

**David Douglas School District  
School Investment Plan Application  
Oregon Department of Education  
April 2020**

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### Attachments:

- 1-Top five Community Engagement Artifacts
- 2-Board Meeting Minutes showing approval of SIA Plan
- 3-Budget
- 4-SIA Integrated Planning Tool
- 5- Draft Longitudinal Performance Growth Targets
- 6-Equity Lens Used (ODE)
- 7-Draft Charter School Agreement

## Part One: General Information

**School Year:** 2020-21

**District:** David Douglas School District

**Webpage (Where SIA Plan will be Posted):**

<https://www.ddouglas.k12.or.us/departments/business-services/grants/student-success-act/>

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## Part Two: Narrative

David Douglas School District (DDSD) serves approximately 9,819 students PK-12, of whom 72% qualify for free or reduced lunch, 47% are English Language Learners, 65% are students of color, and 12% are students with disabilities. Families speak 74 languages. DDSD's mission is to provide meaningful, equitable, and highly effective instruction so students grow and thrive socially, emotionally, and academically. Through supportive communities of learners, DDSD staff will foster the whole child to be a force for positive change in the global society.

DDSD has an eligible charter school, Arthur Academy (K-5), consisting of approximately 163 students, who is included in this proposal. Arthur Academy's mission is: Every single student, regardless of ethnicity, parental income, learning difference, culture, or native language, will become a fluent reader and will master the academic and intellectual skills necessary to succeed at the next level of schooling.

### Background to DDSD's SIA Plan:

In a recent letter to the community, Superintendent Richardson discussed how District enrollment has been consistently declining--DDSD has about 1,100 fewer students than it did just five years ago, about a ten percent loss--and the impact this is having on funding and services. The decline has resulted in fewer general fund dollars for DDSD's budget from the State of Oregon. DDSD is projecting that the 2020-21 budget will have a deficit of about \$8.8 million.

However, the SIA plan will allow DDSD to use part of its approximately \$8.7 million in SIA funds to **reinvest in**, instead of eliminate, the **essential staff, programs and services** we have strategically invested in through the years for a safe, high quality, and well-rounded education. These include: more than a dozen elementary teachers, nearly two dozen kindergarten instructional assistants, approximately 60 percent of the District's counselors, PE (elementary) and Health (middle school) teachers, SUN programming, High School summer school, Community Sports (elementary) and Community Recreation. SIA funds will allow DDSD to continue providing targeted investments for academic success, mental and behavioral health, a well-rounded education, and instructional time. In addition, DDSD will use SIA funds to make **new strategic investments** by adding instructional assistants and key training for those staff. All

of these investments align with the feedback from the community, intent of the SIA funds, and our Continuous Improvement Plan 2019-22. Details of the three-year plan are described below and in Part V.

### **SIA Plan Overview and Rationale**

DDSD's three-year Student Investment Account Plan incorporates community feedback to improve school and student outcomes by addressing the four SIA funding priorities: 1) Class Size, 2) Health and Safety, 3) Well-Rounded Education and 4) Instruction Time; and addressing five priority areas: 1) Reducing academic disparities, 2) Meeting students' behavioral and mental health needs, 3) Ensuring equitable access to academics, 4) Staff collaboration for student success, and 5) Establishing and strengthening partnerships.

DDSD requested community feedback data analysis from the University of Portland/NWEA as well as MESD's Data and Communications Team. Data findings from their reports, included as artifacts to this application, are referenced throughout. DDSD's SIA Plan reflects the community's priority rankings as outlined in these reports. For this particular section of the narrative, all quotes are from the University of Portland/NWEA's report.

According to the University of Portland/NWEA's report, "When all survey responses were analyzed altogether, 56% of respondents selected class size as the most important priority area, followed by health and safety (23%), a well-rounded education (15%), and instructional time (6%). When the responses were analyzed by role, all roles selected class size as the highest priority, except for students, who selected health and safety as their highest priority."

**Class Size:** Throughout the needs assessment process, DDSD heard many times that there was a high priority to maintain reasonable class sizes in order to decrease disparities and improve the quality of education. "The quality of DDSD staff was identified as a strength; however, many respondents felt that the talented, caring teachers, support staff, and counselors were not able to perform their jobs adequately due to large class sizes and caseloads" (Page 19). "Participants frequently shared that they felt that hiring more support staff such as para-educators and instructional assistants would be beneficial" (Page 28). Additionally, "Respondents shared many different ways that DDSD could improve its role in furthering culturally responsive education for its students. These ideas ranged, but they included providing more anti-bias training for teachers..." (Page 29).

**Health and Safety/Mental and Behavioral Health:** DDSD also heard the need for mental and behavioral health investments. Survey respondents cited several strengths to DDSD's current approach to these needs, including counselors in all buildings, community partnerships, a social-emotional curriculum and Positive Behavior Intervention System (PBIS) supports. "The most common theme that arose from the data was that while respondents valued DDSD's work in the areas of mental health and behavior support, there is still much more to be done. The number one issue mentioned in the open-ended survey responses was the need for more mental health support in the form of additional FTE and services and specific support for

students. This concern was closely followed by the need for increased academic support for students, which many respondents noted often goes hand-in-hand..." (Page 23).

**Well-Rounded Education and Instruction Time:** Since there is overlap in how DDS D will address these two priorities (through after school and summer programming as well as school day services), data findings in the form of quotes are consolidated here. "Students who identified as members of historically underserved groups largely supported health and safety as their highest priority, followed by a well-rounded education." Further, "Class size was identified as a major challenge in providing a well-rounded education, along with the need for more staff in a variety of areas... Many respondents noted that DDS D provides a broad variety of course offerings, but the need for more electives was still seen as an important component of a well-rounded education. A common concern was voiced by one respondent who noted, "In many occasions, students' intervention classes interfere with the opportunities to take other elective classes... Expanding these areas would provide more choices for schools and incentives for students to attend school... CTE and life skills were the next most frequent subject areas suggested, with respondents stating a desire to provide a curriculum that would be immediately relevant to students as they begin their adult lives" (Pages 14 and 20-21).

