**Glendale School District**

**Student Investment Account (SIA) Application**

**2019-2020**

**Part One:  General Information**

**Applicant:**

* Glendale School District
* Institution ID: 2000
* Webpage:  District Webpage [www.glendale.k12.or.us](http://www.glendale.k12.or.us)

**Contact Person:**

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**Part Two:  Narrative**

**Plan Summary**

The Glendale School District is a small rural district located in Glendale, Oregon in Southern Oregon with a population of just under 900.  The district has one elementary and middle school (K-8), and one high school (9-12) that is a charter school.  Current enrollment is 286 students.  Current demographic data indicates the following:

* (3 %) American Indian/Alaska Native
* (1 %) Asian
* (1 %) Black/African American
* (10 %) Hispanic/Latino
* (2 %) Multiracial
* (<1 %) Native Hawaiian/Pacific Islander
* (83 %) White

Oregon State School Report Card data from 2019 indicates the following:

* (<1 %) Ever English Learners
* (20 %) Students with Disabilities
* (25 %) Mobile Students
* (>95 %) Free/Reduced Lunch
* (70 %) K-2 Regular Attenders (21 %) Grade 3 English Language Arts - Students Meeting State Grade-Level Expectations
* Low (%) Grades 3-8 Individual Student Progress
* (8 %) Grade 8 Mathematics - Students Meeting State Grade-Level Expectations
* (95 %) Grade 9 On-Track to Graduate
* (65 %) Grade 12 On-Time Graduation

In August of 2019, the district completed its Continuous Improvement Plan (CIP).  ODE formally approved the CIP in January 2020. The strengths of the district were identified through multiple sources.  The District Engagement Protocol, Continuous Improvement Plan (CIP), IRRE Survey, Inflexion Report, and the Glendale Elementary School Family Engagement Project Parent Focus Group Summary selected the following as strengths:

* School staff do things to help families feel welcome.  Parents appreciate staff getting to know their individual children and supporting their specific needs and strengths.
* Participating families described using and valuing a range of different communication tools and opportunities to connect with their child’s teacher.  Apps, online portal, newsletters, phone calls, email and text messages, face-to-face conversations, parent-teacher conferences, and homework packets were described as effective ways teachers communicate with families.
* All staff voiced their care and connection with the students they serve and a desire to create ways for students to be successful in school and in their life after school.
* There was a strong theme of staff connection, trust, and collaboration with peers in the workplace for students.
* Staff expressed an appreciation for the approachability of the building principals.
* Staff referenced that they are seeing a positive shift in the district in the last couple of years.
* Staff feel that receiving the Family Engagement Grant will help focus and support the work of connecting with families.
* District Leadership is guiding the important direction of the work with staff including focus on community engagement, staff collaboration, building culture, student/staff relationships, and classroom instruction.

The same sources identified the following challenges or opportunities for growth:

* Stakeholders described barriers to being involved with the school.  Parents have caregiving responsibility for their children and older relatives, which limits their ability to be involved in the school activities especially if childcare is not provided.  Work schedules make it difficult for families to be involved with the school activities.  Some indicated they wanted to volunteer at the school but have not received any response or follow-up from the school on offers to help.  Some stakeholders felt they were not genuinely welcome to participate in the Parents & Teachers Together group.
* Clear, consistent, and timely communication within the district was a strong desire from all stakeholders.
* A desire for a scheduled and consistent time for staff to collaborate was a strong theme.
* The staff reported a clear desire to collaborate and focus on curriculum alignment and instructional practices.
* All groups voiced their desire for more structures, systems, training, and additional skilled individuals to support students with behavioral issues and social-emotional needs.

Our SIA application will focus on issues that have been made worse by reductions in the budget and the thin employee hiring pool over the past few years.  The Glendale School District has not been able to fill the position of counselor K-12.  The mental health services are purchased from the ESD.  Currently the elementary/middle/high school principals provide any counseling a student needs.   Our data shows an increase of students K-12 with mental health issues at all levels. Implementing a Social/Emotional system along with an additional staff for K-12 will assist with meeting students mental and behavioral health needs.   We will move from a four day work week to a five day work week, which will provide additional learning opportunities and increase academic achievement for students K-12 including reducing academic disparities.  A five day work week will also increase learning opportunities for students before and after school.  An Early Release will allow collaboration time for staff to implement a system of MTSS/RTI to analyze academic, social, and behavioral data will allow additional opportunities to increase academic achievement for all students.

