TTSD SIA Grant Application - Working Document

(Public Feedback / Comment Form)

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Final Copy of SIA Grant Application (*submitted to School Board March 6, 2020 and presented at School Board Meeting March 9, 2020)* can be found in the following pages...

TIGARD-TUALATIN SCHOOL DISTRICT
STUDENT INVESTMENT ACCOUNT
GRANT APPLICATION

Part One: General Information

Applicant
Tigard-Tualatin School District 23J
Institution ID: 2242
http://www.ttsdschools.org

Contact Person:
First Name: Dr. Sue
Last Name: Rieke-Smith
Email: sriekesmith@ttsd.k12.or.us
Phone Number: (503) 431-4007
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District Demographics
• Latinx 26%
• Black/African American 5%
• White 57%
• American Indian/Alaska Native <1%
• Native Hawaiin/Pacific Islander 2%
• Multi-Racial 7%
• Asian 5%

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Part Two: Narrative

Tigard-Tualatin School District 23J

Mission: *Educate every child.*

Vision: *Every student thrives in school and graduates prepared to succeed in an ever changing world.*

Tigard-Tualatin School District (TTSD) No. 23J is the ninth largest school district in Oregon and the fifth largest in the Portland metropolitan area, based on 2018-19 ODE student enrollment of 12,538. The District includes two high schools, three middle schools, 10 elementary schools, and an alternative education program. The District serves the communities of Durham, Metzger, King City and Bull Mountain, as well as Tigard and Tualatin. TTSD employs 700 licensed teachers, 160 educational assistants and 31 administrators.

TTSD has a strong history of inclusion, response to intervention and attention to equitable outcomes for all students *with an intentional focus on underserved students.* As demonstrated in the 2018-19 Oregon AT-A-GLANCE district profile, TTSD students consistently perform above the state average in student outcomes in the K-2 regular attendance, academic progress, and high school success. Additional strengths of our district include: preschool programs that benefited over 35% of incoming kindergarteners this past year; an expanding Two-way Immersion program serving students in grades K-7; and strong Career Technical Education programs at each of our high schools that include classes in Culinary Arts, Engineering, Automotive Tech and Digital Design & Fabrication. These examples demonstrate the commitment we have to ensuring equitable outcomes for all students across all grade levels.

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 & behavioral health needs and reducing disparities and increasing academic achievement)

With the advantage of a diverse student population that includes 80 spoken languages, 22% Ever English Learners, 11% students with disabilities, 10% mobility, and 35% free and reduced lunch, we know our exact needs are to improve outcomes for our historically under-served students in English language arts at 3rd grade, 8th grade mathematics to support and strengthen our 9th grade on-track results and high school graduation. It was clear and consistent across all community engagement stakeholders that the TTSD SIA plan needs to address students' mental and behavioral health by initially, in the first year, building capacity through program and personnel within our schools. Specifically, stakeholder feedback recommended a strong focus on a more culturally responsive student engagement, a comprehensive K-12 Social and Emotional Learning program and hiring mental health specialists, counselors, classroom teachers and other wrap-around support services to meet the needs of our students, especially those who have been historically underserved. And as a district committed to culturally responsive curriculum and instruction, we recognize the importance of hiring a teaching and support staff that reflects the demographics of the students we serve as we address these needs. This focus is reflected in the four cornerstones of our 2016-21 Strategic Plan, three themes of our 2019 District CIP (Human Capital, Student Health & Wellbeing and Student Achievement), our District Equity Work guiding documents and throughout our SIA plan.

Beginning in the first year and continuing to scale up throughout the three year plan, TTSD will use the SIA funding to reduce disparities and increase academic achievement through the use of “targeted universalism.” Hiring additional classroom & special education teachers, supporting effective co-teaching opportunities and providing professional development anchored in culturally responsive teaching best practices will not only decrease the disparities and increase academic achievement for our historically underserved students, these investments will in turn benefit all students by creating a school culture where all students feel a sense of belonging where they are valued, seen and heard.

MITCH Charter School is a public charter school sponsored by Tigard-Tualatin School district serving 225 students in grades K-5. Strengths of MITCH include instruction that integrates visual, auditory, verbal, and motor-cognitive skills, along with authentic, agriculture-based content.

Part Three: Community Engagement and Input

Overview of Community Engagement

Key stakeholder groups were convened in diverse forums to solicit feedback, participate in the identification of priorities, and direct the writing of the district plan.

Activity	Audience
24 Staff information sessions/meetings	• TTEA and OSEA Labor Management • Equity Coordinators • Administrators & TOSAs • Staff/Superintendent Information Sessions
2 SSA public forums	• Staff • Students/Families • Community members • Public meeting

5 SSA community workgroup sessions	• Staff (licensed, classified, admin)
	• Students and
	  ○ **Parents/Families *of color,***
	  ○ **Parents/Families *of students with disabilities***
	  ○ ***LatinX Parents/Families***
	  ○ **Parents/Families *navigating poverty, Homlessness and Foster Care* ****
	• Public meeting

5 SIA Development Team meetings	• Staff (licensed, classified, admin)
	• Students and
	  ○ **Parents/Families *of color,***
	  ○ **Parents/Families *of students with disabilities***
	  ○ ***LatinX Parents/Families***
	  ○ **Parents/Families *navigating poverty, Homlessness and Foster Care* ****

Student-focused engagements	• 6th-10th graders • Hate Speech Focus Sessions • Student Union Listening Session

	• Student Fees & Activities Workgroup
2 Community/Civic partner meetings	• Tualatin Chamber of Commerce • Foundation for Tigard Tualatin Schools • City of Tualatin
2 financial committee meetings	• Public meeting
2 meetings with Field Representatives	• US Senator Ron Wyden • US Representative Suzanne Bonamici • Open to all / public meeting advertised
6+ Family ***engagement meetings - targeted invitations *****	• LatinX families & students • Pacific Islander families & students • Black families & students • Tigard High School students and families of color
Monthly Meetings	• Community members • Partner organizations
Community partners	• Latino Network • Immigrant & Refugee Community Organization • REAP Inc.
***** Ensured engagement of staff and each of the focal student groups and their families***	

The key information collected from our engagement sessions included a variety of new perspectives and opportunities for diverse groups to collaborate around students' needs focused on mental health and academic achievement disparities. Information gathered afforded us the opportunity to focus on our historically underserved populations thus, driving and guiding our plan.