"Participants shared a wide variety of preferences for what types of courses they thought DDS D should expand upon, including increasing hands-on opportunities, college credit earning courses, and classes on financial literacy." Ideas also included "partnering more closely with existing organizations in the community to foster culturally responsive community connections" (Page 29).

"[A] common suggestion was to increase access to optional extended programming, either in the summer or before and after school. This would be a way for those who desired or needed additional classes to have access to such programming without requiring all students to spend an increased amount of time in school (Page 23). "Participants expressed a desire for DDS D to offer more opportunities for elective and credit recovery courses that would occur after school during the regular year, or during summer. Expanding the role of the SUN program was commonly mentioned as a possible way to do this... Participants also communicated a desire for DDS D to offer more opportunities for students to receive help on their homework" (Page 28).

To address these priorities for all of our students, especially those who are historically underserved, DDS D proposes the following:

To ensure optimal class size, increase academic achievement and reduce disparities:

- Reinvest in optimal K-5 class sizes through sufficient staffing of instructors including Kindergarten Instructional Assistants and Elementary Teachers; and
- Add Instructional Assistant support in the classroom, including for special education

To ensure overall student wellbeing, including general health and safety and mental and behavioral health:

- Add an innovative training program for Instructional Assistants to develop and retain a high quality staff (also relates to reducing academic disparities and fostering staff equity and collaboration for student success). This may consist of training on PBIS, restorative practices, inherent bias, culturally responsive practices and mindfulness, as well as more basic training on issues such as classroom management to ensure safety.
- Reinvest in elementary, middle and high school counselors
- Reinvest in summer school counseling
- Reinvest in elementary Physical Education teachers (also relates to well-rounded education)
- Reinvest in middle school Health teachers (also relates to well-rounded education)

DDSD will continue to deliver essential mental and behavioral supports for all students, especially those who are historically underserved and/or who have high needs, including: full-time counselors, professional services through partnerships such as Trillium Family Services and Multnomah County, full time student behavioral specialists and health assistants for elementary, a school based Health Center at the High School, a social emotional learning curriculum, professional learning for staff on restorative practices and mindfulness, and more.

To promote a well-rounded education:

- Reinvest in elementary, middle and high school SUN after school programming (also promotes instructional time and strengthens culturally responsive partnerships)
- Reinvest in High School Summer School (also promotes instructional time, increase of academic opportunities to decrease disparities, and strengthens culturally responsive partnerships)
- Reinvest in Community Sports (elementary) and Community Recreation

DDSD will continue to value and provide a well-rounded education and opportunities for more instructional time for students to graduate on time and be prepared for college and the workforce. Some ways in which DDSD currently does this is through Schools Uniting Neighborhoods (SUN); its award-winning music program led by highly skilled staff; 21st Century after school and summer program; robust career and technical education (CTE) programming, including a middle school CTE summer camp and 11 programs of study; and peer mentoring, especially for high school freshmen. High School graduation mentors and groups of advisors work alongside students to co-develop a pathway toward on-time graduation. The High School Summer School includes a wide array of offerings such as: credit retrieval, culturally responsive groups, e.g. Latino Student Union, IRCO's RISE program, Latino Network's social worker services, STEM and CTE courses, advanced placement courses, dual credit courses, tutoring in reading, math and ESL, homework help and Ninth Grade Counts.

In addition, the quality of instruction is elevated through initiatives such as: mentoring new teachers, providing racial equity training as well as social emotional training for staff, and comprehensive professional learning time, e.g. instructional coaching.

## Part Three: Community Engagement and Input

### Overview

During our September 2019 Board meeting ([Artifact 1 of Attachment 1](#)), DDSD leadership provided an overview of the SSA and SIA and its stakeholder engagement plan (See Strategies and Activities). DDSD then engaged with our stakeholders for several months: students and families (including all focal groups per SIA), staff (classified and certified), unions, partners (e.g. Immigrant and Refugee Community Organization (IRCO), SUN and others, and other community members. DDSD considered age, technological ability and access, forum preference (online or in person), role (student, staff, family member, etc.), time availability, cultural background, and other factors. Engagement and attendance strategies for in-person surveys included: convenient locations, food, childcare, interpretation and translation. Tools included: social media, email (including targeted email for special needs families), phone calls (including multiple languages), website, and Your Voice Matters (YVM) listening sessions.

Key disaggregated data collected (see Collecting and Using Input) included responses about DDSD's strengths and areas for improvement over five priority areas, as well as a ranking of the four SIA funding priorities.

DDSD posted detailed and summarized survey results ([Artifact 5](#)) on the website, reviewed MESD and the University of Portland/NWEA ([Artifacts 2 and 3](#)) analyses, and dedicated significant time drafting a proposal for our Board and public's input delivered January 28, including dedicating time for administration at the elementary, middle and high school levels to provide input. After incorporating feedback, District leadership further prioritized funding, informed by a projection of declining General Funds. Our Board approved the final plan on February 27 ([Presentation is Artifact 4 of Attachment 1 and Board Meeting Minutes is Attachment 2](#)).

### Self-Assessment

DDSD invited our community, including students and family members (including all focal groups per SIA), staff, district partners, and other community members, to provide their feedback on both the five priority areas and four SIA investment priorities. This was done through an online survey and in-person focus groups to ensure meaningful, authentic and ongoing community engagement. DDSD included open-ended responses to ensure the collection of the opinions and values of our school community through the most frequently mentioned topics. For example, as the University of Portland/NWEA analysis indicates: *"Respondents drew attention to the idea that improvements in mental health care, increased staffing levels, and reduced class sizes would help address additional issues such as disruptive behaviors, inadequate instructional time, and student safety."*

District leadership monitored the stakeholder engagement plan and made adjustments for continuous improvement. For example, instead of holding five YVM series, DDSD actually held

seven, including four culturally specific events and targeting students with disabilities. Interpretation and translation were available for District families, including for these languages: Spanish, Vietnamese, Chinese, Karen, Burmese, Nepali, Somali and Russian. Partner events included, but were not limited to, targeting Somali, Nepali, Latinx, Russian/Ukrainian, and Early Learning stakeholders. YVM listening sessions were held at the Middle School open house, High School ESL Back-to-School Night, Padres Unidos Group/Parents United Group (elementary level), and School Board Racial Equity Committee. Focus groups convened during highly attended regular events and activities, for example, during SUN after school programs, food pantry days, and movie nights. Specific attendance strategies included providing convenient locations, food, childcare, translation and interpretation.

