



Part 1 - General Information

West Linn-Wilsonville School District 3Jt

Institution ID: 1922

Website where SIA Plan will be posted: <https://www.wlww.k12.or.us/Page/15957>

Contact Person: Josh Flosi flosij@wlww.k12.or.us 503-673-7006

Part 2 - Plan Summary

Throughout the 2019-20 school year, the West Linn-Wilsonville School District has engaged the community to identify needs and priorities to help us address the 5 Priority areas of the Student Success Act (SSA). After a thorough community engagement process that included staff, community members, and students and families from traditionally underserved communities, we developed a districtwide Continuous Improvement Plan. The Continuous Improvement Plan then informed the creation of our Student Investment Account application.

As we identified outcomes, strategies and activities for the Student Investment Account (SIA), we continued to seek input from our community, including the specific groups who are the focus of the SSA and SIA. We also consulted the Quality Education Commission model. Key recommendations from the Quality Education Commission that are reflected in our Student Investment Account application include:

- Promoting teacher collaboration
- Providing individualized instructional time
- Promoting a culture of learning that is responsive to the needs of students from historically disadvantaged groups
- Seeking community partnerships to support students' behavioral and mental health
- Increasing efforts to improve attendance

Our Student Investment Account proposal will result in the following outcomes (derived from the Student Success Act and our district's Continuous Improvement Plan):

1. Improve Academic Achievement and Reduce Academic Disparities
2. Meet Students' Mental and Behavioral Health Needs
3. All students will graduate from high school within four years with plans and initial action steps in place for post-secondary learning and careers
4. All Middle School students (grades 6-8) will meet or exceed their growth targets in reading and mathematics
5. All Primary School students (grades K-5) will meet or exceed their growth targets in reading and mathematics.



Based on community input, analysis of student data, and review of the Quality Education Commission model and other education research, we have identified the following strategies that we believe will help us achieve these outcomes:

1. Meet students' mental and behavioral health needs by hiring additional Social Workers, School Psychologists, Counselors and Nurses
2. Increase academic achievement and reduce academic disparities by Reducing Class Size and hiring additional Learning Specialists, Special Education Instructional Coordinators, ELD Specialists, Paraeducators
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
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
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
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
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)

Part 3 - Community Engagement and Input

Overview of Community Engagement

Our district team used multiple strategies and formats for gathering feedback on the Student Success Act's 5 Priority Areas from a diverse range of stakeholders (details in "Who was Engaged" section below). This community engagement process informed our Needs Assessment for the Continuous Improvement Plan as well as the Student Investment Account application.

Other data our team examined included:

- Results from community listening sessions & surveys including:
 - Student Success Act Survey (5 Priority Areas) (Nov 2019)
 - SSA Community Forum Listening Sessions (Nov 2019)
 - Budget Survey (May 2019)Capital Bond Summit (Feb 2019)
 - West Linn-Wilsonville Education Association – survey of members (2018-19)
 - Health/Wellness Curriculum Adoption meetings (2018-19)
 - High School Accreditation Process (2018-19)
 - Communications Survey (2017-18)
 - High School Study (2017-18)



- Student Academic Performance Data (2018-19)
 - OSAS Smarter Balanced scores – ELA and Math – grades 3-8 & 11
 - NWEA MAP interim assessment Reading and Math
 - Grades and progress reports in middle and high school courses, grades 6-12
 - Credits earned in grades 9-12 – particularly focused on 9th grade on-track rates
 - Other data about student learning (DRA, AIMSweb, etc.)
- Systems Health Data (ORIS) (October 2019)

Principals and other district leaders worked together at the Leadership Retreat, during bi-weekly levels meetings, and at monthly Leadership Forum meetings to examine student data (schoolwide and disaggregated by learner groups). This analysis led to improvement planning at the district level, in grade level bands, at the school level, and at the classroom level.

Self-Assessment of Community Engagement

Our district gathered input from a variety of stakeholder groups, staff, parent groups and student groups. The Student Success Act Survey (Fall 2019) and the Student Investment Account Survey (Winter/Spring 2020) included demographic questions that allowed the team to look at overall trends as well as the needs of specific learner groups with a focus on equity.

