

Student Investment Account Plan/Application Template

Part One: General Information (Application)	
School Year	2019 - 2020
District	Molalla River School District
Webpage <i>Where SIA Plan will be Posted</i>	https://www.molallariv.k12.or.us/
Contact Person	Name: Kathleen French (Director of Teaching and Learning) Email: Kathleen.french@molallariv.k12.or.us Phone: 503-829-2359 ext 7480

Part Two: Narrative (Application)
<p><u>Summary of Plan</u></p>
<p>The Molalla River School District’s mission is providing for excellence in teaching and learning in environments that are socially and emotionally supportive of every student reaching their fullest potential. The outcome of our work and our vision for our students is that every student graduates on time as a confident adult, ready to control their own lives and influence their world.</p>
<p>The Molalla River School District is made up of 2,689 students. This student population is moderately diverse. Within this general population of students, the following sub populations of students exist; Hispanic/ Latino (19%), White (76%), English Language Learners (13%), students with disabilities (15%), and students who qualify as economically disadvantaged through free and reduced lunch data (35%). Of those students who are on free and reduced lunch, 36% are students who are Hispanic/ Latino.</p>
<p>In recent years, our district has put forth significant efforts in identifying, serving, and monitoring our most vulnerable populations of students. With the SIA funds, this effort will continue to grow. In the Molalla River School District, data related to students’ academic performance in ELA and math, as well as attendance and behavioral data, identified significant disparities among our Hispanic/ Latino students, students experiencing poverty, students with disabilities, and students who are English language learners. These four sub group populations will be references as our “focal student groups” throughout the remaining narrative of this application.</p>
<p>In the Student Investment Account Plan, the Molalla River School District will address students’ needs related to social/ emotional health and academic achievement. Our district has taken into consideration the input of our community stakeholders, our students’ academic performance, and student participation data. We have also taken into account research supporting highly effective strategies that impact student outcomes, especially for our four most vulnerable populations.</p>
<p>Through the process described above, the Molalla River School District has devised a plan that includes five strategies that target the needs of our students, especially those identified as our focal student groups because of underperformance. Our plan includes strategies that establish foundational academic skills in literacy and math at the primary level, as well as a program designed to prepare entering kindergarteners to be students and ensure a positive start to their K-12 academic experience. In addition, the district’s plan recognizes the need to engage young adolescent students in school-related activities outside of the school day. This need is addressed through an after-school program designed to provide academic support and high interest enrichment opportunities. A component for addressing students’ social/emotional needs and mental health development and support is also included in the plan. The design of this component will start with an assessment of what systems and practices are currently in place and have the potential for growth and impact on student development. To ensure the success of the district’s SIA plan, professional development (PD) for teachers and staff will be embedded throughout. This PD will provide the tools needed to implement, monitor, and adjust research based strategies for improving outcomes for all students, especially those who’ve been historically underserved within our district.</p>

Student Investment Account Plan/Application Template

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement

The Molalla River School District's goal was to engage our community in a meaningful way. We did this by hosting sixteen "face to face" engagement events throughout our community together with an online survey. We purposefully sought out the voices of those who represent our four focal student groups through personal invitations in the form of phone calls home. We also advertised our engagement events to the general public via the local paper, school newsletters, district and school websites, school and district reader boards, and for some events, used "School Messenger", a social media app.

Our planning process began with the identification of all our stakeholders and consideration for where we could host our various engagement events to ensure attendance. We also structured an agenda that educated participants on the components of the Student Success Act, but dedicated most of the time to allow participants to voice their thoughts and ideas. Existing stakeholder groups were utilized for hosting engagement events as well as additional events were scheduled. Participants included; certified and classified school staff, students, parent advisory councils for SPED and migrant students, individual school parent-teacher groups and site councils, and one weekend event hosted at St. James Catholic Church.

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?

Meaningful, authentic, and ongoing community engagement takes careful planning. Using what we learned from our initial engagements, we plan to create a schedule of future engagements and agendas that will take place throughout the 20/21 school year. One of our biggest challenges was getting parents, especially those whose children represent the four identified focal student groups, to attend and participate at our events. The following steps include ideas that will help us work towards connecting with these parents;

- Make an additional effort before the 19/20 school year comes to a close to bring together voices that were not heard in regards to what's important to parents concerning their student's education and what would make participating in engagement events more desirable.
- Ask school principals to commit to making a specific (not yet identified) number of phone calls to families of students who need additional support. Principals would conduct a phone interview and be provided with specific questions to capture thoughts and ideas shared during the phone conversation.
- Brainstorm a list of community leaders who may serve as a liaison to students and their families. Begin reaching out to the identified potential liaisons to schedule a conversation of how we can work together to better support our families.

