

Perrydale School District #21 Student Investment Account Application

PART ONE: General Information

Applicant

School District: Perrydale School District #21
Institution ID: 2184
Webpage: www.perrydaleschool.com

PART TWO: Narrative

Plan Summary

Perrydale School District's Student Investment Account (SIA) funding prioritizes meeting student's mental and behavioral health needs and reducing disparities and increasing academic achievement. It is a response to multiple engagement activities during which a variety of community stakeholders were invited to share their vision for school improvement at Perrydale.

District demographics:

- 318 Enrollment
- 93% Caucasian
- 3% Latino
- 4% Other underserved ethnicities
- 13.2% Students with disabilities
- 31% Free & Reduced

The plan includes:

- Reduced class sizes at all grade levels
- Increased collaboration time for staff
- Increased professional development for licensed and classified staff
- Expanded capacity for equity and culturally responsive practices
- Expanded access to responsive ELA curriculum
- Increased ELA intervention for K-8 students
- Expanded small group math instructional time
- Increased math intervention for K-8 students
- Developing additional work space for small group instruction

PART THREE: Community Engagement and Input

Overview of Community Engagement

Community engagement included a wide range of opportunities for stakeholders to share their input with our team. Those opportunities included:

- an online survey that was made available to families, students, and staff

- empathy interviews with ELL students
- emailed surveys with the parents of students receiving special education services
- empathy interviews with HS students with disabilities
- empathy interviews with high school, middle school, and elementary students
- reports during board meetings
- open forums for staff input and participation in the planning process
- staff listening sessions

Perrydale's surveys and other engagement activities were focused on providing equitable access to educational success of all students by reducing class size, addressing students' physical and mental health and safety needs, increasing instructional time, and expanding students' access to well-rounded learning experiences. Following each engagement opportunity, we reviewed the participation from focal group members and followed up with groups and individuals that were underrepresented in the dialogue. During all meetings, we documented the conversations so as to provide data to guide us during implementation.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

Perrydale School District has completed the community engagement efforts and data collection process. We had low numbers of respondents to our community survey even though we had an effort to get the information out to the public via social media and posts on the school website. The district could have sent email reminders and used the school all call/texting system. Extending the time the survey is open could potentially provide opportunities for more respondents. Email surveys that were sent to the parents of special needs students also had a low number of respondents. Ideas for increased engagement include phone interviews, face-to-face empathy interviews, and small focus groups. Student and staff participation was at a very high level. The engagement with both of these groups were meaningful and beneficial in developing the district's plan. Students at the high school level provided feedback via the community survey and from empathy interviews for select subgroups of student populations. The middle school students participated in the surveys but not the empathy interviews. Including the middle school students in the empathy interviews could give a further perspective from the student's lens.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)

Perrydale School District will strive to improve our engagement with our certified and classified staff unions, the Perrydale Parent Club (PPC), Polk County Service Integration Team (SIT), and other community based organizations through invitations to open forums, attending their regular meetings to seek input, and other activities designed to gather information from these important stakeholders.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

The rural nature of our school results in a large number of our families having no internet access to complete the community survey at home. We can address that issue by facilitating a community roundtable discussion and increasing the opportunity for all stakeholders to participate either through written responses or completing the online survey using our computer lab and/or chromebooks at the school. We can further use what we have learned from this experience to broaden the way we involve our stakeholders from the onset of the data collection process.

Who was engaged?

- Students of color
- Students with disabilities
- Students who are bilingual
- Hispanic students and families
- Native American students and families
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff
- Classified staff
- School volunteers

How did you engage your community?

- Survey(s) or other engagement applications
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting

Evidence of Engagement

Upload your top five artifacts of engagement.

- [Online Community Survey](#)
- [SpEd Parent Survey](#)
- Empathy Interview Notes
- Spanish language interview
- Written Staff Supplemental Survey

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

The community survey was the engagement tool that was most engaging to all of our stakeholders. This tool provided the best evidence of reaching out to the community and receiving their feedback. Students, families, and community were all respondents to the survey. Empathy interview notes provided information from each of the subgroup populations at our school. These interviews allowed the district to get specific information from the focal groups at the school rather than having data that is anonymously provided via a survey. A large focal group at Perrydale is the students with special needs. An email survey was sent to the families of students in this focal group to provide feedback to the school. The Spanish language interview data provides evidence directly from an student focal group Perrydale School District desires to have improved engagement with. The data provides evidence of this engagement with families that have students in the ELL program. The staff supplemental survey provided an opportunity for staff to share out their thoughts on how to improve Perrydale School District. This input is valuable because it directly affects all populations at the school.

• Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

A Community Survey of 15 questions was constructed by staff and administration to engage a wide variety of stakeholders through a district wide email, district social media outlets and the district website. The questions were constructed to gather information about the importance of spending resources, long term investment of core educational growth, and the reduction of class sizes. The Community Survey was used to engage our students of color and their families, our students with disabilities and their families, our students navigating poverty, homelessness, & foster care and their families, as well as tribal members and their families.

Empathy Interviews were conducted via face to face and or phone conversations, targeting each of the subgroup populations at our school using questions geared toward the needs of those populations. The Empathy Interviews were used to engage our students of color and their families, our students with disabilities and their families, our students who are bilingual and their families, our students navigating poverty, homelessness, & foster care and their families, as well as tribal members and their families.

The Parent Survey is a 3 question survey constructed by staff and administration to engage families who receive Special Education Services. The survey was sent via email by our Special Education Director, the responses remain anonymous. The Parent Survey was used to engage our students with disabilities and their families.

The Bilingual Empathy Interviews is a 3 question survey constructed by staff and administration to engage families who receive ELL services, conducted in Spanish by our ELL Coordinator.

The Bilingual Empathy Interview was used to engage our students who are bilingual and their families.

The above stated strategies were chosen as the most effective ways to reach and receive feedback, using accessible platforms, while empowering the voices of all stakeholders.

- **Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)**

The Perrydale staff was engaged in the following ways:

- Open forum at staff meetings.
- Online Survey
- Written Supplemental Survey

These activities were selected to provide multiple forums and opportunities for staff to share their input regarding the needs of our students. Utilizing various formats allowed staff to offer their input both openly and anonymously in order to gather responses from as many members of our staff as possible.

During staff meetings, staff were given the opportunity to discuss equitable practices and the needs of our district using individual reflection, a small group format, and a large group setting involving the entire staff. Staff members were given time to reflect individually before sharing their thoughts in small groups. Groups were able to identify common themes that emerged from individual responses, and those themes were then discussed as an entire staff. This method was used because it provided an opportunity for collaboration and multiple perspectives on how our district can improve equitable practices and student success.

Our online survey was sent to staff members via the district email system, social media, and a link posted to the district website. Staff responses were collected along with students and community member responses. The online survey was selected because it provided an opportunity to gather information quickly and anonymously and was able to target the focus areas of improvement identified by the SSA.

The written supplemental survey for staff members was used in order to specifically address the professional development needs of our staff, an area of concern that emerged from both our staff meeting forums and our community engagement survey.

- **Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)**

The data was very clear from the community and staff that there is a need for additional instructional help at the elementary level. Even our high school and middle school students discussed this as a priority for our school district and wanted additional help at the elementary school. Due to the responses we received, this was an easy choice for the team to determine that two more instructional aides (IA) would be needed to ensure there was one IA at each grade

level. The second theme that was a high priority for community and staff was improved Math and English Language Arts performance by our students. This included discussion about outdated ELA curriculum K-5 and teachers needed to piece together curriculum to meet the current standards. Math instruction needs improvement at the district to make sure our students from subgroup populations are performing at the same level as the level. Staff have discussed with administration and now through the survey of the need to have a math specialist at our elementary school. This input helped drive the decision for a specialist to help our elementary teachers through instructional leadership and being able to work with targeted students for needed interventions. A third theme that was unanimous among the stakeholders was the need to cultivate a more effective social and emotional (SEL) learning environment at the school. Parents expressed this need via the community survey. Students expressed the need for SEL via empathy interviews and through the survey. Staff expressed the need for improved SEL through open forum discussions at staff meetings and through a staff survey. Data was also looked at for student mental health appointment/check ins and referrals to the counselor and increased referrals for student discipline. The staff discussed how increasing SEL for our students could help reduce the behaviors at the school and be a support for the mental health needs at the school.

PART FOUR: Data Analysis

Data Sources

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

(150 words or less)

We reviewed our three year data on SBAC proficiency for Mathematics and ELA growth within our student population and identified a serious growth disparity in math and another disparity in ELA achievement between our general student population and focused groups. Our investment plan includes strategies that will promote increased equity by providing intervention measures such as instructional aides, responsive tiered curriculum, and promoting emotional health for our students in order to lay a foundation for success. The district CIP was analyzed by the SIA committee to review the district needs that were prevalent from the previous work of stakeholders. The CIP provided further support to the areas of need the SIA team had determined was necessary to address for school improvement.

