

Student Investment Account Grant Application Draft

Silver Falls School District 2020-2021

Part One: General Information

District Name: Silver Falls School District
Institution ID: 2138
Webpage: <https://silverfallsschools.org/strategic-visioning-plan/>

Part Two: Narrative

Plan Summary (3-6 paragraphs)

Brief Description of school district (enrollment, demographics, strengths, challenges, etc.):

Silver Falls School District is proud to serve the cities of Silverton and Scotts Mills, as well as their surrounding communities. Covering almost 250 square miles across two counties, and nearly 2,000 feet in elevation change, the district is geographically rich. The population of approximately 22,000 invests support and resources in making our community schools great. That support has enabled us to foster the learning of nearly 4,000 students in 13 different schools, ranging in configuration from small, K-8 model schools to the 1,300+ students who walk the halls of Silverton High School.

The demographics of our district are similar to those in many rural districts in Oregon. Our student population is predominantly white (80%), with 15% of our students being of Hispanic or Latino descent and 5% races including African American, Multi-racial, American Indian/Alaskan native, Asian, and 30% of our students receive free or reduced lunch benefits, 14% of our students live with disabilities, and 12% are identified as ever English learners.

Our district's strengths are exemplified by our on-time graduation rate, which is well above the State Average for every subgroup except TAG students. On the 2018-19 Oregon District Report card, each of the following subgroups of students achieved an on-time graduation rate of 100%: American Indian/Alaska Native, Black/African American, and Native American/Pacific Islander. Similarly, our students making up our Hispanic/Latino subgroup graduated on-time at a rate of 98%. SFSD offers unique educational opportunities and a wide variety of programs provided by a world class teaching and support staff. Our district has an active community that values education, and our schools boast a high rating in safety and security. Other strengths identified by our teachers and community include CTE programs, counseling and support services, Professional Learning Communities and professional development, and two-way communication between the district and the community.

Exact Needs SIA will be funding 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):

Though the reality of any individual student can't be spoken of in generalities and we recognize that the struggles of individuals across demographic subgroups can vary wildly, when taken holistically the individuals in our district who tend to underperform on the most consistent basis are those navigating poverty, and especially males in those circumstances. Additionally, we have experienced an increase of awareness in the needs of our students who experience trauma and complex mental health and stability issues — this group also tends to achieve positive outcomes at a rate lower than their peers.

Our three-year plan seeks to address these issues by explicitly identifying that our schools have an obligation to help our students achieve successful outcomes both in and out of the classroom. Our district's first two strategic goals are:

1. Each student is on track to graduate, every year (reflecting our focus on academic outcomes)
2. Each student has the social and emotional learning skills to navigate their world (reflecting our focus on mental and behavioral health and safety)

This twin-focus on both academic and social/emotional represents both an acknowledgement and a commitment to the education of our students as complete individuals, with respect to each student's unique histories and needs. SIA funding will help us accomplish both of these goals in a variety of ways with increased focus on mental and behavioral health supports, expanded family supports, expanded well rounded education opportunities, and academic supports where they are needed most.

Part Three: Community Engagement and Input

(Describe your approach to community engagement including who you engaged, frequency, how you ensured engagement of staff and each of the focal student groups/families, key information you collected, and who you partnered with in the engagement efforts):

(250 Words or Less)

We engaged with our community at several points in this process, and in many ways learned from that engagement and created new practices so that engagement can continue. At the outset we created a series of by-invitation focus groups and community forums. We chose to operate the focus groups by invitation in order to ensure we heard from a diverse set of voices representing our entire community — not just the voices of those with the easiest access to us. By comparison, the community forums were open to anyone who chose to attend and included translation services available without the need to specifically request them.

The focus groups included as many representatives as we could fit into the room from each of the following groups:

- Local business & community leaders
- Members of all district employee groups
- Members of the local senior center
- Community religious and service organizations and advocacy groups
- Local government leaders
- Students from around the district
- Parent volunteers representing each school building

Following these in-person opportunities, we then conducted an anonymized electronic survey campaign to gather additional feedback community-wide. All feedback was gathered in partnership with Colonna Education Consulting Services, who worked with us to create questions in alignment with best practices. We gathered additional engagement data from our students and family in specifically identified subgroups through focus groups, online surveys, phone surveys, and 1:1 interviews.

Self-Assessment of Community Engagement:

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)

With the goal of meaningful, authentic, and ongoing community engagement, we discovered in this process that we needed to be better about being out in the community, rather than asking our community members to come to us with their concerns. This has meant not only attending more community events, but also expanding our tools and processes to include a greater capacity for two-way engagement with parents and community members. Whereas historically we have been very successful at communicating information *to* our parents and community members, it has been a growth process for us to build out the support that allows us to communicate *with* our parents and community members. With that in mind, we are at the beginning of a roll-out of new software tools designed to allow us to engage in two-way communication with parents at the building and classroom levels, and have made policy choices in recent months with an eye toward access for parents to be able to reach district employees in a way that is easiest/most convenient for the parent. This process will truly never be complete, and will continue to be an area of focus for our district long into the future. With that said, we are better at it today than we were a year ago, and push ourselves to be better a year from now than we are today.