We reached out to specific stakeholder groups in ways that we believed would maximize participation. For example:

- Parent night/focus group for migrant families
- Phone calls to each family receiving McKinney-Vento Homeless services
- Small focus groups with first generation college students
- The District/Parent Special Education Collaboration Group analyzed data from the special education parent survey and provided direct feedback/input related to the SSA's 5 Priority Areas and plan.
- A joint committee of union leaders and administrators analyzed data from a survey of certified staff about classroom culture and behavior.
- The Inclusive Schools Leadership Team engaged in ongoing analysis of a variety of data, including participation in co-curricular activities, student involvement in the IEP process, graduation rates, etc. They also provided direct feedback on the SSA's 5 Priority Areas and the draft SIA plan. The Inclusive Schools Leadership Team includes general education and special education teachers, principals, district office administrators, paraeducators, other classified staff, and students.
- Principals and district administrators analyzed data, generated goals for the CIP, and provided input on the draft SIA plan in levels meetings and at a monthly Leadership Forum.
- Teams of specialists (school psychologists, counselors, social workers, etc.) reflected on data and best practices to identify needs, using the National Center for School Mental Health's School Health Assessment and Performance Evaluation System.



We also involved our broader community of stakeholders in the needs assessment process in these ways:

- We created a survey to ask for input about the SSA's 5 Priority Areas in the Student Investment Account. We had over 1,100 responses from students, staff, parents and other community members. We included demographic questions, which allowed us to analyze responses based on a variety of stakeholder groups. The survey was available on our district website, our school websites, school newsletters, direct emails, and computers in school offices. Student groups took the survey during class time. The text of the survey was in English and Spanish.
 - We conducted a similar survey to gather feedback on the draft of the Student Investment Account plan in February/March 2020.
- We hosted two Community Forums to seek input from community members on the SSA's 5 Priority Areas in fall/winter 2019. These forums were attended by parents, staff, community members and board members. We had Spanish and Sign Language interpreters at the Forums to make sure all parents could contribute to the conversation.

If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process?

The West Linn-Wilsonville School District has always valued community input. District Goal #3 says that the district will: *Operate in an accessible and transparent manner to encourage and foster community involvement as our parents, students and community partners are an integral and valued voice in our district.*

The CIP/SIA process has allowed us to live into District Goal #3, with a particular focus on students and families whose voices have not historically been as prominent in our district. We are continuing to design systems for how to sustain a high level of engagement from diverse stakeholders.

What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement?

Attendance at our Community Forums was relatively low. That may be because parents, students and staff had already connected through focus groups and our districtwide survey. However, we would like to have a larger turnout in the future. One way we could do this is to make personal invitations to families of historically disadvantaged groups to attend the community forums. We did make personal invitations to focus groups and we gathered direct input through phone calls to families who experience housing insecurity, students in foster care, and other specific groups.

Our final Community Forum was scheduled for March 12, but was canceled based on the Governor's guidance to avoid large gatherings due to the coronavirus outbreak.



Relationships/Partnerships to Cultivate

We had a high level of engagement from Latino families during the CIP/SIA process. We attribute this to the strong personal relationships that our staff (particularly bilingual/bicultural staff) have built with Latino students and their parents. We also had a high level of engagement with families of students served by Special Education. We have on-going parent and district collaboration that supported these relationships and contributed to strong engagement in this process.

We continue to cultivate relationships with other focal groups, including African-American students/families, migrant students/families, and students/families who are experiencing housing instability.

Resources to Enhance Engagement

We used a variety of resources to enhance engagement. For example, we connected with students and families through focus groups, personal phone calls and an online survey. We hosted community forums and set up computers in school offices for community members to engage in surveys. We translated the survey in Spanish. We also had Spanish and Sign Language interpreters at the community forums. We plan to continue using a similar variety of resources to maintain strong community engagement.

Who was Engaged?

- District Staff (including licensed, classified, administrators)
- Leaders of Classified and Licensed employee associations
- District-Parent Special Education Collaboration Group
- Migrant Family Focus Group
- First Generation College Student Focus Group
- Emerging Bilingual students and their parents
- Students served by Special Education and their parents
- Students of color and their parents
- Students in Foster Care and their parents
- Students navigating poverty and their parents
- Students who identify as LGBTQIA and their parents
- Students who experience mental illness and their parents
- Students who experience housing insecurity and their parents
- High School Students

How did you engage your community?