PART FIVE: SIA Plan

Outcomes:

1. Close the Math growth gap between general student population (Level 5) and students with disabilities (Level 1) and students with low socio-economic status (Level 3) as measured quarterly through easyCBM and annually through the SBAC Math testing platforms.

2. Increase growth level in Reading for K-8 students as measured quarterly through easyCBM and annually through the SBAC ELA testing platforms.
3. Improve the social emotional health of our students.

Strategies & Activities:

Strategy 1:	Utilize a math instructional specialist.
Addresses Outcomes:	Outcome 1: Close the Math growth gap between general student population (Level 5) and students with disabilities (Level 1) and students with low socio-economic status (Level 3) as measured quarterly through easyCBM and annually through the SBAC Math testing platforms.
Investment Activities:	<ul style="list-style-type: none"> ● Hire a math instructional specialist. ● Adopt and purchase a math intervention program.
Community Feedback:	Parents and board members have expressed concern that we have fallen behind in math achievement and growth. Feedback from the parents of SpEd students via interviews and surveys indicate that closing the growth gap is an area of high priority in our community.
PSD Data:	The Mathematics Growth indicator for PSD rates our overall district math growth at Level 5, the highest possible rating. Economically Disadvantaged students are rated Level 3, and Students w/ Disabilities are rated as Level 1.
Educational Research:	Research by Bottge (2001), indicates that students with disabilities and low performing students can learn to solve complex problems through methods such as enhanced anchored instruction (EAI) when text-based instruction fails. A math instructional specialist is trained in these and similar intervention tactics and can utilize them to address our growth gap.
Equity Lens:	There is a clear growth disparity in math between two student focus groups and our general student population. These investment activities are designed to specifically address a clear inequity in student achievement.

Strategy 2:	Ensure ELA curriculum improves reading levels for all focal groups.
Addresses Outcomes:	Outcome 2: Increase growth level in Reading for K-8 students as measured quarterly through easyCBM, bi-annually through BAS and annually through the SBAC ELA testing platforms.
Investment Activities:	<ul style="list-style-type: none"> • Adopt and purchase new K-5 ELA curriculum, which aligns with our current intervention program.
Community Feedback:	The community was in favor of improving student academics schoolwide. Staff also determined the need for the district to improve reading K-5 to increase student’s academic success in all grades K-12.
PSD Data:	Students meeting 3rd Grade expectations on the SBAC for ELA was 35% that was a decrease of 9% from the previous year and 12% below the state average.
Educational Research:	Early Warning! Why Reading by the End of Third Grade Matters, (2010). Reading proficiently by the end of third grade can be a make-or-break benchmark in a child’s educational development (p.9)
Equity Lens:	All students are represented equally in this strategy. We need to increase student performance 3-8 in reading on the SBAC. All student groups are performing at a similar level but are below the state goals for ELA performance.

Strategy 3:	Support professional development opportunities for staff that specifically address SEL strategies.
--------------------	---

Addresses Outcomes:	Outcome 3: Improve the social emotional health of our students.
Investment Activities:	<ul style="list-style-type: none"> • Invest in additional SEL/RULER training opportunities.
Community Feedback:	Teachers have indicated in our online survey and staff meeting round tables that they are committed to SEL and supporting our students. However they express concern that, since SEL has emerged subsequent to their completion of their teacher education program, that they have not had formal training in the areas of SEL and effective SEL pedagogy.
PSD Data:	The number of referrals for mental health counseling and disciplinary action, especially in our early elementary grade levels, has steadily increased and our current mental health counselor has a full slate of students that she works with in one-on-one and small group settings to address a number of underlying issues. Testing results and other measures indicate that those underlying issues are having an adverse effect on student achievement and emotional health.
Educational Research:	Implementation quality of SEL interventions is dependent on the value the leadership team places on professional development, training and ongoing support (Wanless et al., 2015). Redding and Walberg (2015) emphasized that successful SEL implementation depends on effective initial staff training and ongoing coaching and support.
Equity Lens:	Our teachers are well-equipped to serve the majority of our student population and do so with enthusiasm. Investing in SEL training will equip our teachers with the necessary skills to serve subgroups that to this point have not been addressed as effectively as their peers, as teachers have not had the training necessary to address the rise in social and emotional needs of today's students.
Strategy 4:	Implement effective strategies for SEL

