

CLATSKANIE SCHOOL DISTRICT SIA APPLICATION

Part One: General Information

Applicant

Clatskanie School District
Institution ID: 1945
Webpage: csd.k12.or.us

Contact Person

Cathy
Hurowitz
churowitz@csd.k12.or.us
503.728.0587

Part Two: Narrative

Clatskanie School District is a small rural district in Columbia County. There is one elementary school and one middle/high school. Student enrollment is 704; 402 in grades K-6 and 302 in grades 7-12. Average overall class size is 25.5. Demographics for students are as follows: white – 82%, Hispanic – 9%, multiracial – 8%. Students identified as Special Education is at 20%, students have a 19% mobility rate, and our district-wide free and reduced lunch rate is 48%.

The district has many strengths. We have a caring staff who are committed to doing what is best for children. The district has strong leadership, including a number of teacher leaders. The community of Clatskanie is caring and supports our school well. We have an on-site health clinic, and a number of strong community partners, including mental health providers, the City of Clatskanie, local fire and rescue, and the Port of Columbia.

However, we do face certain challenges. Being a small, semi-remote district, we have difficulty recruiting and retaining teachers. We have a need for alternative education options, especially at the secondary level. Our community lacks consistent social services, including physical and mental health services. And like many districts in the state right now, our buildings and other physical assets are showing their age and need to be updated or replaced.

Based on various district data sources and community feedback, Clatskanie School District has identified the greatest need for the investment of additional resources to be in the areas of improving students' mental and behavioral health, and improving academic outcomes for students, while at the same time addressing disparities for our underrepresented groups. To accomplish this, the district will invest some SIA funds to expand and implement a Multi-Tiered System of Support (MTSS) that encompasses mental health, academics, and behavior. While there are currently elements of an MTSS in place within the district, we need to strengthen it, and apply it consistently.

Implementing an MTSS consistently ranks in the research as one of the most effective strategies for improving student outcomes. According to Hattie (2017), MTSS has an effect size of 1.29, and ranks in the top five of the 252 strategies he researched related to their impact on student achievement.

One challenge that our SIA funds will address is being able to offer students a well-rounded education. We are currently limited in our capacity to offer students a wide range of hands on, high interest courses that help students stay engaged with school. One use of our SIA funds will be to hire additional staff at both the elementary and secondary levels to increase our elective courses offerings available to students.

Another need we are addressing is to improve support for students with disabilities. Our data show a consistent disparity between the performance of students in this group compared to the aggregate. Being able to hire additional staff to specifically support this student focal group will improve their academic achievement, and their sense of being connected to school.

Part Three: Community Engagement and Input

Between November 2019 and January 2020, Clatskanie SD conducted a community engagement process to inform the district's SIA investments. Through a variety of activities, we engaged: elementary students, secondary students, foster students and their parents, students with disabilities and their parents, students navigating poverty and their parents, homeless students, Latinx students and their families, emerging bilingual students and their families, board members, parents, all district staff (certified, classified, administrators) and various other community members.

Information was collected via survey, empathy interviews, and a focus group meeting. The survey included questions regarding students' feeling of belonging, district discipline practices, students' social and emotional health needs, district to parent communication, student/teacher relationships, and district strengths and challenges.

Empathy interviews were conducted with students from focal groups (students with disabilities, Latinx students, economically disadvantaged students) and their parents. Participants were asked to respond to questions regarding safety at school, what is engaging about school, and relationships with district staff members.

The district also made a specific effort to engage Latinx students, parents, and community members. One of our native Spanish speaking staff members was tasked with speaking to this population on an individual basis to collect feedback and input from these communications. He made both phone calls and held individual in person conversations. His communication and questions were specifically in reference to the SIA. He explained the opportunity provided by the SIA and gathered input on the best use of these resources suggested by each individual. The information was shared with district decision makers and influenced the districts SIA grant application.

In December 2019, we convened a group of teachers, administrators, community members (including parents and the mayor of Clatskanie), and school board members to review and interpret perception survey data, and identify problems of practice SIA funds could potentially address.

Self-Assessment of Community Engagement

Overall, we feel that our community engagement process was a success. We used social media and email to push information out to staff and the community, and think that the process was effective. We got good response rates from students on the survey. District staff participated well in the process, responding to the survey and in team meetings giving verbal feedback. District leadership meetings that were facilitated by ESD staff were effective and generated important information. We held a Town Hall meeting, inviting community members to come discuss school safety issues. Attendance was great, the discussion was lively, and the exchange between district staff and community members was healthy.