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

At this time, we have connected with a few individuals who have shown a strong interest in continuing conversations with the district. We will start with these individuals and move towards growing our connections. One of the relations that we see as promising was made during our visit to St. James Catholic Church. There, the priest was willing to let us use the parish hall as a venue to connect with our Hispanic/ Latino families. We also connected with a parishioner who identifies as being migrant and volunteered to help us make connections with others. We will continue to make every effort to grow these relationships and encourage others to join us. The SPED Parent Advisory group also showed great interest in sharing their thoughts and ideas. This group isn't always well attended, but in partnership with a few key stakeholders, we will strive to improve attendance and participation.

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

Our district would greatly benefit from tools that help give us ideas on how to build relationships with the diverse populations of those who make up our community. As a smaller district, we often struggle with finding the

Student Investment Account Plan/Application Template

bandwidth to make connections and invest time in nurturing relations outside of the district.

Who was engaged, and how did you engage them?

All stakeholder groups representing our district were engaged. This includes students, district staff, parents, and community groups (specific details reflected throughout application)

Participants were engaged through small group discussions, as well as an online survey published through “Thought Exchange”, an online survey tool.

Why did you select the artifacts you chose to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

The selected artifacts are the typed comments from the actual templates used to capture participants’ thoughts and ideas during small group discussions held at our engagement events. Our district purposely selected five templates that represent the diverse groups in our schools and community. You can see from the five selected documents that many themes are reoccurring regardless of the focus group. This has helped our district reinforce what the overall community sees as valuable.

Describe at least 2 strategies to 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.

1. Personal invitations from student’s principals, counselors, and teachers were extended intentionally to students who were identified within the four focal student groups. For the most part, staff who extended the invitations have personal relationships with the students being invited. These invitations invited students to participate in small focus group discussions.
2. Targeted engagement conversations were hosted within established parent groups. The two parent groups that we specifically engaged with were parent advisories for migrant students and students with disabilities.
3. Each school’s principal committed to making phone calls to specific students’ parents. The purpose of these calls was to invite them to the upcoming engagement event being hosted at their building.

Describe at least 2 activities to 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.

1. Conducted small focus groups with students: Principals were asked to select participants who represented the most vulnerable populations of students and interview them asking simple open-ended questions about their learning experience. Groups of students were invited into like groups of peers. For the Molalla River School District, these groups were students with disabilities, English language learners, Hispanic/Latino students, and students living in poverty.
2. Hosted small group discussions lead by administrators who had connections with the participating parents: Discussions focused on the five priority areas: reducing academic disparities; meeting students mental and/or behavioral health needs; equitable access to academic courses; teacher time for collaboration and establishing; and strengthening partnerships. Before conversations began, stakeholders where given a brief explanation of the purpose and components of the SSA. They were also given an opportunity to ask questions. Participants were then given time to reflect on these five priority areas and write down thoughts and ideas without discussion. This was done in an effort to prepare and encourage participants to share their thinking. If groups were large enough, they were broken up into smaller groups. Principals and district office administrators facilitated conversations. They designated parents from the group to fill the roles of timer and recorder. When small group discussions were over, all participants were brought back together

Student Investment Account Plan/Application Template

to share their thinking.

Describe at least 2 strategies to you executed to engage staff. Explain why those strategies were used.

1. Hosted engagement events during regularly scheduled teacher staff meetings: The goal of the district was to make these engagement events as convenient as possible for the teaching staff to attend. This was done at each individual school in an effort to make sure all voices were present during the hosted discussion.
2. Hosted two events specifically for certified staff throughout the district: One event was held for secondary and the other for elementary certified employees. This was done to ensure that the hours were conducive to staff members' schedules. Certified staff were encouraged to participate and were offered compensation for their time beyond their regular working hours.