Self-Assessment of Community Engagement

The feedback from our stakeholder groups who participated in our SSA community workgroups, targeted focus groups, and community-wide forums was overwhelmingly positive. Throughout our eight SSA community workgroup engagements, intentional focus was given to engaging middle and high school students, under-represented students and parents including those representing communities of color, emerging bilingual parents/students, those navigating homelessness/houselessness, foster parents/students and parents of students and students with disabilities. Meetings included dinner and translation, materials and presentations in

English and Spanish, and transportation was provided to those needing assistance to attend meetings. Administrative staff worked closely with personnel at each school site to engage all levels of staff and district-wide communication promoted meetings and opportunities to participate in workgroups. Building Equity Coordinators engaged students and parents in the SSA process, hosted focal family engagement meetings at their schools and coordinated student participation on work committees. Our community recognized the efforts in planning and the attention to ensuring our under-represented groups were provided with a platform to share their voice.

To ensure authentic and meaningful feedback, we will continue the following on-going community engagement opportunities.

- Community Groups:
  - Latinx Community Group
  - Parent Partnership Meetings
  - Student Advisory Groups
- School Affinity Groups (ie. Black Student Union, LatinX, Asian, Pacific Islander, Native/Indigenous, Middle Eastern, LGBTQ+)
- Community Budget Work Group
- Social Emotional Learning Work Group
- Early Learning
- College and Career Visioning Focus Group
- Mental Health Assessment Work Group
- Elementary Social-Emotional Learning Framework Sub-Committee

The challenges we faced during these community engagement sessions varied with each group. We initially faced a variety of systemic patterns where those in positions of power (school administrators) were the voices expected to be heard. It took a focused effort to build trust and relationship within these groups by using strategic protocols and activities which provided the space to engage in authentic conversations about our schools, staff and students. We need to continue to build capacity within our focal groups and within ourselves when hosting these engagement sessions in order to learn more about our historically underserved communities and how to support their students' needs.

Relationships and partnerships that we will cultivate to improve future engagement include:

- Historically underserved families and communities (LatinX, black families, Pacific Islander, Native/Indigenous)
- Latino Network
- Immigrant & Refugee Community Organization (IRCO)
- REAP Inc.

With SIA funding, we will hire staff and contract with organizations whose purpose will be to provide a framework for planning, support and the continued building of relationships, specific to the needs of our focal populations.

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

Support for continuous improvement happens via partnering to provide insight, feedback and state-wide data to strengthen engagement with staff, students and families, as well as, leveraging existing and new tools and resources made available to districts. Additionally, ODE could better support us with:

- All ODE documents and communications translated into multiple languages
- All ODE video supported with closed captioning and or imbedded sign language interpreters
- Continued support for ESD funding to support local districts
- Enhanced documents which provide excellent clarity regarding grant application submission

Who?

Community members/groups:

- ✓ Families/Students of color
- ✓ Families/Students with disabilities
- ✓ Families/Students - emerging bilinguals
- ✓ Families/Students navigating poverty, homelessness, & foster care
- ✓ Licensed & Classified staff
- ✓ Community Based Organizations
- ✓ School volunteers
- ✓ Business & community leaders

How?

Strategies/activities:

- ✓ Survey(s)
- ✓ In-person listening sessions(s)
- ✓ Focus group(s)
- ✓ Roundtable discussions
- ✓ Community group meetings:
- ✓ Website: http://www.ttsdschools.org & school websites
- ✓ Email messages: Staff, parents, students, via TTSD app
- ✓ School Newsletters
- ✓ Superintendent Blog
- ✓ Social media: @TigardTualSD
- ✓ School board meetings
- ✓ Partnering - associations: TTEA, OSEA, ATTA
- ✓ Partnering - community based partners: REAP, Latino Network, IRCO, GLSEN,
- ✓ Partnering - business

Evidence of Engagement

1. **ARTIFACT 1:** Oct 1 Stakeholder Needs Assessment Meeting (SSA). The official TTSD SSA Kick-off meeting engaged and informed a broad spectrum of stakeholders by providing district data, requirements of the SSA guidelines and captured “First Thought” feedback from attendees. This slide presentation shows evidence of data shared, overview of SSA and the opportunity for input.

2. **ARTIFACT 2:**Qualitative Data: Fishbone. Identifying root causes specific to the disproportionate outcomes for our historically underserved was the purpose of the fishbone activities. This artifact shows a collective effort by administrators, SEL Workgroups and community members.

3. **ARTIFACT 3:**Black Student Union Family Night. The student and family night for our Black community provided a meaningful and safe environment to build relationships and hear authentic feedback about ways in which we are historically and currently not serving our students of color.

4. **ARTIFACT 4:**Panel Video from Jan 30th SSA Community meeting. An extended engagement opportunity to our larger community was provided. A summary of the process from committee members, needs identified, next steps and a Q&A session hosted by the superintendent was presented. This artifact is a video presentation that shows evidence of participation, perspective and authentic feedback.

5. **ARTIFACT 5** $100 investment for sale activity. This was developed to simulate the spending of TTSD’s SIA funding. Investment for Sale is an activity to prioritize investments using Student Investment Account funds. To simplify the numbers for participants, we converted the $10 million TTSD expects to receive, to $100 and adjusted the estimated investment costs accordingly.

Strategies and Activities for Engaging Focal Student Populations and their Families

We used the following strategies to engage our focal student groups and their families:

1. We intentionally sought out and personally invited our LatinX, Black, Pacific Islander students and families of color to meet in small groups, community-specific gatherings that celebrated community with food and family. In these gatherings protocols were used to establish trust and space for everyone’s voice. Discussions were led organically by the attendees and not by district hosts, allowing for district staff to hear authentic input and listen to their community-specific experiences and student needs.

2. We provided evening engagements that were hosted in Spanish (our 2nd largest language used across the district at ~20%). These engagements included translation and were open to all, including: February 5th board meeting & public comments where translation was provided for English only speakers so native Spanish speakers could present and dialogue in their native language. Three of the hosted engagement sessions were specifically targeted to LatinX students, parents and families. All stakeholders including parents/families and students economically disadvantaged, having disabilities, emerging bilingual, Native Hawaiian/Pacific Islander, as well as, parents/families of color, had an opportunity to experience the benefits and challenges in having language as a barrier in their own communication as each engagement session was open and inclusive forum.
3. We learned that including a variety of methods to engage our focus student population and families was important. When larger stakeholder groups gathered (such as our SSA Community Workgroup that met 8 times in the last 5 months), we were intentional in our outreach and workgroup membership to bring in the following underrepresented groups: Families/Parents of economically disadvantaged students, families/parents of students with disabilities, families/parents who are English language learners, foster children and guardians, families/parents of homeless, LatinX, families/parents of color, Native Hawaiian/Pacific Islander and Native/American indigenous parent/families. Throughout the sessions, we were intentional in creating subgroups with as much representation from each of our focal student populations and families as possible. One of the most important strategies we learned from this recent process was the importance of providing the opportunity for our communities to share their stories and set the environment for *all* to really listen with the intention of learning something new.

We used the following activities to engage our focal student groups and their families.