One thing that did not go as well as hoped was getting meaningful feedback from our target students. Although we got good overall participation from students on the survey, it was more difficult to set up meetings with focal group students and their parents. Additionally, the feedback we received during the empathy interviews was not as meaningful as we had hoped. We need to find a more effective strategy to connect with these students and parents.

It is the district's desire to establish meaningful, consistent engagement with all our stakeholders. One thing that surfaced during this recent process is that people feel that there has not been sufficient interaction between the district and community members in the past. We need to do better and are committed to doing so.

One partnership we will continue to cultivate is getting assistance from NWRESA. It has been extremely helpful having staff from the ESD help facilitate meetings and lead discussions. In addition, the help ESD staff provided in analyzing and summarizing feedback data was invaluable. And even though our EL population is relatively small, we feel that we need to find ways to better engage with our students of color and their families. Identifying and partnering with people or organizations that are connected with our Latinx community would be helpful. In fact, we scheduled several meetings specifically for our Latinx community, but had so few attendees we knew we needed to shift gears. This is when we deployed one of our native Spanish speaking staff members, who has deep roots in, and trust from, our Latinx community to contact Latinx individuals – students, parents, community members.

As mentioned above, continued support from NWRESA would be a welcome resource. There are a number of other small districts within our region that would undoubtedly benefit from help from the ESD. Professional development related to meaningfully conducting empathy interviews is an area in which additional resources are needed.

An area in which ODE could help is in providing districts with best practices in terms of community engagement in a general sense. To learn from what other districts have discovered to be effective community engagement tactics would be invaluable to helping us improve our process in the future.

Who was Engaged?

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty
- Families of students with disabilities
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff
- Classified staff
- School volunteers
- Business community
- Community leaders

How did you engage your community?

- Surveys
- In-person forum
- Focus groups
- Roundtable discussions
- Website
- Email messages
- Social media
- Partnering with unions

Strategies and Activities for Engaging Focal Student Populations and Their Families

Strategies:

As a district, we value the relationships that exist between our schools and community. Being a small, rural district it was important that we gathered meaningful, genuine feedback from our entire community. We did not want to go through the motions just to “check the box” for this application, but wanted our community to have a voice in how the SIA funds will be invested.

One strategy that we used to engage students was to create feedback avenues that were both general and specific. On the one hand, we needed to hear from as many students as possible in order to understand what overall themes emerged from their responses. A survey was created for this purpose that was given to all students. On

the other hand, it was important to hear from an individual perspective from some of our students from focal groups. In order to collect this feedback, a small number of focal group students were interviewed individually in order to gain their perspective. This is where we utilized one of our native Spanish speaking staff members.

A strategy that was used to gather parent/guardian feedback was to create a focus group of parents/guardians of focal group students. The focus group was made up of parents/guardians of foster children and students in special education. The district realizes that not all parents feel strongly connected to school. Those that do not may not choose to participate in an optional feedback opportunity such as an online survey. By creating a focus group specifically targeting parents/guardians of foster students and students with disabilities, we were able to hear directly from that important sector.

Activities:

One activity used to collect feedback from students and their parents was a perception survey. The survey was posted on the district's Blackboard system, social media, and the district's website. Additionally, information about how to access the survey was expressed in the local newspaper. Parents participated in the survey on an optional, voluntary basis. Secondary students were given time in class to complete the survey. The survey was used to get feedback from a large number of stakeholders in order to understand overall themes in how they perceive the district.

Another engagement strategy was conducting empathy interviews with focal group students and their families. Students with disabilities, students navigating poverty, and students exhibiting chronic absenteeism were targeted for this activity. The intent here was hear specific feedback from individuals, and to give both students and parents the chance express what they see as ways the district can better serve students.

Strategies and Activities for Engaging Staff

Strategies:

One strategy we used to collect staff feedback was to provide opportunity during contract time for staff to express their input. We understand that working in schools is demanding, and that most staff members feel as though there aren't enough hours in the day to do everything required to do a good job. To post a survey online and then expect staff to take it during their off hours is to ensure a low response rate, and probably one that is not representative of the larger population. In order to gain higher levels of response and fair representation, we offered staff the opportunity to complete the survey during staff meetings or team meetings.

