analysis

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

The SSA committee reviewed disaggregated data including but not limited to, 3rd-grade math and reading, 9th grade on track, graduation rate, attendance, and social/emotional and behavioral data to identify achievement gaps, academic disparities, and mental and behavioral health needs.

The OEIB: Equity Lens Questions informed equity-based decision making.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?



3. What are the barriers to more equitable outcomes?
4. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
5. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

## Part Five: SIA Plan

### KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

#### OUTCOMES

We have aligned our SIA Plan outcomes with the following three goals identified in our CIP/Strategic Plan:

- 1.) ASD achieves at least a 93% graduation rate across all demographic groups.
- 2.) Increase the recruitment and retention of high quality and culturally diverse staff
- 3.) Students and staff experience a "welcoming, supportive and inclusive environment" as evidenced by multiple measures.

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

- 1.) Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.
- 2.) Integrate respectful consideration of people who are of any race, ethnicity, socioeconomic status, enrollment mobility, language, family structure, sex, sexual orientation, gender identity, disability, citizenship, initial proficiencies, or religion.
- 3.) Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.
- 4.) Allocate time in the organization's schedule to promote collaboration towards making systemic change.
- 5.) Provide equitable access to social, behavioral and mental health supports.



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

Strategy 1

In order to fully implement MTSS to close the achievement gap for our students of color, English language learners and our students on IDEA our spending priority will be to reduce class size in our elementary schools, recruit experienced licensed staff from diverse backgrounds that will increase our ability to provide math and reading interventions for K-5 and math support for the middle School and high School.

Strategy 2 and 3

Our spending priority for district wide shift to integrate respectful consideration of all people and implementation of culturally-responsive pedagogy will be to organize an Equity, Diversity and Inclusion committee that will have representation from each school site. This committee will be responsible for organizing professional development opportunities for all teachers, evaluating curriculum and intervention materials from an equity lens, and collaborating with the professional growth and evaluation committee.

Strategy 4

In order to allocate time in the organization's schedule to promote collaboration towards making systemic change we will be hiring specialists at all elementary school sites to allow an increase in scheduled collaboration time for core teachers. At the middle School we will increase the FTE of existing teachers to allow for additional collaboration.

Strategy 5

We will prioritize the hiring of 2 Mental Health Therapists, 1 at the middle School and 1 at the high School. This will ensure equitable access to mental health supports which is not currently available. For equitable access to social and behavioral support we will plan to increase the counselor FTE at the high School.

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

MTSS:

The Ashland School District uses evidence-based instruction, universal screening, progress monitoring, formative assessments, and research-based interventions matched to students' needs. Frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) align with MTSS. All MTSS systems include shared leadership, using data to inform decisions about student supports, and evidence-based instruction and intervention. We partner with families and community-based organizations to provide the best service possible for students.

Evidenced considered: "My Brother's Keeper Promising Practices Series" Center for Parent Information & Resources: National Center for Learning Disabilities: Oregon Department of Education: Oregon RTI: The Center on Response to Intervention: State Library Graduation Improvement Resources:

<http://www.nclid.org/?s=RTI> <https://www.parentcenterhub.org/pbs-resources/>  
<https://www2.ed.gov/about/inits/ed/earlyliteracy/k-3-literacymulti-tiered-systems-of-support.pdf>  
<https://www.oregon.gov/ode> <http://www.oregonrti.org> <http://www.rti4success.org/>  
[http://libguides.osl.state.or.us/grad\\_outcome](http://libguides.osl.state.or.us/grad_outcome)

Oregon Health Authority

Culturally Responsive Instruction:



The research demonstrates how culturally responsive teaching helps strengthen student-teacher relationships and improve student achievement.

Evidence considered: *Education Week's* Urban Education Reform: Bridging Research and Practice; [Multnomah County Partnership for Education Research](#) (MCPER). The University of Portland School of Education, NWEA, Zaretta Hammond Culturally Responsive Teaching, and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students; John Hattie: Visible Learning; Oregon Department of Education Equity Lens

Culturally relevant teaching centers students' culture in teaching practice through three primary approaches: *high expectations*, promoting *cultural competence* and promoting *critical consciousness* ([Dickson, Chun, & Fernandez, 2015](#); [Ladson-Billings, 1995a](#); [Ladson-Billings, 1995b](#); [Morrison, Robbins, & Rose, 2008](#))

#### Class Size:

The majority of the research on class size reduction is in the early grades, particularly K-3.

Evidence-Based Strategies for Class-Size Reduction Class Size Reduction (CSR) refers to the practice of decreasing the student-teacher ratio as a way to increase the number of individualized student-teacher interactions in order to improve student learning. There is demonstrable evidence that CSR has a measurable impact on academic and non-cognitive outcomes for students, and in particular for historically underserved students when implemented well.

