

Student Investment Account Summary: Cascade School District 2020-21

Strategy #1 - Multi-tiered System of Support for Math and 9th grade on track

By implementing a multi-tiered system of support, the efficacy of tier 1 instruction and tier 2 interventions will increase student outcomes. Teachers will rely on quality data to make decisions for both levels of instruction, with a particular focus on opportunity and achievement gaps in math for students in our focal groups.

Schools will receive:

- Elementary will add certified personnel to coach math at the tier 1 level
- Elementary will add classified personnel to implement math interventions
- High school will receive classified support for students who are transitioning from 8th grade to 9th grade and are at risk of not being on-track to graduate
- Junior high will receive classified support in math classes for focal populations
- K-8 will receive intervention curriculum for math support
- District Office will add an administrative position that will oversee the programs and teachers involving math achievement, implementation and professional development of teachers and classified staff, particularly in schools with focal populations.
- Tech/data support for Multi-tiered System of Support (MTSS) who will enter data and generate reports
- Professional Development for math instruction

Strategy #2 - Health and Safety

Create a culture of safety and respect for all students and adults that supports social, emotional and physical well-being, which is essential for academic and professional success.

Schools will receive:

- Secondary schools will add campus security monitors during school hours and extracurricular activities
- Schools will add an additional counselor and a Family Support Advocate
- Schools will receive SAFE (Signal Alert for Educators) technology (pilot in classrooms where social/emotional needs are high)
- Professional development for Social Emotional Learning (SEL) instruction
- Intervention curriculum for SEL K-8
- DESSA (Devereux Student Strengths Assessment) for SEL competencies, data and lagging skills K-12

Strategy #3 - Increase achievement and decrease disparities

Invest in technology, assessment tools, and professional development that support students with disabilities, students who are English language learners, and students who are economically disadvantaged.

Schools will receive:

- Elementary and middle schools will add personnel to implement MTSS
- Data/Technology specialists
- After school programs that are Science Technology Engineering Math (STEM)/Science Technology Engineering Art Math (STEAM) specific
- AVID (Advancement Via Individual Determination) professional development (K-12)
- DESSA for SEL decision making/professional development
- Director of Equity

Strategy #4 - College and Career Readiness

Increase enhanced learning opportunities that focus on college and career readiness and supports for students in poverty and students who are English language learners. This strategy will have a secondary focus with recruitment activities for AVID elective and Advanced Placement (AP) courses.

Schools will receive:

- AVID program K-12
- Expanded summer school and after school programs
- Administrative support for planning and overseeing implementation
- Professional Development

Strategy #5 - Well rounded learning opportunities

Expand well-rounded learning opportunities for students who are economically disadvantaged, students who are English language learners and students with disabilities.

Schools will receive:

- MTSS at elementary and middle schools
- Expanded summer school and after-school programs
- STEM/STEAM focused learning for after-school and summer programs
- AVID schoolwide and AVID elective
- Data/tech support for quality data to drive decisions
- Social Emotional Learning opportunities and assessment

SIA APPLICATION

PART ONE: General Information

Applicant

Cascade School District

Institution ID: 2139

Webpage: www.cascade.k12.or.us

Contact Person

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PART TWO: Narrative

Brief description of your school district (enrollment, demographics, strengths, challenges)

The Cascade School District (CSD) is a rural district with an enrollment of 2,524 students. There are three elementary schools that feed into one junior high, one high school, and one alternative education school serving students in grades 7-12. Strengths of the district include regular attender rates (87%), 9th grade on-track to graduate (93%), and Cascade High School is among the top 10 schools in the state for high school graduation rate (94%). Individual student progress is rated as high. The school district has a 9% ever English learner rate and 16% of all students are students with disabilities. Approximately 44% of the district's student population is on free and reduced lunch. The district runs above the state average on all the major metrics identified by the state with an upward trend on all metrics except regular attender.

Historically, since 2015-16, the graduation rate for the English learner population within CSD has been 11% higher than the all students group, while students with disabilities graduate almost 27% below the all student group. At the elementary level, 3rd grade ELA proficiency is consistently 9-10% lower for students who are economically disadvantaged than the all student group. Also, in 3rd grade, ELA proficiency averages are 23% lower for students who are English learners, and 19% lower for students with disabilities than the all student group. District wide, participation targets on state assessment tests are not met for students with disabilities and English learners; therefore, it is hard to know how much that affects these numbers.

Exact need(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 needs and reducing disparities and increasing academic achievement)

In relation to the Student Investment Account, the Cascade School District will endeavor to decrease the academic disparities, particularly in the area of math achievement. In order to measure this accurately, the district will need to increase participation rates at all assessed levels on the Oregon State Assessments. The district will focus on professional development using a mentoring/coaching model to improve math instruction. In addition, the district will utilize a committee of teachers and administrative leadership to track math data for progress, and to make instructional decisions at all

levels. For this purpose, the district will hire classified personnel to input data, as well as ensure data quality and access across buildings and grade levels.

In order to better meet students' mental and behavioral needs the district will engage in professional development opportunities in Social Emotional Learning. By implementing SEL curriculum, data tracking tools and interventions, the district will ensure the systems and processes put in place will serve students and families in need.

PART THREE: Community Engagement and Input

Describe your approach to community engagement. Include who you engaged, frequency/occurrence, how you ensured engagement of staff and each of the focal groups and their families, key information you collected and who you partnered with in the engagement efforts.

For the purpose of community engagement, a parent and a staff survey were created and implemented in the fall of 2019. The district's chief aim was to learn more about how stakeholders perceived the educational environment, and the relationship between parents, staff, and the schools. All staff and parents received an email with a direct link to the survey. Additionally, the survey link was posted on social media, and the district's website. The district received 298 community responses, and 137 staff responses.

In January and February 2020, Cascade School District held two community forums to present and discuss the Student Success Act. The goal was to have stakeholders help prioritize spending for the SIA account.. Furthermore, all Cascade staff were updated on the Student Success Act in January, and asked to participate in a similar prioritization survey. Sign in sheets were provided at the community and staff forums. The district received 301 stakeholder responses.

To ensure designated focal groups were engaged in this process, personal invitations were sent to the families of students who were in the following focal groups:

- English learners;
- Students in special education programs;
- Students who are homeless;
- Students on 504 plans;
- Students in migrant education; and
- Students who are economically disadvantaged.

The district also attended Literatura Familia, EL family meetings, monthly school board meetings, and staff meetings to ensure all stakeholders had the opportunity to receive updates and provide input.

Self-Assessment about the quality and nature of your engagement of focal students, families and the staff. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any,

were experienced and how might you anticipate and resolve these issues in future engagement?

Early in the fall of 2019, CSD surveyed parents and staff with the purpose of gaining a deeper understanding of how stakeholders viewed the district and the education it provides. In January, all students in grades 4, 7, 8, and 10 were asked to complete surveys designed to get their perception of their schools.. Finally, the district hosted two community forums and two staff forums where all participants were asked to prioritize the needs identified from the fall surveys. Stakeholders were provided with a QR code, a website address as well as paper-pencil surveys in order to participate in the survey.

This is one of the first times the district has actively engaged stakeholders in many years. District leaders are still exploring the best ways to engage the community, specifically the historically under-represented families. Initially, different forms of technology such as social media, robocalls, online surveys, and postings on the district website were used to inform the parents and community about the surveys and forums. Unfortunately, community participation did not match the district's anticipated level of participation. For the second forum, district leaders again used technology, in addition to sending over 800 postcards by mail to directly target families with students who are economically disadvantaged, involved in special education, or are English learners. Additionally, administrators began looking for existing opportunities in order to connect with the community. For example, Literatura Familia, a regularly scheduled literacy support meeting for Migrant families, was one such structure used to present information and survey families. Approximately 66% of the families who attended the community forums, including Literatura Familia, represented the district's underserved population.