A second strategy we used to engage staff was to include them in a focus group discussion with community members. The group consisted of teachers, administrators, parents, school board members, and community members (including the mayor of

Clatskanie). This gave staff the opportunity to interact directly with community members in a fair discussion. In this way both district members and community members had the chance respond to prompts, ask questions and hear firsthand from each other.

Activities:

One activity we used to get feedback from staff was the survey described above. The survey asked participants to share their perception of the district in terms of what is working and what are some challenges the district is facing. Additional questions spoke to school safety and student/staff relationships. The survey was used to get feedback from a large number of stakeholders in order to understand overall themes in how they perceive the district.

To get more specific, individual feedback from staff, we invited a number of people from the district to participate in a focus group that included community members. As described above, the group was a nice mixture of staff holding various positions in the district and community members with different perspectives. The discussion proved to be valuable in helping all participants understand various perceptions of the district, and of the realities the district faces in working toward improvement.

Collecting and Using Input

The themes that emerged from the survey results closely matched the two priorities of the SIA initiative: supporting students' mental and behavioral needs, and improving students' academic achievement. These specific themes were evident: Students' math and ELA achievement is low. We need to build in more supports at all grade levels to help students perform better in these two areas. We are not meeting the needs of our Latinx community. Feedback from the survey and individual interviews (students and parents) indicates that many do not feel a sense of belonging at school, and do not have a strong sense that district staff understand them well. Not all students feel safe at school. This includes physical safety, and includes a sense of emotional safety with other students and with staff. We are not adequately meeting students' behavioral health needs. Students, staff and parents all expressed that they feel disciplinary practices in the district need to improve, not in a punitive sense, but in a more supportive way. Chronic absenteeism is increasing and needs to be addressed. Reasons for this were connected to themes described above.

Findings from the focus group were a mixture of positive feelings regarding the district, and areas that the group felt need improvement. In general, parents reported that their students speak positively about their school experience and that they feel supported as parents or guardians. They generally agreed that their students have access to courses and supports they need to be successful at school. However, they noted that there are not enough resources for students who need extra supports. Specifically, they expressed concern about the need for more adults in classrooms with students with special needs and/or mental health challenges.

Parents ranked extended learning time and well-rounded education as their second highest priority. The group would like to see the district offer students more elective courses, and for more job training opportunities to be made available for students. In addition, there was consensus that students need more support in the areas of literacy and math. The group noted that if the district provides extended learning time programs, there is a need to make sure that they are accessible to all students, and identified transportation as a significant barrier.

The themes that emerged from the community engagement process were parallel to the results of the needs assessment and district leadership conversations leading up to the formation of the most recent district CIP. We clearly see the need to increase supports for students' mental and behavioral needs. Providing more academic supports and offerings to all students is a high priority as well. Another priority is to increase help for students in two focal groups – our Latinx students and students with disabilities. Students in those groups regularly underperform in relation to all students. The plan to invest our SIA funds target support for students in those two focal groups, and at the same time increase help for all students' behavioral, mental, and academic needs.

Part Four: Data Analysis

The district reviewed data sources such as SBAC results, chronic absenteeism, and other data from the district's state report card. In addition, the district used local data such as discipline, restraint and seclusion, and room clears. Another major source of data came from our extensive community engagement process that included students, staff, parents and other members of the community. All these data points were reviewed in summary, but were also disaggregated to highlight disparities between groups. From examining this data and applying our equity lens, areas of improvement for the district became apparent. The needs that arose from our community engagement process largely mirrored the needs that emerged from reviewing data related to student achievement, behavior, and mental health. That alignment created clarity in how to invest our SIA funds for the next three years.

Part Five: SIA Plan

Outcomes

Improving support for students' mental and behavioral health

A consistent theme from the community engagement process – especially from students and staff – was that the district needs to bolster supports for students' mental health, and improve strategies for managing student behavior. Besides the obvious direct benefit to students, achieving this Outcome has widespread indirect impacts: improving student academic achievement, reducing stress on staff, and improving relationships between the district and families. Improving support for students' mental and behavioral health is a major focus of this act.

