



West Linn-Wilsonville School District 3Jt

Student Investment Account Grant Annual Report 2021-2022

Background

Oregon's Student Success Act provides funding to school districts through the Student Investment Account (SIA) grant program. There are two stated purpose for the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for students who are: economically disadvantaged, from racial or ethnic groups that have historically experienced academic disparities, experiencing disabilities, learning English as an additional language, in foster care, or homeless.

Allowable uses of SIA funds include expanding instructional time, addressing student health and safety, reducing class size and caseloads, and providing a well-rounded education.

The multi-year priorities and spending plan for the WLWV SIA funds were developed throughout the 2019-2020 school year. The extensive community engagement process included open meetings, surveys, and focus groups from traditionally underrepresented parent and student groups, as well as input from teachers, associations, community groups and administrators. The SIA plan developed based on this process included outlined seven strategies designed to improve support for students' mental health needs and to increase academic achievement. The SIA plan that the WLWV board approved was based on state estimates of an award grant of 7,592,963.32.

Due to the global COVID-19 pandemic and related economic impact on the State of Oregon, the actual SIA grant award to WLWV was \$2,410,012.23. In addition to the reduction of the SIA grant, the WLWV experienced decreased funding overall in the 2020-2021 school year due in part to temporary drop in enrollment related to COVID-19. As the district worked on budgeting and staffing planning in the spring of 2021, estimates began to emerge that the SIA grant disbursement would come in at a higher level for the 2021-2022 school year. Though the estimates shifted a few times in the planning process, the final disbursement came in at \$7,164,588.28.

This report provides an update on the implementation and spending of WLWV's SIA grant for the 2021-2022 school year.

2021-2022 Report

Highlights of SIA implementation and spending for the 2021-2022 school year include:

- Hired .5 FTE of Teacher Librarians at 16 schools to develop and implement updated Online Learning school option (WKOA) to provide high quality learning experiences for students who chose this during the pandemic conditions. This new model of having Teacher Librarians within each school support students in the program provided more care and connection with the home school and increased potential flexibility for students to move between the school's in person and online programs as their circumstances changed.
- Maintained and hired additional key staff who support student's mental health through significant economic challenge (Social Workers and School Counselors at High Schools and Middle Schools)
- Maintained and hired key staff who work to reduce academic disparities through significant economic challenge (ELD Specialists and Learning Specialists)
- Maintained staff to reduce class sizes (Primary Schools and High Schools)
- Maintained School Nursing positions to support on-going needs due to COVID pandemic, as well as increasing student health needs overall
- Maintained important data tools and intervention resources to understand and support student's mental health, adding additional components to better understand and support teachers' needs and input.
- Purchased new data dashboard system to help bring student progress information around attendance, academic achievement, social emotional factors and behavioral components into a practical system to support early connection and intervention to students who may need additional support.
- Maintained funding for online program curriculum providing much needed option to approximately 300 district students
- Maintained Bilingual Family Support Specialist and expanded the reach WLWV Family Empowerment Center
- Funded half time Counselor at Three Rivers Charter School, and included this person in district professional development to improve smooth transitions for students who move back and forth between district neighborhood schools and the Charter school

Activities and Outcomes Supported by SIA funds for the 2021-22 school year include:

- Connecting more families to school and community resources, particularly Spanish speaking families
 - example: FEC parent education classes in partnership with Clackamas Community College, in Technology, Spanish, and English
- Increasing community partnerships that benefit students and families
 - example: coordinated activities from more community groups like SMART transportation in Wilsonville, Bob's Coats for students, and Northwest Family Services for Drug and Alcohol prevention
- Continued training for staff and community on positive mental health and suicide prevention

- example: parent education nights on understanding and reducing anxiety in children, QPR suicide prevention training, more coordinated Flight Team training and responses for supporting schools and community in grief after the death of a student or staff member, relaunched Sources of Strength as an evidence based upstream prevention program
- Increasing supports for students with disabilities
 - example: adding Learning Specialists to provide direct services and collaboration for students on served by special education, funding Nurses to support increasing medical needs for students
- More information about students' feelings of belonging and social emotional skills to plan school wide social emotional skill building
 - example: School counselors used data from Panorama survey to select and develop target lesson plans and interventions to better meet the mental health needs of students

Summary

Strategies	Activities (and Priorities ranked 1,2,3)	Ways the Activities will help meet the desired Outcomes	2021-22 Updates
Strategy #1: Meet students' mental and behavioral health needs by hiring additional Social Workers, School Psychologists, Counselors and Nurses	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 	1. Added 1 and maintained 3 existing Social Workers 2. Maintained 2 existing School Psychologists 3. Added 1 and maintained 1 MS School Counselor 4. Added .5 School Counselor at Charter School 5. Added 1 and maintained 1 Nurse
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	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 	1. Maintained 7 Primary Learning Specialists 2. Maintained 8 Secondary Learning Specialist 3. Added 1.5 and maintained 1 ELD Specialist 4. Maintained 1 SPED IC 5. Funded 9 Primary School Teachers 6. Funded 2 HS Teachers 7. Suspended