Describe at least 2 activities to you executed to engage staff. Explain why those strategies were used. (500 words or less)

When planning for our engagement events, it was recognized that some voices can dominate the conversation. In order to create a safe equitable space for all voices, the following strategies were used:

1. After hearing about what the SSA entailed, participants were asked to respond to the five priority areas; reducing academic disparities; meeting students mental and/or behavioral health needs; equitable access to academic courses; teacher time for collaboration; and establishing and strengthening partnerships. They were asked to first respond in writing. The idea was to give participants an opportunity think about their responses and prepare to share if they were willing to do so.
2. The second activity was a small-group conversations protocol. School staff was asked to break into small groups. They identified a facilitator, a recorder, and a timer. The task for each group was to share their thinking around the five priorities. Once the allotted time was up, the small groups were asked to come back together and share out with the larger group. This gave participants an opportunity to hear similar comments as well as ideas they may not have considered. Participants were also encouraged to elaborate on the ideas shared out.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

After all sixteen engagement events had taken place, the perspective data (thoughts and ideas captured during engagement events) was compiled into typed documents representing the voices of participants at each event. These documents were vetted by three different leadership teams within the Molalla River School District. As a result, the following themes came up as the most significant ideas voiced by our stakeholder groups:

- Decrease class size
- Increase support staff: counselors, PE teachers, mental health professionals, nurse, additional instructional assistants
- Expand after-school programs (extended learning opportunities) to include transportation home
- Expand enrichment to include TAG support
- Improve access to technology
- Increase translation services
- Provide social-emotional training for staff
- Offer additional training for working with our most vulnerable populations of students
- Provide accessible food "snacks" for secondary students

Careful consideration was given to the ideas above as our Student Investment Account application was developed.

Student Investment Account Plan/Application Template

The district’s leadership team reviewed the SSA priorities, stakeholder input, and student achievement data as plans were laid out for improving the way in which we serve our most vulnerable populations of students.

Part Four: Data Analysis (Application)

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

Data sources used to inform planning:

- At A Glance reports -ODE data collections -Synergy -Schoolzilla Data Dashboard
- Acadience (DIBELS) data -Oregon Healthy Teen Survey

Data Indicators:

- ELA and Math scores -Graduation rates -Student grades (secondary level) -3rd grade reading proficiency
- 9th grade on track to graduate -Student attendance -Behavioral referrals

Using the above information, a data brief was constructed. This report was used to inform our thinking around equity. Within the report, data is broken out by our focal student groups. The data brief puts a focus on the achievement gap that is evident in all indicators.

Research Used

<https://drive.google.com/drive/folders/1RdKtlwsamwbHmGN92DsAtItOXPA1IVVi?usp=sharing>

Part Five: SIA Plan

Outcomes are the changes you are trying to cause.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc

Outcome 1	Increase the percentage of students reading at a third grade level, to include our focal student groups.
Outcome 2	Increase the percentage of students meeting or exceeding the state assessment for math grades 3-8, to include our focal student groups
Outcome 3	Increase the percentage of all 9th graders on track for graduation from a 3 yr average of 89.9% to 93% by the 22/23 school year
Outcome 4	All K-12 schools increase their regular attenders status for the next three academic years
Outcome 5	3 year growth; Increase students’ skills to self-regulate when navigating conflict as indicated by PBIS behavior data collection (baseline data to be collected school year 20/21)

Student Investment Account Plan/Application Template

Strategy designed to achieve your outcomes	Strategy #1 Increased the number of adults to students at the primary level: This strategy has the flexibility of being implemented in two different ways. It may take the form of additional K/1 teachers or additional trained instructional assistants.	
Which outcome(s) will this strategy address, and how?	#1 <input checked="" type="checkbox"/> #2 _____ #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/>	<i>If we ____, then ____, and ____, If we increase the number of adults to students with deliberate efforts invested in training new & existing staff on effective strategies to use when working with our focal student groups, then all students will benefit from small group and individual attention leading to accelerated development in academics and social emotional wellbeing.</i>
Specific Activities that will support strategy #1 (See Budget for specific cost information)		
Activity 1.1 Hiring of additional staff		
Person or Team Responsible for Activity 1.1 Principals in partnership with Human Resources Director		
Measures of Evidence for Activity 1.1 <ul style="list-style-type: none"> • Audit of classrooms K-1 maintaining average of 1 adult to 22 students 		
Activity 1.2 Develop and implement training for teachers and staff focused on literacy, math, and social emotional development for primary students, especially when working with our focal student groups.		
Person or Team Responsible for Activity 1.2 SIA Coordinator, Director of Teaching and Learning, and Lead Primary Teachers		
Measures of Evidence for Activity 1.2 <ul style="list-style-type: none"> • Completed on boarding training plan • After training surveys (Total of 3 for the year) • “Look For” Rubric reflecting staff learning –observation done by principal 2x a year 		