The district experienced barriers to participation in trying to find a universal method to reach families. As the district continues to try different methods of engagement and creates a continuous cycle of stakeholder input, it hopes to see increased community participation. A weakness identified through the surveys, was the perceived deficiency in communication between the district and community. Furthermore, parents at the forum questioned when the survey results from the fall would be shared. The District response to this is to become more transparent with practices, policies and information regarding all aspects of learning, so that all populations know their feedback is represented and meaningful.

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

Cascade School District cultivated early partnerships with various groups and hopes to continue to improve future engagement. These include but are not limited to:

- Service Integration Team (SIT)
- Trillium
- CTE business partners
- Home/ school partnerships
- Marion County Health Services
- Mid-Valley Wrap Services
- Local police and fire agencies
- District communications office
- Translation and interpretation Services

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

Engaging the community was a huge undertaking for the district. One of the largest issues was making sure everything was accessible for the families whose first language is not English. There was an exorbitant amount of translating and interpreting that needed to be done. Cascade employs one person who has the ability to translate and interpret in Spanish, however there are no resources available to translate and interpret in other languages such as Russian and Chuukese. Additional translation/ interpretation support from the Oregon Department of Education would be useful.

Who was engaged?

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

- ☐ Students of color
- ☒ Students with disabilities
- ☒ Students who are emerging bilinguals
- ☒ Students navigating poverty, homelessness, and foster care ☒
- ☐ Families of students of color
- ☒ Families of students with disabilities
- ☒ Families of students who are emerging bilinguals
- ☒ Families of students navigating poverty, homelessness, and foster care
- ☒ Licensed staff (administrators, teachers, counselors, etc.)

- ☒ Classified staff (paraprofessionals, bus drivers, office support, etc)
- ☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☐ Tribal members (adults and youth)
- ☒ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☒ Business community
- ☐ Community leaders
- ☐ Other: _____

How did you engage your community?

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

- ☒ Survey(s) or other engagement applications (Thought exchange)
- ☒ In-person forum(s)
- ☒ Focus group(s)
- ☐ Roundtable discussion
- ☒ Community group meeting
- ☒ Website
- ☐ Email messages
- ☐ Newsletters
- ☒ Social Media
- ☒ School board meeting
- ☐ Partnering with unions
- ☐ Partnering with community based partners
- ☐ Partnering with faith based organizations
- ☐ Partnering with business
- ☐ Other: _____

Evidence of Engagement

Districts are required to upload 5 artifacts of engagement (survey data, meeting minutes, documents, pictures, videos, etc.) Why did you select the artifacts you did? How do they show evidence of engaging focal student populations, their families and the community?

Artifact 1 - Surveys: Multiple stakeholder surveys were prepared to engage students, staff and the community. Students were asked to complete surveys in grades 4, 7, 8 and 10. The three elementary schools and one middle school were able to complete the student surveys. Each of these grade levels included students from these focal groups: Students receiving special education services, students on 504 plans, students receiving ELD services, students navigating poverty, and students who were experiencing homelessness. All staff in the district were given the opportunity to participate in the stakeholder survey after listening to the superintendent's presentation. Finally, members of the community and parents were invited to participate in the prioritization survey after either attending a community forum or after watching the presentation on the district website. The survey was available in English and in Spanish and the presentation was translated into Spanish.

Artifact 2 - Postcards: The district identified students in the following focal groups to personally invite to the community forums: students receiving special education services, students on 504 plans, students receiving ELD services, and economically disadvantaged students.

Artifact 3 - Sign-in sheets from Community Forum Presentations: The superintendent presented information regarding the Student Success Act at two of the district's largest elementary schools. The district was strategic in hosting the events at these locations because a high percentage of students in the identified focal groups live in those communities.

Artifact 4 - Community Forum video: The district posted a video of one of the community forums on the website so parents and community members who were unable to attend in person could still have access to the information and participate in the survey. The presentation was translated into Spanish as well.

Artifact 5 - Slide deck used at Community Forums: The slide deck was prepared as talking points for use at the community forums. It was made available in Spanish at the forums along with an interpreter.

Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families present within our district and community. Your response should include why the strategies were used.

The district used two primary strategies to engage community and families.

Engagement began with surveys published on the district website, and then moved to face to face information sessions in the winter. Based on an in depth review of the data, it was determined that achievement gaps existed in the following focal groups:

- Economically disadvantaged students;
- Emerging EL students; and
- Students with disabilities.

The data indicated that students in these focal groups are consistently performing below the “all student” group in the following areas: regular attenders, 9th grade on track, four year graduation rate, five year graduation rate, 3rd grade reading, and math district wide.

1. The district’s intent was to ensure migrant and EL families were given an opportunity to participate. District representatives attended Literatura Familia and an evening EL meeting in order to present information regarding the Student Success Act. The presentation was translated into Spanish for the families and the survey was provided in Spanish. An interpreter was available to help families complete the survey.
2. Postcards were mailed to approximately 800 families in the identified focal groups to personally invite them to the community forums.
3. Building principals also contacted all families within each building inviting them to attend one of the two forums offered.
4. The decision to hold the community forums at the two largest elementary schools was twofold. First, a high percentage of families in each of the identified focal groups live in those communities. Second, the concentration of families whose children attend Cascade, which is rural by nature, is highest in those areas. By focusing efforts in those communities, a strong representation would be achieved.

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

1. The Student Success Act information has been discussed at each school board meeting this year. The meeting notes are made available on the district website in English and Spanish.
2. Cascade School District has executed activities that have engaged multiple focal student groups and their families within the district. The first was a survey whose QR code was provided at the fall conferences. Additionally, all families within the district were personally emailed the survey.
3. In January, the Superintendent shared information about the Student Success Act in a video that was posted on the district webpage. Additionally, the Superintendent also invited all family and community to the two community forums. It was also translated into Spanish.
4. To further encourage the district's underserved student families to participate, individual postcards were mailed out inviting families to give input. Additionally, emails and robocalls were sent out to each family within the district reminding them of the community forums. During the community forums, the Superintendent explained the purpose of the Student Success Act, the allowable uses for the Student Investment Account funds, and what the previous survey trends had shown. At the end of the presentation, families participated in a question and answer session. All attendees were provided with a survey code and were encouraged to submit their opinions to help prioritize the incoming funds.
5. During one of the Literatura Familia meetings, the Student Success Act information was presented, followed by a question and answer session. All participants were encouraged to participate in the prioritization survey either online or on paper.
6. Finally, videos of the community forums, also translated in Spanish, were made available on the district website so that anyone who was unable to attend the community forum was still provided an opportunity to voice their opinion.

Strategies and Activities for Engaging Staff

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used.

1. In the six schools, the building principals kept all staff informed via regularly scheduled staff meetings regarding the Student Success Act. Staff are regularly involved in school-based data reviews to identify gaps in student performance.
2. Staff were required to attend a district wide meeting where the superintendent presented information on the Student Success Act. Staff were also invited to participate in the two scheduled community forums.

Describe the activities (at least two) that you employed to engage staff. Your response should include why the strategies were used.

1. After an initial review of the needs assessment and achievement data, the district developed two surveys for staff to complete. In the first survey, the district was interested in hearing staff members' thoughts, feelings and attitudes about their schools in order to help with forward planning as it related to continuous improvement.
2. A second survey was then developed asking staff to prioritize the importance and potential effectiveness of the priorities that were generated from the first survey.

The process of collecting the above information from staff provided the district with a more thorough understanding of staff priorities and was a helpful tool in the development of Cascade's Student Investment Account Application.