1. We leveraged our strong secondary school student affinity group structures to engage families from Black, LatinX, Pacific Islander, and Native Indigenous students and families. Culturally Specific Groups/Family Listening Sessions were hosted by school.
2. Building Equity Coordinators invited families of these focal students in for an intimate conversation about their students' specific needs. See Artifact #3, example of Black Student Union family night.
3. We also initiated local partnerships with culturally specific organizations to deepen our relationship and understanding of needs for our historically underserved populations. This afforded us the opportunity to build a systemic feedback loop with our focal student populations and ongoing outreach with these partnerships.
4. Tigard-Tualatin Student Union and local school affinity groups hosted a variety of

student listening sessions around Hate Speech and student needs. These student-led listening sessions provided a platform for students to both lead the conversation on a topic that impacts their daily life and provide a safe opportunity for students who may not otherwise participate in the SIA process to be heard, seen and valued.

5. We hosted multiple focus group meetings, public presentations (See Artifacts #1 & #4) and needs assessment surveys to our broader community that focused on presenting data to our stakeholders, informing them about the requirements of the SIA funds as well as interactive opportunities for stakeholders to respond to various needs assessments. We hosted opportunities through various forums and locations to provide families who typically have not engaged with the district, an opportunity to be heard and participate in a process that would ensure authentic feedback and foster ongoing relationships.

Strategies and Activities for Engaging Staff

We used the following strategies to engage our staff.

1. TTSD has been providing professional development to its leadership team specific to improvement science (a problem solving approach centered on continuous inquiry and learning) and applying this learning into practice with workgroups to identify root cause analysis of a perceived need or problem using a fishbone strategy/tool.
2. To ensure authentic and engaging conversations with staff, “The Art of Community” protocol has been used as a tool to ground participants in equitable outcomes for students and highlight how their epistemology influences their current realities and thinking. Examples of this strategy in practices include round table discussions and community circles with the Art of Community in the center.
3. District leadership (Superintendent) has taken time to engage with each of our 16 schools on a regular basis to conduct an open dialog between staff and our superintendent. These discussions take place WITHIN the school setting to meet staff where they are most comfortable and familiar.
4. We have also leveraged technology in engaging staff and community stakeholders, including surveys, blogs, polling and online, real-time interactive tools. These resources allow us to reach a variety of staff and make it possible for feedback to be disaggregated and disseminated easily and in a timely way.

We used the following activities to engage our staff.

1. The fishbone (a cause-and-effect diagram that helps teams to track down the reasons for imperfections, variations, defects, or failures) exercises we used with various stakeholder groups, including administrators and staff, is an example of the root cause analysis strategy in practice. We engaged staff in this exercise to identify the possible causes of a specific problem. As a result, staff were able to recognize the value of collective thinking in identifying a root cause to provide purpose and focus around intentional "next level" work. (See Artifact #2)
2. Superintendent Rieke-Smith hosted "Sit with Sue's" at each of our 16 school sites using an open forum to answer questions and provide information. This local, informal structure allowed for relationship building and authentic conversations between teachers and district administration.
3. We conducted two community-wide SSA Needs Assessment Surveys. The surveys were conducted online and advertised via website, social media and internal email to staff.
4. We developed an Investment for Sale Activity using input from focus groups, community feedback (surveys) and SIA workgroup sessions. The Investment for Sale was used multiple times, using a 1st Thought/2nd Thought protocol, with the following stakeholders: Building Equity Coordinators, Administrators, Teachers on Special Assignment & SIA Workgroup Committee. (See Artifact #5)
5. The TTSD licensed group conducted a Tigard-Tualatin Educators Association (TTEA) Survey to their members asking for feedback on current needs and provided the district with a summary of recommendations that was used side-by-side with our SIA community work, including the Investment for Sale activity. This activity afforded those TTEA members who did not attend other SIA engagement opportunities to provide input.

Collecting and Using Input

We have learned the incredible value and necessity of ensuring any district plan or decision must include the stakeholder group of impact. This has informed how we are functioning as a district with student, family, staff and community voice at the center of our work. The following summarizes the feedback we received from each stakeholder group.

The authentic and meaningful engagement resulting from the student voice included the need for strengthening relationships with teachers, teaching skills to cope with negative behaviors, hiring staff of color, learning about their various cultures/celebrate differences and more social and emotional support.

The authentic and meaningful engagement resulting from the families of focal groups included the need for more health and safety support within the schools, hold teachers accountable for including and engaging in culturally responsive curriculum and training, hire teachers of color, more district sponsored culturally specific events and class size reduction for special education.

The authentic and meaningful engagement resulting from the staff included the need for full time professionally trained staff, class size assignments and caseloads that create a manageable workload, increase social and emotional help for staff and students, expand District funded program opportunities for classified staff to become licensed staff, design more collaboration and planning time with colleagues, hire counselors, psychologists and nurses, restore third special at elementary schools and meet student needs through push-in supports.

To ensure all stakeholder feedback truly informed the plan, we established an SIA Development committee that distilled common needs and vetted a list of potential investments across all stakeholder feedback in order to inform our plan. District leadership then aligned these needs with research based best practice solutions and TTSD's Continuous Improvement Plan to identify activities and investments that would align with the Student Investment Account requirements. The list of activities and investments was then presented at a School Board meeting for Board review as a first read and a public comment opportunity to assure that further development of the plan included authentic input that represented stakeholder voice with an emphasis on our underserved.

The writing of the SIA plan was public, with a live link available for public comment, to further ensure accountability and fidelity. As written in *Culturally Responsive School Leadership* by Dr. Muhammad Khalifa, "The ultimate goal of community empowerment...is for communities to become healthy, whole, free from oppression, and positioned to craft and live out their own vision" (p. 21). Our charge is to set the conditions for this to be actualized.

Part Four: Data Analysis

The SIA engagement process and TTSD student data analysis, identified the need to focus on historically underserved students in Grade 3 English Language Arts (identified by 3rd grade OSAS reading data & K-8 Acadience Data), Grade 8 Math (identified by grades 6-8 OSAS math, 6-8 i-Ready Math Interim Assessment data) and High School graduation rates (identified by District/School At a Glance Profiles). The student data we analyzed was disaggregated by race and ethnicity, students with disabilities, students receiving ELL services, migrant, foster and homeless students. Programmatic decisions addressing inequities are driven via the use of our equity lens decision making process.

SIA Development team analyzed and provided specific feedback regarding qualitative (surveys, stakeholder feedback, fishbone activities, empathy interviews, listening sessions & testimonials) and quantitative data (OSAS, Synergy SIS, EasyCBM, interim assessments) regarding student outcomes. This comprehensive data review identified areas of strengths and need, guiding our SIA plan & District CIP priorities.