Student Investment Account Plan/Application Template

<i>Strategy designed to achieve your outcomes</i>	Strategy #2 Provide a high quality “After School Program” at the middle school level; Program components to include substantial healthy snack, academic support, and an enrichment opportunity of the student’s choice. Transportation home will also be provided.	
<i>Which outcome(s) will this strategy address, and how?</i>	#1 _____ #2 <input checked="" type="checkbox"/> X #3 <input type="checkbox"/> X #4 <input type="checkbox"/> X #5 <input type="checkbox"/> X	<i>If we ____, then ____, and ____</i> <i>If we provide students with the opportunity to spend time outside of school in a structured environment that is highly appealing to students, while at the same time builds students’ academic knowledge as well as their social-emotional development, and modeled on best practices for quality outside of school time, then this opportunity will have a positive impact on student achievement levels overall.</i>
Specific Activities that will support strategy #2 (See Budget for specific cost information)		
Activity 2.1 Convene an “After School Program” design team & create program structure and implementation plan (Academics, Enrichment & Logistics)		
Person or Team Responsible for Activity 2.1 Middle School Principal, Lead Teacher, Design Team, SIA Coordinator		
Measures of Evidence for Activity 2.1 <ul style="list-style-type: none"> • Outlined plan (Academics, Enrichment, & Logistics) 		
Activity 2.2 Implement “After School Program”		
Person or Team Responsible for Activity 2.2 Middle School Principal, Lead Teacher, Design Team, SIA Coordinator		
Measures of Evidence for Activity 2.2 <ul style="list-style-type: none"> • Pre & Post Assessments for math & ELA • Student engagement survey • Teacher engagement survey 		

Student Investment Account Plan/Application Template

Strategy designed to achieve your outcomes	<p>Strategy #3</p> <p>Develop and implement a K-12 Comprehensive School Behavioral and Mental Health System: This strategy includes resetting PBIS K-8 to address behavior, initiate a process to adopt Social Emotional Curriculum with a data/ progress monitoring system and expanding our work with Trillium Family Services to implement prevention services to address lagging skill deficits and mental health problems before they become maladaptive.</p>	
Which outcome(s) will this strategy address, and how?	<p>#1 _____</p> <p>#2 <input checked="" type="checkbox"/> X</p> <p>#3 <input checked="" type="checkbox"/> X</p> <p>#4 _____</p> <p>#5 <input checked="" type="checkbox"/> X</p>	<p><i>If we ____, then ____, and ____</i></p> <p><i>If we implement a K-12 Comprehensive School Behavioral and Mental Health System, then all of our students, in particular those with in our focal groups, will experience and have access to a positive school climate, social emotional learning opportunities, and mental health supports resulting in students who can better regulate themselves, are prepared to navigate social relationships and are prepared for learning.</i></p>
<p>Specific Activities that will support strategy #3 (See Budget for specific cost information)</p>		
<p>Activity 3.1</p> <p>Convene Social Emotional Learning Planning Team to create implementation plan of the district’s Social Emotional Learning curriculum adoption.</p>		
<p>Person or Team Responsible for Activity 3.1</p> <p>Supported Education Director along with Teaching and Learning Director will bring together a team of stakeholders and work through the 20-21 school year to propose and adopt a curriculum and progress monitoring system to address social-emotional learning skill development for all students.</p>		
<p>Measures of Evidence for Activity 3.1</p> <ul style="list-style-type: none"> • Inventory of existing behavior systems practices throughout district • Established PBIS Coach for district • Plan for strengthening practices <p>Established behavioral data system K-12</p>		
<p>Activity 3.2</p> <p>Reinforce all positive school culture systems to support the social, emotional and mental health well-being for all students.</p>		
<p>Person or Team Responsible for Activity 3.2</p> <p>Sped Director, Teaching and Learning Director, NW PBIS network coach, and building principals</p>		
<p>Measures of Evidence for Activity 3.2</p> <ul style="list-style-type: none"> • Completed schoolwide evaluation tool resulting in (SET) data, to drive priorities for addressing districtwide K-8 buildings and link to Continuous Improvement Plans (CIPs) • Existing specific and measurable goals within each CIP plan (elementary & middle) related to improving behavior • Driven by SET data for each building and guidance from experts at NW PBIS Network, necessary training for staff • Contract with .6 FTE of Positive Behavior and Instruction Coach to work with all schools to assure universal systems are operating with the highest fidelity. 		
<p>Activity 3.3</p> <p>Implementation of preventative mental health services by contracting with Trillium Family Services. Two positions will address this need. Two Prevention Specialists, who are masters level clinicians, will respond to a wide variety of mental health service needs; with the assistance of Outpatient Skills Trainers, who are Bachelors-Level Qualified Mental Health Practitioners (contracting for five to start). Services to be provided in this project will include, but not limited to assessment of students for counseling</p>		