- Surveys
- In-Person forums
- Focus groups
- Roundtable discussion
- Community group meetings
- Website



- Email Messages
- Newsletters
- Social Media
- School Board Meeting
- Partnering with Licensed and Classified Employee Unions

Evidence of Engagement (See attached documents)

1. *SSA Needs Assessment Summary Document (Surveys, Focus Groups and Community Forums)*
2. *Notes from Two Community Forums*
3. *Notes from Inclusive Schools Leadership Team*
4. *Notes from Migrant Ed family focus group*
5. *Notes from District-Parent Special Education Collaboration Group*

Explanation of Artifacts

These artifacts demonstrate our district's efforts to engage a diverse range of students, parents, staff and community members. We asked a similar pattern of questions across our groups so we would have comparable data. For each of the 5 Areas for Input from the Student Success Act, we asked what the district is doing well and what the district could do better. For the smaller groups (Migrant Ed focus groups, Inclusive Schools Leadership Team and Community Forums) we were able to document every response. For the overall Needs Assessment Summary, we synthesized responses within each group to identify the most common responses.

These artifacts represent engagement directly related to the Student Success Act. As a district, we have a longstanding commitment to community engagement. Here are some examples of other community engagement that have also informed our planning for the Continuous Improvement Plan and Student Investment Account application:

- Budget Survey (May 2019)
- Capital Bond Summit (Feb 2019)
- West Linn-Wilsonville Education Association – survey of members (2018-19)
- Health/Wellness Curriculum Adoption meetings (2018-19)
- High School Accreditation Process (2018-19)
- Communications Survey (2017-18)
- High School Study (2017-18)

Strategies and Activities

At least 2 Strategies to engage each focal group

Two strategies that we used to reach focal groups of students and parents were:

1. *Approaching focal student populations and their families first.* Before opening our survey to the whole community, we were intentional about reaching out to specific focal groups. For example, we held a focus group with migrant families, we called parents of students



who receive McKinney-Vento services, we gathered groups of students who will be the first in their family to graduate high school, and we gathered input and had a roundtable discussion with parents of students served by special education. We did this because we wanted to ensure that we heard from specific focal groups.

2. *Designing a communications and engagement plan for the district.* Our district leadership team created a document that we called “Gathering Input from Diverse Stakeholders.” In this document, we identified focal groups, then planned various activities to reach those groups. For all groups, we used a survey. For some groups we planned additional outreach activities. The communications and engagement plan also identified which district staff member would take the lead as well as a timeline for completion. In addition, the communications and engagement plan had a section for additional notes or comments. These comments helped the team keep up on the progress we were making as we engaged the community.

At least 2 Activities to engage each focal group

Some of the activities we used to engage each of the focal student groups and their families include:

1. Focus Groups (with interpreters when appropriate)
2. Direct phone calls (from someone who the family already has a relationship with whenever possible)
3. Community Forums (with American Sign Language and Spanish interpreters)
4. Parent roundtable groups (ex. Parents of students served by special education)
5. Survey with demographic questions -- this allowed us to analyze responses/feedback from a range of stakeholder groups

At least 2 Strategies to engage staff

1. *Designing a communications and engagement plan for the district.* As mentioned above, our district leadership team created a document that we called “Gathering Input from Diverse Stakeholders.” In this document, we identified focal groups, then planned various activities to reach those groups. These groups included students and staff. For all groups, we used a survey. For some groups we planned additional outreach activities. The communications and engagement plan also identified which district staff member would take the lead as well as a timeline for completion. In addition, the communications and engagement plan had a section for additional notes or comments. These comments helped the team keep up on the progress we were making as we engaged the community.
2. *Connect with Union Leadership.* The district has historically had a positive working relationship with our Certified and Classified associations. As part of the process of gathering input and engaging in ongoing dialogue with stakeholders, district leaders met with union leaders. These conversations identified priorities for teachers and staff related to reducing academic disparities and supporting mental and behavioral health needs.



3. *Connect with District Leaders.* Principals and central office administrators play a critical role in setting the vision for reducing academic disparities and supporting mental and behavioral health needs. Including the voices and perspectives of administrators will help ensure the sustainability of our investments into the future.
4. *Provide opportunities for input from all district staff.* Union Leaders and Administrators have important leadership roles, and so we have ensured that their voices are part of our process. However, we recognize that all staff play an important part in creating inclusive, equitable and excellent schools that meet the academic and social-emotional needs of all students. So we worked to include a diverse range of staff voices as well.