With our Continuous Improvement Plan (CIP), we will continue to address our students’ performance in the core subjects of Math and ELA.  The previous administration did not adopt a new Language Arts program, so the district will use some curriculum funds to pay for that this year. We will strengthen core instruction from teachers with ongoing professional development.  The district is working on creating the system of support (MTSS/RTI Tiers of Interventions) for all students for chronic absenteeism, behavior, math and ELA K-12.  Increased school days from 151 to 169, hiring additional teachers and a counselor (Title I and sixth grade), and a full time Instructional Assistant will lower class size, provide assistance for students needing mental health, and improve learning for all students.  Our goals continue with the following:

* Instruction:  Strengthen the core academic subjects of Math and ELA through quality aligned curriculum, effective instruction, and a literacy approach across the curriculum in all content areas.
* Climate and Culture:  Develop and promote a school climate and culture to ensure the delivery of a social, emotional, and behavioral program to prepare all students for their future success.
* MTSS/RTI:  Create a system of support for all students so they may thrive in the school environment.

The district is particularly proud of its commitment to equitably serving all students PreK-12. Dedication to maintaining healthy community relationships and community-based learning.   When the community survey was returned, the community said:  We value our strength and commitment to pursue adventures. We value our courage to act with bravery. We value fostering sustainable relationships and treasuring each other.

**Part Three:  Community Engagement and Input**

**Overview of Community Engagement**

The district took a multi-pronged approach when engaging the community around the continuous improvement plan process and subsequent application for SIA funds.  Engagement was directed through a grant from the Ford Family Foundation.  A community-wide barbeque was planned for all stakeholders: students, parents, staff and the community at large. There were 615 people in attendance.  Surveys were collected showing reflections of the Glendale School District.  Community-wide meetings were held several times to advise the Glendale School District about community needs and thoughts.  Staff and students were given time during the work day and school day to complete the surveys.  District administrators gave time during the work day (i.e. staff meetings) for staff to complete surveys.  Focus groups were held during the work day. The Community Partners Panel conducted two focus groups meetings, one with 18 attendees and one with 23 attendees.  Community groups were provided with internet links to complete. Outreach phone calls were made to all Latino Families in their home language inviting them to the Latino family input session. Students were surveyed about the Glendale School District, along with parents, to compile a list of strengths and challenges.  Rural School Network (RSN) collected survey data.  The data was coded and examined to find themes and create an identity with Vision and Mission statements. All K-12 students took part in the (IRRE) survey for students.  An online survey was administered.  There was an 87% response rate in 2019 and a 72% response rate on the same survey in 2020 as schools were closed before all students could participate in the survey. The licensed staff also took part in the Institute for Research and Reform in Education (IRRE) survey for staff.  An online survey was administered.   There was a 92% response rate in 2019.   The response rate for 2020 was at 81%.  With school closure, some teachers were not able to complete the survey.

Self-Assessment of Community Engagement

Community engagement throughout the past couple of years has improved.  The school district has gotten better with reaching out to the community.  With the multiple surveys offered, we have been able to cultivate relationships with the stakeholders to allow them a two-way communication tool.  Therefore the district can be more responsive to the needs and concerns of all.  The district plans to continue to engage community, staff, and students.  The Community Partnership Group has been a valuable resource for the district.  A gathering of about 25 community members meet at least three times per year with the Superintendent.  This group advises the district about the climate and tone of any new initiatives, programs, and data results regarding the school district. The intention is for this group to continue throughout each school year.

Based on our survey and program evaluations, stakeholders described barriers to being involved with the school.  Parents have caregiving responsibility for their children and older relatives, which limits their ability to be involved in the school activities especially if childcare is not provided.  Work schedules make it difficult for families to be involved with the school activities.  The district has been responsive and is planning extended hours for parent-teacher conferences and offering child care during specific meetings which include families with long working hours.  Some indicated they wanted to volunteer at the school but have not received any response or follow-up from the school on offers to help.  Establishing a volunteer program at each school will promote attendance and the desire to participate.   Some stakeholders felt they were not genuinely welcome to participate in the Parents & Teachers Together group.  District guidelines regarding two-way parent and teacher communication, and placing an emphasis on providing a welcoming campus will be developed.  Another barrier the district heard was needing clear, consistent, and timely communication within the district was a strong desire from all stakeholders.  Staff and administrators are working to provide accurate and timely messaging through Remind, Synergy, notes and phone calls home, and weekly newsletters from teachers and schools to provide stakeholders with the most current and up to date information.  The staff reported a clear desire to collaborate and focus on curriculum alignment and instructional practices.  As the staff has received PD around leadership and PLC’s, there is a strong desire for a scheduled and consistent time for staff to collaborate.  The district and administrators are being responsive and thoughtful about creating a 5 day work week, with an early release to provide weekly collaboration and professional development. The staff reported a clear desire to collaborate and focus on curriculum alignment and instructional practices.  The district has plans to provide staff with additional professional development and plan vertical alignment with standards and sharing of instructional practices.  All groups voiced their desire for more structures, systems, training, and additional skilled individuals to support students with behavioral issues and social-emotional needs.  With the Continuous Improvement Plan goals and Student Investment Act, the district has goals and plans to implement the critical systems and structures to support and address the behaviors of students and the social and emotional aspects of students.

