

Sutherlin Student Success Act

Overview:

Sutherlin School District serves more than 1,400 students from kindergarten to 12th grade. There are two elementary schools and one middle school. Sutherlin High School boasts a robust and diverse course schedule in a small, rural school environment.

Of the 1400 students enrolled, 60% of the student population would be defined as economically disadvantaged as determined by the free and reduced lunch formula. There are 16 languages spoken in the district. 19% of the student population is students of color. Strengths of the district include: attendance, graduation rate, and 9th grade on track. Areas for growth are math and English language arts. Although students are out performing the state average in math, there is room for growth in this area.

The needs, issues and strategies outlined below are consistent with the SSA data gathered and will reinforce both district goals as outlined in the CIP.

1. Improve the mental, social and behavioral health of all students. In doing so, the culture and school climate will be enriched.
 - a. Offer more therapeutic support
 - b. Increase instructional assistant FTE in Kindergarten classrooms and invest in their professional development.
 - c. Increase family liaison FTE across district.
 - d. Hire a school nurse
 - e. Hire staff to support mental and behavior needs of students
2. Reducing disparities and increasing academic achievement
 - . Increase CTE opportunities
 - a. More technology available online
 - b. More consistent communication strategies and platforms
 - c. Time for teachers to collaborate/prep
 - d. Hire P.E. teachers
 - e. Increase instructional assistant FTE in classrooms and invest in their professional development.
 - f. Reduce class size
 - g. Improve attendance rates
 - h. Invest in early learning strategies
 - i. Invest in strategies for IEP meetings.

The SIA plan and CIP are connected. Both plans include the creation of a culture that includes social emotional learning and trauma informed practices. The data for both plans revealed increase in frequency and intensity of behaviors in classrooms that has had an impact on student learning. Both plans seek to address the increase of regular attendance. The plans differ in that the SIA plan will seek to improve 3rd grade reading outcomes while the CIP plan will seek to improve math outcomes.

Community Engagement:

Over the course of two months, the Sutherlin School District engaged the required groups: community, staff, and students. The community was engaged in two community forums. One forum was located at the elementary and the second at the high school. All materials for advertising and sharing at the forums were made available in English and Spanish. In addition, the EL coordinator attended the session to support Spanish speaking families. The staff was engaged in two staff forums. One was located at the elementary school and the second at the high school middle school. A district leadership team and each school staff completed the Oregon Integrated Systems Framework so we could examine the systems health of our district. From this information, we generated a list of strengths and areas for growth. Each school staff reviewed their student data for attendance, behavior, academics, and school culture and highlighted strengths and areas for growth. Finally, we engage students through student focus groups. Groups of students representing the diverse population of Sutherlin were pulled together and asked age appropriate questions related to IRRE student survey. Also, the student services coordinator reached out to foster and homeless families. Finally, all three focal groups were reached by an online survey on the district website. The SIA planning team used the data from all groups to inform their decision-making process. They performed a deep root cause analysis.

The quality of data collected with families/communities was moderate to high. Of the data we collected it was high quality. The data was super useful in planning for SIA application. It informed the SIA planning teams decision making process. The area of improvement would be to continue to build a relationship and trust with the community to include more voices. The community focal group was not representative of the entire community. In the future, Sutherlin will work to develop and expand relationships to improve the quality of the representation of data.

The quality and nature of engagement with staff was high. Each principal took time with their staff to do the ORIS (Oregon Integrated Systems Framework). This tool is used to examine systems health in each building and district wide. We also had a district level team that completed the ORIS. Through this process, each team was able to determine the school and districts strengths, as well as develop a list of areas for growth. While each of the needs assessments were done separately, there were common themes that emerged. We followed the same process to examine data. The data reviewed were: state report cards, easyCBM and STAR data, behavior data from SWIS, attendance data, and IRRE data. Again, each team came up with areas for growth and as we examined this list, common themes were noted. The engagement of the staff was high.