Equity Lens

Throughout the SSA process, we used a collective and equity lens for collaborative decision making. The Equity Pillars reminded the district leadership team to invite diverse stakeholders and seek their feedback to complete the current needs assessment. The SSA Community Work Group included staff, students, families, and community members with intentional focus on our Black, LatinX, and Pacific Islander communities. The SSA Team participated in activities of shared decision-making resulting in themes for SIA investments.

Then the SIA Development Committee convened with members of our broader SSA process and district leadership. Members vetted and crosswalked the various stakeholders' feedback. The equity lens ensured the needs of our underserved and underrepresented students identified earlier in the SSA process were at the forefront. The committee served as data analysts to ensure the themes were vetted and coded to help outline the proposed investments to limit bias. The SIA development team offered a draft of investment recommendations, that were then brought back to the committee where they gave feedback using the SIA equity criteria and district priority of closing equity gaps.

Finally, the SIA writing development team drafted the investment recommendations that were vetted again by the broader school community and SIA Development team. Using family voice and feedback, the SIA team then reviewed the updated investments. Throughout the process TTSD's Equity lens ensured opportunities for feedback, intentional outreach, and protocols for discussion that honored varying perspectives.

[TTSD Equity Lens]

Part Five: SIA Plan

TTSD SIA Priorities:

Based on data disaggregated by historically underserved students, District Continuous Improvement Plan goals, previously mentioned Community/Family/Student/Staff engagement input and evidenced instructional best practices, the following priorities were identified in developing our 3 year SIA plan:

1. PK-12 Students are in need of wraparound services in social emotional learning and positive mental health in order to feel engaged and successful at school.

2. We need to reduce the academic disparities of our Ever Language Learners and students with disabilities across all subjects and provide access to grade-level learning in the least restrictive environment (ODE approved program model), while providing additional support to classroom teachers.

3. *All* students (PK-12) need the benefit of *culturally responsive* staff, school activities and instructional strategies in order to reach their full potential, especially students who have been historically marginalized and underserved.

4. Licensed staff and classified staff need more time to collaborate and plan together.

5. As indicated by our students and families, we have a need to strengthen and deepen relationships and collaborative action to support underserved and underrepresented students (Black, LatinX, Pacific Islander, Native/Indigenous students, LGBTQ+, and students navigating poverty) to ensure our school system serves everyone, specifically our underserved and underrepresented.

TTSD SIA Outcomes:

1. **Social Emotional Learning and Support**: Improve academic achievement, attendance, and social emotional skIlls (SEL) of our PK-12 students with an intentional focus on historically underserved communities, students with disabilities, and students who are struggling with mental health. (2018-19 baseline data used to identify need)
    - Grade 3 reading (Native Hawaiian/Pacific Islander)
    - Grade 8 math (Native Hawaiian/Pacific Islander & students with disabilities)
    - Regular Attendance Rate (Native Hawaiian/Pacific Islander & Homeless)
    - Graduation rate (Ever English Learners & Students with disabilities)

2. **All students learning in a least restrictive environment.** To better meet the needs of ALL students, enhance grade-level learning by offering ELs and students with IEPs service in the least restrictive environment to meet the needs of all learners in the general education setting. (2018-19 baseline data used to identify need)
    a. Grade 3 reading (Ever English Learner & Students with Disabilities)
    b. OnTrack to English Language Proficiency at MS and HS
    c. Improved achievement at ELA at MS

3. **Actualizing our TTSD Equity Framework and Strengthening Family Partnerships:** Improve social emotional, academic, and reduce disproportionate outcomes for our historically underserved/underrepresented students PK-12 (Black, LatinX, Pacific Islander, LGBTQ, Native/Indigenous, emerging bilingual and students with disabilities) by actualizing our TTSD Equity Framework and strengthening family & community partnerships. (2018-19 baseline data used to identify need)
    a. Discipline Gap of Referrals Between White and Underserved
    b. OSAS - Math Racial Achievement Gap
    c. OSAS - ELA Racial Achievement Gap

4. **Increase the diversity of our staff** to be more reflective of our student demographics through a multitude of means: recruitment, professional development, leadership opportunities for existing staff.
    a. White students / White teachers / White administrators
    b. Racially & Linguistically Diverse students

5. Driven by student achievement data, TTSD PK-12 **educators will collectively grow their culturally responsive instructional practices** to respond to student needs with an equity lens on a routine basis through a shift in methods of professional

support and collaborative opportunities and processes.

   a. Culturally Diverse TTSD Teacher Leaders
   b. PLC and PDSA data cycles embedded into weekly routines.

TTSD SIA Plan Key Strategies:

Tigard-Tualatin School District has identified the following five Strategies in order to achieve the above Outcomes.

1. **Foster connections and build positive school climates in which all members are seen, heard, valued and served, especially students and families from our historically underserved communities, students with disabilities and students who struggle with mental health**. When students feel safe, welcomed and cared for we will see increases in academic achievement, attendance and SEL (Outcome #1, #3). *"Social emotional learning, when it is integrated and implemented well, not only improves students' standardized academic test performance — by an average of 11 percentile points across ages and socio-economic status — but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress." (Durlack, Weissberg, Dymnki, Taylor Schellingers, 2011).*

2. **Amplifying access for all students to grade-level teaching and learning with an intentional focus on ELL and students with disabilities, by providing a collaborative framework for specialists and grade-level teachers.** As a result, co-teaching at K-5 will result in increased academic achievement in reading for ELLs. (Outcomes #2) Students' needs are met within the least restrictive environment, resulting in greater access and achievement. Based on stakeholder feedback, we recognize that we need to actively engage with families in order to ensure culturally sustaining, relevant & responsive practices.(Outcome #3) Specialist and classroom teacher co-plan and co-facilitate the delivery of culturally responsive instruction with individual student needs in mind. (Outcome #5). *Collaborative Co-teaching, when implemented with fidelity, is promising in terms of student outcomes and a more coherent, integrated, and supported student experience. Collaborative Co-teaching models for special education have become common since the passage of IDEA in 1997, however a co-teaching model for ELs presents a significant change for systems, practices, teachers, administrators, and students as it shifts away from "an isolated, fragmented ELD program that "cannot adequately address the needs of*

ELLs" (Honigsfeld, Dove, 2015, p.9).

3. **Develop a framework of culturally responsive practices** that fosters critical consciousness in our students and staff, instills congruent instructional practices to engage all students, represents all students with a plurality of themes and voices in our curriculum, engages a community of learners in a welcoming classroom climate.

4. **Expand and create pathways to support the hiring and retention of a diverse staff that reflects the TTSD student population, especially those who have been historically underserved.** (Outcome #1) Offer inclusive and authentic input opportunities from the entire school community and in particular our focal parent and student populations. Develop a leadership pathway for both licensed and classified staff with an intentional focus on culturally and linguistically diverse staff. (Outcome #5).
   "...Over 50 years of research links the various roles that families play in a child's education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child." U.S. Department of Education, 2010.