Describe and distill what you learned or are actively learning from your community and staff. How did you apply the input to inform your planning?

The process of engaging the community has been a learning experience for the district. Throughout this process, the community felt that the district could improve upon positive and timely communication and that the level of parent and community involvement in decision making opportunities should be increased. Additionally, the district learned that a large percentage of families who completed the survey had a positive perception of the schools. Teachers shared that student behavioral and mental health supports are

essential for positive classroom communities. Teachers also felt that the schools provided activities and events that were designed to connect families and the community with educators. Conversations with the community were informative, but also challenging. Families who don't speak English shared that language has been a barrier to ongoing communication and deeper engagement with the schools.

PART FOUR: Data Analysis

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

The district has created a data folder containing OSAS Math and ELA scores for the past five years. Other data includes regular attender data, freshman on track, four-year cohort graduation rate, and five-year cohort completion rate. All of that data is disaggregated by the identified focal groups. For this district, the data indicates greater disparities in achievement for English learners at the elementary level than at the secondary level, while students with disabilities seem to show greater disparities in graduation rates and math performance at the secondary level. Economically disadvantaged students, as well as students experiencing homelessness, are lagging behind in almost all metrics. In addition, the district has developed community engagement strategies that have provided data for both needs assessments, as well as spending prioritization for SIA funds. The district and its Title 1 schools also completed their own needs assessments using ODE's ORIS framework prior to completing the Continuous Improvement Plan. This process and the district's Continuous Improvement Plan are the driving forces behind implementation of MTSS and data driven decision making.

EQUITY LENS: Describe how you used the equity lens or tool

Cascade School District's equity lens is an adaptation of the Oregon Department of Education's equity lens which has been created to reflect the current demographics and populations of the community. The identified focal groups were determined after an in-depth data review that indicated achievement gaps for the following groups of students: economically disadvantaged students, students with disabilities and emerging EL students. This equity lens was used in every aspect of the grant application and guided the processes used to engage the community. The priorities that were identified focused on groups of students who historically have underperformed in all metrics. Longitudinal goals are intended to identify opportunity gaps and barriers while measures of evidence will be used to ensure that the gaps in achievement are closing for the identified focal groups.

PART FIVE: Student Investment Account (SIA) Plan

Outcomes:

Outcome #1: Increase academic achievement in math for students while reducing academic disparities for identified student groups.

Outcome #2: Meet students' mental and/or behavioral health needs.

Outcome #3: Increase well-rounded learning opportunities particularly for students identified in the focal groups.

Under these three overarching outcomes, six target areas have been identified. These six areas will receive concentrated resources from the SIA grant. These outcomes capture the changes Cascade School District will target with the SIA resources:

ODE Required Targets	District Identified Targets
Regular Attender Rate	Regular Attender Rate (Economically Disadvantaged)
3rd Grade Reading	3rd and 5th Grade Math
9th Grade On-Track	9th Grade On-Track (Economically Disadvantaged/Students with Disabilities)
4-year Graduation Rate	4-year Graduation Rate (Students with Disabilities)
5-year HS Completion Rate	5-year HS Completion Rate (Students with Disabilities)
	Social-Emotional Health

Priorities:

- 1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?** All of the resource allocations are aligned with the six target areas that have been identified in the table above. These targets are designed to close academic disparities for the identified focal groups of students

in math, improve the social emotional well-being of students, and increase the well-rounded learning opportunities made available to all students. While these resources are directed at focal groups, all students will benefit from additional funding, better teaching and improvement in instructional strategies.

2. **Where do you expect to put most of your focus, resources and energy in the first year?** The focus for the first year is to provide additional staff who will help develop and implement multi-tiered systems of support in math as well as in social emotional learning. During the implementation process, effective professional development and coaching for staff will be crucial to better meet the needs of the focal populations thereby increasing the academic achievement for all.
3. **In what ways might your priorities shift within your plan based on resource availability?** If the district is not able to actualize all components of the plan, the focus will shift to include the purchase and installation of various items/personnel in which to support a safe campus. Improving safety measures will support social-emotional and physical well-being of students and staff which is essential for academic success. An increase in the supports provided for teachers in years one and two of employment is also planned in order to increase longevity and retention. Lastly, a district-wide purchase of math curriculum in addition to the planned instructional coaching and quality interventions will help reduce the academic disparities shown to exist among the focal groups.

Student Investment Account: Year One, (2020-2021)

Activities in blue indicate Plan B options in the event that other components of the plan are not available due to workforce shortages.

Strategy #1: Multi-tiered System of Support for Math and 9th Grade on Track

Measures of Evidence for Strategy #1

1. Disaggregated benchmarking and progress monitoring data in math for grades 3 and 5
2. Purchase and implementation of math diagnostic and intervention curriculum
3. Teacher feedback on effectiveness of professional development
4. Number and percentage of students by focal group attending after school and summer programs

5. Staff positions are hired, trained and are providing services to students
6. Disaggregated regular attender data

Activity 1.1

Elementary Instructional Coaches: Two 1.0 FTE math instructional coaches will be added in order to provide time for prioritized development and implementation of a multi-tiered system of support in math, focusing on coaching mathematics instruction at the Tier 1 level. Instructional coaches will be supervised by the assigned building principal(s).

Activity 1.2

Elementary Classified Personnel: Seven .8125 FTE instructional assistants will be added to support and implement math interventions at the elementary schools. Classified personnel will be supervised by the assigned building principal.

Activity 1.3

Secondary Classified Personnel: Two .875 FTE instructional assistants will be added at the middle school level to support and implement math interventions. Two .875 FTE instructional assistants will be added at the high school level to provide additional support for students who are transitioning from 8th grade to 9th grade, and are at risk to not be on track to graduate. Classified personnel will be supervised by the assigned building principal.

Activity 1.4

Classified Personnel for Technology/Data Support: Two 1.0 FTE technology assistants will be added to support the multi-tiered systems of support for entering data and generating reports as well as to support technology needs. Classified personnel will be supervised by the Director of Technology.

Activity 1.5

Professional Development for Math: Elementary staff will receive training and coaching to more effectively implement Tier 1 math instruction.

Activity 1.6

Elementary and Secondary Math Diagnostic Assessment and Intervention Curriculum: Purchase and implement research-based math benchmarking and diagnostic assessments and intervention curriculum for use at all elementary schools and at the middle school. Implementation of curriculum and assessment materials will be monitored by the Director of Curriculum and Instruction to ensure fidelity of

implementation with support provided by math instructional coaches. Math data will be reviewed regularly by data teams at individual schools, as well as by the district leadership team.

Activity 1.7

Director of Curriculum, Instruction and Assessment: 1.0 FTE district level administrator will be hired to plan, direct and provide all instructional functions for the district including staff development, curriculum, instruction and assessment, and school improvement.

Activity 1.8

After-School Program at Elementary: Elementary schools will provide after school programs twice a week that target academic support along with STEM (Science/Technology/Engineering/Math) and STEAM (Science/Technology/Engineering/Art/Math). District sponsored transportation home will be provided.

Activity 1.9

Supervisory Support for Additional Data/Tech staff: This person will oversee quality of data reports, quality of data input and supervise/manage technology requests.

Activity 1.10 (Plan B)

K-12 Math Curriculum: Research and purchase a comprehensive K-12 math curriculum. Installation of new curriculum materials will be monitored by the Director of Curriculum, Instruction and Assessment to ensure fidelity of instruction with support provided by math instructional coaches.