Student Investment Account Plan/Application Template

need, risk screenings, group and family counseling, and short-term individual counseling intervention for emotional and behavioral health support, group counseling for students and referral to other appropriate mental health service providers or family service staff members. These services will include but are not limited to: screenings, triage, and referral, individual support, group and family intervention, team consultation or staffing and school presentations in support of promoting a healthy and trauma informed school environment.

Person or Team Responsible for Activity 3.3

Supported Education Director will contract with Trillium Family Services and assist in onboarding and managing the staff conducting the program.

Measures of Evidence for Activity 3.3

- 20-21 school year: Healthy Teen Survey, Youth Truth, PBIS referral data
- 21-22 school year: school climate data, plus measures adopted in Activity 3.1

Student Investment Account Plan/Application Template

Strategy designed to achieve your outcomes	Strategy #4 Beyond the classroom academic support and enrichment K-3: The goal for this strategy is to provide support that has a direct impact on students' readiness for learning within their regular school day.	
Which outcome(s) will this strategy address, and how?	#1 <input checked="" type="checkbox"/> _____ #2 <input checked="" type="checkbox"/> _____ #3 _____ #4 <input checked="" type="checkbox"/> _____ #5 <input checked="" type="checkbox"/> _____	If we _____, then _____, and _____ If students in the primary grades are provided with beyond the school day academic support that is engaging and provides personal instruction, then they will be better prepared for the school day thus building self- confidence as individual learners
Specific Activities that will support strategy #4 (See Budget for specific cost information)		
Activity 4.1 Kindergarten Readiness Summer Camp (3weeks prior to start of school)		
Person or Team Responsible for Activity 4.1 Kindergarten Lead Teachers, SIA Coordinator and Director of Teaching and Learning		
Measures of Evidence for Activity 4.1 <ul style="list-style-type: none"> • Kinder Readiness Camp implementation plan • Comparison data from state readiness assessment 		
Activity 4.2 Literacy Summer program for incoming 2 nd and 3 rd graders		
Person or Team Responsible for Activity 4.2 Lead Teachers, SIA Coordinator, Principals and Director of Teaching and Learning		
Measures of Evidence for Activity 4.2 <ul style="list-style-type: none"> • Literacy Summer Camp established implementation plan • Pre and post assessment on standardized literacy skills 		
Activity 4.3 Math & Literacy After School Program for 1 st , 2 nd and 3 rd grades		
Person or Team Responsible for Activity 4.3 Lead Teachers, SIA Coordinator, Principals and Director of Teaching and Learning		
Measures of Evidence for Activity 4.3 <ul style="list-style-type: none"> • Math & Literacy After School Program established plans • Pre and post assessments on standardized math and literacy skills • Attendance data for after school program 		

