

POSITIVE

ONTARIO SCHOOL DISTRICT 8C

195 SW Third Avenue, Ontario, OR 97914 Phone 541.889.5374 | Fax 541.889.8553

SIA PLAN

Student Investment Account Outcomes

The OSD will invest SIA funds to achieve the following outcomes:

Outcome 1

Increase the percentage of 3rd grade students meeting state grade level ELA standards.

Outcome 2

Increase the percentage of 11th grade students meeting state grade level Mathematics standards.

Outcome 3

Increase the percentage of ALL students graduating from high school in the 4 year cohort.

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Part 1: General Information

Part One: General Information	
School Year	2020-2021
District	Ontario School District
Webpage (Where SIA Plan will be Posted)	https://www.ontario.k12.or.us/District/Student-Success-Act/index.html
Contact Person	Name: Nicole Albisu Email: nalbisu@ontario.k12.or.us Phone: 541.889.5374

Part Two: Narrative

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- **A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).**
- **The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).**

The Ontario School District is located in far eastern Oregon on the border with Idaho; in fact, we share the Mountain time zone with them. We serve approximately 2,500 students in 5 elementary, one middle, and one high school. Per DHS data, Ontario has the highest concentration of poverty in the state, the highest per capita SNAP receipts, and the highest rate of child welfare involvement. Malheur is the poorest county in the state of Oregon and the 10th poorest in the nation. Ontario is also home to the Snake River Correctional Institution, the largest prison in the state of Oregon. 100% of our students district-wide receive free breakfast and lunch. Nearly 2/3 of our current enrollment consists of students of color. 5.5 percent of our students have experienced homelessness during the 2019-2020 school year. Recent refugee resettlement has brought new linguistic and cultural groups to the area.

OSD faces many challenges but has moved the dial in several areas for our students. Our district profile on the most recent state report card will tell you that we have 91% of our grades K-2 who are regular attenders, up 1% from the previous year. Students meeting the state grade-level expectations for 3rd grade ELA is 31%, up 5% from the previous year. The year to year individual student progress of students in ELA and mathematics in grades 3-8 is high. Students meeting the state grade-level expectations in grade 8 mathematics is 44%, up 7% from the previous year, and above the state average by 5%. 95.3% of our 9th graders are on-track to graduate (there was a data error on our report card, this is the corrected figure), up 9%, and 87% of our 12th graders graduated on time, also above the Oregon average of 79%.

After extensive work with our stakeholders, a number of priorities emerged, which are addressed in our SIA application. The results that we have been able to attain given the population we serve demonstrates that we have relentlessly focused on reducing disparities and increasing academic achievement over time. This work will be amplified with the use of SIA funds. Students' mental and behavioral health needs were deemed a high priority by virtually all stakeholder groups and will be a priority in all three years of our SIA plan.

Ontario School District will **increase instructional time** by expanding academic and extracurricular programs before and after school hours as well as during breaks. Our summer programs will be expanded to include ALL students in need of support. Constructive supervision will be expanded for before and after school to allow students access to a location where they can safely complete academic tasks with the tools they need for success.

Students' **health and safety needs** will be addressed by expanding the targeted professional development of our staff regarding supporting students who are impacted by trauma, poverty, and other mental health and behavior challenges. An evidence-based social-emotional learning (SEL) program will be purchased with accompanying professional development. Additional mental health counselors will be hired or contracted from local providers, and a more robust prevention program will be put in place for grades K-12. Additional school nurse time will be purchased to ensure students basic health needs are adequately addressed. Facility upgrades will take place to ensure that student safety from outside aggressors can be addressed.

Decreased class size was also an area of concern for our stakeholders. This is difficult to address given the limitations of our facilities, but several creative ideas have emerged that we plan to initiate, given the additional SIA funding. By implementing mobile computer labs, schools will be able to create additional classroom space. This will allow us to add staff at the K-1 level to decrease class size. By adding Instructional Assistants, we will also be better able to address individual learning needs and support strong evidence-based instructional practices. A strategic reconfiguration of elementary schools and/ or the addition of classrooms. Elementary reconfiguration is a consideration for the future, but due to the recent school closures and meeting limitations, we have been unable to complete the process of seeking community input to the level requested by the OSD Board of Directors. This decision will be delayed until the 2020-21 school year.

To **increase well-rounded learning opportunities**, the district will assist with the financial burden of college credits and CTE certifications for high school students. OSD will hire a specialist to support the increased identification of underserved students to our TAG population and to support increased programming to meet the needs of ALL students identified as gifted. Additional elective opportunities for middle and high school students will be incorporated into schedules during the first three years of the SIA funding. A curriculum implementation specialist will support the adoption of curriculum and will ensure teachers and instructional coaches receive the training needed to implement the curriculum using evidence-based practices, including the OSD Intentional Planning Tool, designed to increase the development of academic language in all classrooms in grades K-12.

Part Three: Community Engagement and Input

Describe your approach to community engagement, including:

- **Who you engaged**
- **Frequency / occurrence**
- **How you ensured engagement of staff and each of the focal student groups and their families**
- **Key information you collected**

The Ontario School District serves a diverse and unique demographic. We believe that effective community engagement facilitates a process of co-creating a shared vision, goal, and plan where the community is involved in identifying needs, developing ideas, and making decisions. Effective community engagement comes with a shared responsibility among all participants to be engaged throughout the process and to apply strategies that achieve the community's goals. Ontario School District approached community engagement by prioritizing input from our historically unsolicited family groups who make up the majority of our district community.

OSD recognizes that all of our stakeholders provide valued suggestions that vitally inform the direction of our planning. All stakeholder groups were provided the opportunity to share their input and direct discussions regarding where funding could be allocated. We engaged our students, parents, community, and staff. Engagement of our stakeholders started at the beginning of the school year and was continuous throughout the 2019-2020 school year.

OSD mindfully created plans of engagement to target our different stakeholder groups. A large portion of that mindful planning was targeting the different groups and looking at the best way to honor and respect their individual community. Each of our engagement strategies followed a model of education, supported by a meaningful input tool. Staff, parents, and community members were engaged in listening sessions, engagement groups, and shared their thoughts via survey.

From our engagement sessions and surveys, the Ontario School District gathered emergent themes across all stakeholder groups. Those emergent themes were; reducing class sizes, increasing access to mental-behavioral health resources, expanding access to extracurricular opportunities for all students, as well as offering staff more opportunities for professional development.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

The Ontario School District understands that effective community engagement facilitates a process of co-creating a common vision, goal, and plan where the community is involved in identifying needs and assets, developing ideas, and making decisions. It also comes with

shared responsibility among all of its participants to be engaged in ensuring the success of strategies to achieve the community's goals. From this forethought, we built our engagement around effectively educating and engaging our stakeholders to encourage efficacy and shared intentions with each data collection strategy.

While engaging with our public, we learned about our information gathering strategies and how we would like to proceed in the future to support our ongoing community engagement. Our most significant strength in meaningfully and authentically engaging with our community was the multitude of data collections methods we engaged to support all of our stakeholders. We deployed online survey links, shared in open-forum thought exchanges, engaged in listening sessions, and empathy interviews. Our goal was to meet people where it was most comfortable for them to engage with us. Understanding the engagement accommodations of our survey sample helped us to garner rich feedback from a very diverse pool of parents, community members, staff, and students. Which, in turn, helps us receive a clear message from our stakeholder group. Another method of "meeting our stakeholders at their comfort level" that proved useful for us, was holding family forums run by trusted program officials for our protected family groups to ensure trust and open communication with those historically not heard from groups.

Our methods of gathering meaningful and engaging data can always be improved upon. One area of our methods that can be improved for the future is the reach of our engagement. We were able to reach a significant percentage of our target groups and pull meaningful information from each. However, the numbers did not adequately represent our broader community as much as we may have hoped as a district. In the process moving forward, we have identified a need to work more creatively at engaging our community outside of those directly impacted by our schools/district. Some of those target groups being; business owners, local college students/professionals, senior citizens, Chamber of Commerce members, Elks Club members, etc. These stakeholder groups are important members of our community and hold vital opinions that can drive our decision making.