Increasing students' achievement in ELA, while decreasing disparities

In examining students' SBAC data it is clear that the district needs to focus on supporting students to perform better in ELA. While that is true for the general student population, it is even more imperative that we find ways to better support our students with disabilities and Latinx students, who underperform compared to all students. Supports will include ELA interventions for students and a more robust professional development plan for staff.

Increasing students' achievement in Math, while decreasing disparities

Similar statements can be made regarding students' achievement in Math. Our 8th grade SBAC Math scores have been below state average for a number of years. And like in ELA, the performance of students with disabilities lags behind the overall average. The influx of SIA funds will provide resources that will help us improve in these two academic areas.

Improving students' attendance and engagement to school

A theme that emerged from our community engagement feedback, and is confirmed by district data, is that not all students feel closely connected to school. This is evidenced by regular attender rates below the state average. Providing a more well-rounded educational experience for students, improving student/staff/parent relations, and improving school climate are areas of focus for our plan.

Improving students' and staff members' sense of feeling safe, connected, supported and valued.

This Outcome relates to the culture and climate we establish in our schools, and impacts students, staff, parents, and community members. And while we realize that we never fully "arrive" at creating the perfect school climate, we are committed to improving from our current position, and have made this a central piece of our plan.

Strategies:

Create and Implement a Multi-tiered System of Support (MTSS).

This Strategy supports Outcomes # 2 and #3 by providing additional help to students in academic areas like ELA and Math. Additionally, as students are more successful academically, they will feel more connected to school (Outcome #5) and attend more regularly (Outcome #4). Additionally, the MTSS will address students' mental and behavioral health, which supports Outcomes #1 and #5.

Provide staff with support and professional development on research-based strategies in the areas of ELA and Math.

Critical to improving students' academic achievement is providing support to teachers. This Strategy connects with Outcomes #2 and #3 by building the capacity of staff members' instructional skills in these two important academic areas. It helps achieve Outcome #5 by increasing staff members' sense of being supported and valued by the district. Additionally, it advances students' connected with school, which will lead to more regular attendance (Outcome #4).

Offer students a well-rounded education by increasing elective offerings and outside-of-school learning experiences.

A consistent message from students, parents and the community was that the district find ways to offer a more well-rounded educational experience. This Strategy supports Outcomes #4 and #5 by helping students engage more fully with school, and by increasing their sense of being valued. It helps achieve Outcomes #2 and #3 by providing courses in which students can apply Math and Literacy skills. Finally, it helps support students' mental and behavioral health by providing high interest, engaging learning experiences (Outcome #1).

Create a culture of safety and respect that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.

This Strategy has far-reaching effects on every person in the district, and in the community, and directly or indirectly supports all five Outcomes. It directly advances Outcomes #1 and #5. As students feel safe and more connected to school, they perform better in class (Outcomes #2 and #3), and attend more regularly (Outcome #4). A safe, respectful school culture also benefits staff members greatly by improving working conditions and building their sense of efficacy (Outcome #5).

Provide academic and career/college readiness supports for students with disabilities.

As stated above, data show that strategies need to be put into place that help narrow the academic performance gap of students with disabilities compared to the aggregate. This Strategy will directly provide more support for students' mental and behavioral health. It will help improve students' achievement in ELA and Math (Outcomes #2 and #3). It will make this group of students feel more connected to school, improving their attendance in school (Outcome #4). Additionally, this Strategy supports Outcome #5 by helping students feel more supported and valued.

Activities

Hire a 1.0 FTE elementary counselor; aligns with Strategies # 1, #4, #5.

This person will help create and implement an MTSS, and provide mental, behavioral, and academic support to elementary students. The elementary principal is responsible for hiring the counselor. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Hire a 1.0 FTE elementary school SpEd teacher; aligns with Strategies #1, #4, #5.

There is currently one elementary SpEd teacher in the district. This additional teacher will reduce caseload, and help increase the level of academic, and mental and behavioral support offered to elementary students with disabilities. The elementary principal is responsible for hiring the SpEd teacher. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Hire a 1.0 FTE middle/high school SpEd teacher; aligns with Strategies #1, #4, #5.

This person will help create and implement an MTSS, and help increase the level of academic, and mental and behavioral support offered to middle/high school students with disabilities. The middle/high school principal is responsible for hiring the SpEd teacher. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Hire a 0.5 FTE Family and Consumer Studies teacher; aligns with Strategies #3, #4, #5.