Student Investment Account Plan/Application Template

<i>Strategy designed to achieve your outcomes</i>	Strategy #5 Develop and strengthen the knowledge and skills of those who contribute to equitable learning experiences for all students through professional development opportunities with follow up support	
<i>Which outcome(s) will this strategy address, and how?</i>	#1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/>	<i>If we ____, then ____, and ____</i> If we have a targeted focus on improving practices that include teaching to standards, equitable pedagogy, and utilizing formative assessments to drive instruction and embed PLCs as a structure to ensure continual progress and sustainability, then teachers and administrators will grow in their learning and skills of improving the learning experience (classroom climate & academics) for all student, but in particular, our focal student groups
Specific Activities that will support strategy #5 (See Budget for specific cost information)		
Activity 5.1 Provide ongoing professional development for K-12 teachers that focuses on strengthening abilities to design and effectively carryout learning experiences that provide access to a rigorous education and grows each students' learning to their fullest capacities		
Person or Team Responsible for Activity 5.1 SIA Coordinator & Director of Teaching and Learning		
Measures of Evidence for Activity 5.1 <ul style="list-style-type: none"> • Professional development participation data • Implementation of teacher learning data • School climate survey "Youth Truth" 		
Activity 5.2 Provide ongoing professional development for teachers and support staff on the topic of trauma informed practices		
Person or Team Responsible for Activity 5.2 SIA Coordinator & Director of Teaching and Learning		
Measures of Evidence for Activity 5.2 <ul style="list-style-type: none"> • Youth Truth Surveys for staff & students 		
Activity 5.3 Strengthen school administrators' abilities to construct and support an environment that reinforces "Professional Learning Communities" as a common practice to plan, do (implement strategies), study (is the strategy working), and adjust (improve the plan) equitable learning experiences for all students		
Person or Team Responsible for Activity 5.3 SIA Coordinator & Director of Teaching and Learning		
Measures of Evidence for Activity 5.3 <ul style="list-style-type: none"> • Principals self assess using PLC implementation rubric • Teacher documentation of process 		

Student Investment Account Plan/Application Template

Strategy designed to achieve your outcomes	Strategy #6 Further develop and strengthen patron (community, parent, staff, student) involvement in school and district improvement strategy and design.	
Which outcome(s) will this strategy address, and how?	#1 _____ #2 _____ #3 <u> X </u> _____ #4 <u> X </u> _____ #5 _____	If we ____, then ____, and ____ If we continue to engage patrons through online, in-person and on-going meaningful communication, then community voice will enhance the work of the district to improve outcomes for all students
Specific Activities that will support strategy #5 <i>(See Budget for specific cost information)</i>		
Activity 6.1 Provide multiple and varied two-way communication opportunities using electronic means.		
Person or Team Responsible for Activity 5.1 SIA Coordinator & Director of Teaching and Learning		
Measures of Evidence for Activity 5.1 <ul style="list-style-type: none"> • Data from community online engagement 		
Activity 6.2 Provide for all community engagement in languages comprehensible by patrons		
Person or Team Responsible for Activity 5.2 SIA Coordinator & Director of Teaching and Learning		
Measures of Evidence for Activity 5.2 <ul style="list-style-type: none"> • Translated communications and events 		
Activity 6.3 Provide for aligned, effective, well-received communications that enhance community understanding by contracting the services of a communication specialist		
Person or Team Responsible for Activity 5.3 SIA Coordinator & Director of Teaching and Learning		
Measures of Evidence for Activity 5.3 <ul style="list-style-type: none"> • Feedback from patrons regarding the quality of district communications 		

Student Investment Account Plan/Application Template

Priorities

How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

All outcomes within the district's SIA plan are student focused. In order to achieve these results, it is recognized that we need to directly invest in the professionals who most impact the students' learning experiences. This is reflected in the plan through professional development opportunities as well as the addition of teaching and support staff.

It is also understood that the students themselves, especially those in our focal student groups, will greatly benefit by additional learning experiences. Within our plan this is reflected in our Kindergarten Readiness Camp, Summer Literacy Program, After School Program at the middle school, and Math and literacy After School Programs at the elementary level.

Where do you expect to put most of your focus, resources and energy in the first year?

We will design and deliver world-class extended day programming for young adolescents. This includes enrichment that connects students with one another and with the school community, academic extensions that enhance learning that has taken place during the school day and mental health supports to students and families engaging in therapeutic services outside the school day.

We will provide for a continuum of mental health support services in collaboration with our partner Trillium Family Services. These services will be anchored in effective practices and a robust social emotional learning framework.

Finally, using SIA resources, we will also prioritize instruction that drives student learning for our students who might otherwise be marginalized. To this end, we will provide students with engaging learning experiences that lead to all students accessing the education they deserve. This will be a driving factor in how plans are developed for our k-5 summer and after school programs. The professional development that is offered to teachers and support staff will also have the same focus. Teachers and support staff will increase their skills in understanding student' learning needs and applying effective strategies that make learning accessible for all student, but especially our focal student groups.

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used that tool in your planning work.