Future Community Engagement

Sutherlin will work to cultivate relationships and partnerships with community leaders. We want to find more opportunities to engage and implement a better method of reaching out to our focal populations. Sutherlin would like to access networks beyond social media to connect with families and community members. Sutherlin is committed to identifying community leaders who can help build relationships with focal group populations.

Future Resources Needed for Community Engagement

Allow use of SIA dollars for community engagement activities. In addition, professional development around best practices in community engagement would be useful.

Audiences engage in community engagement

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders

Strategies/Activities used to engage community

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Website
- Email messages
- Social Media

Evidence of Engagement

The artifacts selected show evidence of engaging focal student populations, their families, and the community.

- a. [The feedback tool we used to collect data from community and staff.](#)
- b. [A summary of the common themes and outlier ideas shared by community, staff, and students.](#)
- c. [The results from the online survey is another community, staff, and student tool used to inform our decision-making process.](#)
- d. [The website posting to demonstrate the wide-reach of the district to connect with community and invite them to participate in both the survey and community forum events.](#)
- e. [Student focus group summary](#)

Strategies used to engage student focal groups and families

Sutherlin School District designed a communications and engagement plan for community engagement. The plan included two activities to approach the student and family focal groups. The district used the district Facebook page to connect to existing networks and advertise community engagement events and the online survey. The community forums included childcare and dinner. In addition, the plan included approaching a student focus group representing a diverse population of students. The three different activities provided both a personal and group approach to connecting with students and families. This allowed the Sutherlin School District to reach a diverse group of students and families to collect data in environments that they were comfortable in.

Activities used to engage student focal groups and families

The Sutherlin School District utilized many activities to engage each of the focal student groups and families. The district utilized its existing network through social media to share information regarding community engagement events and social media. The district also utilized trusting relationships between students, families, and staff to personally connect and engage. Surveys, in-person forums, focus groups, community gathering, social media, and website were all activities used to reach focal student and family groups. The district strived to use an approach that was wide-reaching and personal to connect with focal group students and families. In addition, the district has worked with the Institute for Research and Reform in Education for several years to assist staff in developing strategies for student engagement and rigor. Students participate in a survey to share their thoughts about safety, engagement, and rigor. The data from this survey was used to identify student needs and helped to create the focus group questions for students.

Strategies used to engage staff

Sutherlin School District utilized strategies to connect and engage staff. The district relied on existing relationships created between staff and the district to collect data. In addition, the superintendent sent a personal invite to all staff to participate in either the survey or in-person forums to share their thoughts. The district used regularly scheduled staff meetings for the in-

persons forum to increase attendance of staff. These strategies were used as established and trust practices to meet with staff and collect data.

Activities used to engage staff

The Sutherlin School District used personalized emails, surveys, and in-person forums to collect data from staff. These strategies provided both personal and group settings for staff to share their thoughts and capture ideas.

Learnings from community and staff. Application of data in planning process

The community needs assessment data shared insightful thoughts regarding the needs of the district with regards to mental and behavioral health and reducing academic disparities. We learned that across focal groups the data was similar. The community, staff, and students recognized students in the district may need additional support in order to successfully graduation. Below is a list of common themes between all focal groups:

- More CTE opportunities
- More therapeutic support
- Technology online
- Increase communication platforms
- Prep time/collaboration for educators
- Additional P.E. teachers
- More Instructional Assistants
- Increased family liaison time
- Class size reduction
- Strategies to support student attendance
- Early learning/Preschool/Kindergarten Transition
- Additional administration
- Technology 1:1
- IEP meeting times
- Increase support for students

The SIA team reviewed the community needs assessment data and identified common themes, ideas, and outlying ideas. The team grouped the ideas across focal groups to identify 15 ideas above. The next step was to prioritize the themes above by impact and effort. The majority of ideas were identified as high impact and high effort. Finally, the team prioritize the ideas into the first five to start with that would have a high impact for students in the district. Those ideas became the basis for the outcomes, strategies, and activities laid out in the SIA plan.

