

Newberg School District Student Investment Account Application

PART ONE: General Information

Applicant

Newberg School District

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PART TWO: Narrative

Plan Summary

The Newberg School District (NSD) has conducted a thorough process to analyze academic and non-academic student data, collect input from community members, and create a well aligned plan designed to meet the intended purposes of the Student Success Act (SSA) and Student Investment Account (SIA). The plan is organized in three primary areas: mental and behavioral health supports and safety, academic instruction and intervention supports, and other classroom supports. Resources focused in these areas help better support students' social and emotional health needs, as well as improve academic achievement and reduce disparities for all students.

The NSD serves 4,846 students in the Newberg-Dundee communities. Demographically, our student population is 72% white, 21% Hispanic, and 5% multiracial. Remaining groups represent less than 1% each, respectively. Among students, 15% are English language learners, 14% receive special education services, and 45% receive free/reduced lunch. There are 39 languages spoken in the district. NSD employs 15 administrators, 239 teachers, 69 educational assistants, 17 counselors, and 3 school psychologists.

PART THREE: Community Engagement and Input

Overview of Community Engagement

We utilized a variety of approaches to engage our community in planning for Student Investment Account resources. We have engaged community members, parents, staff and students throughout the 2019-20 and 2020-21 school years. Community members were engaged via two in-person community forums, as well as online surveys. In addition, district leadership attended Hispanic Parents Night to collect feedback regarding their experiences in our schools and input about how best to use these resources to improve and enhance their childrens' experiences.

Staff were also engaged via two in-person community forums and online surveys. In addition, staff were asked to complete a self-assessment of current systems health based on the Oregon Integrated Systems (ORIS) framework. Principals and Assistant Principals were engaged via online survey as well.

Finally, we engaged students in several focus group conversations, as well as collected their feedback using online surveys.

The information we collected using these approaches was very helpful in identifying high leverage opportunities to reinforce strengths in our current system, as well as address gaps and improve our services for all students and families.

Self-Assessment of Community Engagement

We have taken a proactive and comprehensive approach to collecting input from community members and stakeholders in developing our SIA plan. One of our guiding principles was to create multiple modes and opportunities for community members to engage. As described above, we offered several opportunities for parents, students, and community members to provide feedback about their current and past experiences, as well as make suggestions about how SIA funds could help improve educational experiences moving forward. Participants of in-person community forums expressed appreciation for the opportunity to learn more and contribute ideas. Online surveys received high response numbers, indicating participants recognized the value in completing the surveys and understood the importance of their collective feedback. Student focus groups engaged in thoughtful, authentic conversations about their school experiences, what they found positive and constructive, as well as what suggest to improve our schools. Overall, we believe our community engagement activities were effective, in that they enabled many people to participate and provide feedback in a variety of modes. We can improve our community engagement efforts by offering more opportunities and communicating more frequently about the purpose of the sessions.

Who was engaged?

How did you engage your community?

Evidence of Engagement

Artifacts

Strategies and Activities for Engaging Focal Student Populations and their Families

We engaged focal student populations and their families through multiple in-person discussions at their schools, and through online surveys. These strategies were selected because they occurred at times most convenient for students, which increases the likelihood of participation and collecting meaningful, valid results. In addition, district administrators attended Hispanic Parent Night to present information about SSA and SIA, and to collect feedback from the group. Further, district administrators utilized the Special Education Advisory Committee (SEAC) to

present information and collect feedback. By accessing currently existing groups, we were able to leverage active partnerships and relationships in sensible ways.

Strategies and Activities for Engaging Staff

Similarly, we engaged staff through multiple in-person discussions and online surveys. In addition to soliciting feedback about ways to improve our system with open ended questions, we also used the ORIS survey to learn more about current strengths and opportunities for improvement. The ORIS structure is very useful in determining specific areas to focus attention relative to leadership, teaching and learning, and inclusion, among other domains.

Collecting and Using Input

We conducted five in-person community forums. Two for community members and students, two for staff, and one for Hispanic parents. Each of those sessions opened with a description of the purposes of the SSA and SIA, timelines, and methodology for collecting input. In addition, we provided baseline data to give a sense of the current health of the system, based on key metrics such as attendance, 3rd grade reading, 8th grade math, 9th grade on-track to graduate, and graduation rate. The majority of feedback we received during the in-person community forums focused on a) adding teachers and support staff to lower class sizes, b) providing additional mental health and behavioral supports, and c) enhancing student centered learning programs (SPED, EL, TAG, etc.).