Strategy #2: Health and Safety

Measures of Evidence for Strategy #2

1. Disaggregated student data from student survey on sense of belonging
2. Disaggregated parent data from parent survey on students' social and emotional need and support
3. Purchase and implementation of social emotional learning curriculum
4. Staff positions are hired, trained, and are providing services to students
5. Disaggregated regular attender data
6. Safety features are installed

Activity 2.1

Campus Monitors: The secondary campus (Cascade High School and Cascade Junior High) will add two campus security monitors who will work during school hours and extra curricular activities. Their roles include monitoring campus safety, creating relationships with students, assisting in truancy issues, and helping to create a sense of security for students, staff, parents, and community. These positions will be supervised by the assigned building principal(s).

Activity 2.2

Counselor: 1.0 FTE Cascade Junior High will hire an additional counselor to provide mental and behavioral support to students. This position will be supervised by the assigned building principal.

Activity 2.3

Family Support Advocate: 1.0 FTE This person will help connect students and families with needed community resources. This person will work in conjunction with counselors/ behavior specialists and supervise the attendance specialist.

Activity 2.4

SAFE (Signal Alert for Educators) Technology- SAFE technology systems will be piloted in 15 classrooms with students that have high emotional and behavioral needs. The system will allow teachers to use a microphone to amplify their voice throughout the room, record lessons and student behavior, as well as contact emergency services if needed.

Activity 2.5

Professional Development for Social Emotional Learning (SEL) Instruction: Professional Development will be provided for certified and classified staff K-8. Social Emotional Learning in the form of RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions), an evidence-based approach for integrating social and emotional learning into schools, will be provided during professional development days and late starts.

Activity 2.6

Social Emotional Learning Curriculum (K-8) and Assessment (K-12): Students in grades K-8 will have access to an evidence based social and emotional learning curriculum. Additionally, the district will purchase and implement the DESSA (Devereux Student Strengths Assessment) which is an assessment tool that measures the social and emotional competencies of students in grades K-12.

Activity 2.7 (Plan B)

Security Cameras- The district will install additional security cameras throughout the district to aid in monitoring students and facilities.

Activity 2.8 (Plan B)

Keyless Door Locks- The district will install keyless door locks on all perimeter doors throughout the district for added security.

Activity 2.9 (Plan B)

Blackout Shades- The district will purchase and install blackout shades for all interior classroom doors for added security.

Activity 2.10 (Plan B)

School Resource Officer: - Hire 1.0 FTE School Resource Officer (SRO) to monitor the main campus. This person will work during school hours and at extracurricular activities and will partner with campus security monitors and the assistant principals. This person will be supervised by the building principal(s) in conjunction with local law enforcement.

Strategy #3: Increase Achievement and Decrease Disparities

Measures of Evidence for Strategy #3

1. Disaggregated data from DESSA
2. 9th Grade on-track data
3. Disaggregated student data from Oregon OSAS in math
4. 4-Year cohort graduation data
5. 5-Year HS completion data
6. Disaggregated regular attender data

Activity 3.1

Elementary Instructional Coaches: Two 1.0 FTE math instructional coaches will be added in order to provide time for prioritized development and implementation of a multi-tiered system of support in math, focusing on coaching mathematics instruction at the tier 1 level. Instructional coaches will be supervised by the assigned building principal.

Activity 3.2

Elementary Classified Personnel: Seven .8125 FTE instructional assistants will be added to support and implement math interventions at the elementary schools. Classified personnel will be supervised by the assigned building principal.

Activity 3.3

Secondary Classified Personnel: Two .875 FTE instructional assistants will be added at the middle school level to support and implement math interventions. Two .875 FTE instructional assistants will be added at the high school level to provide additional support for students who are transitioning from 8th grade to 9th grade and are at risk to not be on track to graduate. Classified personnel will be supervised by the assigned building principal.

Activity 3.4

Classified Personnel for Technology/Data Support: Two 1.0 FTE technology assistants will be added to support the multi-tiered systems of support for entering data and generating reports as well as to support technology needs. Classified personnel will be supervised by the Director of Technology.

Activity 3.5

After-School Programs: Certified personnel will be paid a stipend to staff after school learning programs. In addition, resources will be allocated for supplies to provide STEM/STEAM specific activities. The building principal will supervise the staff in this position.

Activity 3.6

AVID: Provide additional funding that continues to support the implementation of the district wide AVID program K-12 and elective classes at grades 7-12. The additional funding will also support professional development of staff throughout the district.

Activity 3.7

Devereux Student Strengths Assessment (DESSA): The district will purchase DESSA for use at the K-12 level. This tool will be used to measure the social and emotional confidence in students. DESSA will also inform the delivery of SEL curriculum at the tier 1 and tier 2 levels. In addition, it will measure the results of that delivery and its impact on student social and emotional health.

Activity 3.8

Director of Equity: Hire a .5 FTE administrator to support equitable outcomes for students in focal populations through data collection, parent partnerships and extended learning opportunities. Additionally, the person in this position will supervise and manage all aspects of Title III, migrant and EL education, and support translation and interpretation services for students and families whose first language is not English.

Activity 3.9

Supervisory Support for Additional Data/Tech staff: This person will oversee quality of data reports, quality of data input and supervise/manage technology requests.

Strategy #4: College and Career Readiness**Measures of Evidence for Strategy #4**

1. Disaggregated data from students and staff participating in AVID
2. Number and percentage of students by focal group attending after school and summer program
3. Disaggregated regular attender data
4. Staff positions are hired, trained and providing services to staff and students

Activity 4.1

AVID: Provide additional funding that continues to support the implementation of the district wide AVID program K-12 and elective classes at grades 7-12. The additional funding will also support professional development of staff throughout the district.

Activity 4.2

Summer and After-School Programs: Provide additional funding to expand summer school and after school programs, including district sponsored transportation, at each of the K-5 elementary schools. These programs will provide additional learning opportunities for students in our focal groups. The Director of Equity will be responsible for supervision and implementation of these programs.

Activity 4.3

Director of Curriculum, Instruction and Assessment: Hire 1.0 FTE district level administrator to plan, direct and provide all instructional functions for the district including staff development, curriculum, instruction and assessment, and school improvement.

Activity 4.4 (Plan B)

Mentor for Probationary Teachers: Hire a .5 FTE mentor to provide on-going support to teachers in years one and two of employment with the district. The mentor will provide professional development and coaching on lesson planning, classroom management, instructional strategies, assessment, home/school partnerships and more.

Strategy #5: Well Rounded Learning Opportunities

Measures of Evidence for Strategy #5

1. Purchase and implementation of SEL curriculum
2. Staff positions are hired, trained and are providing services to students
3. Teacher feedback on effectiveness of professional development
4. Disaggregated data from stakeholder survey
5. Disaggregated data from students and staff participating in AVID
6. Number and percentage of students by focal group attending after school and summer programs

Activity 5.1

Elementary Instructional Coaches: Two 1.0 FTE math instructional coaches will be added in order to provide time for prioritized development and implementation of a multi-tiered system of support in math, focusing on coaching mathematics instruction at the tier 1 level. Instructional coaches will be supervised by the assigned building principal.

Activity 5.2

Elementary Classified Personnel: Seven .8125 FTE instructional assistants will be added to support and implement math interventions at the elementary schools. Classified personnel will be supervised by the assigned building principal.

Activity 5.3

Secondary Classified Personnel: Two .875 FTE instructional assistants will be added at the middle school level to support and implement math interventions. Two .875 FTE instructional assistants will be added at the high school level to provide additional support for students who are transitioning from 8th grade to 9th grade and are at risk to not be on track to graduate. Classified personnel will be supervised by the assigned building principal.

Activity 5.4

After-School Program at Elementary: After School Program at Elementary: Elementary schools will provide after school programs twice a week that target academic support along with STEM and STEAM. District sponsored transportation home will be provided.