Evidence considered: Class Size Matters, a non-profit clearinghouse for information on smaller class size, articulated the following benefits of smaller classes in its 2016 publication Summary of Class Size Reduction Research.

- Large reductions in class size in grades k-3 (class size of 15 or less) had academic impacts evidenced four years later (Tennessee Study of Class Size - STAR).
- Four years of small class size in grades K-3 improved odds for graduating from high School by about 80% (Finn et al 2005).
  - Students of color and those navigating poverty receive especially large benefits from reduced class sizes in terms of test scores, school engagement and dropout rates (Achilles 2012); (Wilson 2002).
  - Positive effects of class size reduction are twice as significant for students of color and those navigating poverty (Mathis 2016).
  - Smaller class sizes significantly increase the probability of a student attending college, earning a diploma, and earning a STEM degree (Dynarski et al. 2013).

#### Mental Health Supports:

"Mentally healthy children are more successful in School and life. Good mental health is critical to children's success in School and life. Research demonstrates that students who receive social-emotional mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional and behavioral health and the ability to cope with life's challenges." (National Association of School Psychologists)  
Evidence Considered: Oregon Health Authority and Jackson County Health & Human Services.

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



- K-3 class size support ( 3.6 certified FTE)
- K-3 increase student to adult ratio ( 9.0 Educational Assistant FTE : 2.5 FTE @ ea. Elementary, .75 FTE at JM and WW)
- K-5 increased ( including K-8 schools) specialist for teacher collaboration (4.0 certified FTE in Arts, PE, Math or Reading: 1.0 FTE @ ea. elementary, .5 FTE @ WW and JM)
- K-5 increased FTE for Child Development Specialists (2.1 CDS FTE: .5 FTE @ Walker & Helman, .4 FTE @ Bellview, .2 FTE @JM, .5 FTE @ WW)
- Youth Advocates to support behavioral needs at elementary schools
- Increased focused teacher collaboration time (PCAT) for middle School (1.3 FTE added to existing certified staff)
- MTSS student success coach/instructor in math and reading for the middle School to close achievement & opportunity gaps (1.0 certified FTE)
- 6-12 mental health therapist for middle School and high School (2.0 certified FTE : 1 FTE @AHS, 1 FTE @ AMS)
- Youth Advocates to support behavioral needs for the middle school high school (2.0 classified FTE)
- Increased instructional support for high school alternative programs for on track graduation and class size support (1.0 Certified FTE)
- 9-12 MTSS behavioral/social emotional learning support and implementation (.5 certified FTE) for Restorative Justice/Trauma/ PBIS practices
- MTSS High school instructional support (.5 Certified FTE) for Response to Intervention (RTI) in humanities and math/science
- Extend high school library hours (M-F: 4-6 PM) to support on track to graduation (.3 Classified FTE)
- Increase support at the high school tutor center for on track to graduation and to close achievement & opportunity gaps (1.0 Classified FTE, .2 TOSA added to current staff)
- Increase 9-12 teacher FTE for tiered support and/or class size reduction (1.0 certified FTE)
- Increase FTE for 4 full time counselors at the high School (.6 Certified FTE)
- "9-12 Professional development for MTSS (PBIS/RTI/Trauma)
- implementation "
- Increased ELL resources district-wide (personnel/interpreter/translation services)
- Professional development and supplemental curriculum materials for implementation of culturally responsive teaching K-12
- District-wide equity diversity and inclusion committee
- K-12 Increase coordinated care program partnerships
- Teaching and learning administrator to support curriculum, ELL, TAG, instruction, MTSS and assessment (.5 FTE)

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

We will utilize the SIA investment by braiding with our title funds for increased child development specialists at our elementary schools. For the middle School and high School we have the Student Success Grant (M98) funds that we will utilize to provide equitable resources for access to college level opportunities and career and technical education as well as increased support to aid in dropout prevention. The District wide goals of equity, diversity and inclusion will be maximized by also utilizing our Black and African American Student Success Grant funding which includes funding for and EDI Director and community engagement meetings for black/African American students and families.

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



The superintendent will oversee the district strategic direction including the SIA Plan. Principals at each site will be responsible for implementation of the activities and investments.

Strategies will be assessed after the first three years. Changes in strategy will be based on the evidence found in the continuous evaluation and implementation research but we do not anticipate changes in strategy until year six at the earliest.

**ACTIVITIES:** *(This is considered your budget narrative)* **What is your model for continuous evaluation of the return on investment or impact of this investment?**

Ashland school district will use both quantitative and qualitative data at frequent intervals to evaluate the return on investment. Data will be disaggregated based on demographics to determine the opportunity and achievement gaps. Ongoing formative assessment tools will also be used to monitor plan and adjust supports and determine needs. Particular indicators aligned to our strategic plan are 3<sup>rd</sup> grade achievement and 9<sup>th</sup> grade on track to graduation and attendance.