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

In the future, the district will cultivate the following relationships and partnerships:  Rotary, Community Organizations, Chamber of Commerce, Faith-based Organizations, and businesses in and around Glendale town within the school district.  GSD will continue to add new members in the community.  We will attempt to create a “classroom grandparent” or a “room mother” for all of our elementary school classes next year.  We hope this will provide more adult presence in the schools.

What resources and/or partnerships will you continue to improve future engagement? How can ODE support your continuous improvements?

The following resources could enhance the district’s engagement efforts:  Enlist students to engage families, technology-friendly access to surveys and school information via cell phones, family outreach in non-school settings including community centers, faith-based organizations, etc., continue with the Community Partners Panel,  continue to have regularly scheduled community meetings, a spring gathering BBQ, continue with parent teacher conferences, and continue with the PreK and Preschool activities.  ODE can support our continuous improvements by supporting continuous professional development for teachers, and advocating for a bill that could offer local businesses tax incentives to partner with school districts.  It would be in the best interest for the community and school district to create a working relationship and could enhance opportunities for a school to work model.  This would be especially important in a rural school district with limited resources.

**Who was Engaged?**

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

* xStudents of color
* xStudents with disabilities
* xStudents who are emerging bilinguals
* xStudents navigating poverty, homelessness, and foster care
* xFamilies of students of color
* xFamilies of students with disabilities
* Families of students who are emerging bilinguals
* xFamilies of students navigating poverty, homelessness, and foster care
* xLicensed staff (administrators, teachers, counselors, etc.)
* xClassified staff (paraprofessionals, bus drivers, office support, etc.)
* xCommunity Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
* xTribal members (adults and youth)
* xSchool volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
* xBusiness community
* xCommunity leaders
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How did you engage your community?**

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

* xSurvey(s) or other engagement applications (i.e. Thought Exchange)
* xIn-person forum(s)
* xFocus group(s)
* xRoundtable discussion
* xCommunity group meeting
* xWebsite
* Email messages
* xNewsletters
* xSocial media
* xSchool board meeting
* xPartnering with unions
* xPartnering with community based partners
* xPartnering with faith based organizations
* xPartnering with business
* xPrincipals will provide monthly newsletters including a section about how parents call help at school or monthly functions

**Evidence of Engagement (5 artifacts uploaded)**

**Upload the top five artifacts of engagement.**

1. Community Partners Panel Survey and Minutes
2. Community Partners Panel Strategic Plan
3. Community BBQ Flyer and Video 2019
4. IRRE Data Results
5. Rural Schools Network Stakeholder Engagement Report
6. Glendale Maxims Report

Why GSD selected the artifacts and how they show evidence of engaging focal student populations, their families, and the community:

In the Glendale School District, the demographic population is 83% white and 95% poverty.  Identified Special Education students are 20% of the K-12 population.  The artifacts selected begin with the Community Partners Panel meeting minutes.  The panel is made up of a diverse group of community members who meet with the Superintendent two to three times per year. Being able to problem solve with concerns and issues around student/parent/community has been a great asset to the district.  Another meaningful artifact is the video of the community BBQ from August of 2019 just before school started.  This was chosen to show evidence of the support from all stakeholders: parents, students, community members, staff, and grant providers.  The Institute for Research and Reform in Education (IRRE) was chosen to provide the data from student surveys.  The information provides school leaders with research-validated measures that are predictive of student learning and success. The Rural Schools Network (RSN) Power Point is evidence of the stakeholder engagement process. In fall 2019, leaders from Glendale School District gathered feedback through a survey from students, staff, and families in order to better capture the priorities, values, and beliefs of the community. Feedback was collected through in-person listening sessions as well as an online survey.  The  Inflexion staff analyzed the feedback to identify trends and synthesize commonalities across the stakeholder groups. The goal is to create the Glendale School District identity resulting in creating a vision/mission statement.  The Community BBQ Flyer provides evidence of communication and invitation to the school wide stakeholder evening.

**Strategies and Activities for Engaging Focal Student Populations and their Families**

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community.  Explain why those strategies were used.

