

Gaston School District

Student Success Act:

Student Investment Account Grant Report to Community



Background

Last year Oregon Legislature passed the historic Student Success Act, a 1 billion dollar investment in Oregon education! The Student Success Act (SSA) provides investment in three areas: Early Learning, Student Investment Account (SIA), and Statewide Education Initiatives. Receiving funds from the non-competitive Student Investment Account requires each Oregon district to analyze their data and engage the community to address the purpose of the SIA: **meet student mental and behavioral health needs and increase academic achievement and academic disparities for under-served students.** This document provides proposed Outcomes, Strategies and Actions based on our local findings from GSD data and community engagement.

Grant Support

Gaston School District will receive approximately \$500,000.00 annually (based on ADMw) from the Student Investment Account Grant beginning in the 2020-2021 school year.

Preparation for Gaston School District's SIA Grant Application

Expansive processes took place to ensure input representing our students, parents, staff and community. The following engagements included a combination of input was gathered and district data was reviewed:

- 50 Empathy Interviews with parents
- 557 On-Line Surveys Completed
- 13 Stakeholder Meetings held
- 2 All-Student (7-12) Meetings held
- 3 All-Staff Meetings Held

The SIA Grant Plan reflects the engagement results and district data that was gathered last fall/winter.

Our SIA Plan

Three-Year Outcomes:

- 1) All Pre-K through third grade students will demonstrate typical or higher growth and achievement in reading; and the gap of percent proficient between students with disabilities and the aggregate will decrease.
- 2) All students will demonstrate typical or higher growth and achievement in math; and the gap of percent proficient between Latinx students and the aggregate will decrease.
- 3) All ninth grade students will be on track to graduate high school; and the gap of percent on track between economically disadvantaged students and the aggregate will decrease.
- 4) Staff and students will experience an equitable increase in feeling safe, connected, supported and valued.
- 5) The district will recruit and retain quality, effective staff members, including staff who are bilingual/bicultural.

Strategies for Outcomes:

- 1) Provide support and professional development on research-based strategies in the area of math and student engagement.
- 2) Create a culture of safety and respect for each student and adult that supports the social, emotional and physical wellbeing of students and adults that is critical to academic and professional success.
- 3) Offer students after school expanded learning options that integrate academic content into high interest subjects.
- 4) Provide academic and career/college readiness support for students with disabilities.
- 5) Create a system by which the district supports the development and hiring of local talent to become members of the district staff.

Activities that support Strategies and Outcomes:

- 1) Hire a district-wide Instructional Coach, focused on math and effective teaching strategies.
- 2) Hire a Special Education Teacher (1.0 FTE) to reduce caseloads within the district.
- 3) Hire 3 (.875 FTE) Instructional Assistants to support Special Education and Title 1 programs.
- 4) Create and implement a series of high interest after school learning opportunities for students.
- 5) Hire a Counselor (1.0 FTE) to support elementary students.
- 6) Hire a staff member (FTE 1.0) to coordinate and manage special projects.
- 7) Provide professional development in the areas of Restorative Practices, Trauma Informed Practices, PBIS and Engagement.
- 8) Purchase and implement OSAS Interim Assessments for students
- 9) Develop and implement a "Grow Your Own" program that recruits and supports local talent to become GSD staff.

**In the event we are unable to implement some of our planned activities (i.e. if we can't hire a counselor due to supply-demand issues), we will have alternate activities that further support strategies and outcomes.*

If you have questions or concerns, please contact Superintendent Susy McKenzie at 503-985-0210. GSD Board will vote on the proposed plan at the board meeting on March 11, 2020 that begins at 6:00 pm.