In terms of barriers in the engagement processes we've conducted thus far, easily the largest barrier was in ensuring that every voice was heard. Fortunately, once we identified those voices and their best possible representatives, we experienced a high level of engagement from all participants. We were disappointed, however, in the return rate on our electronic survey. Though its open, click-through, and response rates were all higher than the industry-standard, nevertheless we'd hoped for a higher number of responses than we obtained. In the months since conducting the survey we've heard from several community members that because they didn't have any major complaints about the district, they chose to ignore the survey — with that knowledge in hand we will likely come into future surveys with the goal of making sure recipients understand that all feedback is valuable, whether they have specific complaints or not. We believe this is largely an issue of wording, and so feel confident that we can make that change with little friction in the rest of the process.

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

(150 words or less)

As we think about ongoing and future engagement, it is clear that we have been very successful in the past at engaging with our business and community leaders, as well as the parents of most of our students. In particular, we have experienced a lot of success using the advocate model to engage with families of Hispanic/Latino descent and those with students with disabilities; however, our students navigating poverty have not experienced the same level of success in part because the identity of students experiencing poverty is protected, making isolating their input challenging. We have begun a partnership with Sheltering Silverton, an organization in our community that provides direct services and support to families dealing with poverty and homelessness, to engage these families. Their assistance has been invaluable, and we look forward to cultivating that relationship and others in our community.

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

(150 words or less)

Resources (ODE-provided or otherwise) that would positively impact our engagement efforts and continuous improvement in this area could include access to or trainings from advocacy groups operating at the local, regional, state, or national level on behalf of LGBTQ+ and students experiencing homelessness or poverty. In essence, the more “invisible” the issue a student faces, the more difficulty we have historically had in trying to engage with parents and families on behalf of those students.

Who was Engaged?

Select all of the community members /groups you engaged for this process

- X Students of color
- x Students with disabilities
- X Students who are emerging bilingual
- x Students navigating poverty, homelessness and foster care
- X Families of students of color
- X Families of students with disabilities
- X Families of students who are emerging bilingual
- X Families of students navigating poverty, homelessness, and foster care
- X Licensed staff
- X Classified staff
- X Community based organizations and service groups
- x Tribal members
- X School volunteers
- X Business community
- X Community Leaders
- Other

How did you engage your community?

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

- X Survey
- X In-person forums
- X Focus groups
- X Roundtable discussion
- Community group meeting
- X Website
- X Email messages
- X Newsletters

- X Social Media
- X School board meeting
- X Partnering with union
- X Partnering with community-based partners
- X Partnering with faith-based organizations
- X Partnering with business
- Other

Evidence of Engagement

Provide five artifacts of engagement

1. Equity Team Meeting Minutes
2. Students of Color Focus Group notes
3. Engagement Summary on District Website
4. Students with Disabilities Family Survey Summary
5. Notes from Sheltering Silverton, community partner

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 or less)

We selected these five artifacts because they represent the engagement of each of the focal groups in a variety of formats and reflect engagement feedback from from students, teachers, families, and community specific to the focal student populations.

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 and why those strategies were used.

(500 words or less)

Some very valuable engagement feedback was provided to us by our community partner, Sheltering Silverton. Because the identity of our students experiencing poverty and homelessness is protected our general knowledge of the effects of poverty lacked a local perspective. We were grateful to be able to partner with our community support systems serving these families to hear very valuable insights into challenges and concerns they have specific to access, homework, technology, and academic supports for these students.

We asked support staff who work with families of emerging bilingual students in each building to make personal contact with each family. We asked that they do this for a couple of reasons, the first being that it is challenging for families to communicate easily and fully at group engagement sessions due to both the language and culture barriers. Secondly, we wanted our staff to go beyond just satisfaction ratings and fully understand the barriers and potential solutions from the perspective of these families.

Part Four: Data Analysis

Describe the data sources used and how the data informs equity-based decision-making.

(150 words or less)

Because Part One of the district's vision states: "Each student will achieve their appropriate academic growth," SFSD relies on data to make instructional decisions. Through Oregon Data Suite and Excel

spreadsheets, we filter data with an equity-focused lens. Our K-8 buildings analyze data from Renaissance Star Reading and Math from five testing opportunities throughout the year, closely monitoring both achievement and growth. With one-third of school districts in the nation using Star, the percentile rank is reliable and valid; Student Growth Percentile is used in 45 of 50 states to measure growth. The high school's goal of 100% of the freshmen passing all of their classes means that data from attendance, assignment completion, student focus groups, course placement based on SBAC and Star scores from the 8th grade year informs next steps for the students' education. The high school's equity team tracks those students from the focal groups.

Part Five: SIA Plan

(5-20 pages)

Outcome #1: Each student is on track to graduate, every year.

Outcome #2: Each student has the social and emotional learning skills to navigate their world.

Within these outcomes, we have identified six target areas. The target areas will receive concentrated resources from the SIA grant. These outcomes capture the changes we are targeting with SIA resources.

- **3rd Grade Reading**
- **9th Grade on-Track**
- **High School Completion**
- **Regular Attendance**
- **Social Emotional Health**
- **Equitable Access and Outcomes for College and Career Programs**

Priorities:

- 1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?**

All of the resource allocations are aligned to the six target areas we have identified. These targets are designed to close academic and opportunity disparities, raise overall academic achievement and improve socio-emotional health.