At least 2 Activities to engage staff

1. Survey of teachers/staff directly related to the 5 Areas of Input
2. Conversations with teachers/staff -- including specialist teams (social work, school psychologists, transition specialists, Inclusive Schools Leadership Team, etc.) -- about specific strategies and investments to eliminate academic disparities and support students' mental and behavioral health needs.
3. Community Forums were attended by staff as well as by parents and other community members.
4. District Mental Health staff (Counselors, School Psychologists, Social Workers, SPED Instructional Coordinators) completed the School Health Assessment and Performance Evaluation System (SHAPE) from the National Center for School Mental Health at the University of Maryland.

What we learned from community and staff and how that informed planning

Feedback from students, parents, staff and community members identified needs in the following areas:

- *Social-Emotional learning* – including promoting mental health wellness, social-emotional regulation skills, and restorative practices as well as more intensive mental health supports for students who experience more significant mental health needs
- *Disparities in Academic Achievement* – particularly for students in traditionally underserved groups
- *Inclusive Cultures and Practices*
- *Diversity of Staff*
- *High School Program Expansion* – including Career and Technical Education, career pathways, dual enrollment, blended/online learning
- *Access to and Options for broader Academic and Co-Curricular Activities*
- *Engagement with community partners* – particularly community colleges, internship opportunities with local industries, and mental health supports
- *Class and Caseload Size*
- *Collaboration Time for Teachers and Specialists*
- *Communication to Inform, Engage and/or Support Students & Families*



These areas were further refined into these three priority areas:

1. *Educating the Whole Child* – with a particular emphasis on social-emotional learning and academic achievement (Board Goal #1). This includes promoting mental health wellness, teaching social-emotional regulation skills and implementing restorative practices, as well as providing more intensive mental health supports for students who experience more significant mental health needs. As students develop their social-emotional skills, they are more able to engage in collaborative inquiry and productive struggle that results in greater learning. As a result, the investment in social-emotional learning will also benefit academic outcomes – particularly for student groups who have traditionally experienced academic disparities.
2. *Culture of Diversity, Equity and Inclusion* – We aim to recruit and retain a staff that reflects the diversity of our students and families. We believe diversity of culture, perspective and ability is one of our greatest strengths in fostering a community of the greatest thinkers and most thoughtful people for the world. We aim to promote equitable outcomes for all students by eliminating opportunity gaps and creating inclusive learning communities, where all students have access to grade-level curriculum and experience a sense of belonging in their neighborhood school.
3. *High School Program Expansion* – including access to and options for broader academic and co-curricular activities, Career and Technical Education, career pathways, dual enrollment, blended/online learning and internship opportunities with local employers.

We then identified outcomes, strategies and investments to reflect these priorities -- within the context of the SSA's emphasis on Reducing Academic Disparities and Meeting Students' Mental and Behavioral Health Needs. Those outcomes, strategies and investments are outlined in the SIA Plan (Part 5).



Part 4 - Data Analysis

Describe Data Sources - Equity-Based Decisions

We used a range of data to develop this plan, including:

- Student Performance Data - disaggregated by focal student groups
 - Graduation Rates
 - OSAS/Smarter Balanced Results
 - ELPA Results
 - NWEA Measures of Academic Progress (MAP) interim assessments
- Student course enrollment/access data
 - Enrollment, completion, successful exam scores for AP courses
 - Longitudinal tracking of specific classes students take, overall and by learner group
 - Math courses taken in grades 6-12
 - Dual credit and CTE participation
- Other Student Data
 - Oregon Wellness Survey (2018-19)
 - Attendance
 - Discipline and behavior

Analyzing these data sources through an equity lens helped us consider the impact of potential investments on a variety of learner groups -- particularly those who have historically experienced academic disparities.



Part 5 - SIA Plan

Equity Lens - How did we use an equity tool

The West Linn-Wilsonville School District created a series of Equity Guiding Questions in 2018. We use those questions to guide leadership decisions and to help focus our work on issues of equity.

