



West Linn-Wilsonville School District 3Jt

Student Services Department

TO: Dr. Kathy Ludwig & WLWV School Board Members
FROM: Dr. Jennifer Spencer-liams
RE: SIA Grant Agreement Approval
DATE: November 4, 2020

At the November 9, 2020 WLWV School Board Meeting, the Board will be asked to approve the SIA (Student Investment Account) Grant Agreement per state requirement. The Grant Agreement is attached. We respectfully request that you approve the agreement with the caveat that the Grantee's Grant Manager will be changed from "Josh Flosi" to "Jennifer Spencer-liams".

History of SIA Grant Application

On April 6, 2020, the WLWV School Board approved the SIA Grant Application. The presentation at the board meeting that night capped almost a year of activity to develop the SIA Grant Application. Here is a reminder of key events in the process of developing the SIA Grant Application:

- We learned about the intent and parameters of the Student Success Act, and specifically the Student Investment Account
 - Areas of Input: Reducing academic disparities, meeting students' mental & behavioral health needs, providing access to academic courses, allowing for sufficient collaboration time to ensure students stay on track to graduate, establishing and strengthening partnerships
 - Allowable Investments: class size, well-rounded education, instructional time, health and safety
- Community Engagement
 - We engaged with our community around what strengths exist in our schools and where we need to see improvement. This community engagement took many forms including large community events, small focus groups, specific phone calls to families of children from focal groups, and extensive surveys.
- Developed District Continuous Improvement Plan
 - The WLWV Continuous Improvement Plan (CIP) included a formal and comprehensive needs assessment which included some of the outcomes of community engagement as well as numerous existing data sources.
 - An equity lens was applied to the data review of the different sources of information gathered to develop the CIP.

- Focal areas, district smart goals, and specific metrics for long term improvement were identified to monitor through 2025.
- Initiatives were aligned to support the district goals in the CIP.
- Specific strategies were identified to work towards achieving those district goals.
- Regular data reviews and progress monitoring routines to continue to track progress were outlined in the CIP
- Developed Potential Student Investment Account Priorities
 - 7 Strategies were developed for SIA funds to align with CIP goals and SIA areas of input and allowable expenditures.
 - Specific investments were identified in each of the 7 strategies, and priority levels were assigned to the investments.
 - The SIA plan submitted to the WLWV School Board on April 6 budgeted **\$7,592,963.32** which was amount of SIA money that was projected for our district at that time.

Current Estimated SIA Grant Funding & Spending Priorities

- Due to COVID-19 and the related economic impact on the State of Oregon, the WLWV SIA Grant award is now estimated at **\$2,410,012.23**
- District leadership met to review our 7 SIA Strategies and priorities. Some strategies are being suspended at this time, pending additional funding at some point in the future. Other strategies will be partially funded.

SIA Grant: Adjusted Strategies & Activities

The West Linn-Wilsonville School District is planning the following activities/investments to address the strategies listed above to lead to the outcomes listed above that.

Strategies	Activities (and Priorities ranked 1,2,3)	Ways the Activities will help meet the desired Outcomes	Implementation for 2020-2021
<p>Strategy #1: Meet students' mental and behavioral health needs by hiring additional Social Workers, School Psychologists, Counselors and Nurses</p>	<ol style="list-style-type: none"> 1. 4 Social Workers (1) 2. 2 School Psychologists (1) 3. 3.5 Counselors at Middle School (1) 4. 0.5 Counselor at Charter School (1) 5. 2 School Nurses (1) 	<ul style="list-style-type: none"> ● Increasing support for mental and behavioral health ● Increasing support to school teams ● Resources for students and parents ● Data shows current Social Workers, School Psychologists, Counselors and Nurses are having an impact -- we want to increase that impact 	<ul style="list-style-type: none"> ● <i>Fund 3 social workers</i> ● <i>Fund 2 school psychologists</i> ● <i>Fund 1 school nurse</i> ● <i>Suspend others at this time</i>