5. **Provide various opportunities for our license and classified staff to collaborate using culturally responsive strategies that improve the academic outcomes of our historically underserved students**. (Outcome #5) Offer multiple opportunities for collaboration between colleagues with an intentional focus on the use of disaggregated data to identify students' needs using the TTSD Equity Lens and culturally responsive framework. *"It's different than other professional development models." "We're not just sitting in a session listening. We're actually trying something out with kids. We're getting in-the-moment feedback and seeing how it works with the students in front of us." Annie Mosich Math Facilitator, Federal Way School District in collaboration with College of Education, University of Washington.*

TTSD SIA Plan Activities:

Tigard Tualatin School District has identified 23 investments that will be implemented across the three year SIA Plan. In order to achieve the outcomes needed, using the strategies defined, the following investments have been prioritized to make the most efficient use of both time and resource availability. Due to potential barriers and risks, Plan A (Investments 1-23) may need to shift as reflected in the alternate activities in Plan B (Investments 24-32). The District EBIS committee will meet quarterly to review progress and evaluation of set targets and implementation of the plan. The Plan Self-Monitoring Routines from the District CIP will be used to monitor implementation and effectiveness of CIP actions and SIA activities.

Plan A

1. *ELEMENTARY-Hire 5.0 FTE licensed Targeted 3rd Grade Literacy Enhancement Teachers who will reduce the ratio of teachers to student to a level where 3rd grade literacy interventions and outcomes are significantly improved. Aligns with Strategy #3.* Currently, elementary schools have a teacher to student ratio of K 1:22, 1st 1:25 and 2nd 1:26 with a range of three students above and three students below to ensure targeted spending and responsibly meeting staffing needs. These targeted Literacy Enhancement teachers dedicated to K-3 will support specific goals to significantly reduce gaps for historically underserved students in Grade 3 English Language Arts. This Activity is a High-level Priority. Estimated cost - $538,689.35
   Person(s) Responsible - Elementary Principals

2. *MIDDLE SCHOOL-Hire 2.0 FTE licensed Targeted 8th Grade Math Enhancement Teachers allocated to the middle schools to support math instruction targeting 8th grade math as indicated by current data trends and outcomes.* Currently, 5% of our Native Hawaiian/Pacific Islander student population and 13% of students with disabilities are meeting or exceeding as indicated by OSAS Math results. This disparity in outcomes demands targeted resources in responding to student needs. This Activity is a High-level Priority. Estimated cost - $216,553.17.
   Person(s) Responsible - Middle School Principals

3. *ELEMENTARY- Provide Elementary SEL Professional Development. Aligns with Strategy # 1.*
   Provide workshops focused on Social Emotional Learning and staff wellbeing. After reviewing the research on effective SEL programs, the SEL committee, comprised of TTSD educators, recommends that the first, vital step is addressing the social emotional needs of our teachers. Teachers and research recommend we provide opportunities for educators to learn stress reduction strategies, impact of stress and trauma on the brain, and a common understanding of social emotional skills. Through a series of training and workshops schools will learn to foster staff communities that cultivate respect, trust, dialogue, and wellbeing. This Activity is a Mid-level Priority.Estimated cost - $211,000.
   Person(s) Responsible - Director of Student Services, Carol Kinch and Student Services TOSA team.

4. *ELEMENTARY- Implement a comprehensive SEL program across all ten elementary schools. Aligns with Strategy #1.*
   A compassionate school culture is the foundation for all learning. Building off the success of the PAX program implementation model, where 76% of teachers report that PAX reduced their stress, we are proposing an additional Tier I/SEL curriculum to the existing Tier I team. This would provide the necessary resource to build comprehensive SEL programs that include explicit instruction in SEL skills, intentional community building and embeds SEL throughout the core curriculum across all ten elementary schools. This Activity is a High-level Priority. Estimated cost - $80,000.
   Person(s) Responsible - Director of Student Services, Carol Kinch and District PAX Coaches.

5. *ELEMENTARY- Staff each elementary school with an unobstructed School Psychologist / Counselors by hiring 5 FTE Associate Principals & 5 FTE Deans. Aligns with Strategy #1.* Having the capacity to continue with the implementation of Tier I Positive Behavior Interventions & Supports (PBIS) and SEL programs ensures students' mental health needs are being served. Our current elementary counselors and psychologists have the will and skill to implement a diverse range of support if given a recommended workload for their level, as per National organization recommendations for each job category. The addition of Associate Principals (AP) or Deans to each elementary school will relieve the School Psych/Counselors from administrative tasks and will provide additional support to manage escalated students. The School Psych/Counselors will have the ability to provide direct services to students and families, and partner with teachers to meet the needs of the students in their classes. This Activity is a High-level Priority. Estimated cost - 5 FTE Assoc. Principals = $982,456.85. 5 FTE Deans = $794,526.45.
   Person(s) Responsible - Director of HR, Debbie Ebert and selected hiring team.

6. *MIDDLE SCHOOL- Hire 3.0 FTE counselors and 3.0 FTE classified counseling staff. Aligns with Strategy #1.*
   Adding counselors will support the mental health needs of students both proactively and in response to specific events so that mental health staffing levels reflect the recommended workload for the middle school level. Mental health support staff will work to implement Tier II interventions at each middle school so students can participate meaningfully in their communities. This Activity is a High-level Priority. Adding an additional classified Counseling Secretary, we can remove some administrative tasks from current counseling staff so they too, can be more proactive and responsive to student needs. This Activity is a Mid Priority. Estimated cost 3.0 FTE counselors - $470,592.93. Estimated cost 3.0 FTE classified counseling staff - $226,485.60.
   Person(s) Responsible - Middle School Principals

7. *MIDDLE & HIGH SCHOOL- Hire 1.0 FTE licensed Restorative Practice/Trauma Informed Coordinator at Secondary Schools. Aligns with Strategy #1.*
   When school communities that are both proactive and responsive in nurturing positive relationships, repairing harm, and promoting justice and equity, then both staff and students will feel a sense of belonging and empowerment. If we shift discipline and

classroom management to more educative and restorative practices, then students will feel a sense of belonging, building self management skills, and be accountable to themselves and their community. This will provide an opportunity to involve classroom educators in developing and implementing an unbiased program for dysregulated students that are easily accessed and available at the secondary level. This Activity is a High-level Priority. Estimated cost - $146,226.89.
Person(s) Responsible - Director of Student Services, Carol Kinch.