This position is in response to students and community requesting that students have additional electives. We want to prepare students for life after high school as well as provide engaging offerings. Since this has been the most requested class by students and families we believe it will help increase attendance and engagement. The middle/high school principal is responsible for hiring this teacher. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$50,000 in the first year and \$150,000 over the three years of the grant.

Hire a 1.0 FTE Academy teacher; aligns with Strategies #3, #4, #5.

This teacher will develop a program that supports the academic and social emotional needs of students in grades K-12. This is for those students who struggle in a regular classroom environment but are not behavior problems. This program will support students who may have anxiety or social emotional issues, mental health concerns, are lagging behind because of issues in the home. We piloted a program this year in our elementary school and it was highly successful. It should also support class size reduction. The superintendent is responsible for hiring this position. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Mid. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Hire a 1.0 FTE Alternative Ed teacher and supply necessary additional resources; aligns with Strategies #1, #3, #4, #5.

This program will support the behavioral health and social skill development of students in grades 5-8. It will be a hybrid program of project-based learning and traditional academics. Additionally, it will help reduce class size in those same grades. Both the academy and the alternative programs have an academic focus, with strong mental and behavioral health supports. The district employs a licensed clinical psychologist and a licensed social worker who will support the programs. The superintendent is responsible for hiring this position. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Mid. Estimated costs for staff are \$100,000 in the first year and \$300,000 over the three years of the grant. Costs for additional resources for the alternative education program are \$50,000 in the first year of the grant. Priority Level for additional resources is Low.

Hire a 1.0 FTE elementary Music or Art teacher; aligns with Strategies #3, #4, #5.

Like many districts our size, we lost our elementary Music and Art teachers to budget cuts years ago, and have never had the resources to add them back. This will provide elementary students with more elective course choices, and create space in the schedule for classroom teachers to have more prep and grade-level team time. The elementary principal is responsible for hiring this teacher. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Hire 1.0 FTE elementary PE teacher; aligns with Strategies #3, #4, #5.

Similar to the elementary Music/Art teacher, the district has not had a dedicated elementary PE teacher for a number of years. Currently, classroom teachers provide PE to students to meet the minutes requirement. It is not an ideal situation, for neither students nor teachers. Having a full-time PE teacher will be extremely beneficial for students and provide flexibility in the schedule for all teachers. The elementary principal is responsible for hiring this teacher. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Hire a 1.0 FTE secondary Spanish teacher; aligns with Strategies #3, #4, #5.

A common theme that emerged from the community engagement process was that students be offered more elective courses. Having the resources to be able to build a Spanish program at the secondary level is exciting. This program will benefit our emerging bilingual students, offer all students a high interest elective, and help meet entrance requirements for college bound students. The secondary principal is responsible for hiring this teacher. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Mid. Estimated costs are \$100,000 in the first year and \$300,000 over the three years of the grant.

Provide professional development to staff on research-based strategies in the areas of Math and ELA; aligns with Strategies #2, #4, #5.

It is evident from our SBAC results that we need to improve on providing effective instruction to students in regards to Math and ELA. This activity will provide staff members professional development on research-based instructional strategies, student engagement skills, and provide time for data teams to meet together. The elementary and secondary principals are responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$20,000 in the first year and \$60,000 over the three years of the grant.

Provide professional development to staff on the Multi-Tiered System of Support, aligns with Strategies #1, #4.

This Activity will provide staff with the understanding and capacity in order to implement the MTSS effectively. It will involve helping staff know referral processes, staffing information, and scheduling procedures. The secondary counselor is responsible for implementing this Activity. This investment is for school year 2020-21. Priority level: Mid. Estimated costs are \$10,000 in the first year of the grant.

Professional development supplies; aligns with Strategies #1, #2, #4, #5.

This Activity consists of providing resources necessary for the professional development Activities described above. The elementary and secondary principals are responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Low. Estimated costs are \$15,000 in the first year and \$45,000 over the three years of the grant.

Open an off-campus Alternative Education program for students in grades 5-8; aligns with Strategies #1, #3, #4, #5.

This program will support the behavioral health and social skill development of students in grades 5-8. It will be a hybrid program of project-based learning and traditional academics. Additionally, it will help reduce class size in those same grades. This program will have an academic focus, with strong mental and behavioral health supports. The district employs a licensed clinical psychologist and a licensed social worker who will support the program. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High. Estimated costs are \$20,000 in the first year and \$60,000 over the three years of the grant.