In addition to the in-person community forums, staff and community members were invited to provide input through an online survey. We asked six open ended questions to collect feedback:

Q1 - What ideas do you have that might help the district reduce academic disparities (gaps between outcomes for different student groups)?

Q2 - What ideas do you have that might help the district in meeting students' mental and behavioral health needs?

Q3 - What ideas do you have that might help the district improve access to the academic courses that are rigorous and relevant to students' future career and citizenship?

Q4 - What ideas do you have that might help the district increase the number of students who graduate on time, including at-risk students?

Q5 - What ideas do you have that might help the district establish and strengthen community partnerships?

Q6 - Do you have any other suggestions for how the district can improve the educational experience for all students?

For Q1, 26% of responses favored enhancing student centered services, 23% favored adding support staff, and 37% favored lowering class size (adding licensed staff).

For Q2, 55% favored adding support staff, 12% favored professional development opportunities, and 10% favored lowering class size.

For Q3, 52% favored adding course offerings in areas such as CTE/STEM, and other electives, and 35% favored increasing partnerships with local businesses and postsecondary institutions.

For Q4, 51% favored increasing staffing, and 24% favored increasing pathways and elective courses.

For Q5, 55% favored increasing internships, job shadowing, and mentorships.

For Q6, 53% favored increasing staffing and lowering class size.

Staff were also asked to complete the ORIS survey online. Among the 200+ responses, 68% came from licensed staff, 22% from classified staff, 6% from administrative staff, and 4% from confidential staff. In the Leadership domain, each of the four indicators scored between 2 and 2.2. In the Talent Development domain, both indicators scored between 1.8 and 2.3. In the Stakeholder Engagement and Partnerships domain, each of the three indicators scored between 2 and 2.2. In the Well Rounded, Coordinated Learning Principles domain, each of the six indicators scored between 1.9 and 2.3. In the Inclusive Policy and Practice domain, both indicators scored between 2.1 and 2.2. These results indicated that in all key areas, we are currently installing one or more of the critical indicators, but not all.

Principals and Assistant Principals provided feedback in the areas of mental health supports and additional staffing. Among the group, strong support was indicated for adding Educational Assistants and providing appropriate professional development, as well as increasing mental health supports by expanding therapist coverage through local partnerships. The group also favored adding a Behavioral Health Coordinator, Drug/Alcohol Counselor (at the secondary level), and a School Resource Officer.

We conducted six student focus groups, three at the elementary level and three at the secondary level. The focus groups consisted of general education students, special education students, and English learners. The following questions were asked:

1. What do you like about school?
2. What would you change if you could?
3. How can we make sure that all students learn at school?

Student feedback included increasing adult resources, increasing learning time, adding teacher supports, and adding course choices.

Increasing Adult Resources

- Smaller class sizes
- More adult helpers in classes
- More teachers to help in special education

- Resource Room
- Fidgets/Flexible seating/UDL
- More counselors
- More family support
- Food Pantry
- More Teacher pay
- More reading interventions
- Levelled math groups
- Zones of regulation in all classes/computers
- Rewards for working hard
- Be able to take a test to move up in math

Increasing Learning Time

- After school activities/tutoring
- Tutoring during class - One on one time with adults
- Later start time for middle school
- Reduce homework stress - less homework, more learning
- Slow down the content/assessments
 - Too many quizzes, not enough practice
- More technology/games in class (Kahoot it, etc.)
- Space out projects in different classes so that we can keep up.
- More flexible time in our school day
- Give kids a break/way to cool down in all classes
- Study time to finish homework
- Homework for everybody or nobody. It's inconsistent right now

Adding Teacher Supports

- Dyslexia/Special Education
- Better Teaching
 - Real World Problems
 - Creative Approaches
 - Organized Classrooms
 - Kind Teachers
 - Pay more attention to struggling students
 - Learn about different ways of learning (ADHD)
 - Diversity in how kids are taught
 - Ask kids what they need to be able to learn
 - Improve reading lessons
 - Dual Language
 - Avoid repetition by mapping what teachers are teaching each year in math and reading - we have too much repetition now
 - Differentiation for all kids

Adding Course Choices

- More Electives/Class Choice
 - Coding
 - Global Education - exchange programs
 - Woodshop
 - Arts classes
 - Field Trips
- More challenging classes
- Incentive trips
- Hands on Science
- Outdoor School
- More clubs after school
- Better inside recess choices
- More Stem projects
- More Art literacy
- More variety of topics in classes
- More “specials” during the day so that teachers can plan together (Art/Music/etc.)
- More time in the library

We received 680+ responses from students using the online survey. The questions were open ended, and designed to gain insight about the characteristics and qualities of school students most appreciate. In addition, we sought to learn what is missing from students' school experiences, and what can be improved. Among students, 52% favored adding academic courses, including advanced coursework, electives, and interventions for those in need. Furthermore, 45% favored adding mental and behavioral health supports, including adding counselors, behavior specialists, and mental health providers.