Addresses Outcomes:	Outcome 3: Improve the social emotional health of our students.
Investment Activities:	<ul style="list-style-type: none"> ● Create and implement a Reset Room.
Community Feedback:	<p>The results of our online survey and empathy interviews indicate strong support for addressing the social and emotional health of the students at PSD. Two respondents to our community survey summarized the overall attitude towards SEL when they wrote:</p> <p>“Mental health is very important and should be available to all. Healthy relationships should be taught to all. Student safety without a stigma attached that they are seeking help should be a priority. If a student is seeking medical, psychological, birth control, drug or alcohol, addiction services for them or a family member it should be available to them at any time through a service most parents can’t provide. Let our schools be that shelter that they seek assistance.”</p> <p>“Over all more mental health awareness and support in the school.”</p>
PSD Data:	<p>The number of referrals for mental health counseling and disciplinary action, especially in our early elementary grade levels, has steadily increased and our current mental health counselor has a full slate of students that she works with in one-on-one and small group settings to address a number of underlying issues. Testing results and other measures indicate that those underlying issues are having an adverse effect on student achievement and emotional health.</p>
Educational Research:	<p>Studies have proven that emotional intelligence developed through SEL strategies have correlated with an increase in the following performance indicators for students: Good Health, Life Satisfaction, Relationship Quality, Personal Achievement, and Self-Efficacy. Schools may improve student, teacher, and school climate when they implement strategies for teaching, practicing and measuring social-emotional skills (Durlak et al., 2011, Dymnicki et al., 2013, Jones et al., 2013, Weissberg and Cascarino, 2013).</p>

Equity Lens:	<p>Many of our students who receive special education services access the resource room as a place to refocus or reset. Several districts have implemented a reset room that is available to all students. They have shared data and have discovered that, when available, the majority of the students who access the reset room are those who do not receive additional services but struggle with self-regulation. It has also provided all students with an opportunity to learn skills to manage their emotions and decrease their desire to leave the classroom when frustrated. A reset room would allow those who have lagging skills in social emotional skills the opportunity to process (reset) with an adult. This would increase their skill level in this area, decrease disruptions to the whole class, and increase opportunity for instruction.</p>
---------------------	---

Strategy 5:	Utilize and increase Instructional Assistants.
Addresses Outcomes:	<p>Outcome 1: Close the Math growth gap between general student population (Level 5) and students with disabilities (Level 1) and students with low socio-economic status (Level 3) as measured quarterly through easyCBM and annually through the SBAC Math testing platforms.</p>
Investment Activities:	<ul style="list-style-type: none"> ● Hire two additional Instructional Assistants at the elementary school. ● Provide increased training for existing and additional Instructional Assistants.
Community Feedback:	<p>Our community survey indicates strong support for investing our SSA funds to hire more instructional aides to decrease our student:staff ratio in order to provide smaller group sizes, focused instruction to address multiple cognitive levels, and more personalized attention for each of our students. Staff surveys also indicate a need for more instructional aides to support tiered classroom instruction, including intervention strategies in the areas of math and reading.</p>
PSD Data:	<p>The current student:staff ratio at PSD 23:1 in classes that do not have an instructional aide. When instructional aides are present the ratio drops to 12:1, though aides are typically present for only half a day. Instructional aides are</p>

	currently concentrated in the elementary level with middle and high school classrooms receiving little to no instructional aide time.
Educational Research:	Using a technique called meta-analysis to combine statistically the findings of 77 studies (representing data on nearly 900,000 students), Glass and Smith (1979) concluded: “A clear and strong relationship between class size and achievement has emerged ... There is little doubt that ... more is learned in smaller classes. Class size affects the quality of the classroom environment. In a smaller class, there are more opportunities to adapt learning programs to the needs of the individual. Chances are good that the climate is friendlier and more conducive to learning. Students are more directly and personally involved in learning ... class size affects pupils' attitudes ... In smaller classes, pupils have more interest in learning ... there seems to be less apathy, friction, and frustration.”
Equity Lens:	Increasing the number of instructional aides will allow our staff to focus instruction to students who require additional supports to achieve the same growth levels as their peers. Larger student:staff ratios limit the ability of teachers to provide equitable instruction to every student, including our targeted subgroups.