Data Analysis

Data Sources

Sutherlin School District used the following data sources.

1. District report card- ODE required report that shares with the community the “health check” of the district.
2. SIA Data from ODE- reported on the five goal areas by all students and focal groups.
3. IRRE Data- student survey data on engagement and safety at school.
4. ORIS Tool- (Oregon Integrated Systems Framework)- This tool helps us examine the overall systems health of district and determine the highest needs. We look closely at: leadership, talent development, stakeholder engagement and partnerships, well-rounded, coordinated learning principles and inclusive policy and practices.

The data informed equity-based decision-making because both reports highlight all students and the individual focal groups of students. The data highlights the gap in performance between the two groups. The team did an analysis of the data to identify strengths and challenges then link the data to the community needs assessment themes.

Student Investment Account Plan

Outcomes:

1. Increase access to well-rounded education programs across K-12 will increase learning opportunities to reduce academic disparities.
2. Increased access and readiness for kindergarten will reduce the disparity for students who have not had access to early learning experiences and will increase student's ability to self-regulate.
3. School climate will improve if we reinforce the district's mental and behavior health programs.
4. Administrators increase their focus on Instructional Leadership, student growth and equity as well as systems health, overall health and well-being of staff.
5. Families have increased access to resources to help them reduce barriers for their students, such as support to get basic needs met, food, clothing, housing, mental and physical health to support, etc. This will help reduce disparities for our students.

Strategies

1. Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success
2. Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture and social emotional learning with equitable learning supports and opportunities.
3. Provide academic and career & college readiness opportunities for focal groups.
4. Invest in early learning strategies to reduce academic disparities for focal group students.
5. Expand access for all students to receive a well-rounded education during K-12 experience.

Evidence of strategy Impact:

Culture of safety and respect- in reviewing the What Works Clearing House research for high quality behavior programs, implementing programs to support social emotional learning has an impact on academic achievement, behavior, and social-emotional development.

Pedagogy and Standards-based curriculum- In reviewing John Hattie's research and effect size impact on high quality teacher strategies, the use of these strategies can increase student academic success significantly.

College & Career Readiness- In Oregon, students engaged in CTE programs graduate at a higher rate than students not enrolled in CTE programs. In addition, upon reviewing research in What Works Clearing House, the use of college and career readiness improves rates of completing school, progressing in school, and staying in school.

Early Learning Strategies- In reviewing What Works Clearing House Research, early learning strategies have a powerful impact on K-12 experiences. Early learning programs increase cognition, social-emotional development, and literacy and math skills. It is a critical strategy in reducing academic disparities for focal group students.

Well-rounded education- In reviewing John Hattie's research, activities like integrated curricula programs (.47), information communication technology (.47), motivation (.42), music programs (.37), and other well-rounded education activities have strong effect size on student achievement.

Activities

Tiered Plan

1. Implement all budgeted and non-budgeted Year 1 activities. If district is unable to hire the additional staff for year 1, the district has priorities the following activities to start in year 1 in this order.
 1. Explore how to enhance emotional/behavior health services
 2. Increase school based mental health contract
 3. Hire full time music teachers for each school in the district.
2. Implement all budgeted and non-budgeted Year 2 activities. If district is unable to implement year 2 activities, the district has priorities the following activities to start in year 3 in this order.
 1. Explore how to enhance emotional/behavior health services
 2. Increase school based mental health contract
 3. Hire full time music teachers for each school in the district.
3. Implement all budgeted and non-budgeted Year 3 activities. If district is unable to implement year 3 activities, the district has prioritized any remaining activities to start.

Use of Funds

The use of SIA funds were priorities to meet students' mental health needs and increase academic achievement and reduce academic disparities for focal groups. The data overwhelming support ideas/themes/activities to meet students' mental health needs. The remaining activities support the reduction of academic disparities for the focal groups.