Moving forward, our engagement will include additional support to provide information and educational materials to those subgroups. We will look into providing forums at local club meetings, senior citizen centers, and meetings with local business owners. Our work could also include the sharing of education and survey materials in our local newspapers and media to reach other community members that are not reached in our traditional model. Any additional community and stakeholder input that we can take in will help form our opinions going forward in the process. Our stakeholder feedback is vital to creating a plan that can be mutually supported by district officials, staff, and our community.

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

To improve future and ongoing engagement, the Ontario School District will tap into the input of our partnerships and community partners. Tapping into these partnerships will strengthen our

reach and improve the breadth of our survey groups. By proxy, the reliance on our partners will also work to enhance the relationships that we have with these cohorts, which will only positively influence our stakeholders in the long-run. Given the limited amount of time to fully engage all of our stakeholder groups, as a district, we had to prioritize where we would focus our resources. Though we did target all stakeholder groups, we did have to prioritize our time and resources to parents, students, and staff.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements?

Deep and meaningful engagement requires significant district resources and time to plan. Ontario School District's administrative team worked diligently to prioritize and analyze data all under tight timelines. The Oregon Department of Education could support continuous improvements by continuing to share engagement best practices, model work, and sharing marketing type materials. Another way that ODE can support our continuous improvements would be to help in ensuring districts have additional community-based organization/program buy-in resources. One of our goals for continuous improvement is the engagement of our community and local businesses/programs.

Who was engaged, and how did you engage them? Select all of the community members/ groups you engaged for this process:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students of color | <input checked="" type="checkbox"/> Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input checked="" type="checkbox"/> Students with disabilities | |
| <input checked="" type="checkbox"/> Students who are emerging bilinguals | <input type="checkbox"/> Tribal members (adults and youth) |
| <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care | <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) |
| <input checked="" type="checkbox"/> Families of students of color | <input checked="" type="checkbox"/> Business community |
| <input checked="" type="checkbox"/> Families of students with disabilities | <input checked="" type="checkbox"/> Community leaders |
| <input checked="" type="checkbox"/> Families of students who are emerging bilinguals | |
| <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care | |
| <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) | |
| <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc.) | |

How did you engage your community?

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

- **Students of color:** All students 6-12th grade received an online survey
- **Students who are emerging bilinguals:** All students 6-12th grade received an online survey (offered in English and Spanish with additional translation support for Arabic and Somali speaking students). Survey materials were presented for the appropriate language for students to choose from.
- **Students navigating poverty, homelessness, and foster care:** Family Information and Feedback Forums were held by our district staff and Migrant Programs staff to target supports to students navigating poverty, homelessness, and/or foster care.
- **Families of students with disabilities:** Families of students in the special education program were randomly selected to participate in an empathy interview over the phone. Both English and Spanish speaking families were selected to share their feedback.
- **Families of students who are emerging bilinguals:** Family Information and Feedback Forums were held by our district staff and were translated by district personnel. Survey materials were presented for the appropriate language.
- **Families of students navigating poverty, homelessness, and foster care:** Family Information and Feedback Forums were held by our district staff and Migrant Programs staff to target supports to students navigating poverty, homelessness, and/or foster care.
- **Licensed staff (administrators, teachers, counselors, etc.):** Licensed teachers had the opportunity to share their feedback regarding the SSA funds during the REN survey. That data was used to facilitate the licensed teacher data of our collection. Additionally, staff were gathered at the building level to learn about the intended purposes of the SSA funds and ideas were generated that would support those purposes. This information was consolidated by building administrators and shared with district leadership.
- **Classified staff (paraprofessionals, bus drivers, office support, etc.):** Our classified staff joined up for informational presentations and listening sessions as well as participation in a survey collection.
- **Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.):** Informational materials were shared with the local Chamber of Commerce to share out at presentations for business leaders and other area chamber members to share their feedback.
- **School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.):** School volunteers were able to share their feedback through our open feedback link on our website. Along with the survey link was an area for education and information regarding the student success act and how the funds can be allocated in our district. In the future, we would like to target this population more thoroughly.
- **Business community:** Our business community members were able to share their feedback through our open feedback link on our website. Along with the survey link was

an area for education and information regarding the student success act and how the funds can be allocated in our district. In the future, we would like to target this population more thoroughly.

- **Community leaders:** Our community members were able to share their feedback through our open feedback link on our website. Along with the survey link was an area for education and information regarding the student success act and how the funds can be allocated in our district. In the future, we would like to target this population more thoroughly.

Evidence of Engagement

Upload your top five artifacts of engagement.

1. Parent and Community Forum Presentation
2. Staff Presentation
3. Empathy Interview Questions
4. Migrant/Homeless Education Session Sign-In Sheet
5. Student Input Collection Tool

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

Each artifact was selected to show the strength of engagement from the focal stakeholder group targeted. The artifacts included are a photo from our parent and community forum, a copy of our staff educational presentation, Special Education empathy phone interview questions, the sign-in sheet from our Migrant/Refugee family educational session, as well as a copy of the student input survey.

- **Parent and Community Forum Presentation:** The parent and community SSA/SIA community forum presentation were selected as a shared artifact to show the engagement of our parents and community members. This stakeholder group was given the opportunity to engage in small group discussions and then share their thoughts as a group as well as individual thoughts through a separate survey.
- **Staff Presentation:** A copy of the staff presentation was shared to show the educational portion of how OSD spent time educating our staff on what the grant entails and the allowable uses of those funds.
- **Empathy Interview Questions:** The empathy interview questions were included to show the engagement of our targeted students groups that are historically underserved.
- **Migrant/Homeless Education Session Sign-In Sheet:** The ELD Night sign-in sheet represents the reach that our Migrant and LED team has. The activity was created to reach

families of those navigating poverty and home insecurity. OSD prioritized sharing the SSA/SIA information with these families in order to educate them and empower their feedback.

- **Student Input Collection Tool:** The student input collection tool was selected to show that we engaged all of our students from sixth through twelfth grade. Student input was prioritized to reach all of our students within the age range to give them equitable access to share their thoughts.

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.

Each of our focal groups was targeted using several strategies of engagement. OSD understands that one method of engagement does not reach all families/students in each group. Two strategies that were utilized to engage our parents and student groups were; an electronic survey targeted at all students from sixth through twelfth grade and the other approach was a survey link that was fully open and accessible to all families/parents/community members/etc.

An online survey was deployed to all students from sixth to twelfth grade to allow students to share their opinions regarding how SSA funds could be allocated. The online surveys allowed all students access to the same information and allow for both qualitative and quantitative responses. The survey was also available in Spanish to accommodate those students' who are emerging English learners or those who prefer materials in Spanish. For our Arabic and Somali students, translation was available through translation services. Our priority was to ensure that all of our surveys were available to our stakeholders in their preferred language, considering our diverse demographic.

The second strategy was housing an open and fully accessible survey on our website as well as shared on social media and shared out through our district newsletter. This strategy allows all interested patrons (both English and Spanish speaking) the chance to take our survey and share their thoughts and recommendations. Housing a survey on our website was a strategy utilized to allow stakeholders to provide their input without having to set aside time to attend a meeting that may not work within their schedules or having to answer a call.

Engaging our populations meaningfully and with fidelity for us means that we needed to very intentionally craft our strategies of engagement and deploy many different strategies to fully engage our stakeholders, both online and in-person.

Describe at least two activities 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.

Two of the activities that OSD executed outside of the aforementioned electronic student surveys and parent/community surveys were empathy phone interviews as well as parent and community forums.

The parent and community forums were held in both English and Spanish to represent our diverse population. During this activity, childcare was provided along with light refreshments. We began the forums with education explaining what the Student Success Act is and how it can be applied within the Ontario School District. We shared how vital our stakeholder feedback would be to the allocation of the funds. Our local ESD Superintendent, as well as the Student Success Liaison, was present at the forums and shared time presenting on what the SSA/SIA are and how the funds can be spent. This activity was necessary for certain parent groups who wanted to engage in a meeting/presentation-like setting actively and have the opportunity to ask questions, share their thoughts, and engage in conversations with other parents. During the presentations, parents and community members participated in an engagement activity where they grouped with other parents to brainstorm and prioritize some of the options for spending the SIA funds.