We decided the flyer for the Community BBQ was a great strategy to engage our families and communities.  Glendale is in a very rural area as well as a 95% poverty level, and 20% SPED, our two focal student populations.  Even though the flyer was sent electronically, sometimes the internet is spotty or non-existent for some of our families.  With the flyer posted around the community, as well as the word of mouth through the Community Partners Group, teachers, athletic teams, and coaches, the flyer brought the majority of our school community to enjoy an evening at school.  (Why):  The flyer is a very inclusive method to notify and invite the entire community, especially those members who might not have technology.   The second strategy we provided is the IRRE data from our students. (Why):  The data results and information will assist the district with the needed changes to focus on the students themselves, their perceptions, and teacher supports and expectations of the students.

Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community.  Your response should include why the activities were used.

During the Community BBQ and continuing through the school year, a survey was created with a QR code.  The QR code allowed parents to respond to the survey on mobile phones.  The students were able to access the link at school on a computer.  The survey link was also emailed. (Why):  This strategy was used as an effort to engage as many stakeholders as possible about the Student Investment Act. This allowed for feedback and an objective opinion on how to improve the school district.

A second activity includes the school board meetings monthly.  The meetings are public and allow students, parents, staff, and community to attend and hear the decisions and discussions the school board makes.  The meetings are a way for stakeholders to express their thoughts and make written recommendations about ways to improve the school district and outcomes for students.  (Why):  This is a way for all parents who experience economic disadvantage to have their thoughts and opinions recorded and considered.

**Strategies and Activities for Engaging Staff**

Describe the strategies (at least two) that you executed to engage staff.  Explain why the strategies were used.

Staff members were engaged in a couple of different ways.  An electronic survey was sent to all staff members to determine the consolidated opinions and ideas of the entire group.  The survey was sent multiple times through the school’s email system.  The list included certified and classified union leadership and encouraged members to complete the survey.  (Why):  During administrative meetings, school board meetings, and parent meetings, the district would be able to gain an understanding of the staff priorities.  A second strategy to engage staff includes the Community BBQ.  Staff was able to engage/meet with parents, students, and other staff members.   (Why):  Building relationships with the collective group can provide positive dialogue and discussion.

Describe the activities (at least two) you executed to engage staff.  Explain why the activities were used.

During the administrative and staff meetings bi-monthly, survey results were presented.  Staff was engaged in discussions about SIA priorities for the SIA application.  (Why):  They were able to provide and present clear ideas and priorities that are reflected in the application.  The district administrative team meets monthly to review data and plan professional development based on the results of the surveys.  Finding trends within the comments, the superintendent and administration developed recommendations on the use of the SIA to improve outcomes for all students.

**Collecting and Using Input**

Describe and distill what you learned from your community and staff.  Ensure your responses include what you learned or are actively learning and how you applied the input to inform your planning.

What we learned from the SIA survey results:

Class Size:  Please rank from 1-3 (1 being most important)

Priority 1:  Reduce class size by adding more electives at the secondary level

Priority 2:  More interventions programs for students who need extra help to achieve academic standards

Priority 3:  Reduce class size at the elementary level by hiring more teachers

Summary:  The group surveyed suggested reducing class size at the secondary level.  To accomplish this, more electives would be

added.

Well Rounded Education- Please rank from 1-8 (1 being the most important)

         1.  Track student in grades 6-8 in core for additional data to support interventions

         2.  Foreign Language Program for middle and elementary schools

         3.  Music and Art in grades 6-8

         4.  School to Work Coordinator for High School

         5.  Instructional Coach for teachers

         6.  Project Based Learning across the curriculum

Summary:  Tracking students in grades 6-8 in core for additional data to support interventions was the highest priority.  Additional programs such as Foreign Language, music, and art were ranked second and third for grades K-8.

Instructional Time- Please rank from 1-4 (1 being the most important)

         1.  After school tutoring with bus services

         2. Create small learning communities for students in grade 9

         3.  Pre-K programs

Summary:  The number one priority for this area was providing after school tutoring with bus services.

Health and Safety- Please rank from 1-8 (1 being the most important)

         1.  More in-school behavior programs: Whole school instructional programs to teach positive behavior

         2.  Create transition plans for students moving between levels (elementary to middle to high school

         3.  Add Dean of Students at each school

         3.  Add behavior health specialist

         4.  Add academic counselors at each school

         4.  More in-school behavior programs: Specific classes to correct behavior for individuals

         5.  Add custodians and maintenance personnel

         6.  Add school resource officer

Summary:  The highest priority for Health and Safety is More in-school behavior programs: Whole school instructional programs to teach positive behavior.  The third and fourth priorities had the same number of responses, resulting in a tie at third place as well as fourth place priorities.

In your opinion, what is the single most important item that Glendale School District should fund with new money provided by the Student Success Act? (You may choose an idea listed above or your own other idea.)