The Your Voice Matters listening series is intended to invite community input from a variety of stakeholders and improve communication and relationships with them so that they can have a direct voice in how programs and initiatives are developed and implemented. DDS values this forum and will continue to use it as a means to gather community input, beyond SSA and SIA initiatives. The YVM series is a strong mechanism for gathering a large array of data about how to make investments, including for focal populations.

Ultimately, 1,429 people participated in the actual online and focus group SSA surveys. Our Board workshop on January 28, which was publicized via email and on the website, provided a robust picture for our community of the purpose of the funds, the timeline from community engagement to an actual agreement with ODE, how funds could be used, the data gathering process, detailed survey data (online and focus groups), what priorities emerged from the community from this data, and proposed investments.

Barriers to participation include time constraints of stakeholders as students, staff, families and community members lead busy lives with many obligations at school, work and in the home. For this reason, DDS attempted to create a platform that would offer the most avenues for stakeholders to provide input. DDS will continue to build on this platform, which values the voice of all stakeholders.

### **Partnerships to Cultivate**

DDS will continue to cultivate partnerships for:

- Objective data analysis, e.g. with Multnomah Education Service District (MESD) and the University of Portland/NWEA;
- Student and family groups such as the Black Student Union, Latino Student Union, groups for Somali, Muslim and Native Americans, and parent groups such as Padres Unidos;
- Organizations leading equity work, best practices (especially culturally responsive practices), inclusion, diversity, and expertise in their fields, including but not limited to: Center for Equity and Inclusion, City of Portland, Eastern Oregon University, IRCO, Latino Network, Multnomah Early Childhood Program, Metropolitan Family Services, Mt. Hood Community College, Morpheus Youth Project, Multnomah County, Native American

Youth and Family Center, Portland State University, REAP, Self Enhancement Inc., SUN, Trillium Family Services, Unite Oregon, and Warner Pacific.

All partners bring the community's voice to the table for decision making that is intentional, equitable, and impactful.

### **Resources to enhance engagement efforts**

As other school districts can attest, collecting, analyzing and integrating stakeholder input is a significant undertaking, requiring time and resources of school staff as well as the groups for whom the District is trying to engage. DDSO appreciates the technical assistance that ODE and MESD provided throughout the process. ODE can support continuous improvement through ongoing technical assistance as well as additional resources, including funds to engage all groups.

### **Stakeholders who were engaged:**

- 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.)
- Community leaders

### **How stakeholders were engaged**

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Community group meeting
- Website

- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners

## **Evidence of Engagement**

DDSD selected the attached artifacts which show evidence of engaging focal student populations, their families and the community:

1. Our September Board meeting minutes, outlining the comprehensive stakeholder engagement plan, clearly show how diverse stakeholders were targeted and engaged, and how the approach considered different ways to capture their opinions. Stakeholders include but are not limited to: families of students with special needs, students and families that speak other languages, culturally specific groups, and community partners who support students of color and other disadvantaged groups.
2. DDSD concurs with MESD's Community Feedback Report (page 4) that it, "enables David Douglas leadership to quickly ascertain the community's concerns and priorities for improving school and student outcomes." An appendix quickly and clearly shows the self-identified need of respondents by group membership, e.g. migrant, and that group's highest priority for investment, e.g. meeting students' behavioral and mental health needs. There are also quotes from stakeholders in large type that emphasize their opinions.
3. The report from the University of Portland/NWEA provides a detailed accounting of open-ended responses which helps to illuminate the community member's perspective, and how that person might be motivated to rank priorities. It also includes the demographic descriptors and percentage of the total sample.
4. Our Board Workshop Presentation from February 27 shows the entire process to date, as well as why and how DDSD will maintain current levels of service as well as prioritize SIA funding.
5. The SSA Survey Summary Report is an at-a-glance tool providing disaggregated results.

## **Strategies and activities for the focal student groups and their families**

### Strategy 1: Use partnerships and networks as leverage

DDSD collaborated with culturally responsive partners and networks to ensure we engaged all focal student and family groups per the SIA. Using Earl Boyles Elementary as an example, this included engaging students and families through Padres Unidos (Parents United Group), staff meetings and food pantry days. Padres Unidos unites families for the wellbeing of children,

school, and community, organizing events such as movie nights, Day of the Child, and teacher appreciation luncheons. Earl Boyles is also a SUN Community School (as are almost all District schools) where partners collaborate to support students who are homeless, living in poverty or at risk of academic failure. Earl Boyles' and Gilbert Heights' SUN community partner is IRCO, who provides programs and wrap-around services with a culturally-specific approach, such as hunger relief, health and housing resource navigation, family engagement, afterschool programs and adult workshops. Both Earl Boyles and Gilbert Park used their SUN networks and parent groups to engage families.

As described earlier, the YVM listening sessions were also a primary means to engage focal student groups and their families, including through culturally specific sessions in the District's top five languages. District interpreters were on hand to facilitate the sessions; food and childcare were also made available. These were provided to ensure participation.

### Strategy 2: Design a stakeholder engagement plan

As discussed earlier, District leadership presented a comprehensive stakeholder engagement plan at the September 26 Board meeting to ensure it engaged all focal groups. This included:

- Identified stakeholders (student and family focal groups per SIA), staff, unions, and community partners)
- Strategies for attendance (convenient locations, food, childcare, translation and interpretation)
- Surveys over the last two years (Parent Survey, YouthTruth, SSA, and TELL)
- Outreach (email, social media and DDSD website--translated into top five languages)
- Your Voice Matters (YVM) Events: five events, including for culturally specific stakeholders: Spanish, Vietnamese, Chinese, Karen, Burmese, Nepali, Somali and Russian
- YVM Recruitment and Outreach (email, social media, translation and interpretation)
  - Middle school open house
  - High School ESL Back to School Night
  - Padres Unidos Group / Parents United Group
  - School Board Equity Committee
- Opportunities to take advantage of engagement, e.g. open time at buildings
  - Targeted Outreach (targeted email to special needs families and phone invitations to culturally specific parents)
  - Ways to encourage and support community partners to complete the SSA survey as well as have their constituents complete the survey

### Activity 1: Online Survey

DDSD asked MESD and the University of Portland/NWEA to analyze both the in-person and online results for objective analysis when determining how stakeholders prioritized categories and what the common themes were.