- 1. Where do you expect to put most of your focus, resources, and energy in the first year?**

The focus for the first year includes providing the resources our teachers need to reach our desired outcomes, including excellent professional development, additional instructional assistants, a STEAM TOSA and culturally responsive curriculum. Our focus includes supporting the immediate social emotional needs of our students in the form of additional mental health staff and therapeutic placements and resources to create student and family welcome and resources centers as well as exploration funding for well-rounded educational programming.

- 2. In what ways might your priorities shift within your plan based on resource availability?**

If we are not able to actualize all components of our plan in year 1, we will first consider contracted services in the place of additional staff and invest in infrastructure for future programs, including consideration of facility renovations and expansions or modular purchases.

Student Investment Account: Year One, Plan A (2020-2021)

Our SIA planning journey began during the 2018-2019 school year with a comprehensive community, student, and educator engagement process to inform our Continuous Improvement Plan. This process led us to identify three focus areas for our district including: Academic on track, Social Emotional Wellness, and Facilities.

Our work continued into the fall of 2019 with a data review by focal groups and ODE success measures, and a more focused engagement process for focal group students and families. This work allowed us to identify academic disparities and behavioral and mental health needs as well as some gaps in support for students and families in the focal group populations. Key takeaways from this work include:

- 9th grade on track impacted by disproportionate placement into High School Courses disproportionate and success in High School Courses disproportionate (Emerging Bilingual, Disability, Poverty, Mental and Behavioral Health)
- 3rd Grade Reading targets disproportionate (Emerging Bilingual, Disability, Poverty, Behavioral Health)
- Chronic Absenteeism disproportionate (Poverty, Mental Health)
- Graduation rates disproportionate (Poverty, Mental or Behavioral Health, TAG, Disability)
- *Note that comprehensive review of every non-completer in past 6 years indicates that these students share a profile specific to mental health, family disruption, and lack of resources and supports*

The SFSD Leadership Team engaged with ODE SIA planning steps including clustering input, checking assumptions with district data, considering the Quality Education Model recommendations, and planning outcomes, strategies, and activities for our SIA application with the intent of working toward equity by addressing behavioral and mental health and reducing performance and access disparities for focal group students.

While there are some dreams and wishes our teachers, administrators, and community have around the opportunities this funding can provide, our leadership team stayed focused on the direction from ODE: *“School leaders should always evaluate the cost-benefit, or return on investment, when making program decisions that seek to improve student outcomes. Key question, “Considering the research on the practices that have the greatest impact on student learning, and the finite resources available, which program choices will yield the largest student gains for the dollars spent?”*

With the summaries of engagement feedback from the entire community and the focal groups, the district data specific to behavioral and mental health, 3rd grade reading, regular attendance, 9th grade on track, and high school completion, the following outcomes were identified with authentic consistency with our Continuous Improvement Plan:

1. Each student is on track to graduate each year.
 - To reach this goal we must examine who is not meeting the goal and why and direct additional resources and supports to these areas. With the goal of equity in mind, we are looking not only at academic on track, but academic access to ensure that all of our subgroup students have an equitable experience in our school system. To this end we are looking at placement in remedial and accelerated classes, success in leveled classes, enrollment in support classes, enrollment in extra-curricular and elective programs, and participation in school and community events and activities.
2. Each student has the Social Emotional skills to navigate their world.
 - a. Oregon Health Authority defines mental health as: “A state of well-being in which every individual realizes his or her own potential, can cope with the normal stress of life, can

work productively and fruitfully, and is able to make a contribution to his or her community.” Our CIP goals and our SIA strategies and activities seek to ensure that each of our students attains or maintains mental health.

Our team identified four strategies to attain the identified outcomes and inform our SIA activities. These strategies include:

1. Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture, disability, race, gender, and language with equitable learning supports and opportunities.
2. Create a culture of safety and respect for all students and adults that supports the social emotional and physical well-being of students and adults that is critical to academic and professional success.
3. Provide academic and career/college readiness supports for all focal group students.
4. Braid equity and social justice strategies into our instructional and programmatic core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to success for each student.

The SIA Activities our team identified as necessary supports for the identified strategies and outcomes include:

1. Culturally Responsive and Developmentally Appropriate K-5 Literacy Curriculum (Well-Rounded Opportunities)

Early Elementary Reading Curriculum was first and most consistent need voiced from our elementary teachers and certainly our 3rd Grade reading scores support this request with glaring disparities for students with disabilities, emerging bilingual, Hispanic students, and students experiencing poverty.

By adopting a program that is comprehensive and is designed to proactively meet the needs of all focal group students and providing our teachers with the appropriate training to use it, we expect to reduce the achievement gap in 3rd Grade reading for our emerging bilingual, disabilities, race, and poverty focal group students.