Activity 5.5

Expand Summer School- Summer school at all three elementary schools will be expanded to target the underperforming student populations. Content areas will focus on academic support in math and reading along with STEM and STEAM activities. The school lunch program will provide summer meals for the duration of this program and the district will arrange transportation for the students to and from summer school.

Activity 5.6

AVID: Provide additional funding that continues to support the implementation of the district wide AVID program K-12 and elective classes at grades 7-12. The additional funding will also support professional development of staff throughout the district.

Activity 5.7

Classified Personnel for Technology/Data Support: Two 1.0 FTE technology assistants will be added to support the multi-tiered systems of support for entering data and generating reports as well as to support technology needs. Classified personnel will be supervised by the Director of Technology.

Activity 5.8

Professional Development for Social Emotional Learning (SEL) Instruction: Professional Development will be provided for certified and classified staff K-8. Social Emotional Learning in the form of RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) an evidence-based approach for integrating social and emotional learning into schools, will be provided during professional development days and late starts.

Activity 5.9

Social Emotional Learning Curriculum (K-8) and Assessment (K-12): Students in grades K-8 will have access to an evidence based social and emotional learning curriculum. Additionally, the district will purchase and implement the DESSA (Devereux Student Strengths Assessment) which is an assessment tool that measures the social and emotional competencies of students in grades K-12.

Activity 5.10

Director of Equity: Hire a .5 FTE administrator to support equitable outcomes for students in focal populations through data collection, parent partnerships and extended learning opportunities. Additionally, the person in this position will supervise and manage all aspects of Title III, migrant and EL education, and support translation and interpretation services for students and families whose first language is not English.

Activity 5.11

Supervisory Support for Additional Data/Tech staff: This person will oversee quality of data reports, quality of data input and supervise/manage technology requests.

INTEGRATED PLANNING TOOL

 Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Activity	(Multi-Tiered- Certified-Math-2 people Elementary staff will implement a MTSS for math with certified staff overseeing interventions and data management to analyze tier 1 and tier 2 math strategies.	X		X		X
Activity	(Multi-Tiered - Classified-Math-7 people-4 AES, 2 TES, 1 CES) Elementary buildings will train classified staff in math strategies and classified staff will help deliver interventions to struggling students. PD will be provided to ensure necessary math skills	X		X		X
Activity	Multi- Tiered System of support for JH/ HS math and for freshman on track -4 Classified- 2 JH, 2 HS) JH and HS students will gain additional support through reducing class sizes	X		X		X
Activity	STEM/STEAM-Increasing Science, Technology, Engineering, (ART) and Mathematics opportunities and strategies will create more engaged, differentiated learning and critical thinking experiences K-12. STEM/ STEAM stipend and supply money for after school coordinator for K-12			X	X	X
Activity	2 Campus Security Monitors-School attendance will improve in the junior high and high school with the presence of security, thus reducing bullying and drug use concerns. Will also provide assistance with truancy issues		X		X	
Activity	Fund AVID K-12-Continuing to fund AVID K-12 will continue to provide college and career minded students thus continuing to engage students and reducing the drop out rate			X	X	X
Activity	SEL Curriculum K-12 and SEL Assessment tool (DESSA)		X			X
Activity	Admin-Title IIIA, Migrant, EL, Translations, Summer School, After School programs-will continue to implement professional development strategies to support diverse learners through culturally responsive classroom practices along with increasing opportunities for increased instructional time through after school programs and summer school. (.5 FTE)	X		X	X	X

Activity	ADMIN-Curriculum, Instruction, Assessment, PD, SSA/CIP, AVID, Early Learning, Grant Writing, TAG, will submit the grant for Early Learning thus increasing the skills of incoming kindergarten students. Additionally, this person will continue to update the curriculum in all content areas along with creating and providing professional development opportunities that will improve teaching strategies targeting the underserved populations thus reducing the achievement gap.	X		X	X	X
Activity	School based Technology and Data Support Assistants-2 people each building will have a tech support person who assists with technology issues and manages the data quality for MTSS reading/math and provides reports to building leaders for use in decision making.	X		X	X	
Activity	After school and Summer School program with transportation K-12 Students will be offered enrichment and intervention opportunities in an after school format with transportation provided.	X			X	X
Activity	Curriculum-invest in intervention curriculum in the areas of math K-12	X		X		X
Activity	Professional learning SEL throughout district to improve academic achievement along with increasing prosocial behaviors (such as kindness, sharing and empathy), improving student attitudes toward school, and reducing depression and stress among students.	X	X	X	X	X
Activity	Professional learning in math throughout district to improve academic achievement in math to close the achievement gap with regards to historically underserved populations	X		X		X
Activity	Family Support Advocate- Connects students and families with mental health supports along with community supports that help Social Emotional Well being		X			X
Activity	Indirect Administrative Costs- Fiscal support	X	X	X	X	X
Activity	SAFE Systems-Signal Alert for Educators-Increase engagement for all students within classrooms, provides video opportunities for teachers, reduces teacher absenteeism, and connects teachers to first responders.		X	X		
Activity	Counselor- Full time licensed counselor to assist with students' mental health needs in the Junior High		X		X	X
Activity	Supervisory Support for Additional Data/Tech staff: This person will oversee quality of data reports, quality of data input and supervise/manage technology requests.					

	PLAN B ACTIVITIES					
Activity	Security cameras-8 buildings-increasing and updating existing cameras in all 8 buildings will reduce incidents of bullying and vandalism throughout the district thus increasing student attendance.		X	X		X
Activity	Key locks-all main entry ways in all 8 buildings will have key fobs, intercom release, and automatic door locks to increase security throughout the district.		X		X	
Activity	School Resource Officer-School attendance will improve in the junior high and high school with increased presence of security, thus reducing bullying and drug use concerns, along with reducing truancy.		X		X	
Activity	Curriculum- Invest in Curriculum for Math to improve in achievement and reduce discrepancies for students in underserved populations			X	X	X
Activity	Provide mentors for 1st and 2nd year teachers to improve teaching skills, increase resiliency, enhance communication skills, and boost self-confidence thus being more effective educators (1 in elementary and 1 in secondary)			X	X	X

STRATEGIES

Strategy #1	By implementing a multi-tiered system of support, the efficacy of tier 1 instruction and tier 2 interventions will increase student outcomes. Teachers will rely on quality data to make decisions for both levels of instruction, with a particular focus on opportunity and achievement gaps in math for students in our focal groups.
Strategy #2	Create a culture of safety and respect for all students and adults that supports social, emotional and physical well-being which is essential for academic and professional success.
Strategy #3	Invest in technology, assessment tools and professional development that supports students with disabilities, students who are English language learners, and students who are economically disadvantaged.
Strategy #4	Increase enhanced learning opportunities that focus on college and career readiness and supports for students in poverty and students who are English language learners. This strategy should have a secondary focus with recruitment activities for AVID elective and AP courses.
Strategy #5	Expand well-rounded learning opportunities for students who are economically disadvantaged, students who are English language learners and students with disabilities.