Per the University of Portland/NWEA analysis, “DDSD invited stakeholders to complete an anonymous online survey created on the Survey Monkey data gathering platform. A total of 1,429 participants, including families, students, staff, community partners, and other community members completed this survey. This survey asked participants to self-identify the racial/ethnic category to which they ascribed, and also to identify if they were a member of a historically underserved group, including navigating poverty/free and reduced lunch, emerging bilingual, migrant, someone with a disability or with a student with a disability, someone with mental health needs or with a student with mental health needs, homeless/housing insecure, involved with the foster care system, or a student identifying as LGBTQIA. Results from this online survey recorded this information about each participant while preserving participant anonymity.” This activity was used to ensure DDSD engaged all focal groups and to reach as many respondents as possible through an efficient, brief survey.

#### Activity 2: In-person focus groups

Per the University of Portland/NWEA analysis, District leadership gathered opinions by speaking to community members in person and polling their responses. This occurred through YVM listening sessions as described earlier, including providing culturally specific sessions in DDSD’s top five languages, an event for students and families with special needs, as well as groups that meet more informally on a regular basis to maximize participation, e.g. SUN, IRCO, food pantries, and bilingual/bicultural parent groups, e.g. Padres Unidos. “For both data gathering opportunities, participants were asked to choose which of four provided spending categories they felt was the highest priority area for DDSD to spend the SSA grant money... In addition to these rankings, participants were asked to list reasons why they felt their chosen category was the most important for SSA fund investment.”

#### **Strategies and activities to engage staff**

Strategy 1: As mentioned earlier, administration at the elementary, middle and high school was directly consulted during the planning process. This was an in-depth meeting that occurred after receiving online and in-person feedback from all stakeholders, and before presenting a final plan for Board approval. In addition, generally speaking, efforts are made to engage staff on an ongoing basis. The impact and importance of the SSA initiative is one part of this engagement.

Strategy 2: This is the same as the strategy for focal student groups and their families.

Activity 1: This is the same as the activity for focal student groups and their families.

Activity 2: Staff were engaged via email, website, social media, and at various types of staff meetings. In addition, District leadership takes into account other types of staff feedback over the recent past such as the Oregon TELL survey.

## What we learned and how we applied this to inform planning

As discussed earlier, DDSD asked our community for feedback on strengths and areas for improvement over five priority areas as well as to rank the four SIA funding priorities. DDSD gleaned compelling input from survey respondents to inform planning. Input was used to create a strategic investment plan using SIA funds, complemented by District funds and grants, that DDSD anticipates will be the greatest return on investment for all stakeholders:

- Per MESD's Report, for Priority 1, Reducing Academic Disparities, "[Respondents] called for smaller class size or classroom aides, to allow teachers to give students more individual attention...smaller class size would lead to better academic outcomes, specifically in reading and math; stronger relationships and more emotional support; and no students falling through the cracks." In terms of cultural responsiveness, respondents suggested, among other things, training all staff on equitable practices and applying more effort to understand cultural groups.
- For Priority 2, Meeting students' behavioral and mental health needs, "Parents/guardians recommended adding staff dedicated to behavioral and mental health needs, especially counselors. They also mentioned a need for additional training for staff members to deal with a range of issues, including systemic racism and bullying....staff members mentioned the need for training..."
- For Priority 3, Providing equitable access to academics, "Staff members discussed class size as a barrier to creating courses that students connect with."
- For Priority 4, Staff Collaboration, which included the themes of time and training, "Respondents requested classroom observation," and "Classified staff members do not feel fully included, and certified staff members do not feel they have enough time to work with instructional aides."
- For Priority 5, Partnerships with Community Organizations, perception and responses were mixed, but one suggestion was to bring services in rather than make referrals.

The following highlights feedback on SIA funding priorities that DDSD honed in on for use in developing our SIA strategic investment plan:

- Class Size: "A theme in the parent / guardian comments was that smaller class size would provide more opportunities for individualized instruction for students."
- Health and Safety, two of the most common themes were social-emotional safety, including bullying and lack of relationships; and requests for more staff (this request came predominantly from staff members).
- Well-Rounded Education: "Specific academic areas in the comments included... PE, math/science, reading/writing [among others]."
- Instructional Time: One parent commented, "...I would like to see more free after-school and summer programs that can keep [my son] intellectually stimulated."

## Part Four: Data Analysis

### Data sources used to inform equity-based decision making

DDSD collaborated with partners MESD and the University of Portland/NWEA to have data specialists objectively analyze online and in-person survey data to ensure reliable, high quality, disaggregated, anonymous data that also met ODE guidelines. The University of Portland/NWEA report details that the surveys asked respondents to "...identify if they were a member of a historically underserved group, including navigating poverty/free and reduced lunch, emerging bilingual, migrant, someone with a disability or with a student with a disability, someone with mental health needs or with a student with mental health needs, homeless/housing insecure, involved with the foster care system, or a student identifying as LGBTQIA."

This data informs equity-based decision making by considering the unique perspectives of these focal populations. For example, the District can tailor the proposed instructional assistant training or counseling if a particular group is overrepresented when it comes to gaps in service.