Families were randomly selected within our parent group to share their thoughts through a telephone empathy interview. This engagement strategy was utilized to connect with parents on a personal basis. For example, one of our targeted family groups was families of students in our Special Education program. It was vital to OSD to reach out to those families on a more personal basis because those students are a historically underserved and underrepresented student and family group. OSD made it a priority to have staff contact those families via phone call to engage in a meaningful conversation with structured and open-ended questions to garner genuine input from that subgroup. The same mentality spread to each of our phone interviews.

Parent, Family, and Community engagement are such vital components of our engagement strategies and activities that we prioritized small-group and intimate settings where parents did not feel overwhelmed to ask questions or share their thoughts. Meaningful input from our stakeholders required creative strategies to make our activities worthwhile to our data.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used.

Staff engagement was deemed vital to the OSD because they are on the “front-lines” of the changes. Their input and thoughts help to inform the day-to-day scope of how these funds could impact our district. Two strategies used to engage our staff during their paid work time and giving them access to online surveys.

It was critical for OSD to make sure that we engaged all of our staff members during their working day. Instructional assistants, maintenance workers, janitors, and others were given the opportunity during their workday to attend a meeting where they could learn about the Student Success Act/Student Investment Account and give their feedback. This engagement strategy is essential to reach more of our staff, who may not be able to attend after-hours meetings or forums. We respect the fact that some of our employees have second jobs, children, and other obligations outside of their time working for the Ontario School District.

A second strategy was intentionally deployed for our staff members to allow access to an anonymous survey. All of our staff members were offered the opportunity to complete an anonymous survey where they could share their recommendations outside of an in-person meeting. The survey was available in English as well as Spanish to serve our bilingual and Spanish speaking staff members.

Describe at least two activities you executed to engage staff. Explain why those strategies were used.

Understanding the vital input of our staff members, OSD made sure that our staff members, both classified and licensed, were able to participate and share their feedback. Two of our most impactful staff activities were our staff listening sessions as well as data collected through the REN survey.

District officials were able to engage our staff members during a workday meeting for a listening and education session. During this activity, staff listened to a presentation on the Students Success Act/Student Investment Account and were then able to brainstorm as a group, areas where funding is needed or could be enhanced. Our classified staff members were able to share their personal ideas on how funding would make the most sense from their perspective. It was essential to the district to engage these ideas because our classified staff see the day-to-day interworking of our district and can bring up relevant thoughts that are individual to their perspective.

The ESD facilitated REN survey was another crucial data collection method that helped shape the direction of our research. This activity gave our licensed teachers a chance to prioritize their thoughts regarding how SIA funds should be spent. Teachers were also allowed an opportunity to share their open thoughts on different aspects of the allowable uses. Our teachers, much like our classified staff, are vital messengers that shape our decision making on how to spend SIA funds. Having the ability to take into account and measure the responses of our teachers from an ESD facilitated measurement tool allows us to make informed spending decisions that will respect our teachers.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Information that was gathered from our community, staff, and students really shaped the planning for the Student Investment Account. Aside from open-ended questions, data collection tools were organized to align with the allowable uses of funds. Information was organized following its relevance to instructional time, student health and safety needs, class size, and well-rounded educational opportunities. From each classification, all stakeholder trends were compiled, and emergent themes were pulled and then were used to inform our planning. Over 1300 total stakeholders shared their input (not including the count of persons attending educational meetings), including 548 students, 263 staff members, and 500+ community members.

From the emergent themes that were gathered, our stakeholders prioritized increasing access to extracurricular opportunities, broadening mental health resources for students, decreasing/balancing class sizes, and allowing access to college-credit and vo-tech programs for secondary students at no cost to families. These core recommendations were highly considered because the stakeholders that shared these opinions are the driving force of our planning.

We were motivated to see that each stakeholder group's emergent themes seemed to align with another. This alignment indeed informed our opinion that these changes are vital to our district. All of our stakeholder groups, as well as administrators, reached a consensus on recommendations for our district, and we have a profound opportunity to make them happen.

Part Four: Data Analysis

Describe the data sources you used and how that data informs equity-based decision making.

OSD has a robust system in place for utilizing data to make informed decisions and establish priorities regarding district-level data, school-level data, and individual student-level data. The DILT (District Instructional Leadership Team) meets regularly to revisit priorities, monitor data, and to ensure that activities that were described are being implemented as planned.

For planning how to use the SIA funds, we returned to our District Continuous Improvement Plan (D-CIP) to help us determine how decisions regarding SIA funding could support the work and goals described in our D-CIP.

Primary data sources included the District Report Card detail of 3rd grade ELA, K-2 regular attenders, 3-8 individual student progress, grade 8 mathematics, grade 9 on-track, and grade 12 on-time graduation.

The suppressed data provided by ODE was compared side by side with the report card data to assist us in determining what subgroups should be given priority in our SIA application. The suppressed data indicates that our Hispanic students are performing at a level commensurate to our white and ALL groups in the area of graduation. On 3rd-grade reading, Hispanic students are performing below white students, and all students in Ontario are below the statewide average, this area is a priority on our D-CIP. Hispanic students are on track in 9th grade at a rate similar to our ALL group, and the district is near the state in this area. The district is above the state for the percentage of students regularly attending with no subgroups significantly below the others.

Stakeholder input was quantified to the greatest degree possible in order to help us determine which of the allowable uses was prioritized by the community. Additional emphasis was placed on those areas that data indicates should be an area of focus and are thus addressed in our D-CIP.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit.

Strategy 1: Create programs designed to provide students with enhanced educational and social-emotional instruction that will lead to more equitable outcomes for students experiencing poverty, disability, or language barriers.

Theory of action: If the OSD makes a concerted effort at increasing instructional time for students by providing more learning opportunities and more access to blended learning opportunities along with the staffing necessary for effective implementation, student outcomes will improve.

To increase instructional time, there are several activities that the OSD intends to employ with the SIA funds as part of Strategy 1 (S1 on SIA Integrated Planning Tool/ Budget). According to the Education Commission of the States (2011), "Several decades of research have suggested a meaningful relationship between time and learning, where the amount of time students spend engaged in learning is strongly associated with their level of achievement. Among schools that have expanded the day and/ or year, researchers have found that such a strategy can be quite effective, especially with at-risk students." Research and practice indicate that adding time to the school day and/ or year can have a meaningfully positive impact on student proficiency. This enhancement can be especially consequential for economically disadvantaged students who tend to enter school behind their more affluent peers. This lag continues as they proceed from grade to grade. For these millions of students, who are the majority of the students that are served in the OSD, more time in school can be a path to equity. (Farbman, D.A., 2015)

The primary way by which OSD will increase instructional time will be by extending the District's summer programs and before/ after school support times. At this time, summer programs are accessed primarily by students that qualify for the Migrant Education Program. In the past, this has been expanded using Title IA funds. With the decline in Title IA funding in recent years, this expansion has been very limited. The OSD has developed a model for summer programs that leans heavily on the research that indicates that extending the time students are in school is not

sufficient without incorporating high-quality evidence-based practices. Utilizing our Common Formative Assessment (CFA) and Galileo, the OSD is able to target the specific standards that OSD students have not yet mastered. Our teachers employ our Intentional Planning Tool (attached) to design lessons that include careful task analysis, high levels of student engagement, a connection to language standards, differentiation, and formative assessment.