BUDGET PLAN

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	By implementing a multi-tiered system of support, the efficacy of tier 1 instruction and tier 2 interventions will increase student outcomes. Teachers will rely on quality data to make decisions for both levels of instruction, with a particular focus on opportunity and achievement gaps in math for students in our focal groups.	\$ 1,187,380.00,	\$ 2,206,000.00
Strategy 2	Create a culture of safety and respect for all students and adults that supports social, emotional and physical well-being which is essential for academic and professional success.	\$ 830,000.00	\$ 2,473,704.00
Strategy 3	Invest in technology, assessment tools and professional development that supports students with disabilities, students who are English language learners, and students who are economically disadvantaged.	\$ 250,000.00	\$ 802,000.00
Strategy 4	Increase enhanced learning opportunities that focus on college and career readiness and supports for students in poverty and students who are English language learners. This strategy should have a secondary focus with recruitment activities for AVID elective and AP courses.	\$ 120,000.00	\$ 360,000.00
Strategy 5	Expand well-rounded learning opportunities for students who are economically disadvantaged, students who are English language learners and students with disabilities.	\$ 453,000.00	\$ 1,489,364.00
<u>Total Budget</u>		\$ 2,840,380.00	\$7,331,068.00

SIA BUDGET BY STRATEGY

#	Activities	Aligned Primary Strategy	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	2.0 FTE Certified MTSS Math	S1	\$ 204,000.00	\$ 650,000.00	100-200	HIGH
2	7.0 FTE Classified MTSS Math- 4 AES, 2 TES, 1 CES - includes PD	S1	\$288,380.00	\$918,000.00	100-200, 300	HIGH
3	4.0 FTE Classified MTSS Math 2 for JH: Math 2 for HS: Freshman on Track includes PD	S1	\$ 125,000.00	\$ 398,000.00	100-200, 300	HIGH
4	STEM/ STEAM stipend and supplies	S5	\$ 30,000.00	\$ 162,364.00	100-200, 400	HIGH
5	2.0 FTE Classified Campus Security Monitors -Main campus	S2	\$ 112,000.00	\$ 356,000.00	100-200	HIGH
6	Fund AVID K-12	S4	\$ 120,000.00	\$ 360,000.00	300	HIGH
7	Curriculum and Assessment tool (DESSA)- SEL	S2	\$ 40,000.00	\$ 90,000.00	400	HIGH
8	.5 FTE Administrator-Director of Equity	S5	\$ 85,000.00	\$ 270,000.00	100-200	HIGH
9	1.0 FTE Administrator - Director of Curriculum, Instruction and Assessment	S5	\$ 170,000.00	\$ 540,000.00	100-200	HIGH
10	2.0 FTE Classified Technology and Data Support Assistants	S3	\$ 154,000.00	\$ 491,000.00	100-200	HIGH
11	After school programs- 2 days a week with transportation	S5	\$ 100,000.00	\$ 300,000.00	100-200	HIGH
12	Curriculum- math interventions- K-12	S1	\$ 40,000.00	\$ 150,000.00	400	HIGH
13	Professional Development-SEL throughout district/Suicide Prevention K-12	S2	\$ 30,000.00	\$ 90,000.00	300	HIGH
14	Professional Development-Math- K-12	S1	\$ 30,000.00	\$ 90,000.00	300	HIGH
15	1.0 FTE Supervisory -Family Support Advocate	S2	\$ 108,000.00	\$ 345,000.00	100-200	HIGH

16	.5 FTE Classified - Indirect administrative costs for fiscal support	S5	\$68,000.00	\$ 217,000.00	100-200	HIGH
17	SAFE Systems- 15 trial units- Signal Alert for Education	S2	\$ 55,000.00	\$ 180,000.00	400	MID
18	1.0 FTE Certified Counselor JH	S2	\$ 115,000.00	\$ 367,000.00	100-200	MID
19	Supervisory Support for Additional Data/Tech staff	S3	\$20,000.00	\$61,000	100-200	HIGH
	TOTAL FOR PLAN A		\$1,894,380.00	\$6,035,364.00		

Plan B

19	Security cameras-8 buildings	S2	\$ 90,000.00	\$ 300,000.00	400	MID
20	Keyless Door Locks	S2	\$ 90,000.00	\$ 300,000.00	400	MID
21	1.0 FTE School Resource Officer	S2	\$ 170,000.00	\$ 445,704.00	100-200	LOW
22	Math Curriculum K-12	S1	\$ 500,000.00		400	LOW
23	.5 FTE Certified New Teacher Mentor	S3	\$ 75,000.00	\$ 250,000.00	100-200	LOW
24	Black Shade Door Blinds	S2	\$ 20,000.00		400	LOW
	TOTAL FOR PLAN B		\$ 945,000.00	\$1,295,704.00		

PART SIX: Use of Funds

Allowable Uses

Which of the following allowable use categories is your plan designed to fund within?

- ☒ 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

Identify which allowable use(s) 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

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

The decisions made to finalize strategies and activities from SIA funds were informed primarily by the prioritization survey which was created based on data collected from the previous parent, staff and student surveys along with disaggregated student achievement data. The disaggregated data demonstrates that the district is not meeting the academic needs of students in math, district wide, and especially in three focal student populations: economically disadvantaged, emerging bilinguals, and students with disabilities. Cascade's overall population is not performing well in math when looking at state test scores in grades 3, 5, 8, and 11. Furthermore, the historically underserved population continues to persist in an achievement gap.

The other source of input guiding the decisions for SIA funding came from community and staff engagement efforts. Parents, community members, and Cascade staff emphasized the need for additional mental health and behavioral supports for students. Furthermore, these stakeholders supported the increase in well-rounded educational opportunities along with an increase in instructional time.

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

The focus of the multi-tiered system of support in math will specifically target any students who are underachieving in math and initially, the focus may be at the elementary. The data suggests that the high percentage of the students in this population are economically disadvantaged, English language learners, and students with disabilities. All three elementary schools will receive additional support and resources necessary to provide high-quality instruction, timely interventions, and progress monitoring to ensure students have the time and support needed to make improvements in math. All students will benefit from high quality math instruction through coaching.

Increasing mental and behavioral supports throughout the district will impact all students. The addition of campus monitors, an additional counselor, SEL training for all staff, and a Family Support Advocate will support students and families by bridging the gap between school and home as well increase an overall sense of well being. There is a known connection between a student's mental and behavioral health and their academic achievement. Increased supports in these areas equates to increased achievement.

Finally, by increasing well-rounded learning opportunities across grade levels, students will benefit from additional support in core content areas as well as receive expanded learning in STEM and STEAM. Underachieving students will be targeted to participate in these extracurricular activities.

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?

This SIA application represents a purposeful approach in order to provide resources and supports to students in the identified focal groups. There will, however, be some classrooms and schools that will not receive any additional or only minimal supports. The hope is that this plan demonstrates to Cascade stakeholders that these resources were distributed in an equitable manner in order to close the achievement gap for students who are economically disadvantaged, students with disabilities, and emerging EL students. Moving forward, Cascade will continue to apply the equity lens and set ambitious goals to decrease disparities and increase achievement for all. The district is

also committed to ongoing transparency by implementing a continuous cycle of stakeholder input and using that data to guide future planning for improvement.

Equity Lens In Education to Support the Learners of the Cascade Community

As a district, we believe that all students have the ability to learn, and that we have a moral and ethical obligation to ensure an educational system that provides every student with an opportunity to learn in a way that prepares them for their individual future. This means that, as a district, we will make decisions that advance student well-being, increase academic achievement and address gaps in opportunity. We will allocate resources in a way that demonstrates our values and priorities and advances academic achievement while reducing systemic barriers to equitable outcomes. We will commit to inclusive classrooms that support and celebrate students who have been previously described as at risk, underperforming or under-represented. We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family wage incomes. We will not diminish the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future. This may require us to challenge and change our current educational setting to a more culturally responsive and safe place where every learner feels welcomed and a sense of belonging. Finally, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”¹ An equitable education system requires providing teachers with the tools and support to meet the needs of each student in order for them to be confident, and college or career ready.