8. *HIGH SCHOOL- Hire 2 FTE licensed Mental Health/Medical Social Workers. Aligns with Strategy #1.*
   The aim of the School Social Worker is to enhance the social and emotional growth and academic outcomes of students by reducing barriers to post high school success. These obstacles include poverty, lack of basic needs, substance use, systemic racism, behavioral challenges, and trauma related mental health concerns, such as depression and anxiety. Just some of the many services that School Social Workers provide are: professional case management, advocacy for students, parents, and the school district, referrals to mental health/social service resources available in the community, home visits, parent education and training, safe schools climate and prevention programming, collaboration with educational and student services professionals, collaboration with community agencies and organizations. These positions could be housed out of the high schools and serve the feeder middle and elementary schools. This Activity is a High-level Priority. Estimated cost - $313,728.62.
   Person(s) Responsible - High School Principals

9. *Fund opt-in Licensed staff collaboration time. Aligns with Strategy #3.*
   In order to offer more planning and collaboration time for teachers, Classroom teachers/Professional Learning Communities (PLC) will be offered consistent and dedicated collaboration time each week. This allows for teacher teams to engage in PDSA cycles (Plan, Do, Study, Act) to ensure support for collegial growth and implementation of data informed culturally responsive practices impacting student engagement and access. Year one and two would allow for teacher teams to opt in and build their PLC structures with the potential for contract language to reflect an expectation that all teams engage in year three. This paid extension to the school day will need to be discussed with our teacher association as part of contract negotiations for July 1, 2020. This Activity is a High-level Priority. Estimated cost - $400,000
   Person(s) Responsible - Director of Teaching and Learning, Todd Robson

10. *Fund additional hours (up to 24hrs each) for Instructional Assistants (Classified employees) to collaborate with licensed staff. Aligns with Strategy #3.*
    Instructional Assistants (IA) are a vital component to maximize teaching and learning for students. Currently, classroom teachers and IAs rarely engage in professional learning together. Allowing for one day before the 1st day of school and 16 hours (2 days) of paid additional time to collaborate with licensed staff on culturally responsive strategies to support students who have been historically underserved in the classroom. This opportunity also supports our IAs in developing their skills at a deeper level which in

turn supports their growth and future opportunities to explore licensed pathways and positions within TTSD. This Activity is a High-level Priority. Estimated cost - $114,852. Person(s) Responsible - Director of Teaching and Learning, Todd Robson and Director of Student Services, Carol Kinch.

11. *Fund 32 Building Equity **Coordinator** stipends. Aligns with Strategy #3.*
    This stipend will result in 2 stipended positions per school (preferable cross-cultural or cross-racial) to facilitate School Equity Leadership teams and activities. The Equity Leadership Team is a critical part of a culturally responsive school. Capacity building and adequately funding these additional duties is critical to their success. This Activity is a High-level Priority. Estimated cost - $47,378.56.
    Person(s) Responsible - District Equity Coordinator, Zinnia Un and Building Principals at each level.

12. *Fund Professional Development for Building Equity **Coordinators**. Aligns with Strategy #3.*
    Building self-efficacy requires opportunities to deepen learning that is relevant to the user. This Activity is a High-level Priority. Estimated cost - $40,000.
    Person(s) Responsible - District Equity Coordinator, Zinnia Un and Building Principals at each level.

13. *Fund collaboration time for Equity Leadership **Teams**. Aligns with Strategy #3.*
    Time for equity leadership teams to collaborate with stakeholders (staff, students, families, community members) and receive professional development. A culturally responsive school understands the needs of the people in the community and collaborates across stakeholders to ensure collective accountability toward equitable practices and outcomes. This Activity is a High-level Priority. Estimated cost - $48,000
    Person(s) Responsible - District Equity Coordinator, Zinnia Un and Building Principals at each level.

14. *Fund materials and supports for collaboration time across stakeholder groups for Equity Leadership **Teams**.* As equity leadership teams build capacity within our schools, as well as parent communities and develop their skills sets, expertise and outreach, materials and supports for families and students will be necessary. Leadership teams will collaborate with targeted stakeholder groups, build and strengthen connections and plan responsive programing and engagement opportunities. Funding will support food, transportation, community partners, and childcare to eliminate barriers for participation. Estimated cost - $40,000.
    Person(s) Responsible - District Equity Coordinator, Zinnia Un and Building Principals at each level.

15. *Establish a budget for Affinity and Alliance Group Extra Curricular Activities. Aligns with Strategy #3.*
    Affinity and Alliance groups are designated “safe spaces,” where everyone in that group

shares a particular identity. This identity can be based on race, gender, sexual orientation, language, nationality, physical/mental ability, socio-economic class, family structure, etc. Affinity groups can be a place for underrepresented people in a community to come together to feel less isolated and more connected. Students need to have access to relevant experiences to help foster positive self-identity and connections to community. Extra-curricular activities aligned to positive identity developments proactively builds self-esteem, resilience, and allows opportunities to practice personal agency. There are opportunities for peer mentorship across levels (middle to elementary and elementary to high school, or high school to middle, and partnerships with affinity groups at the college level). This Activity is a High-level Priority. Estimated cost for subs, transportation and fees - $48,000.
Person(s) Responsible - District Equity Coordinator, Zinnia Un and Building Principals at each level.

16. *Hire 12.0 FTE for school-level Family Partnership Advocates (Classified Positions). Aligns with Strategy #3.*
    10 at elementary level and 2 at high school level, middle schools already have positions comparable to these roles. These targeted roles expand and make equitable the limited *Liaison* positions that are currently in only a few of our schools. Through student affinity group work, intentional community sessions and a family partnership committee, a root cause analysis was completed and found that there was a lack of connection and a persistent gap between partnerships with schools and parents of color specifically. These support roles will allow for all of our elementary and high schools to focus on targeted efforts to build strong school/community partnerships with families/students of color and eliminate the partnership gap that exists. This Activity is a High-level Priority. Estimated cost - $888,233.28.
    Person(s) Responsible - Director of HR, Debbie Ebert and District Equity Coordinator, Zinnia Un

17. *Hire 2.0 Culturally Responsive Liaisons (Classified Positions). Aligns with Strategy #4.*
    Focus for these positions and the partnerships they facilitate will be on our historically underserved communities, specifically our Black, LatinX, Native/Indigenous, and Pacific Islander. These district level liaisons (classified staff) will work with our culturally specific partners to bridge needs and can help schools with supporting culturally specific family engagement in partnership with our community partners (IRCO, Latino Network, REAP, etc.). This Activity is a High-level Priority. Estimated cost - $125,619.14.
    Person(s) Responsible - Director of HR, Debbie Ebert and District Equity Coordinator, Zinnia Un

18. *Fund Culturally Specific Partnerships. Aligns with Strategy #4.*
    Partnerships with culturally specific organizations (REAP at 1 middle school, IRCO, Latino Network, etc.) ensures culturally relevant practices to build capacity of family and *Culturally Responsive Liaisons*. This Activity is a High-level Priority. Estimated cost - $340,000. Person(s) Responsible - Assistant Supt., Dr. Lisa McCall and District Equity Coordinator, Zinnia Un.