The Ashland School District uses evidence-based instruction, universal screening, progress monitoring, formative assessments, and research-based interventions matched to students' needs. Frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) align with MTSS. All MTSS systems include shared leadership, using data to inform decisions about student supports, and evidence-based instruction and intervention. We partner with families and community-based organizations to provide the best service possible for students.

**ACTIVITIES:** *(This is considered your budget narrative)* **How are the resources allocations in your budget reflective of the changes your planning is intended to cause?**

The majority of our SIA budget is allocated towards full implementation of MTSS at every school site to ensure that we close the achievement gap and provide opportunities for all of our students to excel and thrive. We have also allocated resources in our budget to increase time in the organizational schedule to promote teacher collaboration which is an essential element of systematic change.

**PRIORITIES:** *(For tiered planning)* **Where do you expect to put most of your focus, resources, and energy your first year?**

In grades K-3 we will be increasing the student to adult ratio by hiring additional teachers' equivalent to 3.6 certified FTE. In grades K-5, we will increase our Specialists in Math, Reading, P.E. and the Arts by 4.0 FTE to support increased Teacher collaboration time and will also increase our Child Development Specialists (CDS) by 2.10 FTE in order to strengthen our multi-tiered system of support.

For grades 6-12 we plan to hire 2 full time mental health therapists. Currently the middle School and high School refer students to outside resources which can result in increased absences and for economically disadvantaged students there is not equitable access to mental health care.



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

High

- Kindergarten - 3 grade class size support ( 3.6 certified FTE)
- Kindergarten – 5 grade increased specialist for teacher collaboration totaling 4.0 certified FTE in Arts, PE, Math or Reading. The breakdown per site will be as follows: 1.0 FTE @ each elementary, .50 FTE at John Muir and .50 FTE Willow Wind Learning Center
- Increased focused teacher collaboration time (PCAT) for middle School (1.3 FTE added to existing certified staff)
- MTSS student success coach/instructor in math and reading for the middle School to close achievement & opportunity gaps (1.0 certified FTE)
- 6-12 grade mental health therapist for middle School and high School (2.0 certified FTE : 1.0 FTE @AHS, 1 FTE @ AMS)
- Increased instructional support for high school alternative programs for on track graduation and class size support (1.0 Certified FTE)
- 9-12 grade MTSS behavioral/social emotional learning support and implementation (.50 certified FTE) for Restorative Justice/Trauma/ PBIS practices
- 9-12 grade professional development for MTSS (PBIS/RTI/Trauma) implementation
- Increased English language learner resources district-wide (personnel/interpreter/translation services)
- Professional development and supplemental curriculum materials for implementation of culturally responsive teaching kindergarten -12<sup>th</sup> grade
- District-wide equity diversity and inclusion committee

Medium

- Kindergarten – 3 grade increase student to adult ratio by 9.0 Educational Assistant FTE. The breakdown per site will be as follows : 2.5 FTE @ ea. Elementary, .75 FTE at JM and WW)
- Kindergarten-5 grade increased FTE for Child Development Specialists (2.1 CDS FTE: .5 FTE @ Walker & Helman, .4 FTE @ Bellview, .2 FTE @JM, .50 FTE @ WW)
- Youth Advocates to support behavioral needs at elementary schools
- Youth Advocates to support behavioral needs for the middle school high school (2.0 classified FTE)
- MTSS High school instructional support (.5 Certified FTE) for Response to Intervention (RTI) in humanities and math/science
- Extend high school library hours (M-F: 4-6 PM) to support on track to graduation (.3 Classified FTE)
- Increase support at the high school tutor center for on track to graduation and to close achievement & opportunity gaps (1.0 Classified FTE, .2 TOSA added to current staff)
- Increase 9-12 teacher FTE for tiered support and/or class size reduction (1.0 certified FTE)
- Increase FTE for 4 full time counselors at the high School (.6 Certified FTE)
- Kindergarten-12 Increase coordinated care program partnerships
- Teaching and learning administrator to support curriculum, ELL, TAG, instruction, MTSS and assessment (.5 FTE)

**PRIORITIES:** *(For tiered planning)* 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)?

The priorities for the recruitment of staff may shift if the district is not able to find qualified individuals to fill the child development specialist for kindergarten to 5<sup>th</sup> grade and or mental health therapists for the middle School and high School. Therefore we have included a tiered plan to hire classified staff to support behavioral needs. In addition in lieu of an on-site mental health support therapist we would also



increase our coordinated care program partnerships.

We are also faced with the challenge of limited space and may not be able to increase K-3 classes at some sites and may need to hire educational assistants to increase the student to adult ratio.