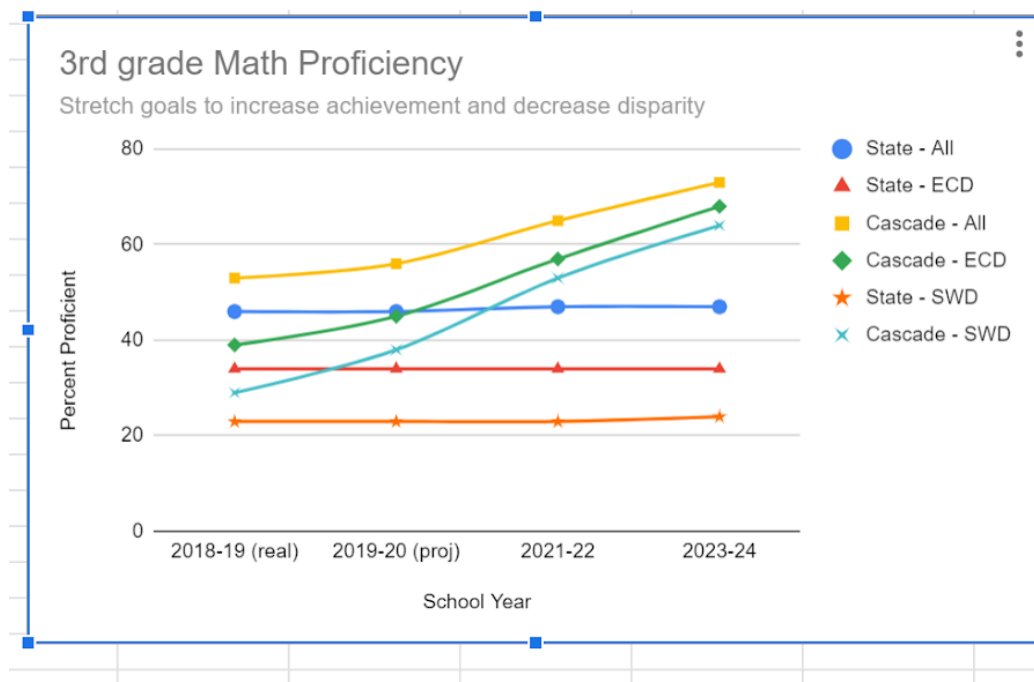
Cascade School District’s equity lens is an adaptation of the Oregon Department of Education’s Equity Lens which has been created to reflect the current demographics and populations of the community.

¹Hattie, J. (2009), Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.

LONGITUDINAL GOALS

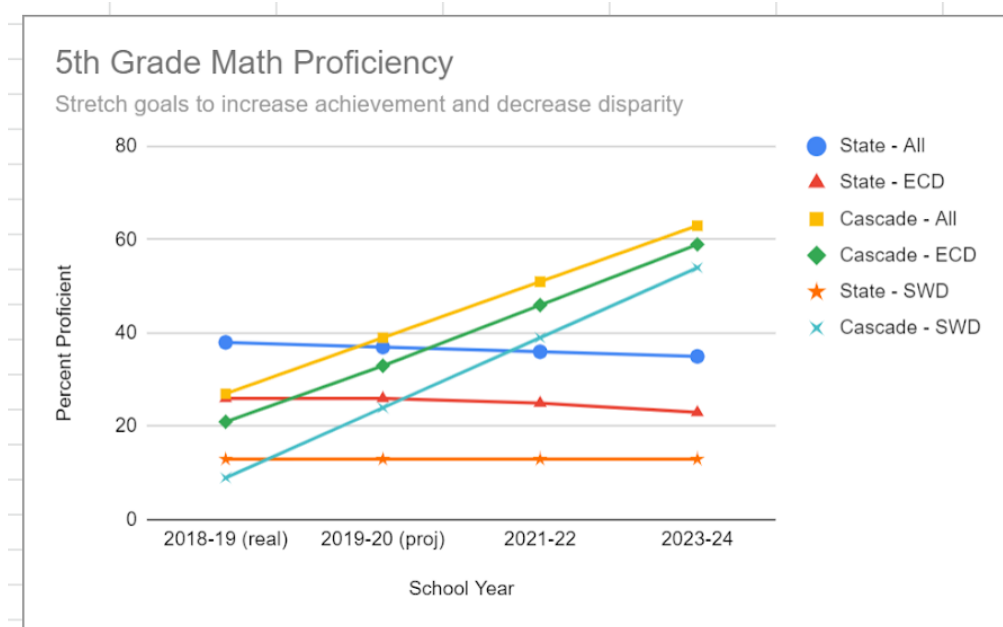
3rd Grade Math

	2018-19 (real)	2019-20 (proj)	2021-22	2023-24	
State - All	46	46	47	47	Longitudinal Goals For 3rd Grade Math -reduce disparity for students who are economically disadvantaged by 3%/year which averages moving 1.95 students per year to proficiency -reduce disparity for students with disabilities by 6%/year which averages moving 2.04 students per year to proficiency
State - ECD	34	34	34	34	
Cascade - All	53	56	65	73	
Cascade - ECD	39	45	57	68	
State - SWD	23	23	23	24	
Cascade - SWD	29	38	53	64	
					No goal for English Learners who are outperforming the All group in this category



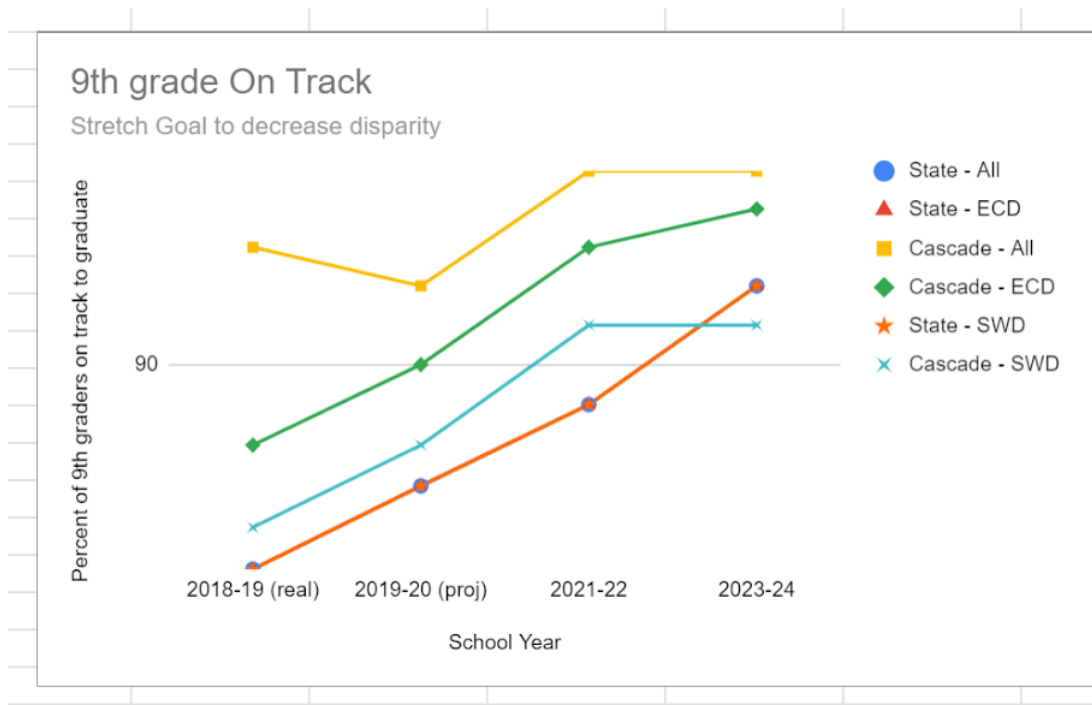
Fifth Grade Math

	2018-19 (real)	2019-20 (proj)	2021-22	2023-24		Longitudinal Goals for 5th Grade Math
State - All	38	37	36	35		-decrease disparity for students who are economically disadvantaged by 2%/year while growing overall achievement. This averages to moving 1.98 students per year to proficiency
State - ECD	26	26	25	23		
Cascade - All	27	39	51	63		
Cascade - ECD	21	33	46	59		
State - SWD	13	13	13	13		
Cascade - SWD	9	24	39	54		-decrease disparity for students with disabilities by 3%/year while increasing overall achievement. This averages moving 1.05 students each year.
						No goal for English Learners who are outperforming the All group in this category