19. *Fund the Diverse Educator Pathway Program with NWRESD, TTSD Leadership pathway (classified to licensed) & professional development. Aligns with Strategy #4.*
    This comprehensive Grow Your Own (GYO) program will expand district-funded program opportunities for classified staff to become licensed staff and give multiple pathways to working for our district as classified, then licensed, and administrators with intentional focus on diversifying staff to be more proportionate to our student body. This Activity is a High-level Priority. Estimated cost - $177,000.
    Person(s) Responsible - Director of HR, Debbie Ebert and Associate Director of HR, Len Reed.

20. *Hire 8.0 special education licensed teachers. Aligns with Strategy #2.*
    These additional special education positions support co-teaching models and meet the mental health needs of students by lowering caseloads. If we increase Learning Specialists, we can minimize pulling students out of class for special education services. Instead we can meet their needs through increased push-in support, which increases opportunities for co-teaching and will lower caseloads. With lower caseloads, Learning Specialists will be able to provide more intensive services, and meaningfully include families and other service providers, specifically for students who struggle with social emotional skills. When Learning Specialists and general education teachers plan and collaborate effectively, they can meet the diverse needs of all learners and provide access for students with disabilities. This Activity is a High-level Priority. Estimated cost - $1,004,684.96.
    Person(s) Responsible - Director of Student Services, Carol Kinch and Director of HR, Debbie Ebert and selected hiring team.

21. *Fund additional hours and benefits for part time Learning Specialist Assistants to fully benefited positions. Aligns with Strategy #2.*
    Learning Specialist Assistants (LSA) are a vital component to maximize teaching and learning for students. If we increase the existing Learning Specialist Assistant positions from part time to fully benefited, 27 FTE will be funded from SIA funding and we will be able to more effectively work as a team to provide cohesive services to students, and support teachers in meeting the needs of students with disabilities. This Activity is a High-level Priority. Estimated cost - $1,434,463.92.
    Person(s) Responsible - Director of Student Services, Carol Kinch and Director of HR, Debbie Ebert

22. *Hire 4.5 FTE for EL Specialists. Aligns with Strategy #2.*
    If we increase English Language Specialists, we can minimize pulling students out of class for English Language Development classes. Instead we can meet their language support needs and help address the issue of large class sizes through increased push-in support. If we increase the opportunities for co-teaching between core content teachers and English Language Specialists, then teachers will have a partner with whom they collaborate to meet the diverse needs of the class. If the teachers effectively collaborate, then ELs will have access to core curriculum, not have to be “pulled out” but

rather learn alongside their peers. If we meet unique student needs in the general education setting, they are more likely to attend school, achieve and meet graduation requirements. This Activity is a High-level Priority. Estimated cost - $598,603.96. Person(s) Responsible - Director of Teaching and Learning, Todd Robson, Director of Title III, Tim Blackburn and selected Elementary Principals.

23. *Fund Professional Development for Co-Teaching Partners. Aligns with Strategy #2.* Collaboration time and professional development to equip general education teachers, and specialists with the skills to co-teach effectively.
    This Activity is a High-level Priority. Estimated cost - $182,400.
    Person(s) Responsible - Director of Teaching and Learning, Todd Robson, Director of Title III, Tim Blackburn and Associate Director of Student Services, Laura Batchelor.

Administrative Indirect Costs - Budget Analyst, Data Analyst, Associate HR Director, and Equity and Inclusion Coordinator. These General Fund positions were added in recent years to perform work consistent with the requirements of the Student Success Act, including accountability, equity and diversity. These positions are critical to achieving success with Student Investment Account funds. Estimated cost - $500,000.
Person(s) Responsible - Dr. Susan Rieke Smith, Superintendent

Plan B

24. *Fund push-in support with classified Instructional Assistants. Aligns with Strategy #2.* Estimated cost - $182,400.

25. *Fund School based health center. Aligns with Strategy #1.* Estimated cost - $175,000

26. *Fund Extra curricular activities. Aligns with Strategy #1 & #2.* Estimated cost - $300,000

27. *Fund homeless support. Aligns with Strategy #1 & #3.* Estimated cost - $30,000

28. *Fund Mental Health Coordinators. Aligns with Strategy #2.* Estimated cost - $245,000

29. *Fund Drug & Alcohol Diversion. Aligns with Strategy #2.* Estimated cost - $45,000

30. *Fund Summer Kindergarten Academy. Aligns with Strategy #2 & #3.* Estimated cost - $157,000

31. *Fund Opt-In Professional Development for Teachers (SEL/academic outcomes). Aligns with Strategy #5.* Estimated cost - $345,000

32. Fund Preschool Promise shortfall for one TTSD classroom. Aligns with Strategy #1 & #5. Estimated cost - $50,000

Budget

ODE **SIA Budget Template**

Part Six: Use of Funds

Allowable Uses

TTSD's SIA plan is designed to fund within the following allowable categories:

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

Meeting Students Mental and Behavioral Health Needs

The following allowable uses will be designated to meet student mental and behavioral needs:

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

The Tigard Tualatin School District's strategic plan is anchored in Harvard University's Public Education Leadership Project (PELP) Coherence Framework.
(https://projects.iq.harvard.edu/files/pelp/files/pel010p2.pdf)

This framework recognizes the interdependence of various aspects of our school district – its culture, systems and structures, resources, stakeholder relationships, and environment and how they reinforce one another to support the implementation of an improvement strategy. Our SIA plan focuses on the instructional core of the framework: the relationship between the teacher, student and content. When one element of this interdependent relationship is grounded and has capacity for the work, the other two are directly and positively affected. District data reinforced by community inputs gathered over the past several months clearly indicate that for our students to be able to engage in rigorous academic instruction, they must be emotionally healthy and grounded. For that to occur, our staff must first be emotionally healthy and grounded so they are able to build their capacity to support their students.

Describe how you will utilize SIA funds to meet students' mental and emotional needs and increase academic achievement and reduce academic disparities for focal student groups (500 words or less)

The SIA funds will be utilized to meet students' mental and emotional needs through implementation of strategies and activities that are specific to meeting targeted outcomes. Disaggregated student data confirms the disproportionality in discipline referrals between underserved and white students. Coupled with disproportionate discipline data there is a disproportionate absenteeism trend with underserved students as well, that correlates to the analyzed data sets, specific to student wellbeing. Finally, data examined in both aggregated and disaggregated forms shows disparate achievement outcomes in English Language Arts and Mathematics for LatinX, Black and Pacific Island students as compared to their white peers.