Measures of Evidence for Activity #1

1. Purchase and implement culturally responsive K-5 ELA curriculum.
2. Teacher feedback on effectiveness of implementation professional development
3. STAR Reading data grades 2-4
4. 3rd Grade Reading proficiency rates

2. Additional Behavioral and Mental Health Support Staff K-12 (Health and safety)

Behavioral and Mental Health was the greatest area of need identified by our focal group students, parents, and educators. Our educators struggled a bit with the best model to support this and considered social workers, school counselors, school-based mental health therapists, school psychologists, and student support advocates. We ultimately leaned on the QEM recommendations for counseling and school psychologist student ratios and committed to start there, lowering our counselor to student ratio from the current 350:1 to the recommended 250:1 and lowering our school psychologist ratio from the current 3800:1 closer to the recommended 500-700:1. Additionally, we are working toward community partnerships with Oregon Health Authority, Trillium

Family Services, Department of Human Services, Legacy Behavioral Health, and Marion County Mental Health to provide additional school-based mental health therapy and family coaching and case management.

We expect that increased school-based mental health support will increase 3rd Grade reading, 9th Grade on track, High School Completion, Regular Attendance, and meet behavioral and mental health needs for all students, most notably students with disabilities, students of color, emerging bilingual, and students experiencing poverty, homelessness, and foster care.

Measures of Evidence for Activity #2

1. Hire and utilize five additional mental health professionals.
2. Increase in community partnerships to provide mental health services.
3. Increase in students feeling supported at school. (As reported on YouthTruth survey)

3. Therapeutic Education Opportunity (Health and Safety)

Our six-year non-completer reports clearly indicate that without a therapeutic placement opportunity, SHS will not attain 100% graduation. The severity of the mental health issues and family disruptions of some students means that a traditional school system cannot meet their academic or behavioral health needs. We are home to a profile of students who need a placement that includes comprehensive case management, on-site mental health therapists to provide individual, group, and family counseling, flexible academic support that meets their unique needs, and a strong focus on school to work transition. This is a consistently expressed need and universally supported activity by surrounding districts and Educational Service Districts. Work is underway to create this opportunity for multiple districts including Silver Falls.

We expect this opportunity that meets the specific and complex needs of our students to increase regular attendance, 9th grade on track, and high school completion in addition to meeting behavioral and mental health needs for our most vulnerable students including all focal groups.

Measures of Evidence for Activity #3

1. Create an off-site program following a day treatment model.
2. Progress toward mental health treatment goals of program students.
3. Progress toward academic goals of program students.
4. Effectiveness feedback from program students and families.

4. Classroom Assistants (Class Size Reduction)

While we cannot attain the QEM for class size reduction due to both facility and cost constraints, we can hire and train additional Education Assistants to support our teachers in our largest and highest needs classrooms.

We expect this reduction in class size to increase 3rd Grade reading and 9th grade on track for all focal group populations.

Measures of Evidence for Activity #4

1. Hire, train, and place multiple classroom assistants.
2. Effectiveness feedback from teachers and principals.
3. Growth in STAR Reading Assessment scores grades 2-3.

5. Expanded CTE and College/Career Readiness for Grades 6-12 (Well-Rounded Opportunities)

A strong focus from teachers, administrators, community partners, and parents, efforts are under way to provide Paxton Patterson labs to all middle school students, provide support classes for underrepresented students taking college, AP, and honors classes and investment in the regional CTE high school in partnership with our Education Service District.

We expect these investments to decrease disparities for our focal group students in regular attendance, high school completion, and equitable education opportunities which is not measured by ODE but is a core value of our district and community.

Measures of Evidence for Activity #5

1. Provide college readiness support class at Silverton High School.
2. Participation in at least one CTE experience for each middle school student.
3. Participate as a partner district in regional CTE project high school project.

6. STEAM TOSA (Well-Rounded Opportunities)

STEM and STEAM opportunities are consistently requested as a top need from our parents, community, and students. Research supports that STEM practices are particularly effective for the engagement and long-term success of underserved student populations. We have two schools who have been moving toward STEAM practices and a TOSA will focus and accelerate that movement.

We expect this work to increase 3rd Grade reading, regular attendance, 9th grade on-track, and high school completion for all focal group students in our STEAM schools.

Measures of Evidence for Activity #6

1. Employ and assign STEAM TOSA.
2. Effectiveness survey data from STEAM school staff.
3. Evidence of STEM practices in participating schools.

7. Welcome Center for Families of Emerging Bilingual Students (Well-Rounded Opportunities)

Our needs assessment highlighted the need for improved translation services as well as bilingual help with home to school communication and assistance navigating the school and community systems that support success for our bilingual students. This area

includes a new district wide communication program that translates two-way communications between families and schools.

We expect this work to create a more equitable education opportunity as well as reduce disparities in all areas for our students of color, emerging bilingual, and some families experiencing poverty.

Measures of Evidence for Activity #7

1. Open and advertise services for family support center.
2. Track services provided by family support center.
3. Student and parent satisfaction ratings in Youth Truth survey.

8. Professional Development (Health and Safety, Well-Rounded Opportunities)

Both our teachers and parents of focal group students have identified the need for professional development in the areas of Trauma Informed practices and Equity. Our district data in all four measures reflect disparities that our staff and parents attribute at least in part to issues around behavioral and mental health issues playing out in our classrooms and issues around equity in our education system. We have engaged two specialists to work with our district specifically in strategies to reduce challenging behaviors, improving learning outcomes, and increasing student engagement (Christina Reese, LCPC, Ph.D) and identifying and eliminating systemic bias and inequity (Elizabeth Denevi).