The Equity Guiding Questions are:

1. How do our decisions and actions **raise rigor** and **eliminate opportunity gaps** and advance the goal of all students graduating with a range of **post-secondary options**?
2. How do our decisions and actions affect racial/ethnic groups and other underserved groups? How do these decisions and actions affect **existing disparities** or produce other **unintended consequences**?
3. How have we intentionally involved **stakeholders** who are also members of the communities affected by these decisions?
4. What are the **barriers** to more equitable outcomes?
5. How are we **collecting data** on race, ethnicity, language and special education status? How do we use these data to guide our decisions and actions and ensure that each learner's individual and cultural needs are met?
6. What more do we **need to learn** to continue to move forward with our commitment to creating inclusive, equitable and excellent learning communities?

We used the Equity Guiding Questions with our leadership teams as we examined data and generated proposals for the SIA grant application. We also used the Equity Guiding Questions with stakeholder groups.



Outcomes

The West Linn-Wilsonville School District has identified the following outcomes for our Student Investment Account plan. These outcomes align with the priorities outlined in the Student Success Act, our district’s Continuous Improvement Plan, the community input we received as part of our Needs Assessment process and our district’s Equity Guiding Questions.

1. Increase Academic Achievement and Eliminate Academic Disparities
2. Meet Students’ Mental and Behavioral Health Needs
3. All students will graduate from high school within four years with plans and initial action steps in place for post-secondary learning careers
4. All Middle School students (grades 6-8) will meet or exceed their growth targets in reading and mathematics
5. All Primary School students (grades K-5) will meet or exceed their growth targets in reading and mathematics.

Strategies

Here is a summary of input we heard from the community and how it is reflected in the strategic investments we are proposing for our Student Investment Account application:

Input We Heard from the Community	Investments Based on Community Input
<i>Reduce Academic Disparities</i>	<ul style="list-style-type: none"> ● Adding Learning Specialists, Special Education Instructional Coordinators, ELD Specialists and Paraeducators ● 9th Grade Success Teams (funded through HS Success Act)
<i>Mental Health Supports</i>	<ul style="list-style-type: none"> ● Hiring additional Social Workers, Counselors, School Psychologists, and Nurses
<i>Teaching Behavior and Social-Emotional Skills</i>	<ul style="list-style-type: none"> ● Hiring Social-Emotional Learning Coordinators at each primary school ● Purchasing Social-Emotional Learning curriculum and data collection tools ● Increasing PE/Wellness staff at primary level
<i>Promote Inclusive School Communities</i>	<ul style="list-style-type: none"> ● Adding Learning Specialists, ELD Specialists and Paraeducators ● Increased funding for professional learning and collaboration
<i>Expand HS Options and Pathways</i>	<ul style="list-style-type: none"> ● Launching Online and Blended Learning Options ● Expanded Career and Technical Education (CTE) pathways (funded through HS Success Act)



<i>Broader Access to Academic and Co-Curricular Opportunities</i>	<ul style="list-style-type: none"> Eliminating fees and increasing course options for HS Summer Courses and MS Summer Programs
<i>Effective Class and Caseload Sizes</i>	<ul style="list-style-type: none"> Adding teachers for effective class sizes
<i>Collaboration and Professional Learning Time for Teachers and Specialists</i>	<ul style="list-style-type: none"> Increased funding for professional learning and collaboration at school and district levels
<i>Communication to Inform, Engage and Support Students & Families</i>	<ul style="list-style-type: none"> Ongoing community engagement

Based on this input from a diverse range of stakeholders, we have identified the following 7 Strategies for Investment:

Strategies	Justification, Research and Community Input
<p>Strategy #1: Meet students' mental and behavioral health needs by hiring additional Social Workers, School Psychologists, Counselors and Nurses</p>	<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 Emerged as a high priority among multiple stakeholder groups through the Needs Assessment
<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>	<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 Emerged as a high priority among multiple stakeholder groups through the Needs Assessment



<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>	<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 ● Emerged as a high priority among multiple stakeholder groups through the Needs Assessment
<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>	<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 ● Emerged as a high priority among multiple stakeholder groups through the Needs Assessment
<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>	<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 ● Emerged as a high priority among multiple stakeholder groups through the Needs Assessment
<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>	<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 ● Emerged as a high priority among multiple stakeholder groups through the Needs Assessment
<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>	<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