 Summary:  This question resulted in 16 different responses.  As a summary, most comments wanted more staff such as a behavioral health teacher, high school staff to assist and add to class choices and broader electives, staff support for administration, and counselors.  As a priority hiring staff is the number one priority.

How we applied the input to inform our planning:  Glendale School District applied the input to inform planning by:  Implementing an SEL system along with additional staff for K-12 to assist with students' mental health and behavioral needs.  Move the district from a four day work week to a five day work week to provide additional learning opportunities and increase academic achievement K-12.  Hire additional staff (Behavior Specialist, Title I, 6th grade teacher, full time instructional assistant, and counselor).

**Part Four:  Data Analysis**

**Data Sources**

Our data sources for the SIA are the same data sources we analyzed when we planned our CIP process using the Continuous Improvement Plan Needs Assessment.  We spent time looking at reports from EasyCBM for math and reading.  We analyzed data from the Oregon State Assessments.  Glendale is a high poverty rural district. We looked at two subgroups:  Economically Disadvantaged (95%), and Students with Disabilities (18%).  Discipline data has been reported inconsistently, therefore a strategy will look at a data collection process for the district. On time graduation rate is 52%.  The data sources are broken down into subgroups which allowed Glendale to objectively analyze achievement and growth over the past five years for each subgroup.   We also used data from the SIA survey, the Institute for Research and Reform in Education (IRRE) survey for students and staff, and outreach phone calls were made to all families in their home language inviting them to the Latino family input session.

**Part Five:  SIA Plan**

**Outcomes**

As part of a three year plan, the District plans to have the following outcomes:

**Outcome 1:  Provide additional learning opportunities and increase academic achievement and growth for students K-12 including reducing academic disparities.**

Academic achievement as measured by the Oregon State Assessment has shown mixed results over the past few years, with little overall improvement and some areas of decline.  Glendale’s largest student group are those navigating poverty, and students in Special Education continue to lag behind other groups and are performing, on average, well below the all student average. This holds true in ELA and math as well as other areas such as attendance.  **Improving academic achievement and growth for all as well as  Focal Students by closing systemic opportunity gaps, while continuing to increase achievement growth for all, is a major focus of our district.**

Anticipated changes:

* Year 1:  Move from a 4 day school week to a 5 day school week, address afterschool learning opportunities and provide transportation for students, hire additional high school staff to increase elective opportunities
* Year 1-3:  State Assessment scores rising 4% or more each year for the next 3 years for all students

**Outcome 2:  Strengthen the core academic subjects of Math and ELA through quality aligned curriculum, effective instruction, and a literacy approach across the curriculum in all content areas.**

The Quality Education Commission is clear about recommendations Oregon schools can take to improve student outcomes. “ Start early to assure that all students read at grade level by the third grade by utilizing best practices and intentional collaboration with the early learning community.” (QEC, August 2018).  Promote professional development for teachers around collaboration, support time for data analysis and diagnosis of student needs, and evaluation and feedback about standards aligned classrooms.  The Glendale School District will create the framework for MTSS/RTI and assist schools with implementation of the MTSS/RTI system in order to design Tiers I, II, and III interventions.  **Building a Multi-Tiered System of Support (MTSS) and Response to Intervention, building capacity in staff to use MTSS, and then putting MTSS into practice is an important shift in practice.**

Anticipated changes:

* Year 1:  Implement MTSS/RTI systems K-12, Professional Development for teachers focusing on priority standards in math and ELA, PLCs and collaboration; Develop specific levels of interventions
* Year 2 & 3:  Continue with Professional Development for teachers continuing work with PLCs, vertical standards alignment, Professional Development continuing with MTSS/RTI and data collection

**Outcome 3:  Create a system of support for all students so they may thrive in the school environment.**

The highest priority for Health and Safety is additional in-school behavior programs such as  whole school instructional programs to teach positive behavior. Improving mental and behavioral health is a critical outcome for the well-being of our students.  A goal for the Glendale School District is to implement a Social-Emotional culture within the school that can provide the lynchpin support for all students.  “Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of students’ educational experience -- across all classrooms, during all parts of the school day and out-of-school time, and in partnership with families and communities. This involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.”  (The CASEL GUIDE TO SCHOOLWIDE SEL).  **Deepening the implementation of Social/Emotional Learning (SEL) and the associated shifts in adult behaviors is an important outcome.**

Anticipated changes:

* Year 1-3:  SEL developed and implemented in academics, behavior, and mental health
* Year 1-3:  Continue with Tiers I, II, and III interventions