We expect this work to reduce disparities in educational opportunities and increase regular attendance and high school completion for all of our focal group students.

Measures of Evidence for Activity #8

1. Provide high quality data-driven professional development.
2. Effectiveness data from participating staff.

9. Exploration and Planning for Expanded Student Support Center (Health and Safety)

We would like to work toward a school-based mental and physical health support center for students with community partners. We need a coordinator and a community work group to help us navigate the logistics of providing this support to our most vulnerable student populations.

If we were able to better meet the basic needs of our students, we would expect to see increased regular attendance and high school completion for all focal group students, but most notably our students experiencing poverty and homelessness.

Measures of Evidence for Activity #9

3. Open and advertise services for student support center.
4. Track services provided by student support center.

10. Exploration and Planning for Expanded Educational Opportunities (Well-Rounded Opportunities)

We have a unique challenge in our district with 13 schools of varying configurations and schedules spread across 250 square miles. We seek to improve equitable access to expanded opportunities for Arts, Music, TAG, STEAM, CTE, Physical Education, Extra Curricular Activities, and Extended Day Supports. We need some help in the form of a coordinator and work group to help us identify the most effective and equitable ways to provide these opportunities for all of our kids as well as the outcomes we can expect to see as a result of this work.

Measures of Evidence for Activity #10

5. Facilitate a work group to explore expanded options.
6. Create a plan and budget for implementation of expanded options.

11. Summer School Pre-K -7th Grade Students (Increase Instructional Time)

We currently provide summer school opportunities including extensions, credit recovery, and academic and social emotional skills support for our 8th-12th grade students through High School Success funds which falls under the Statewide Initiatives portion of the Student Success Act. This program has proven to be highly effective in the areas of 9th grade on track and high school completion for our focal group students. We will now use the Student Investment Account portion of the Student Success Act to provide a similar model for our Pre-K students who have been identified in early childhood programs as at risk or who have not attended preschool programs and for our K-7 students who are identified as at risk in the areas of Reading, Math, behavioral health, or mental health.

We expect this opportunity will support behavioral and mental health needs and reduce academic disparities for all focal group students in 3rd Grade reading and 9th Grade on track.

Measures of Evidence for Activity #11

1. Create and implement a pre-k -7th grade summer school program.
2. Satisfaction surveys for participant families.
3. Effectiveness surveys for participating staff.

12. Ongoing Community Engagement (Allowable Implementation Expenditures)

- a. We will continue community engagement efforts as we work toward our SIA targets including ongoing surveys, community forums, expansion of equity teams and use of Youth Truth.

Measures of Evidence for Activity #12

1. Focal student engagement groups
2. Open forum engagement groups
3. YouthTruth participation

Part Six: Use of Funds

Describe how you will utilize SIA funds to meet students mental and behavioral health needs and increase academic achievement ad reduce academic disparities for focal group students. (500 words)

We believe we have done our due diligence in both the review of our data and listening to engagement feedback to identify the specific areas of improvement that must be addressed in order to meet the needs and close the gaps. We believe that targeting these funds in the ways we have outlined toward best practice strategies to address the needs we have identified will help us meet the mental and behavioral health needs of our students, increase academic achievement, and reduce academic disparities. Our plan is a direct response to what we heard from families, educators, students, and is supported by our data.

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

While all of our students consistently perform well above the state average in nearly every category, we believe our targeted use of SIA funds will positively impact all students behavioral and mental health with the addition of five positions as well as support services in this area. We believe we will see significant changes in 3rd grade reading, most notably for our focal group students. While our 9th grade-on track numbers are near 100% for all students, we expect that supports funded by our SIA plan, including summer school, STEAM TOSA, and college and career supports will impact the academic experience our focal group students are having in terms of course and program access and outcomes in the form of successful program completion and dual credit. We expect our significant investment in therapeutic education programming to help us close in on 100% graduation for all students and most notably those experiencing poverty and mental health issues.

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)

The SIA plan represents a new program to serve our students most impacted by mental health and poverty. While we believe that these students are so severely impacted that their success is unlikely without this support, it is always a risk to start a new program and barriers of space, resources, staffing, and access are a concern. A challenge we are always mindful of our ability to serve our kids in equitable ways in 13 buildings spread across 250 square miles. This does force us to appropriately concentrate resources and supports into areas of highest needs and at times creates challenges for school teams to provide appropriate supports when their overall student population is lower need.

Part Seven: Board Approval

Part Eight: Public Charter Schools

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

District Leadership met with charter school administrators to review feedback cluster areas and strategies identified through community engagement process. Our charter school administrators agreed that the engagement results were consistent with the needs in their school communities and they have written plans consistent with the district outcomes and strategies identified.