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
<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
<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
<p>Strategy #3: Meet students' mental and behavioral health needs by hiring Social-Emotional Learning (SEL) Coordinators at primary schools and investing in</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) 	<ul style="list-style-type: none"> ● Increasing support for mental and behavioral health ● Increasing support to school teams ● Will facilitate development/expansion



<p>SEL curriculum, assessments and training</p>	<p>3. Assessment tools to gather ongoing data about Social-Emotional Learning (1)</p> <p>4. Professional Development to support Social-Emotional Learning (1)</p>	<p>of Multi-Tiered Systems of Support -- a research-based best practice for supporting academic and social-emotional learning</p>
<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>	<p>1. 2 Online Academy Coordinators (2)</p> <p>2. Curriculum and Materials to support Online courses (2)</p> <p>3. Professional Development and Collaboration time for teachers of online courses (2)</p>	<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
<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>	<p>1. Creating/Expanding free Summer programs for Middle School students (academic and enrichment) (3)</p> <p>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)</p> <p>3. 1 Bilingual Family Engagement Specialist to connect families to academic and enrichment activities throughout the school year and summer (2)</p>	<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
<p>Strategy #6: Increase academic achievement and reduce</p>	<p>1. Funding for substitutes or extended contract pay for teachers/staff to participate</p>	<ul style="list-style-type: none"> ● Increasing time for teachers/staff to develop curriculum units, plan



<p>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>	<p>in district-led professional development during the summer and during the school year (2)</p> <p>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)</p> <p>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)</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>collaboratively, and respond to data during the school year and during the summer</p> <ul style="list-style-type: none"> 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
<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

Note: **(1)** **(2)** and **(3)** represent degrees of priority (with **(1)** being the highest priority). Our intention is to fund all of these investments through the Student Investment Account.



Braided Funding

In addition to the Strategies and Activities listed above for the Student Investment Account funding, we plan to use braided funding to support similar priorities through the High School Success Act. In particular, we will be expanding our 9th Grade Success teams and increasing Career and Technical Education pathways. These strategies will increase achievement and reduce academic disparities.

SIA Integrated Planning Tool

See Attached

SIA Budget

See Attached

Responsibility and Timelines for Implementing Activities and Investments

The superintendent is responsible for implementing the activities and investments through the assistant superintendents, principals and other district staff. Most of the strategies and activities listed in this SIA application will be implemented in the fall of the 2020-21 school year. This includes:

- Strategy #1 -- Meet students' mental and behavioral health needs by hiring additional Social Workers, School Psychologists, Counselors and Nurses
- 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
- 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
- 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

The following strategies will begin in the fall of 2020-21 with pilot programs while we build toward full implementation:

- 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
- 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)



We aim to begin a pilot program this summer (2020) with full implementation starting in the summer of 2021 for the following strategy:

- 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

Model for Continuous Evaluation

District leaders will regularly review data to evaluate the impact of these investments. This is already a standard practice within the West Linn-Wilsonville School District. We will continue to use the Equity Guiding Questions to ensure we apply an equity lens to the evaluation process.

Some of the forums where we will examine data include:

- Superintendent's Cabinet -- weekly meetings of assistant superintendents and other department leaders
- Leadership Forum -- monthly meetings of all district administrators, principals, instructional coordinators and other leaders
- Leadership Retreat -- annual meeting of all district administrators, principals, instructional coordinators and other leaders
- Principals' (Levels) Meetings -- monthly meetings of principals at each grade-level band (primary, middle, high)
- Inclusive Schools Leadership Team -- monthly meetings of administrators, teachers, specialists, paraeducators and students
- District Equity Team -- semi-annual meetings including representatives from each school
- District-Parent Special Education Collaboration Group -- quarterly meetings of district administrators and parents of students served by special education (all are welcome)

Priorities

We anticipate that we will be able to support all of these strategies and activities with the allocated funds. Several of the investments will be continuations or expansions of current programs (ex. Hiring additional social workers and counselors). These investments will require some professional development for new staff.

Some of the investments are creating new roles or programs (ex. Social-Emotional Learning Coordinator, Online Academy). These will require more intensive strategic planning to create job descriptions and design programs. We anticipate that this will involve significant professional development and collaboration time during the summer and during the school year.

