



Student Success Act **Student Investment Account**

2020-2021 Plan

Canby School District Plan: Student Investment Account

Outcomes: Our district will look to support our District Improvement Plan by looking for student outcomes in graduation rate, increasing number of 9th graders on track, third grade reading and regular attendance. The longitudinal growth targets are outlined as follows:

Longitudinal Growth Targets for SIA Plan Submission

Four-Year Graduation-District-Wide

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25
Reach Target 2%	88.13	89.89	91.69	93.52	95.39
Baseline Target 1%	86.63	86.86	87.1	87.33	87.56

Four-Year Graduation-Focal Student Groups

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25
Gap Closing +.5%	83.5	83.91	84.33	84.76	85.18

Five-Year Completion-District-Wide

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25
Reach Target 0.5%	91.14	91.6	92.06	92.52	92.98
Baseline Target: Maintain	91.03	91.38	91.72	92.07	92.42

Five-Year Completion-Focal Student Groups

Year 1	Year 2	Year 3	Year 4	Year 5
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	20-21	21-22	22-23	23-24	24-25
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Gap Closing +1% 75.95 77.06 78.19 79.34 80.5

3rd Grade Reading (ELA)- District-Wide

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25

Reach Target 3% 48.8 50.27 51.77 53.33 54.93

Baseline Target 2.5% 48.56 49.78 51.02 52.3 53.61

3rd Grade Reading (ELA)-Focal Student Groups

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25

Gap Closing 4% 37.19 38.67 40.22 41.83 43.5

9th Grade On-Track- District-Wide

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25

Reach Target 2% 87.72 89.47 91.26 93.09 94.95

Baseline Target 1% 86.99 87.99 89.01 90.04 91.07

9th Grade On-Track-Focal Student Groups

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25

Gap Closing 2.5% 73.13 74.96 76.83 78.75 80.72

Regular Attenders-District-Wide

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25
Reach Target .25%	80.8	81	81.21	81.41	81.61
Baseline Target: Correct Negative Trend 0%	80.6	80.6	80.6	80.6	80.6

Regular Attenders-Focal Student Groups

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25
Gap Closing .25%	80.07	80.27	80.47	80.68	80.88

Strategy #1: Taking Care of Students' Health, Emotional and Behavioral Needs

Theory of Action:

If we support the development of positive school climate teams, support implementation of the evidenced-based practices, as identified in the Culturally Responsive Tiered Fidelity Inventory (CR-TFI), and expand the range of social emotional and behavioral supports, then we will establish foundational Tier I inclusive behavior instruction in all schools and students will participate in classrooms that are structured, supportive, and have positive learning environments that meet the social emotional learning needs of all students, increase student attendance and decrease disparities in academic achievement.

Activities that will accomplish this:

- Hire Counselors
- Further establish the role of the Behavior Instructional Assistants at each school
- Provide professional development in areas of need to include:
 - Culturally Responsive Teaching
 - Special Education
 - Restorative Justice
 - Positive Behavior Intervention Systems (PBIS)
 - Social Emotional Learning
- Increase professional development hours for educators to train in using data to inform their connection with students and how to meet their individual needs
- Hire staff to support implementation of Tier I practices
- Provide a unified transition to Kindergarten

Evidence cited provides a number of studies which reinforce the current focus of Canby's District Improvement Plan. Research suggests that an integration of positive behavior supports and social emotional learning leads to better behavior, a connection to school and increased student achievement. There is strong evidence for the connection of positive classroom climate to minimize student behavior in order to support learning. There is moderate evidence which supports the importance of individual connections of adults with students who are facing significant challenges in order to keep them engaged in school and prevent students from dropping out.

Supporting research:

Algozzine, Wang, & Violette (2011) George Sugai, OSEP Center on PBIS Center for Behavioral Education & Research, University of Connecticut, November 8, 2011

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development*, 82(1), pp.405-432.

Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., . . . Johnson, N. (2014). Scaling up school-wide positive behavioral interventions and supports: The experiences of seven states with documented success. *Journal of Positive Behavioral Interventions*, 16, 197–208.

