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.