We recognize that priorities may shift over the course of the SIA grant period. However, we are confident that these investments reflect the preferences of our constituents and will help meet the aims of the Student Success Act. We also recognize that the availability of human resources may impact our ability to complete these investments as outlined in the SIA grant application. If that is the case, our district leadership team will shift funding to other strategies



within our SIA proposal -- including increasing collaborative time and purchasing curriculum and materials to support Social-Emotional Learning, Online Learning, and instruction that will reduce academic disparities.

If state tax revenue comes in lower than initially projected, resulting in a smaller SIA grant, we will conserve our SIA grant funding on the areas that district leaders and stakeholders have identified as the highest priorities and allocate accordingly. If necessary, we may not fill all of the positions outlined in this grant application.

We have also allocated a portion of the funds for administrative costs. This includes a new Strategic Programs Coordinator position to oversee the implementation of the SIA Grant activities.

Longitudinal Performance Growth Targets

The district will use the 5 required metrics for Longitudinal Performance Growth Targets (LGPT).

1. 4-Year On Time Graduation
2. 5-year Completion
3. 3rd Grade Reading
4. 9th Grade On-Track
5. Regular Attenders

The district developed a draft of specific Baseline, Stretch and Gap-Closing growth targets in these 5 required metrics. We were planning to meet with principals and other district leaders in March to finalize our Growth Targets, but those meetings were canceled due to the coronavirus outbreak. We are expecting to revise these Growth Targets in the future.

On Time Graduation						
Targets	5-yr avg	2019-20	2020-21	2021-22	2022-23	5-yr Target 2023-24
Baseline	93.55	93.55	94.1	94.6	95.6	96
Stretch	93.55	94.1	94.7	95.9	97.1	98.3
Gap-Closing	82.26	82.3	83.9	85.5	87.3	89

5-Year Completer						
Targets	5-yr avg	2019-20	2020-21	2021-22	2022-23	5-yr Target 2023-24
Baseline	95.92	96	96.4	96.8	97	97.2
Stretch	95.92	96.4	96.8	97.4	97.8	98.8
Gap-Closing	88.93	90	90.7	92	93.4	95



3rd Grade Reading						
Targets	5-yr avg	2019-20	2020-21	2021-22	2022-23	5-yr Target 2023-24
Baseline	68.40	68.5	69.1	69.7	70.4	71.1
Stretch	68.40	68.5	69.3	70.8	72.1	73.4
Gap-Closing	38.77	39	40.7	42.7	44.9	47.1

9th Grade On Track						
Targets	5-yr avg	2019-20	2020-21	2021-22	2022-23	5-yr Target 2023-24
Baseline	87.54	87.6	88	88.5	89	89.5
Stretch	87.54	87.6	88.5	89.5	90.5	91.5
Gap-Closing	68.02	68.8	70	72.1	74.3	76.5

Regular Attenders						
Targets	5-yr avg	2019-20	2020-21	2021-22	2022-23	5-yr Target 2023-24
Baseline	83.67	83.7	83.9	84.15	84.4	84.8
Stretch	83.67	83.8	84.5	85.3	86.2	87.2
Gap-Closing	75.09	75.1	76.5	78.1	79.6	81.3

Part 6 - Use of Funds

Allowable Use Categories

Our plan invests in all of the allowable uses categories described in the Student Success Act. These allowable uses will allow us to Meet Students’ Mental and Behavioral Health Needs and Increase Academic Achievement and Reduce Academic Disparities:

- Increasing Instructional Time
- Addressing Students’ Health and Safety Needs
- Evidence-Based Strategies for Reducing Class Size and Caseloads
- Expanding Availability of and Student Participation in Well-Rounded Learning Experiences

How we will use SIA funds to meet Mental Health Needs and Reduce Academic Disparities (500 words)

We will use SIA funds to meet Mental and Behavioral Health needs in a variety of ways (as outlined in Part 5 of this SIA application -- Integrated Planning Tool, Budget, Outcomes, Strategies and Activities). These strategies are based on feedback we heard from a diverse range of stakeholder groups including teachers/staff, community members, and parents and students from historically underserved communities. We have heard from students, parents and



staff that they highly value the work of our Counselors, School Psychologists, Social Workers and Nurses. We have invested in expanding all of these roles over the last few years and we are seeing positive outcomes for students -- in mental and behavioral health and overall engagement in school. We will use SIA funds to hire more Counselors, School Psychologists, Social Workers and Nurses.