Rikoon, S. H., Brenneman, M. W., & Petway, K. T. (2016). Assessing social emotional learning. *National Association of State Boards of Education*, 20-23. Available at http://www.nasbe.org/wp-content/uploads/Assessing-Social-Emotional-Learning_September-2016-Standard.pdf

Reducing Behavior Problems in the Elementary School Classroom



Released: September 2008
 PDF (1.3 MB)

Recommendations

Details

Panel

Designed for elementary school educators and school- and district-level administrators, this guide offers prevention, implementation, and schoolwide strategies that can be used to reduce problematic behavior that interferes with the ability of students to attend to and engage fully in instructional activities.

<p>1 Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>2 Modify the classroom learning environment to decrease problem behavior.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>3 Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 Draw on relationships with professional colleagues and students' families for continued guidance and support.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>5 Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>
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Preventing Dropout in Secondary Schools



Released: September 2017

PDF (4.4 MB)

Recommendations

Details

Panel

This practice guide provides school educators and administrators with four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates. Each recommendation provides specific, actionable strategies; examples of how to implement the recommended practices in schools; advice on how to overcome potential obstacles; and a description of the supporting evidence.

<p>1 Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.</p> <p> MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>2 Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>3 Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>
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Timeline: Hiring to be completed by July 1, 2020. Any posting to list bilingual preferred. All positions to recruit candidates of color.

Implementation plans will be created to identify yearly goals.

Priorities: Based on community feedback, our priorities within this strategy are outlined as follows:

High Priority: In our first year, our top priority will be to recruit staff with knowledge of behavioral support, develop current staff with best practices for behavior and social emotional learning and pursue activities that surfaced as themes for families and students who are historically underserved (HU). In this area, the activities include:

(*Denotes multiple data sources from HU groups to prioritize this action)

- Behavior Instructional Assistants
- *Adding access to counselors
- *Restorative Justice to address disciplinary practices
- PBIS Coaches to support implementation and coach teachers
- *Nurses
- *Transitional support

Medium Priority:

- Partnerships to support mental health
- Student mentors to support attendance and academic success

SIA Investment: \$1,490,000

Strategy #1	Taking Care of Students' Health, Emotional and Behavioral Needs	Amount
BPMS	Counselor (1.0 FTE)	\$100,000
District	Counselor on Special Assignment-COSA (1.0 FTE)	\$100,000
Trost	School Psychologist (.50 FTE)	\$50,000
CHS	Social Worker Bilingual (1.0 FTE)	\$100,000
Elementary	Behavior IAs (6.0 FTE) - Current staff	\$275,000
District	Professional Development	\$350,000
District	Transitional Support (Kinder Jumpstart, 6 to 7, Post High)	\$25,000
District	Nurses (2.0 FTE)	\$200,000
District	PBIS Coaches for K-12 Support (2.0 FTE)	\$290,000
	Strategy 1 Total	<u>\$1,490,000</u>

Continuous Evaluation:

- Performance evaluation, per contract
- CR-TFI and ORIS framework fidelity tools
- Data analysis of student climate surveys

Strategy #2: Eliminating Academic Disparities Through Extended Day Opportunities, Enrichment, and Instructional Focus on Literacy

Theory of Action:

If we support the development and implementation of extended day options, support implementation of the evidence-based practices, as identified in the Reading Tiered Fidelity Inventory (R-TFI), and expand the range of options to provide enrichment and learning, then we will establish foundational Tier I inclusive academic instruction in all schools and students will participate in classrooms that support high expectations in areas of Math, STEAM/STEM, literacy, and tutoring to assure student achievement, increase student attendance and decrease disparities in academic achievement.

Activities that will accomplish this:

- Extended day opportunities (before and after school) and include transportation (e.g. STEM/STEAM and tutoring)
- Focusing on K-3 reading and making sure that all 3rd graders are reading to learn by the end of 3rd grade
- Adding PE and other specials at elementary schools in order to provide a more balanced education
- Provide Professional Development in the areas of:
 - Eliminate inequities in pullout models and support inclusive practices
 - Small group instruction and differentiation
 - Differentiation for students identified for special education services
 - Differentiation for students identified for TAG
- Eliminate barriers that hinder connection to school (e.g. pay to play, other class fees)
- FTE to reach effective class size

Multiple studies provide evidence that our district improvement plan is focused on the science of reading to eliminate the achievement gap and ensure that third graders are reading to learn. Research supports offering curricula and programs that connect schoolwork with college and career success prevents dropping out and improves graduation rates. (See evidence above). Instruction and interventions should be systematic and data analysis should focus on the establishment of strong core instruction. The following studies support response to intervention, small group instruction, and content level ELD for vocabulary building and content language instruction.