Blended learning platforms will allow students to access content that is adaptive to their particular skills. These platforms will be available to students before and/ or after school programs and at home. Use can be incentivized to increase the time that students are engaged in academic tasks. The OSD has already been able to document gains with our population using a few of these platforms that have a high evidence base. Using SIA funds will allow us to extend the use of these platforms to ALL students and to expand our offerings in this area. The mobility of our population makes these tools an essential component of our offerings because students with educational interruptions often have skills or standards that have been missed. These platforms, along with the diagnostics that accompany them, allow us to quickly identify and address the deficits that many of our students have. Additionally, these types of programs can allow for enrichment for students who are performing above the state standards or whose rate of learning may be faster than the pacing of typical students. Evidence of efficacy with special populations of students: A large-scale study from the 2017–2018 school year conducted by Curriculum Associates (2019) found that students with disabilities, students who were English Learners (ELs), and students who were economically disadvantaged outperformed students in the same subgroups, demonstrating positive and statistically significantly higher growth on the i-Ready Diagnostic in both Reading and Mathematics. An independent study also found that students with disabilities, including students in inclusion programs and resource classrooms, scored statistically significantly higher in the spring than the fall in Reading and Mathematics (Forsman, 2018). The Journal of Behavioral Education study finds statistically significant improvement in fact, fluency utilizing Imagine Math Facts (Berret & Carter, 2017). A similar study found that students using Imagine Math were 33% more likely than their peers to be proficient. This study was conducted in the 2016-17 school year by the University of Utah. The Evaluation and Training Institute (2015-16) found that Imagine Language and Literacy users showed statistically significant growth on a nationally normed test of reading than students who did not use the program. These particular programs will be utilized, and others with similarly strong statistical qualities will be explored to address student needs at the high school level and in other subject areas.

Strategy 2: Provide services/ facilities designed to improve the health and safety of Ontario students.

Theory of action: If the OSD increases access to mental, behavioral, and physical health providers as well as equips teachers with the professional development to help them meet student social-emotional learning and behavior needs in the classroom, it will lead to improved outcomes for students.

To address student's health and safety needs, the OSD has several activities that support the trends that were apparent in our gathering of stakeholder input. These are addressed in Strategy 2 (S2). Addressing the mental and behavioral health of students was a priority focus for all groups assessed. In order to do this, we will increase student access to evidence-based mental health supports. This will include hiring two additional counselors, creating a position for behavior support for students exhibiting behaviors that are a barrier to their own learning and the learning of others, contracting with local mental health agencies, and increasing access to prevention and social-emotional learning programs and opportunities. Additionally, teachers asked for ongoing professional development that will help them to better address the social-emotional needs of students within the classroom. Increased school nursing will help to address both prevention programming as well as address those students who have specific identified health needs in the school setting. A family support coach will work directly with families experiencing homelessness or other challenges that impact student participation and success in school. Safety upgrades were a concern identified specifically by parents of students with disabilities, the school will work to enhance safety procedures and protocols in the school to include improved internal and external communication systems like cameras, visitor background checks, and public announcement systems.

There is a strong body of evidence that supports the application of counseling and mental health interventions for students who are not doing well academically. In 2013 Berger evaluated the impact of a small group counseling intervention designed for students who were underachieving. The results indicated significant improvement for 9th and 10th graders in the areas of organization, time management, and motivation. Currently, high schools counselors may have the skills and training to provide counseling and guidance to students at risk of dropping out are often in the position of providing more of a role that involves scheduling, checking on student graduation requirements, helping with college entrance, scholarships, and other miscellaneous support functions. A study of Latinx students at risk of dropping out of high school in a rural area who participated in an online support group showed gains in key areas that allowed them to continue to participate towards graduation (Achuletta, D.J., 2006).

Evidence-based social and emotional learning (SEL) programs, when implemented effectively, lead to measurable and potentially long-lasting improvements in many areas of children's lives. SEL programs can enhance children's confidence in themselves; increase their engagement in school; increase positive behaviors, and reduce negative behaviors; and improve test scores and grades. (Greenburg, M.T., 2017) The OSD will explore and purchase evidence-based SEL programs that will support student learning. Professional development for teaching staff and counseling staff will be provided to ensure that effective implementation is guaranteed.

The OSD will increase student access to school nursing services. Increased school nursing can be foundational in assisting districts in providing a more equitable learning experience for students experiencing poverty and disability (Johnson, K., 2017). School nurses stand at the intersection of health and education, the help to weave the support needed to reduce barriers to learning and promote healthy children, families, and communities. We share the belief of the

CDC (2015) that healthy children learn better; educated children grow to raise healthier families, thus creating a stronger, more productive nation for generations to come. School nurses assure that all children have access to appropriate educational opportunities regardless of their state of health. They have a foundational role, providing not only direct services for students with health problems but also promoting the health of the communities in which they live and serve.

Malheur county has the highest rate of children experiencing poverty in the state of Oregon. Along with poverty comes homelessness. OSD currently has 130 students experiencing homeless during the 2019-20 school year. There are well-established consequences of poverty and homelessness. Student attendance and literacy are two of the factors that have a negative impact on student success in school. A family support coach will work directly with parents to help them remove barriers they are experiencing that directly affect their children's ability to participate and learn.

Safety upgrades will include but may not be limited to the addition of cameras, a system for checking visitors in and out of schools that include a background check, and improvements to public announcement systems that are no longer functioning. These safety upgrades will impact all schools; three, in particular, have the most significant needs at this time. They include Aiken, Alameda, and OHS.

Strategy 3: Provide a learning environment that allows OSD to better meet the individual needs of students.

Theory of action: If the OSD makes a concerted effort decreasing class sizes and better balancing classes and providing appropriate interventions at the secondary level, student outcomes will improve.

The OSD plans to provide a learning experience that allows us to better meet the needs of our students by working to decrease class size and more equitably balance the needs of students at the early elementary level. Because of our challenges with facilities, this will require creativity on the part of the OSD. As we work to explore a reconfiguration and garner the support of the community and school board for this change, we will work in other ways to try to remediate this challenge that was identified by many stakeholders. This will be accomplished initially by restructuring our traditional computer labs to increase classroom space at the elementary schools. Purchasing mobile labs will allow us to add one classroom at each school. We will add a teacher at the kinder and first grade levels and will employ additional classified staff to support the individual needs of students in grades K-3. A licensed intervention and blended learning specialist will support the classified staff by providing professional development and monitoring student learning during an intervention period that will also include direct teaching. This will allow the District to effectively implement both blended learning and intervention curriculums. Additional space can be created by enclosing a poorly utilized common area at one of the schools, and the expansion of a library to create two classrooms are minor reconfigurations that will allow us to address overcrowded classes. Although these additions do not allow us to

evenly redistribute students and may require additional transitions for some, it will help to lower class sizes at critical early elementary grades. Instructional assistants will be hired and trained to utilize evidence-based literacy interventions and support blended learning programs designed to help students who are not yet proficient readers or mathematicians.

At the secondary level, we will add a licensed interventionist to work with students who are not yet proficient in the area of mathematics. This person will support a blended learning classroom designed to increase instructional time on task and address specific skill deficits. To address the needs of our students experiencing poverty who are interested in accessing college credits while in high school, the District will budget funds to support them by covering tuition and lab costs.

Strategy 4: Invest in programs and resources to provide a more well-rounded learning experience with increased options for students.

Theory of action: If the OSD makes a concerted effort to enhance and expand programs for students, they will remain more engaged in the school setting, thus improving student outcomes and graduation rates.

Investing in programs and resources to provide a more well-rounded learning experience with increased options for students was a priority for our stakeholders. In order to do this, the OSD will increase extracurricular opportunities for students and add electives based on student interest. Specifically, the activities will include providing staff with additional salary to offer zero-hour or after hours electives at the middle and high school levels. At the elementary level, the District has not had a certified physical education teacher. This will be added to promote the development of skills and habits for elementary students to better participate in extracurricular programs at the secondary level, specifically athletics. Additional salary for staff to provide expanded extracurricular options that may include but are not limited to athletics is included to allow for more equitable access; this will include before and after school transportation. Participation in these types of activities has proven benefits, including keeping high school students at risk of dropping out in school.

The OSD has focused on differentiation within the classroom and the offering of advanced coursework at the secondary level to address the needs of our students who are identified as gifted. There has been a long history of families requesting more specific programming for this group of students. A district TAG specialist will provide some specific programming and will also focus on the identification of students who are in historically underserved populations, thus increasing their equitable access to appropriate instruction in terms of rate and level, but also specialized programs based on the interests of students.