We will also create a new position that we are calling Social-Emotional Learning Coordinator at each primary school (K-5). This role will lead the expansion of Multi-Tiered Systems of Support for social-emotional learning and behavior support. In addition, we are investing in a student survey to gather data about students' social-emotional skills and the overall school culture in primary, middle and high school. This will allow us to assess how students are developing social-emotional skills and will help us refine our proactive and responsive supports.

We will Increase Academic Achievement and Reduce Academic Disparities through a variety of ways (as outlined in Part 5 of this SIA application -- Integrated Planning Tool, Budget, Outcomes, Strategies and Activities). These strategies are based on feedback we heard from a diverse range of stakeholder groups including teachers/staff, community members, and parents and students from historically underserved communities.

Some of the investments that we believe will promote academic achievement and reduce academic disparities are:

- Hiring additional Learning Specialists, Special Education Instructional Coordinators, ELD Specialists, and Paraeducators
- Establishing an Online Learning Program, hiring teachers to lead the implementation of the program and purchasing online curriculum
- Creating free summer programs for middle school students and eliminating fees for summer courses for high school students
- Providing sufficient time for teachers and staff to collaborate, review data and develop strategies to help students stay on track to graduate

How the plan will support ALL Students and Focal Groups

Educational research as well as data from our own practice has demonstrated that investing in additional Counselors, School Psychologists, Social Workers and Nurses will benefit all students in addition to those in the specific focal groups. The same is true of many of the other investments in this application: SEL Coordinators, increasing access to Online and Summer learning opportunities, increasing opportunities for meaningful Collaboration, and providing additional PE/Wellness time.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets?

Some barriers or risks that we anticipate are:

1. Being able to find and hire qualified personnel
2. The interrupted school year in Spring 2020 due to the coronavirus



3. The possibility that declining state tax revenue will result in a smaller allocation of grant funding to the district

Part 7 - Board Approval

- **Evidence of Board Approval** - The West Linn-Wilsonville School Board approved this Student Investment Account Application at their regular public meeting on April 6, 2020. Minutes for all WLWV Board meetings are available on this page of the district website -- <https://www.wlwg.k12.or.us/Page/72> -- after they have been approved by the board at a future meeting. The minutes will likely be approved at the next board meeting (May 4, 2020). The April 7, 2020 edition of WLWV School Board Briefs -- <https://www.smores.com/9x14v-wlwg-school-board-briefs> -- explains that the Board approved the SIA application during the April 6 board meeting. There will also be a link to a video of the April 6 board meeting available on the district website: <https://www.wlwg.k12.or.us/domain/58>
- **Links on Website** - This Student Investment Account application and Budget documents, as well as other information about the district's process for engaging the community, can be found at this page of the West Linn-Wilsonville School District website: <https://www.wlwg.k12.or.us/Page/15957>

Part 8 - Charter School

Evidence of Collaboration

District leaders collaborate regularly with leaders from Three Rivers Charter School (TRCS), particularly for Student Services and Technology. TRCS is the only charter school in the West Linn-Wilsonville School District.

For the Student Investment Account, the District and TRCS collaborated on the design of a survey to gather community input. The director of the charter school also attended one of the district's community forums.

On January 30, 2020, our Superintendent met with the Director of TRCS to review the needs assessment, community engagement, and potential staffing and training needs. They determined that the district will provide TRCS \$75,000 a year from the SIA to invest in a part time school counselor, staff training related to mental health, and additional safety & security measures. In addition, they talked about ways for TRCS staff to monitor the implementation and progress of these additional supports.

Upload Charter School Documents

- Agenda/Notes from January 30 mtg

Assurances

The school district assures:

- Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning



- Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used)
- Disaggregated data by focal student group was examined during the SIA planning process
- The recommendations from the Quality Education Commission (QEC) were reviewed and considered
- The district's SIA plan is aligned to its CIP
- Agreement to provide requested reports and information to the Oregon Department of Education

Public Posting of SIA Plans

Following approval by the school board, the district will post the SIA application questions, the full SIA plan and SIA budget documents on the district website.