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Priority Level YEAR 1
1	Hire a math instructional specialist.	S1	X	X	X	\$115,000	\$332,500	HIGH
2	Adopt and purchase a math intervention program	S1	X	X	X	\$10,000	\$30,000	HIGH

3	Adopt and purchase new K-5 ELA curriculum, which aligns with our current intervention program.	S2	X			\$60,000	\$60,000	HIGH
4	Hire two additional Instructional Assistants at the elementary school.	S5	X	X	X	\$97,000	\$305,500	HIGH
5	Create and Implement a Reset Room	S4	X			\$7,000	\$7,000	HIGH
6	SEL/RULER Training	S3	x	x	x	\$10,000	\$30,000	HIGH
7	Instructional Staff Training	S5	x	x	x	\$6,000	\$18,000	HIGH
8	Total Cost					\$305,000	\$783,000	HIGH

Draft Longitudinal performance Growth Targets

Longitudinal performance growth targets will be created for the following areas:

- 4 Year Adjusted Cohort Graduation Rate
- Five Year Adjusted Cohort Completer Rate
- Third Grade Reading Assessment
- Ninth Grade On Track Rate
- Regular Attenders

4 Year Adjusted	2018-19 Baseline	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-2024 Goal	2024-2025 Goal
-----------------	------------------	--------------	--------------	--------------	----------------	----------------

Cohort Graduation Rate						
Base Goal	86	86	90	90	90	90
Stretch Goal	96	96	96	96	96	96
Focal Goal	94	94	95	95	96	96

Five Year Adjusted Cohort Completer Rate	2018-19 Baseline	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-2024 Goal	2024-2025 Goal
Base Goal	96%	96	96	96	96	96
Stretch Goal	96	96	96	96	96	96
Focal Goal	94	94	95	95	96	96

Third Grade Reading Assessment	2018-19 Baseline	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-2024 Goal	2024-2025 Goal
Base Goal	36%	36	36	36	36	36
Stretch Goal	36%	38	40	42	44	46

Focal Goal*	22%	22%	23%	24%	25%	26%
-------------	-----	-----	-----	-----	-----	-----

*Data based on students who are economically disadvantaged

Ninth Grade On Track Rate	2018-19 Baseline	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-2024 Goal	2024-2025 Goal
Base Goal	92	92	92	92	92	92
Stretch Goal	92	92	93	94	95	96
Focal Goal	89	89	90	90	91	92

Regular Attenders	2018-19 Baseline	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-2024 Goal	2024-2025 Goal
Base Goal	77	77	78	79	80	81
Stretch Goal	77	78	79	80	81	82
Focal Goal	76	76	78	79	80	81

**Our current student population is 312. When one student moves in or out, it greatly affects our percentage. Our goal is to increase regular attenders.*

PART SIX: Use of Funds

Allowable Uses

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

- 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 meet students' mental and health needs and increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Research demonstrates that students who receive social–emotional and mental health support in school demonstrate higher academic achievement. School culture and climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life's challenges. The district will address students' mental and behavioral health needs by using a multi-tiered system of support (MTSS) that provides a full array of services at three tiers: 1) Universal mental health promotion for all students, 2) Selective services for students identified as at risk, 3) Indicated services for individual students who already display a mental health concern or problem.

Multi-tiered Systems of Support encompasses the continuum of need, enabling schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Staff will collaborate regarding MTSS in joint professional development for

administrators and staff as we use this framework to address academic and behavior interventions for student success.

The SIA investment will enable the district to increase student achievement and address disparities among focal groups by providing an increased intensity of instruction in small groups, and more repetitions or doses of instruction. The SIA investment will enable the district to use a catch up, keep up, and move up model of intervention in which progress is monitored systematically and frequently.

With the SIA investment, the district will deepen professional development which will drive measurable and lasting learning for students. Also, close cooperation between the school, parents, and the community is one of the keys to closing achievement gaps, as parent involvement has a strong, direct impact on student achievement.

The areas of investment were arrived at using the equity lens and by examining the barriers different focal groups experience. Those considerations were at the core of our planning. Addressing the mental and behavioral health needs of students will be critical to their success, so it will be essential that all new teachers and specialists hired through this investment, as well as existing staff, are provided with sustained and intensive professional development in SEL strategies that include trauma-informed, culturally responsive teaching and how to utilize the equity lens to evaluate their practices. Progress will be systematically and frequently monitored using a variety of metrics. We will adapt or implement changes to the plan based on student performance data, while using the equity lens.

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.