**Strategies**

**Strategy 1.  Move from a four day work week to a five day work week.**

**Priority Level:  High**

Glendale School District has been operating within a four day work week for a number of years.  Students, teachers, and administrators work long hours each day to be able to support the number of hours of instruction required by the State of Oregon.  The unintended outcome of a four day school week resulted in a variety of issues.  The first concern was the lessening of after school opportunities for students.  Sports, small group tutoring, and extended school day meetings such as clubs and extracurricular activities were greatly curtailed.  The second concern was with staff and scheduling.  Professional Learning Communities and teacher collaboration was difficult to calendar due to the tight academic daily schedule and the long work hours.  Third, four day school days are difficult for the preschoolers and Kinders.  This group of students has limited capacity for learning and retention and may result in lower achievement.  By adding an additional day to the school week, Glendale will be able to increase learning opportunities and academic achievement for all PreK-12 students.

Three Year Plan Overview:

Year One:  Plan and schedule operations and instruction in a five day work week

Year Two:  Continue to schedule a five day work week

Year Three:  Continue to schedule a five day work week

**Strategy 2.  Build a Multi Tiered System of Support**

**Priority Level:  High**

The overarching strategy is to create and implement a Multi Tiered System of Support for PreK-12 for academics, behavior, attendance, and mental health.  This will assist the Glendale School District address students academic, health, and safety needs.  The district has some support in place for academics and attendance.   In some cases, there is a lack of implementation across schools and grade levels.  In any case, there is a serious lack of personnel and resources in order to implement the system adequately.   The District needs a framework for delivering tiered levels of services for all in order to address the needs of students and use resources effectively.

“The underlying premise of MTSS is that schools **should not delay providing help to struggling students** until they fall far enough behind to qualify for special education, but instead should provide **timely, targeted, systemic interventions to all students who demonstrate the need**.”  (*Buffum, Mattos and Weber 2012*).  Implementing an effective MTSS consistently rates in the research as one of the most effective strategies for improving student outcomes.  According to Hattie in 2017, MTSS (which Hattie refers to as RTI) has an effect size of 1.29 and ranks in the top five of the 252 strategies he researched related to their effect on student achievement.  This is an effective strategy for the Glendale School District to implement for all students.

Three Year Overview:

Year One:  Overall planning and roll out of Tier I, II, and III interventions

Year Two:  Deepen the implementation of MTSS and Tiers of Interventions

Year Three:  Continue to implement MTSS

**Strategy 3.   Implement a Social Emotional Learning framework**

**Priority Level:  High**

Social and emotional learning is the process through which children and adults understand and manage emotions, set and achieve

positive goals, feel and show empathy for others, establish and maintain positive relationships with others, and make responsible decisions.  Research shows that promoting the SEL competencies of all students requires a systematic approach that goes beyond the classroom and implements SEL schoolwide and districtwide. Implementing systemic SEL requires a range of activities that build capacity and commitment for SEL; cultivate a positive, supportive, and equitable learning environment; and explicitly promote competencies in students. (Measuring SEL, Using Data to Inspire Practice, CASEL 2020).  Students can experience a greater sense of security, self-esteem, and success with the SEL framework.  It helps students stay connected with teachers and school.

Three Year Overview:

Year One:  Planning and roll out of SEL framework

Year Two:  Deepen the implementation of SEL

Year Three:  Continue to implement SEL

**Activities**

**Activity for Strategy 1:   Move from a four day work week to a five day work week**

**Year 1:  Plan and schedule operations and instruction in a five day work week**

The Glendale School District will begin this process by moving the 7th and 8th grade students from the K-8 construct back to the high school building.  This will prepare students for the transition from E/MS to HS in a more meaningful way by establishing a K-6 elementary school and a 7-12 middle and high school on two separate campuses.  In year one (20-21SY) the district will be able to build a master schedule for each of the buildings.  Years past the district operated as a five work week, and the SIA funds can support this important change.  In addition to a five day work seek, the district can address after school learning opportunities and provide transportation for all students.  The district will hire additional high school staff to increase elective opportunities.

* Approximate cost to extend the work week: $142,954.91
* Approximate cost to hire HS additional staff:
* Priority:  High
* Start date:  July 1, 2020

**Year 1-3:  State Assessment scores rising 4% or more each year for the next 3 years for all students**

By moving students to separate campuses, offering a 5 day school week, and hiring additional staff, will improve academic achievement and growth for all as well as  Focal Students by closing systemic opportunity gaps.  Currently the 6th grade is taught within a departmentalized 6, 7, 8 grade model.   Moving the 7th and 8th grade students from the elementary building back to the HS campus leaves a personnel vacancy at the elementary campus.