Priorities

Plan A: The following are our highest priorities for Year 1:

- Hire an elementary counselor
- Hire an elementary SpEd teacher
- Hire a secondary SpEd teacher
- Hire a half-time Family and Consumer Studies teacher
- Hire an elementary Music/Art teacher
- Hire an elementary PE teacher
- Provide professional development to staff in the areas of Math and ELA
- Open an off-campus Alternative Education Program for students in grades 5-8
- Hire an Alternative Education teacher, grades 5-8

Plan B: Should the district not be able to hire qualified staff into the positions listed above, some investments may include the following:

- Hire an Academy teacher
- Hire a secondary Spanish teacher
- Provide professional development to staff on the MTSS

Plan C: Should the district not be able to hire qualified staff into the positions listed above, some investments may include the following:

- Professional development supplies
- Additional resources for the Alternative Education Program supplies updated technology

SIA Integrated Planning Tool

Included with Submission

Budget

Completed ODE Budget documents

Equity Lens

We evaluated all of our spending proposals through the NWRESD's Equity Lens. For each proposal we viewed the proposal through the 5 questions:

1. Who does it impact?
2. Who has the opportunities and who does not?
3. Whose voices are at the table?
4. Who is included or not? Why? Why not?
5. What can I do about it?

In our final analysis we determined that the staffing selections meets the intent of the funds viewed through the Equity Lens. All of our choices meet the needs of our target population.

Longitudinal Growth Targets

Sent with submission

Part Six: Use of Funds

Allowable Uses

- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Meeting Students' Mental and Behavioral Health Needs

- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will use SIA funds

The district plans to use the majority of SIA funds to add personnel who work directly with students. A central strategy is to create an MTSS with the needed professional development and supplies, focusing on mental health, behavior, and academics, and

then to add staff who will support students in these areas. Additionally, SIA funds will be used to hire staff who will be able to offer students more elective course options.

To support students' mental and behavioral health we are planning on hiring an elementary counselor, two SpEd teachers, and an Academy teacher. Additionally, we are planning on providing staff with professional development on the MTSS, adding to off campus alternative education, and supplying the necessary additional resources for that program.

To support students academically we are planning hiring a secondary Family and Consumer Studies teacher, an elementary Music/Art teacher, an elementary PE teacher, and a secondary Spanish teacher. Additionally, we planning on opening an off-campus Alternative Education Program and staff it with a teacher. We will also spend funds on Math/ELA professional development, and Professional Development supplies.

Addressing the Needs and Impact on Focal Student Groups

Many aspects of our SIA Plan have the potential to positively impact focal group students, and at the same time benefit all students. Adding a counselor and two SpEd teachers directly supports the academic, and mental and behavioral health needs of students with disabilities, but at the same time benefits all students by reducing caseloads, and contributing to a more inclusive, equitable school culture. Similarly, increasing elective course offerings gives all students the chance to enroll in high interest, engaging classes that help them stay connected to school.

Implementing an MTSS will provide much needed interventions for students from focal groups, but will also benefit any student who needs academic and/or behavioral support. Creating an off-campus Alternative Education Program will provide all students with a new option and setting for finding success in school.

Barriers, Risk, Choices

The primary barrier we foresee that could impact our SIA Plan is the availability of qualified staff. Our Plan includes hiring nine additional full- or part-time certified staff members. That is a large undertaking at any time, but especially considering that most districts across the state are planning on using their SIA funds to add staff as well.

Another potential barrier includes the training and support that new staff will need. At this time we do not have an instructional coach or mentor teacher to support our new hires. The District will rely heavily on the ESD for additional support.

With the shortage of special education teachers across the country we may need to hire teachers that are not fully credentialed for special education. This would mean putting teachers on a Licenced Conditional Assignment. This may present financial barriers to teachers that will need to take additional coursework. The District has a tuition

reimbursement policy to help but the funds are finite. We may need to use other funds to support our new staff.

Appropriate space may be a barrier at our elementary school. The building is at capacity and with the additional staff we are looking at ways to reorganize our facility to meet the staff and student needs.

Part Seven: Documentation and Board Approval

Uploaded at Submission