During our SSA committee meetings participants identified the need to hire a teaching and learning administrator or coach to support curriculum, ELL, TAG, instruction, MTSS and assessment. In the first year the equity, diversity and inclusion committee will be tasked with determining the need for this role and how best to interact with each site.

### 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.*

### EQUITY LENS OR TOOL

*Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.*

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

We used both OEIB equity lens questions and the district's equity policy in our community engagement sessions, including using the tools at all three district SSA committee meetings. The facilitated activities put students at the center of the conversations. Data analysis and equity questions were referenced in a variety of ways.

The equity discussion questions presented to the SSA committee and community were:

- What does *equity* mean to you?
- What stood out for you in the Equity Policy?
- How well are we living into it so far?

The committee reviewed the highlights from the equity discussion. These strengths and areas of growth informed the plan.

## Part Six: Use of Funds

### ALLOWABLE USES

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

*This is for reference only. We anticipate check boxes on the actual application document or submission platform*

- Increasing instruction 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

### MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

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

*This is for reference only. We anticipate check boxes on the actual application document or submission platform*

- Increasing instruction 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.

In order to meet students' mental and health needs we plan to strengthen our coordinated care program partnerships throughout all District School sites. For grades 6-12 we plan to hire 2 full time mental health therapists. Currently the Middle School and High School refer students to outside resources which can result in increased absences and for economically disadvantaged students there is not equitable access to mental health care. For equitable access to social and behavioral support we will plan to increase the counselor FTE at the high School. In addition, for we plan to hire a .50 certified FTE for 9-12 grade MTSS behavioral/social emotional learning support and implementation for Restorative Justice/Trauma/ PBIS practices.

In order to increase academic achievement and reduce academic disparities for the focal student groups we plan to reduce class size for grades K-3, increase math and reading specialists in K-5, hire an MTSS student success coach/instructor in math and reading for the middle School. At the high school we plan to increase support at the tutor center and increase 9-12 teacher FTE by 1.0 for tiered support and/or class size reduction.

### ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

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

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

Students who have access to mental health supports in our schools will increase academic achievement for all students. Students will feel a sense of connectedness and well-being and thus will have a greater focus on the task they are learning and overall engagement. School climate will be enhanced as students feel they are be known well by an adult.

The behavioral interventions and social, emotional learning supports will build resilience in students. Each student is known by name, strength, and need, and interventions through MTSS will be tiered and individualized. This model also provides flexibility based on the needs of learning at any given time. Thus, they can move through a tiered system of supports when needed. Also, aa success coach who monitors students' data and checks in with them regularly, promotes student learning, and increased graduation rates.



Smaller class sizes will support MTSS as it provides a personalized environment for students. The decreased student-teacher ratio will increase the number of individualized student-teacher interactions to improve student learning. There is demonstrable evidence that class size reduction, particularly at the elementary level, has a measurable impact on academic and non-cognitive outcomes for students, and in particular, for historically underserved students when implemented well. Also, studies have shown that elementary students who experience small class sizes over four years will significantly increase their chances of graduation by 80%. Students of color and those navigating poverty with reduced class sizes will decrease student dropout rates, increase student engagement, and thus academic achievement. Therefore, at high school graduation rates for all demographics will increase as well as post-secondary degrees.

Also, providing increased collaboration time for teachers to plan instruction based on formative and summative data is an essential component for the effective implementation of MTSS district-wide. Educators will have time to collaboratively conduct student work analysis and plan instruction based on differentiation and grouping.

Professional learning and curriculum in the area of ELL across the district will support the academic achievement for all student and has the potential to accelerate growth and student achievement for our emerging bilingual students.

Also, culturally relevant teaching is a powerful method for increasing student achievement and engagement and for reducing achievement gaps. Culturally responsive teaching helps strengthen student-teacher relationships and improve student achievement. Teachers who have high expectations offer a challenging curriculum and scaffold students' learning. They build on students' strengths and take personal responsibility for students' success. Culturally relevant teachers also create classroom climates that are respectful and inclusive, and that help students value and understand the cultures of their peers.

**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)**

Our plan calls for systemic change across the district in achieving an inclusive environment and instructional practices, and this choice presents some risks because we know such changes take time to implement with fidelity. Although we have begun the work on the implementation of MTSS and culturally responsive teaching practices in 2018-2019, year one of our strategic plan, it may take several years before we have the full implementation. The research will show it takes approximately 4-5 years to see significant growth in longitudinal growth targets in student achievement and closure of gaps. Pedagogical shifts happen at different rates, and the teacher leadership model in a distributive way will be important to meet our goals and close achievement gaps.

Another potential barrier is not being to hire trained mental health therapists. We are exploring other ways for personnel to be trained to support student mental health, and options in the state and region are limited.

Another barrier that may impact is classroom space for reducing k-3 class sizes. This will be a phased approach with additional classrooms and flexible learning environments being contributed to a current bond project.