Mental Health- The plan seeks to increase educator understanding of student mental and behavior health needs. In addition, it seeks to create more access for instructional assistants to knowledge regarding instructional behavior strategies used to increase prosocial skills in schools. Second the plan seeks to increase highly trained professionals to provide immediate access to students who are struggling with mental and behavioral health needs. By increasing student access to highly trained staff, student engagement and ability to self-regulate will increase. Finally, the plan seeks to create a mental and behavior health system with the school districts to support student and family mental and behavioral health needs. In order to truly improve students' ability to self-regulate and engage in instruction a system must be in place to

support the needs of the students. The system includes staff professional development, hiring highly qualified staff, family liaison to connect with focal group families, and two additional classroom rooms to provide safe spaces for students who are struggling to self-regulate.

Academic Disparities- The plan seeks to reduce academic disparities by offering a more well-rounded education to all students, but especially focal group students. The plan seeks to better understand the early learning needs of the community, the career technical education needs for middle and high school students to support career readiness, additional positions in physical education and music (more than three years out), hire a director to oversee the SIA plan and monitor progress of longitudinal goals to reduce academic disparities amongst focal groups, increase communication and engagement with community. In addition, the plan will invest in facilities to create additional space for physical education activities. Research supports the idea that physical activity increases self-regulation skills and academic learning.

The potential academic impact for all students and focal student groups is significant. By designing and creating systems targeted for focal group populations it will have a universal impact on all students. Please see below for additional impact information, along with the longitudinal goals.

Choices are being made to impact focal group populations longitudinal growth targets. The district hopes the significant investment in a mental and behavioral health system will support students struggling with self-regulation and increase engagement in the academic setting. The district hopes the significant investment in a well-rounded education will increase student engagement in academics and create a sense of belonging.

Board Approval- To be completed in March

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	3	\$ 366,000.00
112	Classified Salaries	2	\$ 79,000.00
113	Administrative Salaries	2	\$ 140,000.00
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	0	\$ -
2xx	Benefits	7	\$ 365,000.00
31x	Instructional, Professional and Technical Services	1	\$ 40,000.00
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	1	\$ 7,486.55
5xx	Capital Outlay	1	\$ 100,000.00
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 1,097,486.55

Total FTE 12.0

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	0	\$ -
(Ongoing Community Engagement	1	\$ -
Increased Instructional Time	0	\$ -
Improving Student Health & Safety	21	\$ 1,097,486.55
Reducing Class Size	0	\$ -
Well Rounded Education	3	\$ -

TOTAL \$ 1,097,486.55

Sutherlin Longitudinal Goals

Attendance

			2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets			78.7	79.2	79.7	80.2	80.7	81.2
Stretch Targets			78.7	79.9	81.1	82.3	83.5	84.7
Gap Closing Targets			72.6	73.6	74.6	75.6	76.6	77.6

3rd Grade ELA

			Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets			34.3	36.6	38.9	41.2	43.5	45.8
Stretch Targets			34.3	38.0	41.7	45.4	49.1	52.8
Gap Closing Targets			21.2	24.8	28.4	32.0	35.6	39.2

9th Grade on Track

			Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets			83.8	85.8	87.8	89.8	91.8	93.8
Stretch Targets			83.8	86.3	88.8	91.3	93.8	96.3
Gap Closing Targets			75.8	79.0	82.2	85.4	88.6	91.8

4-Year Graduation

			Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets			76.4	78.4	80.4	82.4	84.4	86.4
Stretch Targets			76.4	79.2	82.0	84.8	87.6	90.4
Gap Closing Targets			71.6	73.8	76.0	78.2	80.4	82.6

5-Year completion rate

			Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets			81.0	82	83	84	85	86.1
Stretch Targets			81.0	83.3	85.6	87.9	90.2	92.5
Gap Closing Targets			76.9	78.4	79.9	81.4	82.9	84.4