Our District Improvement Team was responsible for drafting the details of our planned activities for each of the five strategies. Before moving forward on this work, our improvement team went through a process that recalibrated their thinking as to what it is to provide equitable learning experiences for students. The Oregon Equity Lens was used as a tool for this process. Guiding questions were converted into a grid for reference as activities were developed.

ALLOWABLE SPENDING PRIORITIES

STUDENT INVESTMENT ACCOUNT

OCG *Ongoing Community Engagement*

Activities aimed to continue engaging focal student groups, communities and staff for input and feedback on planned activities and priorities.

IIT *Increased Instructional Time*

More hours and/or days.

Summer programs; before or after school programs.

Technological investments that minimize class time used for assessments administered to students.

H&S *Improving Student Health & Safety*

Social and emotional learning, trauma-informed practices; student mental and behavioral health.

RCS *Reducing Class Size*

Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;

Increasing the use of instructional assistants.

WRE *Well-Rounded Education*

Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.

Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.

Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated college credit programs, including dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.

Access to licensed educators with a library media endorsement.

ADMIN *Administrative Indirect Costs*

MRSD PROPOSAL: SIA Agreement between the Molalla River School District and (MRA/RPA)

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Molalla River School District (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide [MRA/RPA] (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

This Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Rick Gill/Tony Mann
412 S. Sweigle Ave
Molalla, OR 97038
503-829-2359
rick.gill@molallariv.k12.or.us , tony.mann@molallariv.k12.or.us

4.2 Grantee’s Grant Manager is:

Shelley Urben, MRA/Nicole Hans, RPA
Molalla, OR 97038

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 The District will work collaboratively with the Grantee to identify appropriate projects and outcome measures that align with the district's priorities for the Student Investment Account. Approved projects and outcome measures will be added to this agreement as Appendix A.

5.2 * Deadline for completion/submission?

SECTION 6: GRANT FUNDS

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report. The Grantee shall not set aside any indirect costs from their allocation.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Mis-expended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Mis-expended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

7.3 **Non-appropriation.** District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this grant.

SECTION 8: RECORDS MAINTENANCE, MUNICIPAL AUDIT, ACCESS.

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books,

documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 9: INDEMNIFICATION

- 9.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).
- 9.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 10: LIMITATION OF LIABILITY

Except for liability arising under or related to Section 11, neither party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the liability claim is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any worth arising solely from the termination of this Grant in accordance with its terms.

SECTION 11: PERFORMANCE TARGETS

- 11.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project List as submitted in Appendix A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according

to Section 12, subparagraph 1 of the Act. The District shall work collaboratively with the Grantee to identify and communicate Performance Targets. Alignment between district and chart target is recommend since the charter school data will contribute toward the district's overall performance.

- 11.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties. Quarterly benchmark data or just yearly.

SECTION 12: REMEDIES

- 12.1 **District Remedies.** In the event Grantee 1) fails to meet the performance targets established under Section 8 of this agreement; or 2) fails to implement the projects and activities established under Section 5 of this agreement, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, as well as those available in Section 4(E) of the MRA Charter School Contract/Section 4(C) of the RPA Charter School Contract.
- 12.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.3, or in the event District terminates this Grant under Sections 16.2.1, 16.2.2, 16.2.3, or 16.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13.2, Grantee shall promptly pay any excess to District.

SECTION 13: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 14: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant and Appendix A (the "Project"). Any agreements between a public charter school and a grant recipient (District) shall become part of the grant agreement. (Section 12 subsection 7 of the Act)

SECTION 15: TERMINATION

- 15.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 15.2 **By District.** District may terminate this Grant as follows:
- 15.2.1 Upon 30 days advance written notice to Grantee;
 - 15.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;
 - 15.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;
 - 15.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or
 - 15.2.5 As otherwise expressly provided in this Grant.
- 15.3 **By Grantee.** Grantee may terminate this Grant as follows:
- 15.3.1 Upon 30 days advance written notice to District;
 - 15.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or
 - 15.3.3 As otherwise expressly provided in this Grant.
- 15.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 16: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MOLALLA RIVER SCHOOL DISTRICT

By: _____ Date _____
School District Representative

Printed Name, Title

[MOLALLA RIVER ACADEMY/RENAISSANCE PUBLIC ACADEMY]

By: _____ Date _____
Charter School Representative

Printed Name, Title