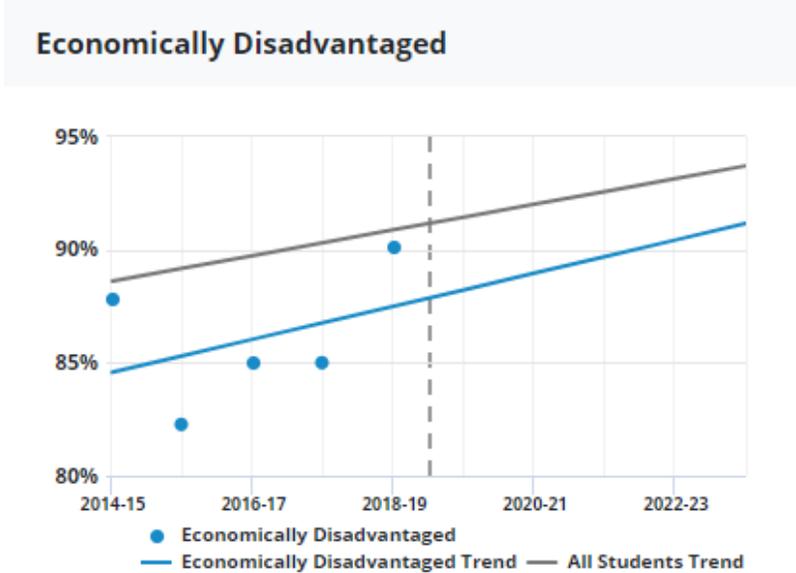
We are negotiating charter agreements with Community Roots School and Bethany Charter.

Part Nine: Performance Growth Targets

High School Completion

We expect to reverse this trend line with investments in:

- Professional Development around Equity and Trauma Informed Practices
- Therapeutic Education Placement
- Additional staff to support Academics and Behavioral and Mental Health
- Student Resource Center
- College and Career Access and Supports



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
87.84%	82.27%	84.97%	85%	90.13%
<i>n = 148</i>	<i>n = 141</i>	<i>n = 153</i>	<i>n = 140</i>	<i>n = 152</i>

Projected

2019-20	2020-21	2021-22	2022-23	2023-24
88.23%	88.97%	89.7%	90.43%	91.16%

Trends

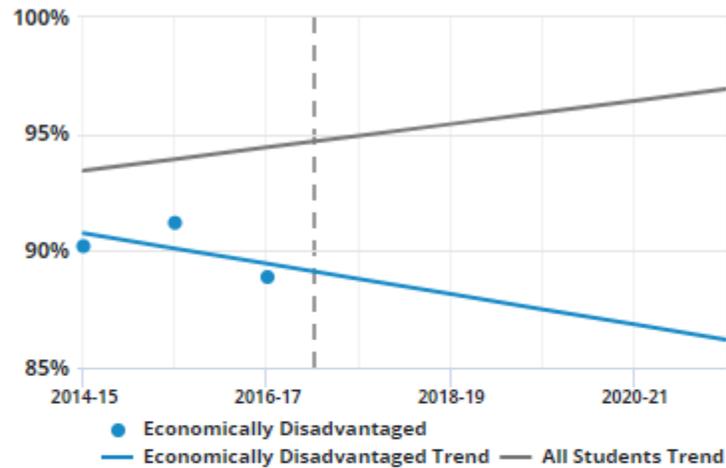
Growth Rate	Trend Line	R ² ⓘ
0.73%	$y = 0.73x + 84.58$	0.15

9th Grade On-Track

We expect to reverse this trend line by investing in:

- Professional Development around Equity and Trauma Informed Practices
- Therapeutic Education Placement
- Additional staff to support Academics and Behavioral and Mental Health
- Student Resource Center
- College and Career Access and Supports
- Summer School

Economically Disadvantaged



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
90.2%	91.2%	88.9%	>95	>95
<i>n = n/a</i>				

Projected

2017-18	2018-19	2019-20	2020-21	2021-22
88.8%	88.15%	87.5%	86.85%	86.2%

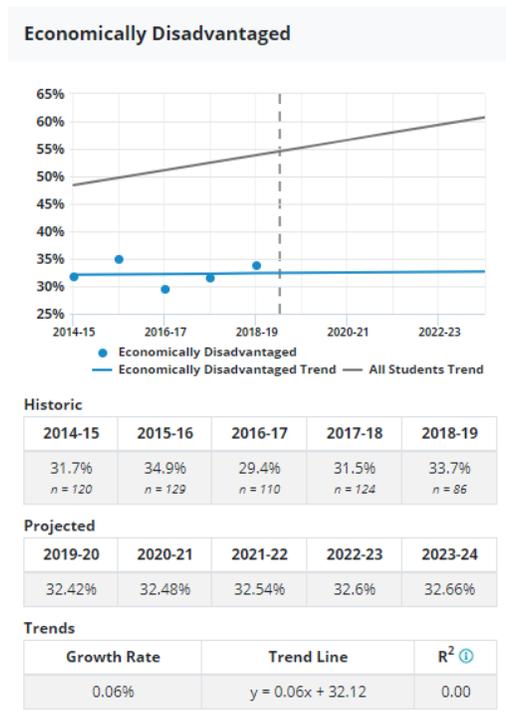
Trends

Growth Rate	Trend Line	R ² ⓘ
-0.65%	$y = -0.65x + 90.75$	0.32

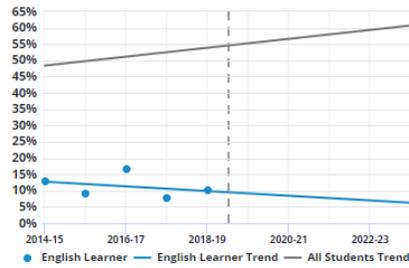
3rd Grade Reading

We expect to reverse the disparate trend lines by investing in:

- Culturally Responsive and Developmentally Appropriate Early Literacy Curriculum
- Professional Development in Equity, Trauma Practices, and Early Literacy
- Additional Classroom Support Staff



English Learner



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
12.9%	9.1%	16.7%	7.7%	10%
<i>n</i> = 31	<i>n</i> = 33	<i>n</i> = 31	<i>n</i> = 26	<i>n</i> = 20

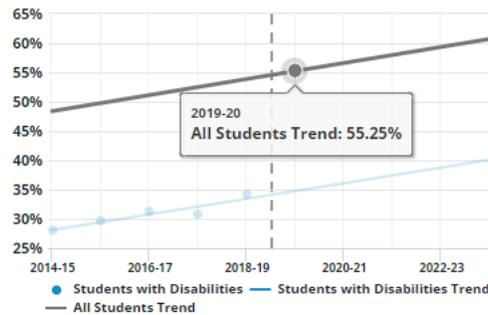
Projected

2019-20	2020-21	2021-22	2022-23	2023-24
9.12%	8.4%	7.68%	6.96%	6.24%

Trends

Growth Rate	Trend Line	R ² ⓘ
-0.72%	$y = -0.72x + 12.72$	0.10

Students with Disabilities



Historic

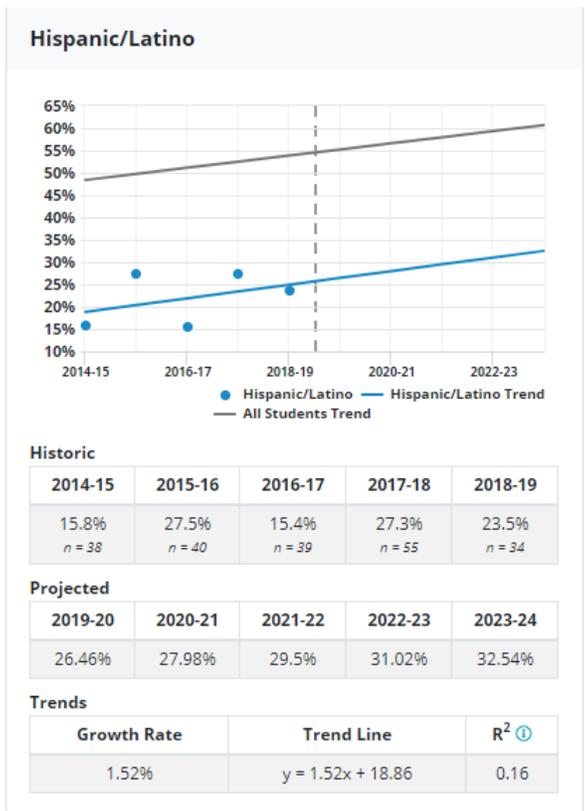
2014-15	2015-16	2016-17	2017-18	2018-19
28%	29.7%	31.3%	30.8%	34.1%
<i>n</i> = 50	<i>n</i> = 37	<i>n</i> = 32	<i>n</i> = 39	<i>n</i> = 41

Projected

2019-20	2020-21	2021-22	2022-23	2023-24
34.77%	36.1%	37.43%	38.76%	40.09%

Trends

Growth Rate	Trend Line	R ² ⓘ
1.33%	$y = 1.33x + 28.12$	0.88

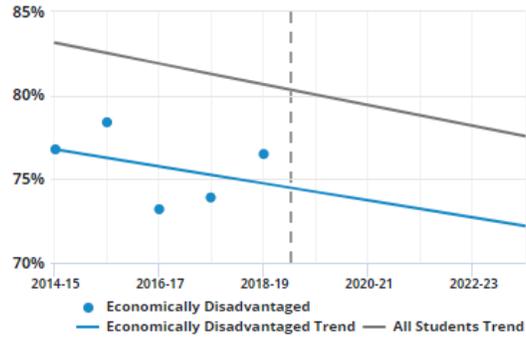


Regular Attendance

We hope to reverse these disparate trend lines with investment in:

- STEM TOSA
- College and Career Access and Support
- Therapeutic Placement
- Additional Mental Health Support Staff
- Professional Development in Equity and Trauma Informed Practice
- Family Welcome and Navigation Center
- Student Resource Center

Economically Disadvantaged



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
76.8%	78.4%	73.2%	73.9%	76.5%
<i>n</i> = 1568	<i>n</i> = 1540	<i>n</i> = 1506	<i>n</i> = 1383	<i>n</i> = 1165