The District is exploring the redesign of one of our elementary schools to create a magnet type program with a particular focus. Funds for the development of this program are included in year 2 of the budget.

Impact and Targets:

The anticipated outcomes supported by the SIA funds are connected directly to the goals established by the OSD Continuous Improvement Plan. These goals include increasing the percentage of 3rd-grade students meeting the ELA standards, increasing the percentage of 11th-grade students meeting the Mathematics standards, and increasing the percentage of ALL students graduating in the four-year cohort. There will be many other impacts and targets addressed by the activities described above. Improving the mental and physical well-being of students is a high priority that we anticipate will be impacted positively. Providing more opportunities for students to experience a well-rounded education will increase their engagement in school and lead to expanded learning activities that will support literacy and math.

Research References

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Equity Lens

**You are uploading the equity lens or tool you used to inform and/or clarify your plan.
Describe how you used this tool in your planning work.**

OSD utilizes the Oregon Education Investment Board (OEIB) Equity Lens as part of our decision-making process. Robust data systems allow our teams to have race, ethnicity, and language data readily available. The racial/ethnic and underserved groups in our district include: economically disadvantaged students, Latino students, migrant education students, students with disabilities, English language learners, McKinney Vento students, and talented and gifted students. Implementation of our identified SIA strategies will reduce barriers for underserved groups of students and reduce the opportunity gap. The main barriers to more equitable outcomes are the lack of extended learning opportunities, insufficient counseling, lack of transportation for after school support, lack of educational programs during holiday breaks, summer programs available to all migrant students but to a limited number of Title IA students, large class sizes, high mobility, and a lack of school funding for college credits.

Parents of underserved students were engaged via surveys, family forums, and empathy interviews. In addition, links to the survey in multiple languages were available on our website, shared via social media, and monthly newsletters.

After compiling what the stakeholders have prioritized, the Ontario School District created a plan that best accommodates those prioritizations and meets the needs of underserved students. Strategies funded by SIA are as follows: creation of extended learning opportunities with transportation provided, addition of qualified mental health, behavior support, and nursing staff, addition of educational camps as well as summer programs, creative staffing and modifications to facilities to reduce/ balance class sizes, funding for college credits, enhanced opportunities for acceleration and intervention via blended learning. As stated above, these strategies will reduce the opportunity gap for underserved students.

Part Six: Use of Funds

**Which of the following allowable use categories is your plan designed to fund within?
Select any or all.**

The OSD will be addressing all four of the allowable use categories as highlighted below in their SIA plan.

1. Increasing instructional time
2. Addressing students' health and safety needs
3. Evidence-based strategies for reducing class size and caseloads
4. Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

SIA Funds will be utilized to expand mental health access for students with priority given to students who are in focal groups that are typically underserved. In OSD, the majority of students face one or more of the barriers that the SSA funding is designed to address. Therefore, many of our activities are designed with all students in mind. OSD will expand mental health services by hiring an additional counselor, contracting with a local mental health provider, hiring a behavior specialist, and expanding programming for social-emotional learning and prevention.

Professional development for both licensed and classified staff will be a component of the OSD SIA plan. This was a theme that emerged as a priority during our engagement activities. The professional development will focus on providing teachers with knowledge and skills around serving students who have experienced trauma, students experiencing poverty, and students who are having difficulty regulating their emotions and behavior.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan.

The targets of the OSD SIA Plan are focused on improving academic outcomes for students. It is our belief that by increasing instructional time via before school and after school programs and activities and increasing access to summer programs, our students who are experiencing high mobility, trauma, language deficits, and other academic challenges will make growth that will help them to overcome the existing gaps. Increased access to evidence-based learning platforms will also support students by providing them with targeted intervention or acceleration. A curriculum and implementation specialist will ensure that programs are being delivered in a way that will result in maximal progress for students. The OSD recognizes that extending time in learning alone will not yield the results we are looking for. Job-embedded professional

development and collaboration opportunities regarding programming is needed to ensure that curriculum is implemented as it is intended, that students are highly engaged and provided with enrichment that peaks their interest in educational activities are essential components to a well-rounded education that will yield high results.

Reducing class size at grades K and one and providing additional instructional assistants will allow the OSD to move quickly to address the disparities that exist upon enrollment in school. The Oregon Kindergarten Assessment consistently indicates that the majority of students entering kindergarten in Ontario do not possess the readiness skills being measured in terms of early literacy and mathematics. The district will also collaborate with early learning programs and is seeking an additional grant to allow us to expand a program that exists only for our migrant population at this time.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes?

A consistent barrier that exists in many areas experiencing high rates of childhood poverty and the associated trauma is mobility. The high rate of mobility (in excess of 20%) in OSD makes it difficult to measure the effects of our efforts on our most needy students.

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

The SIA Plan was reviewed with the Ontario SD Board of Directors on March 30th. It can be found on the district website by clicking [HERE](#).

Part Eight: Public Charter Schools

Do you sponsor a public charter school? No

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increase the percentage of 3rd grade students meeting state grade-level ELA standards.	X	X	X		
Outcome	Increase the percentage of 11th grade students meeting state grade-level Mathematics standards.	X	X	X		
Outcome	Increase the percentage of All students graduating from high school in the 4 year cohort.	X	X	X	X	
Outcome						
Outcome						

Strategy #1	Create programs designed to provide students with enhanced educational and social emotional instruction that will lead to more equitable outcomes for students experiencing poverty, disability, or language barriers.
Strategy #2	Provide services/ facilities designed to improve the health and safety of Ontario students.
Strategy #3	Provide a learning environment that allows us to better meet the individual needs of students.

Strategy #4	Invest in programs and resources to provide a more well-rounded learning experience with increased options for students.
Strategy #5	Strategy 5

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	Create programs designed to provide students with enhanced educational and social emotional instruction that will lead to more equitable outcomes for students experiencing poverty, disability, or language barriers.	\$ 314,500	\$ 943,500
Strategy 2	Provide services designed to improve the health and safety of Ontario students.	\$ 747,000	\$ 1,961,000
Strategy 3	Provide a learning environment that allows us to better meet the individual needs of students.	\$ 1,222,000	\$ 4,252,000
Strategy 4	Invest in programs and resources to provide a more well-rounded learning experience with increased options for students.	\$ 430,000	\$ 1,080,000
Strategy 5	Strategy 5	\$ -	\$ -

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Provide additional summer programs and programs during breaks to ALL students.	S1	X	X	X	\$ 200,000	\$ 600,000	13x/2xx	High
2	Purchase blended learning curriculums (IL, iR, Edg, Edu) and additional online learning opportunities.	S1	X	X	X	\$ 78,000	\$ 234,000	4xx	High
3	Increase the hours of supervision beyond the typical school day for students experiencing poverty at OMS/ OHS.	S1	X	X	X	\$ 21,500	\$ 64,500	112/2xx	Mid
4	Increase access to pre-school for families unable to access other local programs.	S1	X	X	X	\$ 15,000	\$ 45,000	31x	Low
5	Hire a prevention and mental health specialist for the high school.	S2	X	X	X	\$ 115,500	\$ 346,500	111/2xx	High
6	Contract with MCHD to increase to a full time school nurse.	S2	X	X	X	\$ 115,500	\$ 346,500	113/2xx	High
7	Purchase prevention programming.	S2	X			\$ 10,000	\$ 10,000	4xx	High
8	Provide professional development to staff to increase their skills in supporting students experiencing trauma, homelessness, foster care, disability, and poverty.	S2	X	X	X	\$ 25,000	\$ 75,000	31x	High
9	Complete safety upgrades at OHS.	S2	X			\$ 100,000	\$ 100,000	5xx	High
10	Hire family support coach.	S2	X	X	X	\$ 50,000	\$ 150,000	112/2xx	High
11	Complete safety upgrades at Aiken elementary school.	S2		X			\$ 100,000	5xx	Mid
12	Hire a prevention and mental health specialist for the elementary (.6) and middle school (.4).	S2	X	X	X	\$ 115,500	\$ 346,500	111/2xx	Mid
13	Hire TOSA to support student behavior.	S2	X	X	X	\$ 115,500	\$ 346,500	111/2xx	Mid
14	Complete safety upgrades at Alameda elementary school.	S2		X		\$ 100,000	\$ 100,000	5xx	Low
15	Develop partnerships with local mental health providers	S2		X	X		\$ 40,000	31x	Low
16	Add K-1 teachers to decrease class size and support 3rd grade literacy outcomes (1-K/ 1-1st).	S3	X	X	X	\$ 231,000	\$ 693,000	111/2xx	High