* Approximate cost to hire 6th grade teacher: $87,974
* Priority: High
* Start date:  August, 2020

Investment is connected to:

* Increasing instructional time
* Reducing class size and caseload
* Expanding availability of and student participation in well-rounded learning experiences
* Culturally responsive practices and programs in grades six through eight
* Electives that are engaging to students

**Activity for Strategy 2:  Build a Multi Tiered System of Support**

**Year One:  Planning and Implementing Tiered Levels of Support**

Creating and implementing a tiered system of support for all students will provide teachers with the tools to instruct and intervene in order to assist students to be successful in the classroom and school environment.  Standards based curriculum, strong instructional practices, and regular assessments will guide teachers with data to inform their practices.  Strengthening the PLC model and collaboration around analyzing data will strengthen core academic subjects. Scheduled and continued professional development for staff with a focus on curriculum, instruction, assessment, interventions, and attendance will strengthen the core academic subjects of Math, ELA, and literacy in all content areas.  Additional staff (Title I teacher/coordinator, behavior specialist, counselor and full time Instructional Assistant)  will be hired to assist with student support and implementation of MTSS.  The MTSS system will be developed in two phases.

**Year One:  Begin with behavior, academic, and attendance Tiers of Intervention**

* Develop and Implement Tiers of Intervention (MTSS) for behavior
* Develop and Implement Tiers of Intervention (MTSS) for academics
* Develop and Implement Tiers of Intervention (MTSS) for attendance

**Year Two and Three: Continue with mental health Tiers of Intervention**

* Develop and ImplementTiers of Intervention (MTSS) for mental health
* Continue to deepen and understand the MTSS system
* Approximate cost to a Title I teacher/coordinator, counselor, and an Instructional Assistant: $217,948
* Priority: High
* Start date:  August, 2020

Investment is connected to:

* Addressing students’ health and safety needs including:
* Student mental health and behavioral needs
* Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school
* Student health and wellness
* School health professionals and assistants

**Activity for Strategy 3:  Implement a Social Emotional Learning framework**

The Glendale School District Continuous Improvement Plan has a goal of improving the climate and culture of the schools.  Within that goal is the intent to create a Social Emotional Learning framework.  Some work has begun in some of the classrooms, however, the district would like to develop, implement, and promote a social, emotional, and behavioral framework/program to prepare all students in multiple environments in the school setting for their future success. The hiring of a behavioral specialist will assist to address students' mental and behavioral health.  This activity is deeply rooted in Outcome 3:  Create a system of support for all students so they may thrive in the school environment.

**Year One:  Develop the SEL Framework with a team of district and school personnel.**

* Create the district/school team
* Focus on the “quick wins” such as implementing specific school wide protocols daily
* Continue with ongoing professional development for staff
* Develop the SEL Framework
* Continually collect data to assist in determining goals and milestones for the district

**Year Two and Three:**

* Continue to develop and assess student data
* Deepen implementation of SEL with staff and students
* Approximate cost of additional staff (Behavioral Specialist): $87,974
* Priority: High
* Start date:  August, 2020

Investment is connected to:

* Addressing students’ health or safety needs including:
* Social-emotional learning and development
* Student mental and behavioral health
* Trauma-informed practices
* School health professionals and assistants

**Priorities**

Plan A:  See Above

Plan B:  Should the district not be able to move to a 5 day work week, some investments may include the following:

* Hire additional a Behavior Specialist to assist with students’ mental health and behavioral needs
  + Approximate Cost:   $87,974
  + Priority:  High
* Hire additional staff for the high school to provide additional opportunities for electives
  + Approximate Cost:$40,000
  + Priority:  Medium
* Hire a 6th grade teacher to lower class size
  + Approximate Cost: $87,974
  + Priority:  High

* Hire a Title I teacher/coordinator, counselor and full time Instructional Assistant
  + Approximate Cost: $217,948
  + Priority: Medium

Plan C:   Should the district not be able to hire the qualified positions above some investments may include:

* Hire a counselor and behavioral specialist:
  + Approximate Cost:$175,948
  + Priority:  High

**Budget SIA Template (to be uploaded)**

**Budget for the Glendale School District School Investment Act**

**Total Allotment $318,902.91**

**1.**     **Move from a four day week to a five day week:                       $142,954,91**

**Glendale has had a four day week for several years now, and we have realized for some time that students could benefit from returning to a five day week.  Our test scores continue to be unacceptable, and we feel this change will help us improve test scores, and increase confidence in our students.**

**2.**     **One 6th Grade Teacher                                                                              $87,974.00**

**We moved our 7th and 8th grade students back to the high school campus this summer, and in doing so moved from having three 6th-8th grade teachers to two 7th and 8th grade teachers.  In order to get the class sizes down and better meet the needs of students a third teacher would make a big difference, especially as they prepare to move up to the high school.**