## Part Five: SIA Plan

[See Budget and SIA Integrated Planning Tool \(Attachments 3 and 4\)](#)

The following three-year SIA Plan aligns with our District's Continuous Improvement Plan for 2019-22 which, among other things, identified racial inequities in the following areas:

- 4-Year Cohort Graduation with the American Indian/Alaska Native, Black/African American, and Multi-Racial student groups
- OSAS Achievement results with students with disabilities, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups
- Disproportionate discipline data and attendance data with our students of color

To address these inequities, DDSD formulated three goals, with input from a broad array of stakeholders: DDSD partnered with YouthTruth to gather disaggregated parent and student perception data. The questions focused on their experience in our schools and classrooms. DDSD also used the Teaching, Empowering, Leading and Learning (TELL) staff survey to gather perception data. District Office staff and principals held numerous parent/community forums where specific school climate questions were asked. This included culturally specific parent/community input forms.

The three goals that emerged from this process are:

1. Strong District and School Culture: David Douglas schools are great places to learn as measured by annual growth targets on the YouthTruth student survey.
2. Staff and Student Wellness: Students and staff will experience increased overall wellbeing in our schools as measured by YouthTruth Survey, Staff Health and Wellness Survey, and Tiered Fidelity Inventory.
3. Math Achievement and Growth: Each student group will show growth as measured by the Mathematics Academics Growth Details Report on the District Report Card.

After a thorough analysis of our students, staff, and family data, DDSD identified priority areas which funnel into its CIP goals. These are the district's commitments and priorities:

1. Ensure a strong culture of learning so that each student will graduate high school able to succeed in credit-bearing academic college courses and/or in workforce training programs
2. Ensure healthy practices for student wellness by implementing universal systems of positive behavior and social/emotional development.
3. Ensure culturally responsive schools, classrooms and teaching practices to create a safe and equitable learning environment for each student at each level within our PK-12 system.
4. Increase meaningful and productive discourse in each and every classroom with a focus on mathematics which is our biggest barrier to high school graduation.

DDSD's SIA Plan also aligns with general recommendations from the Quality Education Commission (RFP pgs. 71-76) to build coherence and maximize resource deployment, such as:

- Provide strong supports for children to arrive at school prepared, healthy and eager to learn (SIA Plan Strategies 1,2)
- Ensure that students with the highest needs have access to the best teachers (SIA Plan Strategies 1,2,4)
- Professionalize teaching by providing supports and incentives for learning and continuous improvement, increasing their role in decision making through communities of practice, and providing more non-classroom time to improve instruction (SIA Plan Strategy 2)
- Recruit and invest in the leadership development of teachers and staff so they can lead and develop strong systems of instruction (SIA Plan Strategy 2)

Specific Quality Education Model (QEM) practices and investments from the 1999 to 2018 QEM Reports with which DDSD's SIA Plan particularly aligns include:

- QEM 1999 Report (key elements and components of a quality education): Targeted reductions in class sizes, particularly in the early grades (SIA Plan Strategies 1,2); Provide more professional development for teachers (SIA Plan Strategy 2)

- QEM 2000 Report (builds on 1999 report): Focus resources on the early grades to build a solid foundation for later learning (SIA Plan Strategies 1,2); Focus on the social-emotional needs of students that research shows have long-term positive impacts on student outcomes (SIA Plan Strategies 2,3,4)
- QEM 2002 Report (indicators of quality and improving the equity of student outcomes): Provide wrap-around services at school sites (SIA Plan Strategies 3,4)
- QEM 2014 Report (focuses on resource allocation): Resources must be allocated to the uses where they have the most positive impact on student learning (SIA Plan--all strategies); more resources should be allocated to the early grades (SIA Plan Strategy 1)
- QEM 2018 Report (focuses on the structures and systems required for a sustainable school improvement model): Districts must pay attention to the equitable distribution of resources to individual schools. Schools, for their part, must assure that the high-needs students in their care get an education that is tailored to their specific needs. (SIA Plan--all strategies)

DDSD seeks to achieve the following realistic and measurable outcomes:

**Outcome 1 (Strategy 1):** Optimal class sizes for K-5 can be linked with a positive impact on student achievement and working and learning environments, as well as closing the achievement gap for disadvantaged students, as evidenced by: YouthTruth surveys for students and families, staff surveys such as Oregon TELL, and annual, disaggregated student achievement scores

**Outcome 2 (Strategy 1, 2):** Classrooms feature high quality Instructional Assistants who use skills such as diverse learning strategies, culturally responsive teaching practices, PBIS, restorative practices, and mindfulness, as well as more basic training on issues such as classroom management to ensure safety, as evidenced by District Walkthrough Tool and Human Resources retention data

**Outcome 3 (Strategy 3, 4):** Health and wellness, including physical, mental, behavioral, and social and emotional, is valued and seen as part of the District culture, as evidenced by YouthTruth surveys for students and families and Oregon TELL

**Outcome 4 (Strategy 4):** Students are able to choose from an array of engaging, student-centered activities that meet their academic and social emotional needs to stay on track to graduate as evidenced by YouthTruth surveys for students and families

Strategies and activities:

**Strategy 1:** Implement a comprehensive staffing formula that ensures optimal class sizes and staff configuration at the elementary level to assist with supervision, behavior and meeting students' academic and behavioral needs.

**Theory of Action:** IF WE dedicate resources to keep optimal class sizes for teachers, THEN students will receive more individualized attention and help, students and teachers will build meaningful relationships, AND students will increase their academic and behavioral success.

**Evidence-based rationale:** A significant amount of research points to the case for investing in small class sizes in the early grades, as ODE clearly indicates on page 10 of the RFP. For example, researchers estimated the effect of class size in early elementary on post-secondary attainment and found, "... Enrollment effects are largest among black students, students from low-income families, and students from high-poverty schools, which indicates that class-size reductions during early childhood can help to close income and racial gaps in postsecondary attainment. Assignment to a small class also increases students' probability of completing a degree by 1.6 percentage points, with the effects concentrated in high-earning fields such as STEM, business, and economics." ([Dynarski et al 2013](#)).