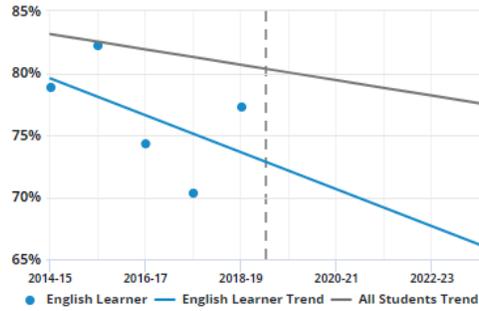
Projected

2019-20	2020-21	2021-22	2022-23	2023-24
74.23%	73.72%	73.21%	72.7%	72.19%

Trends

Growth Rate	Trend Line	R ² ⓘ
-0.51%	$y = -0.51x + 76.78$	0.14

English Learner



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
78.8%	82.2%	74.3%	70.3%	77.3%
<i>n</i> = 198	<i>n</i> = 197	<i>n</i> = 179	<i>n</i> = 155	<i>n</i> = 141

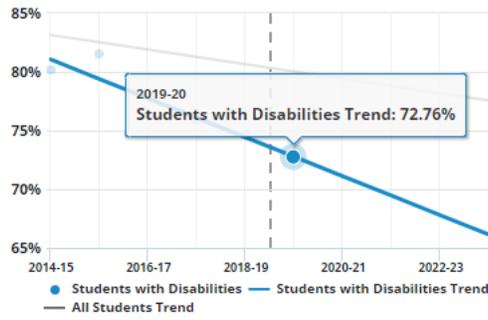
Projected

2019-20	2020-21	2021-22	2022-23	2023-24
72.11%	70.62%	69.13%	67.64%	66.15%

Trends

Growth Rate	Trend Line	R ² ⓘ
-1.49%	$y = -1.49x + 79.56$	0.27

Students with Disabilities



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
80.2%	81.5%	76.4%	75.9%	74.7%
<i>n</i> = 500	<i>n</i> = 496	<i>n</i> = 500	<i>n</i> = 507	<i>n</i> = 538

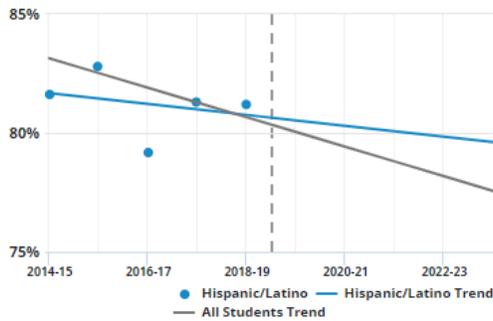
Projected

2019-20	2020-21	2021-22	2022-23	2023-24
72.76%	71.1%	69.44%	67.78%	66.12%

Trends

Growth Rate	Trend Line	R ² ⓘ
-1.66%	$y = -1.66x + 81.06$	0.80

Hispanic/Latino



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
81.6%	82.8%	79.2%	81.3%	81.2%
<i>n</i> = 543	<i>n</i> = 563	<i>n</i> = 552	<i>n</i> = 561	<i>n</i> = 564

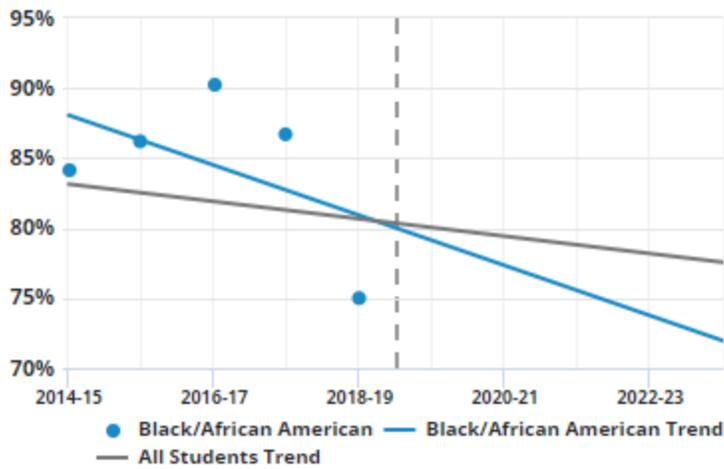
Projected

2019-20	2020-21	2021-22	2022-23	2023-24
80.53%	80.3%	80.07%	79.84%	79.61%

Trends

Growth Rate	Trend Line	R ² ⓘ
-0.23%	$y = -0.23x + 81.68$	0.08

Black/African American



Historic

2014-15	2015-16	2016-17	2017-18	2018-19
84.2%	86.2%	90.3%	86.7%	75%
<i>n</i> = 19	<i>n</i> = 29	<i>n</i> = 31	<i>n</i> = 30	<i>n</i> = 28

Projected

2019-20	2020-21	2021-22	2022-23	2023-24
79.11%	77.32%	75.53%	73.74%	71.95%

Trends

Growth Rate	Trend Line	R ² ⓘ
-1.79%	$y = -1.79x + 88.06$	0.24

Equitable Access and Equitable Outcomes in College and Career Programs

We will track progress toward equitable enrollment numbers and successful completion of our College Credit, Advanced Placement, And Career and Technical Education Programs by subgroup. Within 5 years we hope to see enrollment in and successful completion of these programs at a rate consistent with our subgroup attenders.

Behavioral and Emotional Health

We will identify data points and growth targets from our student YouthTruth feedback data. Data points and growth targets to be identified May 2020.