SIA funds will expand and provide strategic and targeted staffing resources and training that will…

- allow for the fostering of connections and building positive school climates in which all members are seen, valued and served.
- provide access for all students to grade-level teaching and learning with an intentional focus on ELL and students with disabilities, through a collaborative co-teaching/inclusive framework for specialists and grade-level teachers.
- develop and support a specific framework for application and instructional delivery of culturally relevant teaching practices in every classroom.
- expand and create pathways to support the hiring and retention of a diverse staff that will reflect the TTSD student population, especially those who have been historically underserved.
- provide various opportunities for our licensed and classified staff to collaborate around culturally responsive instructional strategies targeted to improve academic outcomes of our historically underserved students.

The targeted outcomes, strategies and activities were supported through the input, feedback and guidance of many different stakeholder groups via specific and intentional community engagement and outreach efforts. Based on the multiple community and focal group input that included student voice throughout, SIA funding allocation was guided by specific themes that were generated and vetted through protocols that allowed for collaboration, collectivism and consensus to be achieved. The themes that guided our spending plan to meet the needs of our focal student groups are…

Theme 1 - SEL and Positive Mental Health
Theme 2 - Collective Efficacy
Theme 3 - Culturally Responsive Schools
Theme 4 - Reduce Class Size

The Tigard-Tualatin SIA plan is a direct representation of the community, staff, student and focal group stakeholders who shared perspective, feedback and input. Their voice is the foundation of our targeted and intentional plan to expand and build capacity to *disrupt business* *as usual* improving the mental health, safety and academic achievement for all students with an intentional focus on our historically underserved students and communities.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds (500 words or less)

The focus on elementary reading, with third grade benchmarks as the target for all students with an intentional focus on our Native Hwaiian/Pacific Islander, LatinX students, emerging bilinguals, and students with disabilities, will potentially be impacted in the following ways…

- Increase in focal student achievement of 3rd grade reading benchmarks.
- Reduction in achievement gap between focal student groups and white peers with the intention to eliminate the gap over time for each of these groups.
- Strengthening of core instruction for students through teacher/peer observation and learning cycles in lab classrooms settings.

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? (250 words)

Potential barriers, risks, or choices being made that could impact the potential for focal students to meet the longitudinal growth targets include:

- Additional time for training and collaboration that require additional negotiations with our organizations/unions.
- Direct competition with metro area school districts to hire highly qualified staff.
- A need for systemic change that embeds sustained engagement from all of our stakeholder groups at authentic and meaningful levels.
- Recognizing and overcoming implicit bias to assure high levels of achievement for all students.

In an effort to address these potential barriers, TTSD can:

- Leverage our collective bargaining processes, creativity in the use of SIA funds to provide opportunities for staff to engage in differentiated opportunities that don't require negotiation.
- Early recruitment of staff.
- Interrupt “business as usual” by using our equity lens to ensure the presence of stakeholder voice as a part of program and budgeting recommendation efforts.

Part Seven: Documentation and Board Approval

Evidence of Board Approval:

- February 5, 2020 - 1st Reading of SIA Plan
  - Meeting Agenda / Minutes (link)
- March 9, 2020 - 2nd Reading of SIA Plan
  - Meeting Agenda / Minutes (link)

Part Eight: Public Charter Schools

Do you sponsor a public charter school(s)?

✓ Yes

No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

✓ Yes

No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

Yes

✓ No

Collaboration

Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)

The MITCH Board Chair and Executive Director participated in TTSD's community engagement process to ensure our application was aligned with the district values and priorities. Additionally, the Executive Director presented ideas for the SSA application to the parent community at PSO meetings. Parents shared positive feedback about the two top priorities of hiring a counselor to bolster social-emotional health of our students and extra reading support to increase student achievement.

MITCH CHARTER SCHOOL – BUDGET AND ACTIVITIES

Grantee will identify at least one strategy and supporting activities with appropriate budget
2020-21 Allocation: $154,056 - 5% (indirect costs)= $146,353/year

Activities of Grantee		Allowable Uses Category	Budget
Strategy 1: (Year 1) To increase specialized support for students who are navigating complex behavior barriers and to begin building a school-wide PBIS system of support.			$66,000
2020-21	Employ 1.0 FTE Counselor	Health and Safety	$60,000
2020-21	Purchase a PBIS curriculum for School-wide PBIS supports	Health and Safety	$6,000
2020-21	Training for counselor on PBIS Systems of Support	Health and Safety	$0 (part of the ORTIi Grant)
Strategy 1: (Years 2 & 3) To increase specialized support to ensure MITCH Charter School has the necessary structures to support classroom teachers with developing the skills necessary to create a safe, nurturing, and culturally responsive classroom community.			$135,000
2021-23	Employ 1.0 FTE Counselor	Health and Safety	$130,000

2021-23	Train and implement K-5 staff in school-wide PBIS program (extended pay/substitutes)	Health and Safety	$5,000
Strategy 2: (Year 1) To provide support for those students whose data indicates a need for supplemental phonics instruction, because the core curriculum does not provide enough practice in these critical foundational skills. The Reading Support Specialist alongside a half-time Reading Instructional Assistant will deliver reading interventions as an additional means to accelerate the reading growth for striving readers. The intervention curriculum and additional instruction it to supplement the core reading program with more practice of the phonic skills in each lesson.			$80,000
2020-21	Employ a 1.0 FTE Reading Support Specialist	Well-Rounded Education	$60,000
2020-21	Employ a .5 FTE Reading Instructional Assistant	Well-Rounded Education	$10,000
2020-21	Purchase Reading Intervention Curriculum	Well-Rounded Education	$5,000
2020-21	Train K-5 Teacher in Evidence-Based Reading Strategies (extended pay/substitutes)	Well-Rounded Education	$5,000
Strategy 2: (Years 2 & 3) To support students who demonstrate a need for explicit instruction and intervention in order to achieve grade level reading skills by training and coaching core classroom teachers in evidenced-based instructional strategies to accelerate the reading growth of striving readers.			$157,000
2021-23	Employ a 1.0 FTE Reading Support Specialist	Well-Rounded Education	$122,000

2021-23	Employ a .5 FTE Reading Instructional Assistant	Well-Rounded Education	$25,000
2021-23	Train K-5 Teacher in evidence-based reading strategies (extended pay/substitutes)	Well-Rounded Education	$10,000
Plan B 2020-21	In the occurrence of unspent funds from line items outlined in the Budget/Activities section of the SIA grant, plan B would be to provide professional development and/or the purchase of additional curriculum in the areas of climate/culture and reading achievement.	Well-Rounded Education	$10,000

Agreement(s)

[SIA Subgrant Agreements with MITCH Charter School]

Applicant Assurances

Tigard-Tualatin School District assures:

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