"Reducing class size is among an even smaller number of education reforms that have been shown to narrow the achievement gap. Its benefits are particularly pronounced for lower-income students and children of color, who experience two to three times the gains from smaller classes. Smaller classes have also been found to have a positive impact on school climate, student socio-emotional growth, safety and suspension rates, parent engagement, and teacher attrition, especially in schools with large numbers of disadvantaged children." ([Class Size Reduction Research](#))

**Activities and Focused Use of Funds:**

- 1.1: Add IA support to assist in K-5 class size balancing (8.25 FTE)
- 1.2: Add one, seven-hour IA for each elementary SLP classroom and increase current IAs from six hours to seven hours (6.0 FTE)
- 1.3: Reinvest in 18 FTE elementary teachers
- 1.4: Reinvest in 21.75 FTE Kindergarten IAs

**Timeline and Staff Responsible:** Human Resources will hire IAs by August 2020.

**Strategy 2:** Instructional Assistants participate in high quality professional learning, tailored to their needs, to develop and implement diverse learning strategies, culturally responsive learning practices, social emotional learning, restorative practices, and other tools to ensure student academic success as well as safety and positive mental health/behavior through a structured training program

**Theory of Action:** IF WE invest in educators who understand and promote diverse learning, culturally responsive learning, social emotional learning and restorative practices, THEN DDSD will develop and retain a high quality pool of Instructional Assistants AND students will increase academic success as well as safety and positive mental/behavioral health.

**Evidence-based rationale:** DDSD will build on its strong foundation of school professionals, e.g. counselors, social workers, behavior specialists, as well as contracted professionals, e.g.

restorative practices trainers, mindfulness trainers, to build a comprehensive school behavioral and mental health system ([National Center for School Mental Health and MHTTC Network Coordinating Office](#)). Per ODE and OHA's "Centering Mental and Behavioral Health," January 2020, this system provides, "a full array of culturally responsive supports and services that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness..."

**Activities and Focused Use of Funds:**

- 2.1: Add an Instructional Assistant training program.

**Timeline and Staff Responsible:** DDSD leadership with input from key staff, e.g. Director of Student Services, Director of Education, Director of ESL and Equity, Assistant Superintendent, etc. will develop and implement phased training starting August 2020.

**Strategy 3:** Reinvest in high quality specialized staff such as counselors at the elementary, middle and high school levels, including during the summer.

**Theory of Action:** IF WE dedicate resources to specialized support, THEN DDSD will continue to have the capacity to further build on our foundation of multi-tiered support systems AND DDSD will be able to ensure student health and safety and positive mental/behavioral health.

**Evidence-based rationale:** See Strategy 2

**Activities and Focused Use of Funds:**

- 3.1: Reinvest in 9.0 FTE elementary counselors, one for each elementary school
- 3.2: Reinvest in 3.0 FTE counselors, one for each middle school
- 3.3: Reinvest in 2.0 FTE counselors at the high school
- 3.4: Reinvest in 0.5 FTE counselors at the high school's alternative campus
- 3.5: Reinvest in summer school counseling hours

**Timeline and Staff Responsible:** DDSD leadership with input from key staff, e.g. Director of Student Services, Assistant Superintendent, etc. beginning FY20-21

**Strategy 4:** Reinvest in programs and staff promoting a well-rounded education and instructional time such as the after school SUN program at all grade levels, High School Summer School, Community Sports (elementary), Community Recreation, PE teachers (elementary) and Health teachers (middle school).

**Theory of Action:** IF WE dedicate resources to offer an array of engaging, student-centered activities to our diverse student body that meets their academic and social needs, THEN they will improve attendance and stay on track to graduate.

**Evidence-based rationale:** Durlak, J.A., Weissberg, R.P., Dymnicki, A.B. Taylor, R.D. & Schellinger, K.B. 2011). [The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions](#), *Child development*, 82(1), 405-432.

**Activities and Focused Use of Funds:**

- 4.1: Reinvest in Community Sports (elementary)
- 4.2: Reinvest in Community Recreation
- 4.3: Reinvest in 10.39 FTE PE Teachers (elementary)
- 4.4: Reinvest in 7.33 FTE Health Teachers (middle school)
- 4.5: Reinvest in SUN at the elementary level
- 4.6: Reinvest in SUN at the middle school level
- 4.7: Reinvest in SUN at the high school level
- 4.8: Reinvest in High School summer school

**Timeline and Staff Responsible:** DDSD leadership with input from key staff, e.g. Director of Student Services, Director of Education, Assistant Superintendent, etc. beginning FY20-21

**Strategy 5/Activity 5.1:** This is our allocation to Arthur Academy, our charter school; the draft agreement is attached.

To supplement SIA funds, DDSD will use General Funds and other funds such as: Meyer Memorial Trust, DOE School Climate Transformation Grant, OEA Choice Trust, Kaiser Permanente/OEBB, multiple Title grants, IDEA, 21st Century Community Learning Center, Measure 98/High School Success, federal Perkins, ODE's CTE Pathways, and others:

To increase academic achievement and reduce disparities, maintain small group support for academic interventions. To ensure overall student wellbeing, including mental and behavioral health, maintain:

- Mental health support (Trillium Family Services and Multnomah County)
- Full Time Elementary Student Behavior Specialists
- Elementary Health Assistants
- Significant number of professional development training hours and capacity building through a five-year DOE School Climate Transformation Grant (restorative practices and mindfulness strategies for students and staff)
- Social Emotional Learning Curriculum and Professional Learning
- Positive Behavior Interventions and Supports (PBIS)
- Supports for Students in Foster Care and those experiencing homelessness
- School Based Health Center at High School (Multnomah County)
- District wellness focus through OEA Choice Trust and Kaiser Permanente/OEBB grants supporting the development and implementation of healthy practices in all buildings

In addition, DDSD will maintain current service levels for the SIA areas of Well-Rounded Education and Instructional Time

**Well-Rounded Education:**

- Full time music specialists K-12
- Band/Orchestra/Choir program starting at 5th grade
- Family and Community Partnerships Specialist
- District Community Bilingual Liaisons
- K-8 Library Media Assistants supported by Certified Librarians
- Robust electives at high school (featuring art and 11 CTE Programs of Study that use industry standard facilities that partner with post-secondary and industry)