17	Purchase mobile computer labs to create additional classroom space.	S3	X			\$ 57,000	\$ 57,000	4xx	High
18	Provide targeted math intervention by adding a teacher to teach a blended learning class for students in need of support at OHS.	S3	X	X	X	\$ 115,500	\$ 346,500	111/2xx	High
19	Pay college tuition costs for dual credit classes and certification costs for CTE programs.	S3	X	X	X	\$ 40,000	\$ 120,000	31x	High
20	Enclose open area to create additional classroom space at Alameda.	S3		X			\$ 200,000	5xx	Mid
21	Create classroom space at Aiken.	S3		X			\$ 500,000	5xx	Mid
22	Provide Dean of Students/ AP at Aiken to support the implementation of instructional techniques, curriculum, and district initiatives. This person will work	S3	X	X	X	\$ 150,000	\$ 450,000	113/2xx	Mid
23	Hire instructional assistants to support early literacy needs in K-3 classrooms	S3	X	X	X	\$ 513,000	\$ 1,539,000	112/2xx	Mid
24	Hire intervention specialist for grade to implement blended learning programs at elementary level.	S3	X	X	X	\$ 115,500	\$ 346,500	111/2xx	Mid
25	Hire a support specialist to identify and meet programming needs of TAG students.	S4	X	X	X	\$ 115,500	\$ 346,500	111/2xx	High
26	Hire a curriculum implementation specialist to support high levels of evidence based curricular options and strategies are being employed.	S4	X	X	X	\$ 150,000	\$ 450,000	111/2xx	High
27	Add a certified PE specialist in elementary grades to lead and plan a skill focused curriculum.	S4	X	X	X	\$ 69,500	\$ 208,500	111/2xx	High
28	Increase extracurricular programs at the elementary level (3 offerings).	S4	X	X	X	\$ 25,000	\$ 75,000	13x/2xx	High
29	Increase extracurricular programs; add elective classes at middle and high school (12,500 per class period).	S4	X	X	X	\$ 25,000	\$ 75,000	13x/2xx	Mid
30	Launch a new elementary program with a specialized focus.	S4	X	X	X	\$ 45,000	\$ 45,000	4xx	Mid

Activity #	FTE	Allowable Use Category	Object Code	<ol style="list-style-type: none"> 1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). <p>The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.</p>	\$ Amount
Total Expenditures:					\$ 2,819,480.00
Allowable Administrative Costs:					\$ 105,981.83
Unbudgeted Funds:					\$699,843.31

Proposed Activity

1	0	IIT	13x	Provide additional summer programs and programs during breaks to ALL students.	\$ 110,700
		IIT	2xx		\$ 89,300
2	0	WRE	4xx	Purchase blended learning curriculums (IL,iR, Edg, Edu) and additional online learning opportunities.	\$ 78,000
3	0	IIT	112	Increase the hours of supervision beyond the typical school day for students experiencing poverty at OMS/ OHS.	\$ 11,900
		IIT	2xx		\$ 9,600
4	0	WRE	31x	Increase access to pre-school for families unable to access other local programs.	\$ 15,000
5	1	H&S	111	Hire a prevention and mental health specialist for the high school.	\$ 69,689
		H&S	2xx		\$ 45,811
6	1	H&S	113	Contract with MCHD to increase to a full time school nurse.	\$ 69,689
		H&S	2xx		\$ 45,811
7	0	H&S	4xx	Add prevention programming.	\$ 10,000
8	0	H&S	31x	Provide professional development to staff to increase their skills in supporting students experiencing trauma, homelessness, foster care, disability, and poverty.	\$ 25,000
9	0	H&S	5xx	Complete safety upgrades at OHS.	\$ 100,000

10	1	H&S	112	Hire family support coach	\$ 26,000
		H&S	2xx		\$ 24,000
11	0	H&S	5xx	Complete safety upgrades at Aiken elementary school.	\$ -
12	1	H&S	111	Hire a prevention and mental health specialist for the elementary (.6) and middle school (.4).	\$ 69,689
		H&S	2xx		\$ 45,811
13	1	H&S	111	Hire TOSA to support student behavior.	\$ 69,689
		H&S	2xx		\$ 45,811
14	0	H&S	5xx	Complete safety upgrades at Alameda elementary school.	\$ 100,000
15	0	H&S	31x	Develop partnerships with local mental health providers.	\$ -
16	2	RCS	111	Add K-1 teachers to decrease class size and support 3rd grade literacy outcomes (1-K/ 1-1st).	\$ 139,378
		RCS	2xx		\$ 91,622
17	0	RCS	4xx	Purchase mobile computer labs to create additional classroom space.	\$ 57,000
18	1	RCS	111	Provide targeted math intervention by adding a teacher to teach a blended learning class for students in need of support at OHS.	\$ 69,689
		RCS	2xx		\$ 45,811
19	0	WRE	31x	Pay college tuition costs for dual credit classes and certification costs for CTE programs.	\$ 40,000
20	0	RCS	5xx	Enclose open area to create additional classroom space at Alameda.	\$ -
21	0	RCS	5xx	Create classroom space at Aiken.	\$ -
22	1	WRE	113	Increase TOSA at Aiken to AP to assist with teacher evaluation and PBIS systems.	\$ 94,967
		WRE	2xx		\$ 55,033
23	18	RCS	112	Hire instructional assistants to support early literacy needs in K-3 classrooms	\$ 354,683
		RCS	2xx		\$ 158,317
24	1	RCS	111	Hire intervention specialist for grade to implement blended learning programs at elementary level.	\$ 69,689
		RCS	2xx		\$ 45,811
25	1	WRE	111	Hire a support specialist to identify and meet programming needs of TAG students.	\$ 69,689
		WRE	2xx		\$ 45,811

26	1	WRE	111	Hire a curriculum implementation specialist to support high levels of evidence based curricular options and strategies are being employed.	\$	94,967
		WRE	2xx		\$	55,033
27	1	WRE	111	Add a certified PE specialist in elementary grades to lead and plan a skill focused curriculum.	\$	38,000
		WRE	2xx		\$	31,500
28	1	WRE	13x	Increase extracurricular programs at the elementary level (3 offerings).	\$	13,850
		WRE	2xx		\$	11,150
29	0.33	WRE	13x	Increase extracurricular programs; add elective classes at middle and high school (12,500 per class period).	\$	13,850
		WRE	2xx		\$	11,150
30	0	WRE	4xx	Launch a new elementary program with a specialized focus.	\$	45,000
31	0	ADMIN	640	Administrative indirect	\$	105,980

Budget Summary

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	9	\$ 690,479.00
112	Classified Salaries	3	\$ 392,583.00
113	Administrative Salaries	2	\$ 164,656.00
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	3	\$ 138,400.00
2xx	Benefits	17	\$ 857,382.00
31x	Instructional, Professional and Technical Services	4	\$ 80,000.00
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	4	\$ 190,000.00
5xx	Capital Outlay	5	\$ 200,000.00
640	Dues and Fees	1	\$ 105,980.00
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 2,819,480.00

Total FTE 32.3

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	\$ 105,980.00
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	4	\$ 221,500.00
Improving Student Health & Safety	16	\$ 747,000.00
Reducing Class Size	11	\$ 1,032,000.00
Well Rounded Education	16	\$ 713,000.00

TOTAL \$ 2,819,480.00

SSA Parent & Community Forum

Wednesday, February 5th



Kelsi Skinner - SSA Liaison for Malheur ESD

My roles and responsibilities

- Work with districts in Malheur County to gather and record required data and help facilitate engagements and assessments.
- Work collaboratively with Oregon Department of Education (ODE) to ensure all districts in our county are meeting the grant requirements.
- Aide with grant writing application process.