During the 2020-21 school year, community members were invited to complete another survey to collect additional information. In the survey, 84% of respondents indicated their student(s) feel safe and comfortable at school, 74% indicated their student(s) receive help at school when struggling academically, 56% indicated their student(s) receive help at school when feeling stress or anxiety, and 74% indicated their student(s) feel a sense of belonging with peers and adults at school. Survey results indicated highest interest in a) lowering class size, b) providing additional instructional support, and c) providing specialized support (SEL, reading, EL).

In addition, staff were surveyed during the 2020-21 school year, and provided the following feedback. Among the 230 respondents, 50% indicated professional development in the areas of reading and math would enhance their capacity as teachers. When asked what additional areas of professional development would enhance teaching skills the most, the highest rated areas of interest were accommodating all learners, differentiated instructional strategies, and co-teaching/inclusion. Staff indicated the student groups who would most benefit from professional development on differentiated instruction would be English Learners and Special Education students.

In summary, feedback from community groups, students, and staff shows support for increasing mental health and behavioral supports, and increasing academic supports in the areas of licensed and classified staff.

PART FOUR: Data Analysis

Data Sources

We used a variety of data sources to inform our collective thinking and creation of the SIA plan. In addition to the community engagement feedback described above, we also used attendance, freshman on-track, and graduation data. For student achievement, we utilized state test data, as well as local diagnostic data (DIBELS). To ensure the data sources informed equity based thinking and decision making, we reviewed disaggregated historical trend data to better understand the nature of current achievement gaps, and how they have increased or decreased over time.

PART FIVE: SIA Plan

Must include SIA integrated planning tool and SIA budget

Outcomes

Outcome 1	Increased support for students' mental and behavioral health needs
Outcome 2	Increased student growth and achievement in core content areas (English language arts and mathematics)
Outcome 3	Increased graduation rates for all students

We will utilize three general strategies to achieve our intended outcomes: increase mental and behavioral health supports and safety, increase academic instruction and intervention supports, and increase classroom support.

We will establish baseline metrics for each of the strategies and measures of evidence provided below during the 2020-21 school year. Each strategy and corresponding activities are three-year commitments, and are all considered high level priorities.

Mental and Behavioral Health Supports and Safety

Strategy #1:

Support increased student self-regulation, decreased suicide ideation, and increase overall access to learning.

Three-year Activities:

- Establish a contract with Lutheran Community Services Northwest
- Hire five (5) licensed therapists (4 elem, 1 secondary)

Person(s) Responsible:

Luke Neff, Ann Ziehl

Measures of Evidence:

1. Number of students supported by in-school therapist
2. Number of students engaged in suicide ideation
3. Attendance

Strategy #2:

Provide additional social/emotional supports to students, including behavioral health, social/emotional learning programs, and PAX. In addition, provide coordinated oversight of behavioral health specialists and autism team, and provide additional staff development and parent trainings in the areas of behavioral health and social/emotional learning.

Three-year Activities:

Hire SPED/Behavioral Health Coordinator at the district level to provide leadership and coordination in areas of social/emotional support and behavioral health.

Person(s) Responsible:

Ann Ziehl

Measures of Evidence:

1. Office referrals
2. Attendance
3. Staff professional development for social/emotional development
4. Parent participation in social/emotional/behavioral health trainings, information nights

Strategy #3:

Provide additional support at the secondary level for students who are facing pre-expulsion for drug or alcohol offenses and are required to go out of town to receive services and complete a program. In partnership with Yamhill County Health and Human Services and Lutheran Community Services Northwest, this staff member will work directly with students in need, as well as provide prevention and education services for all students.

Hire Drug and Alcohol Counselor at the secondary level

Three-year Activities:

Hire Drug and Alcohol Counselor at the secondary level

Person(s) Responsible:

Ann Ziehl

Measures of Evidence:

1. Drug and alcohol offenses and referrals
2. Oregon Healthy Teen Survey data on drug and alcohol use
3. Graduation rates

Strategy #4:

Provide additional social/emotional health supports with additional FTE in highest need schools.