**Instructional Time (including for teacher professional development)**

- Add racial equity training for both licensed and classified staff, including through a two-year grant in partnership with Meyer Memorial Trust
- Maintain:
  - Instructional Coaches
  - Mentors for beginning teachers
  - Instructional Minutes (which exceed state minimum requirements)

**Model for continuous evaluation:**

There are several components to DDSD's process for monitoring continuous evaluation and improvement, including:

- A report from the Superintendent at every Board meeting, which frequently includes an update on progress toward District goals. Notes from these meetings are made public. DDSD's Superintendent also schedules individual meetings with School Board members and principals to discuss district-level and school-level goals.
- Bi-weekly cabinet administrator meetings to review District and school goals, Key Performance Indicators (KPI) data, current and historical outcomes for all students and for subgroups of students, celebrations and barriers.
- Monthly District administrator meetings with a focus on continuous improvement processes and feedforward and feedback loops.
- Monthly updated data reports are created and shared with administrators; administrators share data with their school staff.
- Monthly District Curriculum Team meetings regularly review the following data sources: District systems, program evaluation, student outcomes, and stakeholder perception.
- Ongoing support provided by cabinet administration and District Curriculum Team members to building level teams for design, implementation and evaluation of school improvement plans.

- Administrators and teachers engage in ongoing improvement cycles through the PLT process.
- Communication with the broader community via newsletters, website, and Your Voice Matters listening sessions which include targeted efforts to reach historically underserved students and family groups.

DDSD strategically uses high-quality data to set goals, make ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs. This is done within the context of aligning the use of data to the District's CIP, buildings' School Improvement Plans (SIPs), overall district mission targets, and the English Language Development plan. The primary objective of the District's program evaluation and review process is to determine annually whether students are ultimately making adequate progress toward our academic and program instructional goals as outlined in these plans and protocols. Through this process, if it is determined that students are not making expected growth and/or adequate progress, factors are identified that cause and inhibit student achievement, and steps are outlined to overcome and monitor those causes and factors. This occurs through Multi-Tiered Systems of Support (MTSS) processes.

At the elementary level, all schools have three dedicated coaches to support language acquisition, core instruction and student behavior for all teachers, and each of these roles includes analyzing data and supporting teachers in best practice strategies. In addition, district-level Teachers on Special Assignment (TOSAs) specialize in different content areas and coach and support all levels of teachers in their implementation of best practice strategies. Administrators meet monthly to observe and review instructional leadership practices with the District's Director of Education. Administrators also meet regularly throughout the year to observe classroom instruction, calibrate observation strategies, and brainstorm strategies for providing actionable feedback.

DDSD also takes specific steps to engage parents, caregivers, staff, communities, stakeholders and partners regarding continuous improvement efforts. Leadership and staff are committed to improving and expanding the communication and engagement of all stakeholders and community members, especially its families. DDSD and its schools track and monitor student participation in school activities, events and programs in order to make data-driven recommendations to students and families about which activities may benefit them, as well as identify strengths and areas for improvement at the building level, specifically, through the building's school improvement plan. This process includes disaggregated data of various student groups to ensure programming that has equitable access, is culturally responsive, and otherwise meets student and family needs.

DDSD's Title I Parent Family Involvement Coordinator and Family and Community Partnership Coordinator assist schools with family activities, connect students and families with community partners, and work to continually improve and increase community partnerships with the District and its schools. Since the spring of 2017, DDSD has provided community listening campaigns, Your Voice Matters (YVM), bringing input directly to DDSD leadership. Culturally

specific YVM listening sessions for second language families (Spanish, Somali, Chinese, Vietnamese, Burmese, Nepali and Karen) are also held during each phase of the YVM series.

Every school and department has, and strives to increase, the number of building bilingual employees that work closely with all staff to ensure that pertinent information is being communicated to families in their native language when feasible, and to build connections and relationships with family in an effort to engage them as part of the continuous improvement process.

A monthly School Board Racial Equity Committee was recently formed to discuss the very timely issues in our schools and community related to racial equity. This group is composed of school staff and administrators, community members, parents and students. Another recent development (fall 2018) is that parents and students of all schools are now invited to complete an annual YouthTruth survey, translated into several different languages. Those results are posted on the district's website and are used to inform decisions about school systems and programming.

## **Support for Tiered Planning**

[See attached draft Longitudinal Performance Growth Targets \(Attachment 5\)](#)

## **Priorities for the next three years**

Beginning in the first year, DDSD expects to invest in all activities as described. If the District faces challenges in being able to invest in all areas due to budget cuts, declining enrollment, declining poverty rates, etc. it will prioritize activities as follows:

HIGH Priority:

- 1.1: Add IA support to assist in K-5 class size balancing (8.25 FTE)
- 1.2: Add one, seven-hour IA for each elementary SLP classroom and increase current IAs from six hours to seven hours (6.0 FTE)
- 1.3: Reinvest in 18 FTE elementary teachers
- 1.4: Reinvest in 21.75 FTE Kindergarten IAs
- 2.1: Add an Instructional Assistant training program.
- 3.1: Reinvest in 9.0 FTE elementary counselors, one for each elementary school
- 3.2: Reinvest in 3.0 FTE counselors, one for each middle school
- 3.3: Reinvest in 2.0 FTE counselors at the high school
- 3.4: Reinvest in 0.5 FTE counselors at the high school's alternative campus
- 3.5: Reinvest in summer school counseling hours
- 4.3: Reinvest in 10.39 FTE PE Teachers (elementary)
- 4.4: Reinvest in 7.33 FTE Health Teachers (middle school)

- 5.1: Charter school allocation

Rationale: These activities are ranked as high priority based on their close alignment with community feedback and intent of SIA funds. For the IA training, training staff would be easier to implement, afford over the long term, and scale if costs were a concern.

MID Priority:

- 4.1: Reinvest in Community Sports (elementary)
- 4.2: Reinvest in Community Recreation
- 4.5: Reinvest in SUN at the elementary level
- 4.6: Reinvest in SUN at the middle school level
- 4.7: Reinvest in SUN at the high school level
- 4.8: Reinvest in High School summer school

Rationale: These activities are ranked as mid priority based on their alignment with community feedback. They are also potentially easier to fund through non-SIA funds, e.g. new grants from local foundations with a focus on partnerships between school and community-based organizations.