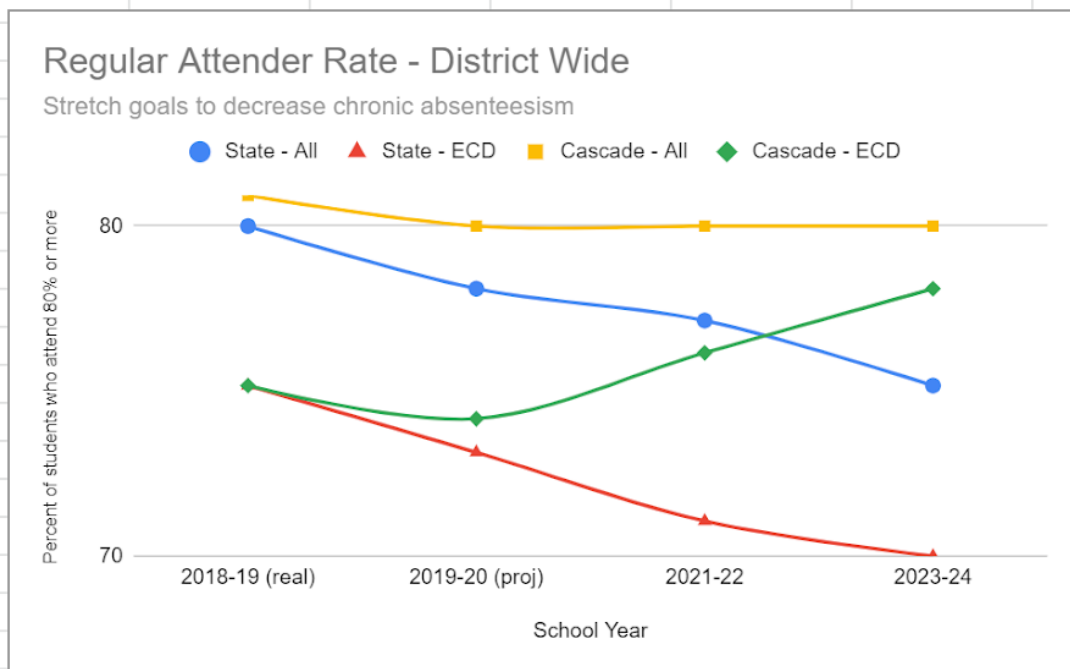
9th Grade On-Track

	2018-19 (real)	2019-20 (proj)	2021-22	2023-24		Longitudinal Goal for 9th grade On Track
State - All	85	87	89	92		-decrease disparity for students who are economically disadvantaged by 2%/year. This averages tomoving <1 student to 6 credits each year.
State - ECD	85	87	89	92		
Cascade - All	93	92	95	95		
Cascade - ECD	88	90	93	94		
State - SWD	85	87	89	92		
Cascade - SWD	86	88	91	91		-decrease disparity for students with disability by 4%/year. This averages to moving <1 student each year to 6 credits.
						No goal for English Learners who are outperforming the All group in this category



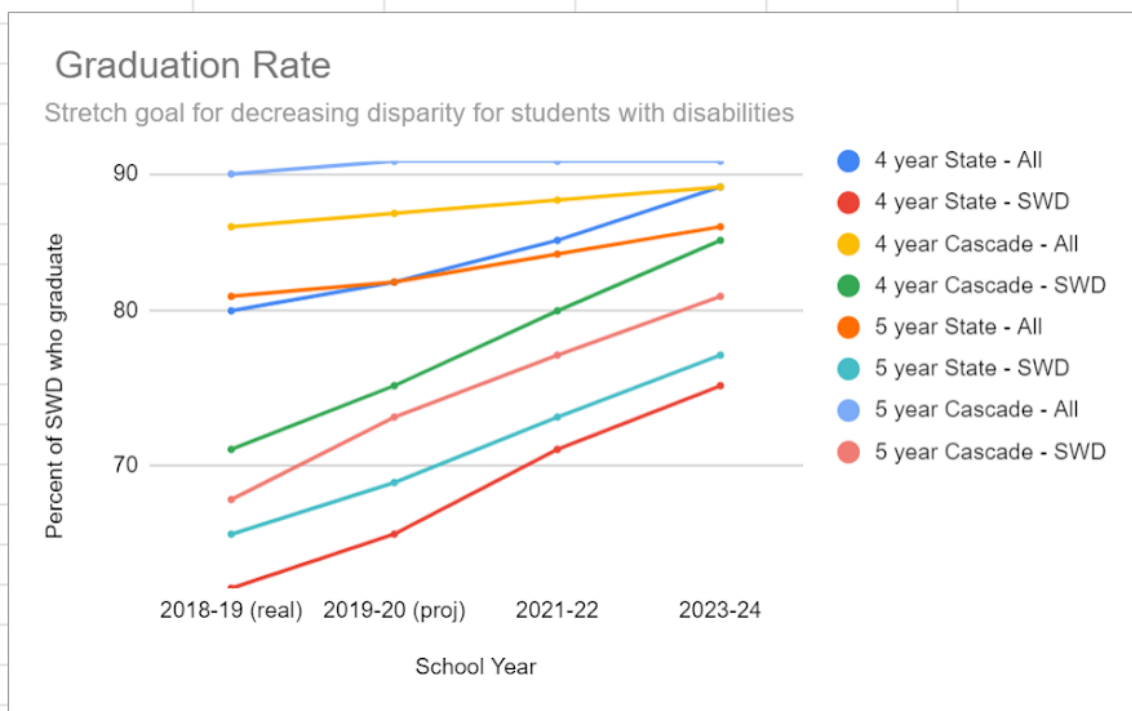
Regular Attender Rate

	2018-19 (real)	2019-20 (proj)	2021-22	2023-24		Longitudinal Goals for Regular Attender Rate
State - All	80	78	77	75		-decrease disparity for students who are economically disadvantaged district wide by 2%/year. This averages moving 15.26 students to attend 80% or more school days each year. -by narrowing the goal to this focal population, we also should see an increase in students with disabilities and students who are language learners.
State - ECD	75	73	71	70		
Cascade - All	81	80	80	80		
Cascade - ECD	75	74	76	78		



High School Graduation Rates

	2018-19 (real)	2019-20 (proj)	2021-22	2023-24	
State - All	80	82	85	89	Longitudinal Goals for High School Graduation Rate - 4 year and 5 year cohort -decrease disparity for students with disabilities to graduate in a 4-year cohort by 4%/year. This averages to moving 1.08 students to graduate each year beyond the current level. -decrease disparity for students with disabilities to graduate in a 5-year cohort by 4%/year which averages to moving 1.04 students each year to graduate with a 5-year cohort.
State - ECD	63	66	71	75	
Cascade - All	86	87	88	89	
Cascade - ECD	71	75	80	85	
State - SWD	81	82	84	86	
Cascade - SWD	66	69	73	77	



PART SEVEN: Documentation and Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.

PART EIGHT: Public Charter Schools

Do you sponsor a public charter school?

☐ Yes

☒ No

APPLICANT ASSURANCES

By checking the boxes below, the school district or charter school assures: (check each box)

- ☒ 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 groups 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.

PART NINE: Longitudinal Growth Targets

(After grant submission)