Three-year Activities:

Hire additional staff to provide counseling and social/emotional skills development support:

1. 1.0 FTE at Edwards Elementary - social emotional/skills developer
2. .5 FTE at Joan Austin Elementary - social/emotional skills developer
3. .5 FTE at Mabel Rush Elementary - social/emotional skills developer
4. .5 FTE at Crater Elementary - social/emotional skills developer
5. .5 FTE at Ewing Young Elementary

Person(s) Responsible:

Ann Ziehl

Measures of Evidence:

1. Number of office referrals
2. Number of students accessing the social emotional skills developer services
3. Attendance

Academic Instruction and Intervention Supports**Strategy #5:**

Provide coordinated K-12 support to improve math achievement and growth for all students.

Three-year Activities:

- Hire K-12 Math TOSA
- Coordinate implementation of math curriculum field test during the 2021-23 school years. Facilitate professional development with teachers and administrators across grade bands, including key transitions (grades 5 to 6 and grades 8 to 9). Provide administrators with additional data analysis and instructional strategies supports

Person(s) Responsible:

Derek Brown. Karen Pugsley

Measures of Evidence:

1. Math achievement
2. Professional development opportunities

Strategy #6:

Provide additional instructional support for English Learners and students receiving speech language pathology supports. Increase support for students attending alternative high school (Catalyst) at-risk of not graduating/

Three-year Activities:

Hire 4.1 FTE licensed staff:

1. 1.0 FTE English Language Development (ELD) support at elementary level
2. 1.0 FTE ELD support at high school
3. .5 FTE increase at alternative high school (Catalyst) to support students at-risk, particularly those close to graduating but may be a few credits short
4. .5 FTE ELD support at Mountain View Middle School
5. .5 FTE ELD support at Mabel Rush Elementary School
6. 1.0 FTE ELD at Dundee Elementary School
7. .5 FTE ELD at Chehalem Valley Middle School
8. .6 FTE Speech Language Pathologist (SLP) support at elementary level
9. 1.0 FTE EA at NHS

Person(s) Responsible:

Nikki Fowler, Karen Pugsley

Measures of Evidence:

1. Math achievement
2. Reading achievement
3. ELPA achievement
4. Graduation rates
5. Attendance

Strategy #7:

Provide additional reading/literacy support. Reading specialists will work directly with teachers to implement interventions in class and in small group instruction. Reading specialists will also help administrators and teachers implement the Response to Intervention (RTI) system.

Three-year Activities:

Hire five (5) FTE reading specialists to work with students and teachers to improve reading skills and provide interventions:

1. 1.0 FTE Edwards Elementary
2. 1.0 FTE Mabel Rush Elementary
3. .5 FTE Crater Elementary
4. .5 FTE Dundee Elementary
5. .5 FTE Joan Austin Elementary
6. .5 FTE Ewing Young Elementary
7. .5 FTE Mountain View Middle School
8. 1.0 FTE Chehalem Valley Middle School

Person(s) Responsible:

Nikki Fowler, Karen Pugsley

Measures of Evidence:

1. Reading achievement
2. Reading growth
3. Percentage of students receiving interventions

Other Classroom Supports

Strategy #8:

Provide additional support to Spanish speaking families with IT related services, including translating documentation, providing tutorials, and troubleshooting educational devices and systems.

Three-year Activities:

Hire bilingual help desk technician.

Person(s) Responsible:

Nikki Fowler, Luke Neff

Measures of Evidence:

1. Help desk ticket reduction
2. Help desk ticket resolution time
3. Parent satisfaction survey

Strategy #9:

Provide additional supports to students with unique learning needs (SPED) in schools with highest needs. Additional SPED staff (Educational Assistants) will assist with in-class instruction, small group instruction, and pull out services, as needed and described by IEPs. EAs will coordinate with classroom teachers, case managers, and administrators as needed to provide support.

Three-year Activities:

Hire additional Educational Assistants to support SPED programs:

1. 1.5 FTE at Mabel Rush Elementary
2. 1.0 FTE at Edwards Elementary
3. 1.0 FTE at Mountain View Middle School
4. 1.0 FTE LRC Asst at the high school
5. .5 FTE at the SAIL program

Person(s) Responsible:

Nikki Fowler, Karen Pugsley

Measures of Evidence:

1. SPED achievement
2. SPED growth
3. SPED graduation rate

Strategy #9:

Provide additional support and coordination of federal and state programs related to improving instructional services for all students. The Federal Programs Coordinator will provide leadership and oversight to ensure that state and federal grant funds related to supplemental instruction, instructional improvement, and professional development are utilized in the most effective way possible to provide assistance to eligible schools and students. This position will work collaboratively across the district to ensure program quality and compliance, specifically with Title IA, Title II, Title III, and Title IV, funding sources, as well as state funding sources (HB 3499 and SIA) that are intended to supplement the core instructional programs. This position will oversee ELD, migrant, and homeless programs, and will coordinate implementation of the ELD co-teaching model

Three-year Activities:

Hire Federal Programs Coordinator

Person(s) Responsible:

Nikki Fowler, Ann Ziehl

Measures of Evidence:

1. EL achievement and growth
2. Migrant achievement and growth
3. Homeless achievement and growth

SIA Integrated Planning Tool**Budget****Equity Lens or Tool**

Newberg School District began systemic equity work over 7 years ago. This work includes extensive and focused professional learning for school staff and district leadership, NSD Board engagement, and the use of an equity lens for decision making at both the building and district level. This work culminated in the development of Board Policy JBB 1-1 in 2017:

“The Newberg School Board is committed to equity and excellence so every student will graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st Century. The District will fulfill its obligation to establish educational equity by creating barrier-free learning environments and eliminating practices that perpetuate the impact of contemporary and historic bias. No student will be educated toward a predetermined learning outcome based on class, socioeconomics, race, ethnicity, diverse language fluency, religion, gender, sexual orientation, cognitive/physical ability, or mobility.”

We utilized a focusing equity lens throughout the planning and development of our district SIA plan. This equity lens is aligned with board policy and is designed to ensure decisions are made

that provide for EACH student's needs so the District's vision can be realized. Questions include:

- DOES the initiative align with the District mission/vision?
- WHAT data has been used to inform the initiative, and what does the data tell us about our subgroups?
- WHAT subgroups does the decision or initiative affect both positively and negatively?
- HOW have members of the community been intentionally involved in the decision-making process? What do those people tell us about the proposal that has resulted?
- WHAT are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?
- HOW does this decision build capacity and power in underserved groups?
- WHAT would it take for this initiative to be both sustainable and scalable?
- WHAT data would we like collected to inform reflection on the effects of this decision?

This lens provided us with a touchstone to use as we deliberated on suggestions, revisions and final student outcomes. As always, this equity lens prompted us to return to our student data and to our district wide achievement gaps. Our current SIA plan was vetted multiple times through a process of critical and collaborative questioning and we will continue to use our equity lens as we refine, evaluate and replicate promising practices aligned with our district goal of reducing and eventually eliminating our achievement gaps across all student populations.

Draft Longitudinal Performance Growth Targets

PART SIX: Use of Funds

Allowable Uses

Mark the boxes (see guidance)

Meeting Students Mental and Behavioral Health Needs

Mark the boxes (see guidance)

Describe how you will utilize SIA funds

As described in the sections provided above, we will utilize SIA funds to support students' mental and behavioral health needs by a) hiring one licensed therapist in each school, b) hiring a district SPED behavioral health coordinator, c) hiring a drug and alcohol counselor at the secondary level, d) hiring a school resource officer at the middle school level, e) hiring a Wellness Center support specialist at the high school, and, f) hiring counselors and social/emotional skills developers at three elementary schools.

To help increase academic achievement and reduce disparities for all students, we will a) hire a district K-12 math TOSA, b) hire reading specialists for each elementary school, c) increase

math, reading, and ELD supports at the secondary level by 4.0 FTE (licensed teachers), d) increase math, reading, SPED, and ELD supports across the K-12 system (educational assistants), and e) provide 12 hours of professional development for all licensed and classified staff working directly with students.

Addressing the Needs and Impact on Focal Student Groups

We believe this plan allots resources in a manner consistent with the needs expressed by our community, aligned to our district strategic plan, and appropriately directed to the students and functional areas our data suggests require additional support. Furthermore, we believe this plan will benefit all students, and is appropriately distributed across schools and grade bands.

Fundamentally, the strategies, activities, and outcomes described in this plan are designed to support students' mental health needs, improve academic achievement for all students, and reduce academic disparities over time.

There are a variety of barriers and risks that could impede our ability to achieve the longitudinal growth targets described in this plan, some of which we as professional educators control, and some we do not. Among those we do control, clear communication with students, staff and families, engaging, relevant, and inclusive instruction, and actionable data analysis are critical. We believe the implementation of the resources described in this plan coupled with clear communication at all levels, high quality instruction and support services, and consistent progress monitoring will significantly increase the likelihood of achieving our longitudinal growth goals.