## **Equity Lens**

See [ODE's Equity Lens \(Attachment 6\)](#)

DDSD is dedicating resources to: reduced class sizes, aligning with research as indicated earlier that links this strategy with positive academic effects for students of color and those navigating poverty; specialized staff such as counselors to support mental and behavioral health aligning with research indicated earlier that links educational equity with health equity, especially for historically underserved students; after school, summer school and other programming to build social emotional competencies to connect students to school and improve academic performance, behavior and health, especially for historically underserved students.

The potential impact of DDSD's strategic investment is ultimately an increased graduation rate for all groups, reduced academic disparities among historically underserved groups, and a positive perception of school culture.

Ongoing monitoring for continuous improvement, described earlier, will ensure that DDSD has considered how investments will impact identified target groups so that decisions do not ignore or worsen existing disparities or produce other unintended consequences. This monitoring includes collecting data on race, ethnicity, native language, etc. Commitment to professional learning for equity is demonstrated by the investment in professional learning for Instructional Assistants to recruit and retain a high quality staff trained in, among other things, culturally responsive practices.

Potential barriers to equitable outcomes include the strong possibility that student enrollment as well as the number of students navigating poverty will continue to decline, thus affecting the current financial structure.

## **Part Six: Use of Funds**

**DDSD's SIA Plan is designed to fund the following allowable use categories:**

1. Evidence-based strategies for reducing class size and caseloads
2. Addressing students' physical, mental, behavioral, social and emotional health and safety needs
3. Continuing the availability of, and student participation in, well-rounded learning experiences

**The following allowable uses are designated to meet students' mental and behavioral needs:**

All of the above, with particular emphasis on number 2.

**DDSD will use SIA funds will meet students' mental and behavioral health needs, as well as increase academic achievement and reduce academic disparities for the focal student groups called out in the law by:**

- Providing a comprehensive training program for Instructional Assistants that will support David Douglas's diverse student body. The training program is centered on diverse learning strategies for all kinds of learners, culturally responsive practices, mindfulness, social emotional learning, PBIS, restorative practices, and more.
- Reinvesting in class sizes and adding Instructional Assistants is particularly beneficial for students of color, those who are economically disadvantaged and those with disabilities
- Dedicating resources to a well-rounded education and instructional time is particularly beneficial for students needing support building social emotional competencies to stay connected to school, especially for historically underserved students.

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

The potential impact for all students and the focal student groups can best be articulated by summarizing and expanding a bit upon the SIA Plan's outcomes:

- Increased student achievement and improved working and learning environments;
- Closing the achievement gap for disadvantaged students;

- Training and retaining high quality Instructional Assistants who are empowered to teach and lead with a myriad of skills that lead to student’s success academically, as well as in terms of mental and behavioral health;
- Health and wellness, in all its various and interwoven forms, is valued and seen as part of the District culture;
- Educators are empowered to manage their classrooms to improve safety, optimize learning, and lead from a space of cultural and mental/behavioral knowledge so that all students, including those of color and with disabilities, can thrive;
- Students have many choices when it comes to electives and out of school time to meet their cultural, academic and social emotional needs.

As mentioned in Part V, in the context of the Equity Lens, DDS is making targeted investments that are evidence-based and link educational and health equity.

### **Barriers, risks or choices that could impact progress toward longitudinal growth targets**

Potential barriers to more equitable outcomes include the strong possibility that student enrollment as well as the number of students navigating poverty will continue to decline, thus affecting the current financial structure.

### **Parts of the Longitudinal Growth Targets in which DDS is confident**

DDS is confident in the process we used to develop our longitudinal performance growth targets for each of the common metrics, starting with the historical data provided by ODE staff, and then using the Technical Guidance outlined in Section 4 of the SIA Guidance document. The NWESD provided technical assistance as well. DDS’s Director of Technology and Assessment took the lead on this process, as outlined below:

1. We set a starting point by looking at the 3-year or 5-year average for the desired student group
  - a. If the 5-year average percentage was lower than the last year percentage, then I used the 3-year average as the starting point
  - b. If the 3-year average percentage was lower than the last year percentage, then I used last year as the starting point
2. We then set the 2023-24 Target by looking at ODE “Percentiles of District Achievement” and setting the target at the 50th or 75th percentile. I made this decision by looking at what I feel is obtainable.
3. We then calculated the trend
  - a. This methodology was outlined by NWESD.
4. We used the ODE supplied “Growth Achieved by Top 10% of Districts” to make sure my trend wasn't higher. If so, I adjusted our trend
5. We then used the trend to calculate years 2019-20 through 2022-23

## **Parts of the Longitudinal Growth Targets in which DDS is less sure**

At the time of writing this response, DDS has not had time to review our targets with the Oregon Department of Education, our staff, the school board, and our stakeholders. We look forward to having these conversations and making adjustments where needed.

### **Part Seven: Evidence of Board Approval**

DDS's Board meeting minutes, showing approval of the SIA Plan during its meeting on February 27, 2020, as well as the SIA Plan, Budget Template and Integrated Planning Tool, can be found on DDS's website: <https://www.ddouglas.k12.or.us/>

### **Part Eight: Public Charter Schools**

[See draft charter school SIA Plan agreement \(Attachment 7\)](#)

DDS sponsors a public charter school, Arthur Academy, who was invited to participate in the planning and development of the SIA Plan. This is the process DDS took to collaborate with Arthur Academy in community engagement efforts:

DDS's Director of Curriculum met with Arthur Academy Charter School's Executive Director and school team several times during the development of this SIP plan. Arthur Academy's Executive Director also participated in a Your Voice Matters listening session, one of the primary ways DDS collected feedback from stakeholders. Arthur Academy submitted their detailed plan to DDS (see attached) and the two entities will enter into an agreement with one another.

### **Assurances**

DDS 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 (Not required for eligible charter schools).
- Agreement to provide requested reports and information to the Oregon Department of Education.