Student Success Act (SSA)

- Oregon Governor Kate Brown signed [House Bill 3427](#), the [Student Success Act](#), into law on May 20, 2019. This law aims to correct three decades of underinvestment in our schools and our children and includes sweeping provisions for new and improved services for children and families.
- The Act funds three accounts:
 - The Early Learning Account (at least 20 percent)
 - Student Investment Account (at least 50 percent)
 - Statewide Education Initiatives (up to 30 percent)
- When fully implemented, our state will see an additional \$1 billion investment in schools each year. This investment will provide new opportunities for every student in our state, particularly students who have been historically underserved.

The Student Investment Account (SIA)

The Student Investment Account (SIA) was established with the passage of the [Student Success Act](#) (HB3427)

- Close to \$500 million in non-competitive grant money for all Oregon school districts and eligible charter schools
- Districts must comply with application requirements set forth by the legislature and administered by the Oregon Department of Education

SIA

New money has two purposes:

1. Meet students' mental and behavioral health needs
2. Increase academic achievement and reduce academic disparities for:
 - Students of color
 - Students with disabilities
 - Emerging bilingual students
 - Students navigating poverty, homelessness, and foster care and other students that have historically experienced disparities in our schools

5 Areas for Input

1. Reducing academic disparities (gaps between outcomes for different student groups)
2. Meeting students' mental and behavioral health needs
3. Providing access to academic courses
4. Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
5. Establishing and strengthening partnerships

SIA Allowable Investments

- Class Size
- Well-Rounded Education
- Instructional Time
- Health & Safety

Ontario School District will serve ALL students but their requirement per ODE is to prioritize needs based on focal groups:

- Students of color
- Students with disabilities
- Emerging bilingual students
- Students navigating poverty, homelessness, and foster care and other students that have historically experienced disparities in our schools.

SSA Parent & Community Forum

Introductions

Meeting Structure

- Go over findings
- Engagement activities
- Time to share your feedback

District's Data Collection Tools

Internal Audiences

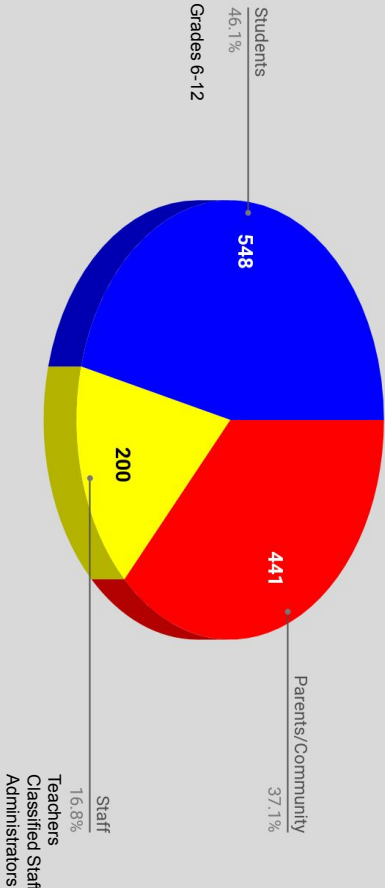
- Licensed Staff Listening Session
- Licensed Staff Input Session
- ESD Facilitated Licensed Teacher Assessment
- Classified Staff Listening Session
- Classified Staff Input Session
- District Administration Brainstorming Session

External Audiences

- Parent Survey at Parent Teacher Conferences
- Migrant Family Forum
- ELD and Refugee Family Forum
- Special Ed. Family Empathy Interviews
- Student Input SSA Collection Tool
- Parent and Community SSA Forum
- Parent and Community SSA Input Session
- Community Collection Tool Link

Both qualitative and quantitative data have been collected
Over 1,180 respondents have shared their input

Respondent Breakdown



Trends to Celebrate

77% of our students agreed that we are doing a great job of providing access to challenging and beneficial academic courses.

Teachers and staff expressed repeatedly that they feel very supported by the district in the professional development they are offered.

Classified staff agreed that our system is centered around doing what is best for students.

86% of parents identified that their students felt their school is a safe and welcoming atmosphere.

District's Data Collection Tool Framework

Academic Needs

Behavioral Needs

Other Student Opportunities
And Emergent Themes

Academic Needs

74% of licensed Teachers stated that we need to increase the number of teachers and decrease class sizes.

A substantial number of students and parents agreed that decreasing class sizes was a priority.

- Increase teacher planning time and collaboration amongst grade levels/departments
- Grade Level Schools as a way to decrease class sizes
- Life skills classes- personal finance, etc.
- Increase college credit opportunities
- Expand professional development for addressing the needs of ALL students
- Add more instructional assistants
- Offer a pre-k program

Academic Needs Engagement Activity

Behavioral Needs

72% of licensed teachers stated that the district needed more access to mental health support.

66% of licensed teachers also stated the district should offer additional parent education and support around mental health.

- Increased security at all school locations
- Additional social/emotional supports for students
- Increase professional development training centered around student mental health for staff
- Additional access to counselors and behavioral supports
- Offer parent education resources centered around student mental health

Behavioral Needs Engagement Activity

Other Emergent Themes

Almost 40% of our special education families that were interviewed suggested SSA funds be spent to upgrade security at schools and on decreasing class sizes.

A significant amount of parents as well as students identified a need to increase access to extracurricular opportunities.

- Expand access to equipment and supplies (drama programs/hand & choir/laptops)
- More frequent field trips/out of the classroom experiences for secondary students
- Enhancing athletic programs/clubs
- Enhance security in general
- Upgrade classrooms/facilities (windows)
- More classroom space to run groups/classes
- Implement a staff day care

Other Themes Engagement Activity

Parent and Community Input - English



Parent and Community Input - Spanish



Education and Input Session

The Student Success Act

Ontario School District 8C

January 2020



Welcome!

41

Thank you for being here.

We invite and welcome all voices to contribute.

Your voice matters.



STUDENT Success Act

2

Our Students. Our Success.



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This Morning's Agenda

- ☐ The Student Success Act & Student Investment Account
- ☐ How can we support our students?
- ☐ 5 Areas for input
- ☐ Data collection time
- ☐ Listening session/forum

Stay Involved!

The Oregon Department of Education wants to hear from you!



Follow on Twitter
[@ORDeptEd](https://twitter.com/ORDeptEd)
#studentsuccessact

The Student Success Act

\$2
Billion

Investment

The Student Success Act marks a turning point for education in Oregon.

House Bill 3427

Signed into law in May 2019



STUDENT Success Act

3

Student Investment Account

What is the Student Investment Account?

Close to \$500 million in non-competitive grant money for all Oregon school districts and eligible charter schools.

Our District has an important role to plan for SIA funds

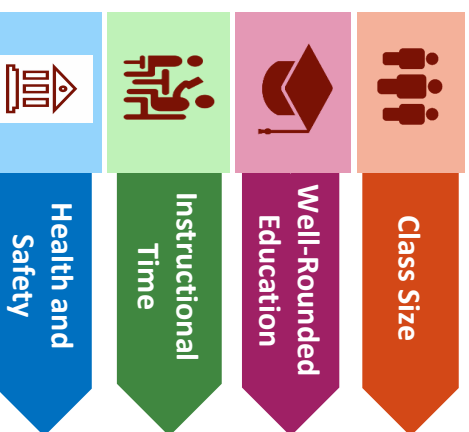


Student Investment Account

What is the Purpose of the Student Investment Account?

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Emerging bilingual students; and
 - Students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools.

How can we spend new money? 5 Areas for Input



4 Categories for the Student Investment Account

As part of accepting the Student Investment Account money for our district, we must determine our local needs and priorities and develop a plan to spend the new resources in any or all of the four categories.