<p>Strategy #2: Increase academic achievement and reduce academic disparities by Reducing Class Size and hiring additional Learning Specialists, Special Education Instructional Coordinators, ELD Specialists, Paraeducators</p>	<ol style="list-style-type: none"> 1. 7 Learning Specialists at Primary Schools (K-5) (1) 2. 4 Learning Specialists at Middle and High School (1) 3. 2.5 ELD Teachers (1) 4. 1 Special Education Instructional Coordinator (1) 5. 6.5 Primary School Teachers (1) 6. 2 High School Teachers (2) 7. 10 Paraeducators (2) 	<ul style="list-style-type: none"> • Increasing access to general education curriculum • Increasing academic outcomes for all learner groups • Data shows current Learning Specialists, Special Education Instructional Coordinators, ELD Specialists and Paraeducators are having an impact -- we want to increase that impact 	<ul style="list-style-type: none"> • <i>Fund 3 primary learning specialist</i> • <i>Fund 2 secondary learning specialists</i> • <i>Fund 1 ELD teachers</i> • <i>Fund 1 SPED IC</i> • <i>Suspend others at this time</i>
<p>Strategy #3: Meet students' mental and behavioral health needs by hiring Social-Emotional Learning (SEL) Coordinators at primary schools and investing in SEL curriculum, assessments and training</p>	<ol style="list-style-type: none"> 1. 8 Social-Emotional Learning Coordinators at Primary Schools (K-5) (1) 2. Curriculum and Materials to support Social-Emotional Learning (1) 3. Assessment tools to gather ongoing data about Social-Emotional Learning (1) 4. Professional Development to support Social-Emotional Learning (1) 	<ul style="list-style-type: none"> • Increasing support for mental and behavioral health • Increasing support to school teams • Will facilitate development/expansion of Multi-Tiered Systems of Support -- a research-based best practice for supporting academic and social-emotional learning 	<ul style="list-style-type: none"> • <i>Fund SEL assessment and curriculum (Panorama & School Connect</i> • <i>Suspend others at this time</i>
<p>Strategy #4: Increase academic achievement and reduce academic disparities by establishing an Online Learning Program, hiring teachers to lead the implementation of the program</p>	<ol style="list-style-type: none"> 1. 2 Online Academy Coordinators (2) 2. Curriculum and Materials to support Online courses (2) 3. Professional Development and Collaboration time for teachers of online courses (2) 	<ul style="list-style-type: none"> • Increasing access to general education curriculum • Increasing options for learning needs and interests • Flexibility with student and staff scheduling • Broadening pathways toward completion of high school credits for all learners 	<ul style="list-style-type: none"> • <i>Fund 2 Online Program Coordinators</i> • <i>Suspend others at this time (some activities accomplished through CDL or ESSA Grants</i>

and purchasing online curriculum			
<p>Strategy #5: Increase academic achievement and reduce academic disparities by creating free summer programs for middle school students and eliminating fees for summer courses for high school students</p>	<ol style="list-style-type: none"> 1. Creating/Expanding free Summer programs for Middle School students (academic and enrichment) (3) 2. Eliminating fees and expanding course offerings for High School summer programs (including credit advancement and credit recovery) -- up to 1 credit per student per summer (3) 3. 1 Bilingual Family Engagement Specialist to connect families to academic and enrichment activities throughout the school year and summer (2) 	<ul style="list-style-type: none"> • Increasing access to general education curriculum • Ensuring more students are successful with academic standards and ready for high school and beyond • Flexibility with student and staff scheduling • Broadening pathways toward completion of high school credits for all learners 	<ul style="list-style-type: none"> • <i>Fund Bilingual Family Engagement Specialist</i> • <i>Suspend others at this time</i>
<p>Strategy #6: Increase academic achievement and reduce academic disparities by providing sufficient time for teachers and staff to collaborate, review data and develop strategies to help students stay on track to graduate</p> <p>(This funding is in addition to the collaborative professional development already provided in the general fund budget</p>	<ol style="list-style-type: none"> 1. Funding for substitutes or extended contract pay for teachers/staff to participate in district-led professional development during the summer and during the school year (2) 2. Funding for substitutes or extended contract pay for teachers/staff to participate in school-based (teacher-led or principal-led) professional development during the summer and during the school year (2) 3. Funding for substitutes or extended contract 	<ul style="list-style-type: none"> • Increasing time for teachers/staff to develop curriculum units, plan collaboratively, and respond to data during the school year and during the summer • Increasing opportunities for school teams and parents to meet when providing wrap-around support for students with complex needs • Increasing opportunities for staff to develop inclusive and equitable practices 	<ul style="list-style-type: none"> • <i>Suspend at this time</i>

	<p>pay for teachers/staff to participate in planning meetings with parents to support students with complex needs (during the summer and during the school year) (1)</p> <p>4. Promoting professional learning and collaboration through sponsorship of professional conferences (All Born In and Oregon Association of Latino Administrators) (3)</p>		
<p>Strategy #7: Meet students' mental and behavioral health needs through increasing opportunities for physical activity and wellness -- including hiring additional PE/Wellness staff at primary school (K-5)</p>	<p>1. 3 PE/Wellness paraeducators at Primary School (K-5) (3)</p> <p>2. Curriculum and Materials to support increasing opportunities for physical activity and wellness (3)</p>	<ul style="list-style-type: none"> Increasing access to wellness instruction for students Meets Oregon Department of Education requirements for additional time dedicated to wellness and physical activity in primary schools 	<ul style="list-style-type: none"> <i>Suspend at this time</i>

Note: (1) (2) and (3) represent degrees of priority (with (1) being the highest priority).