<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 	<ol style="list-style-type: none"> 1. Suspended 2. Purchased & implemented School Connect Curriculum for HS and Playbook from Panorama 3. Purchased Data Dashboard Intervention Tool, and purchased and implemented Panorama Social Emotional Learning Surveys 4. Provided some PD for implementation of 2 & 3 above
<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 and purchasing online curriculum</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 	<ol style="list-style-type: none"> 1. Hired .5 Teacher Librarians to run Online Program at each school 2. Purchased Online Curriculum 3. Suspended
<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 	<ol style="list-style-type: none"> 1. Suspended (This project funded through Summer Learning Grant) 2. Suspended (This project funded through Summer Learning Grant) 3. Maintained Bilingual Family Engagement Specialist and launched Family Empowerment Center
<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 (This funding is in addition to the collaborative professional</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 	<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 	<ol style="list-style-type: none"> 1. Suspended 2. Suspended 3. Suspended 4. Suspended

development already provided in the general fund budget	school year (2) 3. Funding for substitutes or extended contract 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) 4. Promoting professional learning and collaboration through sponsorship of professional conferences (All Born In and Oregon Association of Latino Administrators) (3)	for staff to develop inclusive and equitable practices	
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)	1. 3 PE/Wellness paraeducators at Primary School (K-5) (3) 2. Curriculum and Materials to support increasing opportunities for physical activity and wellness (3)	<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 	1. Suspended 2. Suspended

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

SIA Annual Report Required Questions 2021-2022

1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

One of the biggest changes due to this year's SIA implementation was funding and changing the scope of the role of our Teacher Librarians to support the Online Learning option at each school. In the new model, students who are enrolled in the WKOA (West Linn-Wilsonville Online Academy) are not in a separate school. Rather, these students are part of their neighborhood school though the classes they are taking are fully online. This deeper connection to the neighborhood school allows students to access school counseling, social work services and co-curricular activities in a more fluid manner. Knowing that often families may choose online learning because of mental health issues, we see this as a significant change in building belonging and success for students who enrolled in online learning. A second significant change observed due to SIA implementation was increased family engagement with our Spanish speaking families. Investing in the Family Empowerment center, and a full time Bilingual Family Support Specialist, more families learned skills, such as technology skills to

engage with their children's teachers, and entered our school buildings more often, contributing to a feeling of greater belonging. This specialist also welcomed and supported families who are new to the country, helping those students have a smoother transition into our schools. SIA funding allowed us to increase and maintain our staffing for School Social Worker, School Counselors, Learning Specialists, and ELD Specialists. All of these positions play a key role in developing the capacity to understand, challenge and support all learners. Their roles are vital to decreasing academic disparities. The 2021-22 school year was a complex one in terms of shifting medical guidance in regards to COVID-19. The SIA grant allowed us to increase and maintain our School Nursing staff at a time when these positions were particularly vital to maintaining safe and effective learning environments.

2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

The most challenging factor in implementing the SIA grant is the lack of stable funding overall. Our district may identify that we want to add more mental health specialists, but if we are concerned about a realistic drop in overall state school funding, it is difficult to commit to hiring new staff if we may have to layoff teachers or other existing staff. A related issue is the educator staff shortage. In an environment where districts are competing for a limited number of teachers, particularly in hard to fill positions, districts are forced to continue to raise salaries or benefits just to keep the teachers that they already have. Increasing insurance costs and inflation are also factors that impact the rising staff costs that create barriers in SIA implementation.

3. SIA implementation includes ongoing engagement with all students, focal students, families, staff and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?

Our district values ongoing engagement with all stakeholder groups and our Board has set this as a goal for many years. The SIA requirement helps bring even greater focus to the value of engagement, and ensures that multiple voices are heard. We met with student groups, such as the Affinity groups at our high schools and a Board listening session with middle school students. Our Superintendent's Advisory Council on Racial Equity regularly met to amplify the voices of families of color. We had strong survey results from many families throughout the district in our annual budget process this year. Our district maintains strong community partnerships with local governmental organizations, civic groups, and charitable organizations. The biggest challenge to engagement this year was not related to the SIA grant but was a result of on-going and ever changing safety requirements related to the COVID-19 pandemic. We are looking forward to the easing of those restrictions in the future to help our community feel even more connected to our schools.

4. As you think about what guided your choices and prioritization efforts in this year of the prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

As the SIA grant money may fluctuate significantly from year to year (as it did from the 2020-2021 to the 2021-2022 school year), we have found that it is important to set clear priorities when laying out the activities and investments that align to different strategies. In some cases where we had intended to add more staff related to a particular strategy, such as adding more School Psychologists to help support systems to disrupt academic disparities, we shifted to maintaining the staff that we already had in that area. In other areas, such as implementing new assessments around students' well-being and social emotional health, we maintained that priority and did invest in new tools and professional learning in this area. Other strategies that were in our original plan, such as adding paraeducators to our primary PE/Wellness classes, have been suspended as other priorities took precedence. We plan to continue to carefully prioritize strategies and activities moving forward.