**3.**     **One Title I Elementary Teacher                                                                 $87,974.00**

**Again, our elementary test scores leave much to be desired.  Focusing on reading and math in the earlier grades should make a big difference in our success rate.  This position would also oversee our Title IAs and the work they do with students.**

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**Grand Total:                                                                                       $318,902.91**

**Other Costs if we cannot move to a five-day week:**

**One full-time Instructional Assistant                                                                    $42,000**

**Add Electives to the high school:                                                                $40,000**

**Equity Lens or Tool**

How was an equity lens used to inform and/or clarify the planning process?  Throughout the CIP and SIA planning process, needs assessments through surveys, community meetings, board meetings, Community Partners Panel, and staff meetings and input data from multiple sources were analyzed.  As outcomes, strategies, and activities were discussed and decisions were made, the equity lens was used to ensure every and all students were included.

**Draft Longitudinal Growth Targets (not for board approval)**

**Part 6 Use of Funds**

**Allowable Uses**

The District plans to spend all funds in the following allowable use categories:

* Increasing Instructional Time
* Student Health and Safety Needs
* Reducing Class Size/Case Loads
* Well-Rounded Learning Opportunities

**Meeting Students Mental and Behavioral Health Needs**

* Increasing Instructional Time
* Student Health and Safety Needs
* Reducing Class Size/Case Loads
* Well-Rounded Learning Opportunities

The District plans to spend the funds largely by increasing the school week, moving from a four day to a five day school week.  The focus is to be able to increase instructional time for all students, reduce class size/case loads, and provide well-rounded learning opportunities, especially at the middle and high school level.  We would also spend funds hiring personnel (6th grade teacher, Title I teacher, and a full time Instructional Assistant at the elementary level).

Meeting students’ mental and health needs as well as increasing academic achievement, focal students as well as all students are priorities for the district.  With the District developing an MTSS system focusing on mental health, academics, attendance, and behavior, the District plans to hire a counselor to provide support to students in these areas. The additional personnel (6th grade teacher, Title I teacher, and a full time Instructional Assistant at the elementary level) would also assist with the needs of all students.  The MTSS system creates the framework for Tiers of Intervention (mental health, academics, attendance, and behavior) which will benefit all students in classrooms, but provides critical support to students in the focal group.

Creating a Social Emotional Learning framework for K-12 will also support the mental and behavioral health needs for all students.  Hiring a behavioral specialist will also support student behavior as there is an overlap between behavior and mental health.

The additional Instructional Assistant will provide the needed supports for behavior that includes working with students and teachers with students struggling with behavior.

**Addressing the Needs and Impact on Focal Student Groups**

**Describe the potential academic impact for all students and focal student groups based on your plan to use funds.**

There are many aspects of the plan that support all students while having the potential to significantly impact the focal students.  An example is hiring the Title I teacher, counselor, and behavioral specialist.  Glendale’s focal groups are those students with disabilities, and students navigating poverty.  The additional personnel can provide the one to one support focal students need to achieve success, academically as well as emotionally.  Support for the focal students as well as all students through MTSS and SEL assist students with experiencing success. Experiencing successes in school K-12 will support graduates to become self-actualizing citizens.  “Education research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts, and positive youth development” (National School Climate Center).  Focal students should be provided with the academic and emotional support they need to thrive and succeed.

**Barriers, risks, or choices impacting focal students**

There are many barriers and risks to effectively serving the focal students. One major risk is the sustainability of the funding streams.  The SIA funds will assist the District with the biggest change of a four day school week to a five day school week.  The Glendale District cannot support this major change from the General Fund only.

Another major risk is not being able to hire highly qualified staff members in each of the new positions paid for by the SIA. With all school districts working to hire quality staff, there is simply more demand than supply.

Spending funds on MTSS and SEL systems may be a risk.  We believe that investing in mental health will not only impact students overall well-being, but also will make an impact on achievement. If students are not mentally healthy they certainly are less able to learn in school.  That being said, the additional risk is dependent on staff implementing the systems with fidelity.

Additional risk would be not executing the plan properly. Hiring new staff members to the District, in positions that don't currently exist, and ensuring they share District values to effectively reach our students is important timely work.  Additionally, there will be a need to ensure new staff and classroom teachers are vested in the District vision and systems for the successes of all students.

**Part 7:  Documentation and Board Approval**

* Board Meeting Minutes from August 12, 2020 board meeting to be uploaded on August 13, 2020.
* Location on District website of plan: It will be posted on the front page of our webpage at www.glendale.k12.or.us