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses



5 Areas for Input - continued

Data Collection

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4

- Allowing teachers and staff to have sufficient time to:
- Collaborate with other teachers and staff.
 - Review data on students' grades, absences and discipline, based on school and grade level course.
 - Develop strategies to ensure that at-risk students stay on track to graduate.

5

- Establishing and strengthening partnerships

Listening Session/Forum

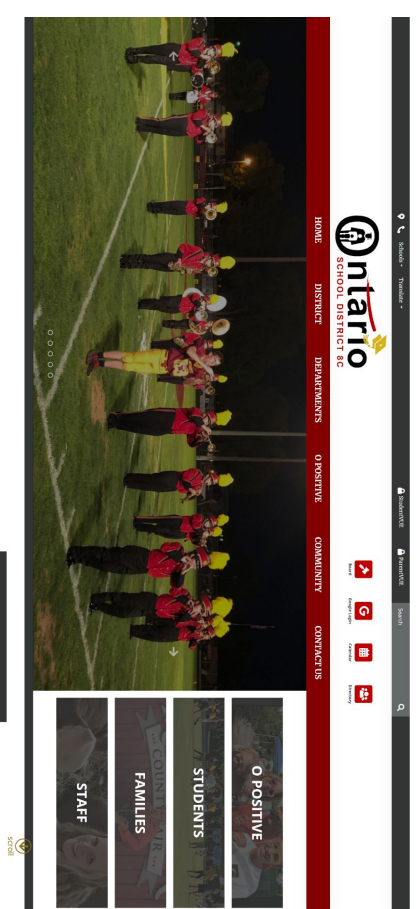
Thoughts, Feelings, Comments, or Ideas?

Please send additional comments and further feedback or questions to tsmith@Ontario.k12.or.us



Thank You for Your Input!

Our Students. Our Success.



<https://www.ontario.k12.or.us/>

SPED Family Interviews

SPED Family Interviews

Hi, this is _____ from _____. I am _____'s case manager. How are you doing? The school district has a great opportunity to secure some additional funding for next school year through the Student Success Act. We are working with our families of students with disabilities to determine the most impactful ways to invest these funds. Would you mind answering five quick questions for me?

1. How do you think we are doing at meeting _____'s needs?

1 2 3 4 5

★ ★ ★ ★ ★

2. What do you think we are doing well?

3. How do you think we should invest the additional funding from the Student Success Act that your child could benefit from?

- ☐ Reducing class sizes
- ☒ Expanding summer programs
- ☐ Additional special education programs
- ☒ Implementing a pre-K program
- ☐ Offering staff additional training
- ☐ Upgrading security at our schools
- ☐ Other (please specify)

7. Student is identified as:

- ☐ American Indian / Alaskan Native
- ☐ Asian
- ☐ Hispanic /Latino
- ☐ White
- ☐ Other (please specify)

8. What is the connection to the district of the person that you contacted?

- ☒ Parent
- ☐ Guardian
- ☐ Other (please specify)

4. How do you think the district is doing with meeting the behavioral and mental health needs of _____?

1 2 3 4 5

★ ★ ★ ★ ★

5. What do you think we could do to improve meeting the behavioral and mental health needs of our students?

- ☒ Provide more mental/behavioral health supports in the district
- ☐ Offer more extracurricular opportunities
- ☐ Additional counselors
- ☐ Add teachers
- ☐ Provide training and education to parents/families
- ☐ Other (please specify)

6. _____ Student Information: Fill out yourself _____
Student is on a/an:

- ☐ 504
- ☒ IEP
- ☐ Other (please specify)

Our Mission: All students will be equipped with the skills for lifelong learning and graduate as responsible adults prepared for college or career.

ELD Night
OMS-Cafeteria
September 19, 2019
5:30-7:30 PM

Parent Names Nombres de Padres	Email Correo electrónico	School Escuela	#Number of Participants		
			# Adults	# Students	# Non-Students
Xuriana Vargas		Carro ✓	1	5	
Nathan Sandberg		OHS ✓	1	1	
Dudlina Perez		OH S ✓	1	1	
Samantha Ally		Carro ✓	1	2	1
Rosa meino		May Robot ✓	2	3	1
Suzan Aljanher		OH S ✓	1	1	
Cecilia Jueves		max Robot ✓ OH S	2	2	
Erilca Bleeril		Alameda ✓	2	2	1
Ricardino Lopez		OHS May Roberts ✓	2	2	
Neela araza		may Robot ✓ OH S	3	4	1
Leondes Diaz		Rax Robot ✓	1	2	1
Majda Osman		may Robot ✓	1	3	1

Parent Names Nombres de Padres	Email Correo electrónico	School Escuela	#Number of Participants		
			# Adults	# Students	# Non-Students
Hilda Amel		OHS Admin ✓	2	4	1
Melinda Foster		OHS ✓	1	0	0
Evarenda		OHS ✓	2	1	
Lety Cuevas		OHS ✓	2	2	
Maya Moreno		OHS ✓	1	1	
Isabel		OHS ✓	1	1	
Smith Glas		OHS ✓	1	1	
Hana Mohamed		OHS ✓	4	5	
Ezraam Ahmed		OHS ✓	2	2	1
Angela S		OHS ✓	1	1	
Kame Uleapoma		OHS ✓	1	2	
Abel Perez		OHS ✓	1	1	
Nestor Dufay		OHS ✓	1	1	

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			Adults	Students	Non-Students
SADDO		Akin	✓ 2	4	2
Elizabeth Balcerano		Los Mts	✓ 2	1	
Jose Ruvalcaba		OMS	✓ 2	1	
Ismail Isagard		OMS	✓ 2	1	
Mariana Maldonado		OMS	✓ 1	1	
Candelaria Lugo		OMS	✓ 1	1	
Carlos Maza		OMS	✓ 2	1	
Junior Hernandez		OMS	✓ 1	1	



Student Success Act Data Collection - Students

Ontario Student SSA Assessment

School districts across Oregon, have been presented with a unique opportunity to access additional grant funding for the 2020-2021 school year. Our District is in the process of planning for the additional funding and is seeking input from students. Funds may only be used for the following areas: increasing instructional time, addressing students' health or safety needs, reducing class sizes/adding more faculty, expanding curriculum options (i.e Pre-K programs, CTE, Music, Art, STEM, Summer School).

Please Check ALL boxes that apply.

1. Do you think that your school does a great job of providing access to challenging and beneficial academic courses?

- ☐ Agree
☐ Disagree

4. What suggestions do you have to improve your school district's approach to meeting the academic needs of ALL students? (Check all that apply)

- ☐ Training for teachers on addressing needs of ALL students
☐ Add teachers to decrease class size
☐ More differentiated instruction in the classroom
☐ More online classes/college credit classes
☐ Add Special Education classes
☐ Provide summer school for interested students

5. Do you feel that your school is meeting ALL students' Behavioral needs?

- ☐ Yes
☐ No

6. What can they do to improve their system of addressing behavioral needs? (Check all that apply)

- ☐ Upgrade security within the school system
☐ Provide students with more access to mental health counseling and support
☐ Social and Emotional learning opportunities for all students
☐ Improve organizational structures that could lead to better student to student relationships at school

Other (please specify)

2. Do you feel that your school meets the needs of ALL students' academic abilities?

- ☐ The school offers a variety of classes at varying levels of difficulty
☐ The school could improve and offer more classes for advanced students
☐ The school could improve and offer more classes for lower level students
☐ The school/teachers need to do a better job at meeting students' varying level of academics
☐ Other (please specify)

3. How do you think your school can change to offer a better variety of beneficial academic courses? (Check all that apply)

- ☐ Add more hours in school day
☐ More online courses/college credit classes
☐ Broaden curriculum options, for example STEM, CTE, Art, Music, etc.
☐ Add more teachers for smaller class sizes
☐ Less online classes and more teacher based classes
☐ Other

Other (please specify)

7. How would you describe yourself?

- ☐ American Indian/Alaska Native / Nativo Americanos/Nativos de Alaska
☐ Asian / Asiáticos
☐ Hispanic/Latino / Hispanic/Latino
☐ White / Blanco
☐ Unlisted

8. How do you feel your school could use money to improve on your education?