Supporting Research:

- Research cited in multiple studies which show strong evidence include: August, BranumMartin, CardenasHagan, and Francis (2009), Carlo et al. (2004), Lesaux, Kieffer, Faller, and Kelley (2010), Lesaux, Kieffer, Kelley, and Harris (in press), Silverman and Hines (2009), Vaughn et al. (2009), August, BranumMartin, CardenasHagan, and Francis (2009), Brown, Ryoo, and Rodriguez (2010), Denton, Wexler, Vaughn, and Bryan (2008), Burns (2011)

This practice guide provides four recommendations that address what works for English learners during reading and content area instruction. Each recommendation includes extensive examples of activities that can be used to support students as they build the language and literacy skills needed to be successful in school, including examples of how the recommendations align with Common Core and other contemporary state standards. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle school.

<p>1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p> <p>STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>2 Integrate oral and written English language instruction into content-area teaching.</p> <p>STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>3 Provide regular, structured opportunities to develop written language skills.</p> <p>MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p> <p>MODERATE EVIDENCE</p> <p>▼ Show More</p>
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Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

Released: February 2009
[PDF \(1.2 MB\)](#)



Recommendations | Details | Panel

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

<p>1 Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.</p> <p>MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>2 Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.</p> <p>MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>3 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.</p> <p>STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 Monitor the progress of tier 2 students at least once a month.</p> <p>MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>5 Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).</p> <p>MINIMAL EVIDENCE</p> <p>▼ Show More</p>
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Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



Released: July 2016* Revised
[PDF \(3.4 MB\)](#)

Recommendations | Details | Panel

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#).

<p>1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</p> <p>MINIMAL EVIDENCE</p> <p>Show More</p>	<p>2 Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>STRONG EVIDENCE</p> <p>Show More</p>	<p>3 Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>STRONG EVIDENCE</p> <p>Show More</p>	<p>4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p>MODERATE EVIDENCE</p> <p>Show More</p>
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Teaching Academic Content and Literacy to English Learners in Elementary and Middle School



Released: April 2014
[PDF \(6.6 MB\)](#)

Recommendations | Details | Panel

This practice guide provides four recommendations that address what works for English learners during reading and content area instruction. Each recommendation includes extensive examples of activities that can be used to support students as they build the language and literacy skills needed to be successful in school, including examples of how the recommendations align with Common Core and other contemporary state standards. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle school.

<p>1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p> <p>STRONG EVIDENCE</p> <p>Show More</p>	<p>2 Integrate oral and written English language instruction into content-area teaching.</p> <p>STRONG EVIDENCE</p> <p>Show More</p>	<p>3 Provide regular, structured opportunities to develop written language skills.</p> <p>MINIMAL EVIDENCE</p> <p>Show More</p>	<p>4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p> <p>MODERATE EVIDENCE</p> <p>Show More</p>
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The practice guide is also available in e-book format. Materials from the webinar with the practice guide panelists are also available. Click below to access any of the available resources.

Timeline: Hiring to be completed by July 1, 2020. Any posting to list bilingual preferred. All positions to recruit candidates of color.

Implementation plans will be created to identify yearly goals.

Priorities: Based on community feedback, our priorities within this strategy are outlined as follows:

High Priority: In our first year, our top priority will be recruitment, training and the pursuit of activities that surfaced as themes for families and students who are historically underserved (HU). In this area, the activities include:

(*Denotes multiple data sources from HU groups to prioritize this action)

- *Curriculum to enhance student engagement (culturally relevant) and hands-on learning
- *FTE to reach effective class size and target ratios
- Add PE and other content specific areas (e.g. Music, Art, Technology) at our elementary schools
- *Start time change
- *Transportation
- Eliminate barriers to participation (e.g. pay-to-play, class fees)
- Extended day options (e.g. tutoring)

Medium Priority:

- K-3 reading coaches

Low Priority:

- 1:1 devices
- Wi-Fi hotspots

SIA Investment: \$1,936,000

Strategy #2	<i>Eliminating Academic Disparities Through Extended Day Opportunities, Enrichment and Instructional Focus on Literacy</i>	Total
BPMS	Licensed Teachers (2.0 FTE)	\$200,000
Trost	Licensed Coach (1.0 FTE)	\$100,000
Ninety-One	Blend Elimination in Grades 2 & 4 (+ 1.5 FTE)	\$150,000
Eccles	Kinder or Grade 1 Teacher	\$100,000
Carus	Licensed Teacher (1.0 FTE)	\$100,000
Knight	5th Grade Teacher (1.0 FTE)	\$100,000
Elementary	Specials - Art/Music/PE (4 FTE)	\$400,000
District	Reading Coaches FTE Increase @ Eccles/91 (.75 FTE)	\$75,000
Elementary	Kindergarten IAs (Increased Hours)	\$70,000
District	TOSA for Inclusive Practices (1.0 FTE)	\$145,000
District	After School Program Coordinator (1.0 FTE)	\$75,000
District	After School Program/Tutoring	\$75,000
District	After School Transportation	\$25,000
District	Pay-to-Play/Class Fees	\$121,000
District	Curriculum (Hands-On, Culturally Relevant, Engagement)	\$100,000
District	Start Time Change	\$100,000
<i>Strategy 2 Total</i>		<u>\$1,936,000</u>

Continuous Evaluation:

- Performance evaluation, per contract
- CR-TFI and ORIS framework fidelity tools
- Data analysis of adaptive technology tools/curriculum
- DIBELS 8 and IDEL data (universal screeners)
- Teacher feedback forms
- Parent and student surveys

Strategy #3: Hiring of Diverse Staff

Theory of Action:

If we recruit bilingual and diverse staff of color and support the growth of our current non-certified staff, then we will increase our staff demographics to those of our Canby students. Students and parents will see themselves within the group of professionals. Students health needs, behavior needs, connection and engagement needs, and instructional needs will be addressed, and disparities in academic achievement will decrease as the community will feel more connected (*Denotes multiple data sources from HU groups to prioritize this action).

Activities that will accomplish this:

- *Recruitment of diverse staff
- *Grow your own program development
- Mentorship of new teachers
- *Professional development for culturally relevant teaching

Increasing research shows that outcomes such as test scores, attendance, discipline and college readiness are affected by the match of demographics between students and teachers.

Supporting Research:

Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for “Hard-to-Staff” Schools. *Review of Educational Research, 80*(1), 71–107.

André J. Branch (2001) Increasing the Numbers of Teachers of Color in K—12 Public Schools, *The Educational Forum, 65*:3, 254-261

Daniel Aaronson, Lisa Barrow, and William Sander, "Teachers and Student Achievement in the Chicago Public High Schools," *Journal of Labor Economics* 25, no. 1 (January 2007): 95-135.

Darling-Hammond, L. (2004). THE COLOR LINE IN AMERICAN EDUCATION: Race, Resources, and Student Achievement. *Du Bois Review: Social Science Research on Race*, 1(2), 213-246.

Goddard, R. D., & Skrla, L. (2006). The Influence of School Social Composition on Teachers' Collective Efficacy Beliefs. *Educational Administration Quarterly*, 42(2), 216–235.

Timeline: Hiring to be completed by August 1, 2020. Any posting to list bilingual preferred. All positions to recruit candidates of color.

Implementation plans will be created to identify yearly goals.

Priorities: Based on community feedback, every aspect of this strategy was supported by community feedback, specifically that of communities of color.

SIA Investment: \$100,000

Strategy #3	Hiring of Diverse Staff	Total
District	Recruitment/Signing Bonuses	\$50,000
District	Grow your Own	\$50,000
	Strategy 3 Total	<u>\$100,000</u>

- Performance evaluation, per contract
- ORIS framework fidelity tools
- Parent and student surveys

Strategy #4: Strengthening Communication with Parents and Creating Partnerships

Theory of Action:

If we implement communication strategies to better inform our community (parents, staff, students, and partners) and we build partnerships to support and meet the needs of students, then we will see an increase in parent knowledge and awareness in academic and behavior expectations from the school and district. We will establish reciprocal support among students, staff, and parents. Students will increase attendance, stay engaged in school, and increase academic achievement.

(*Denotes multiple data sources from HU groups to prioritize this action).

Activities that will accomplish this:

- *Increase communication through eliminating language barriers through interpretation and translation
- *Family outreach specialist to support families with transitions, partnerships, social, health and emotional needs
- Professional development for teacher parent communication

Extensive research shows that students achieve more when their parents are involved and engaged in their education.

Supporting Research:

Auerbach, S. (2006). " If the student is good, let him fly": Moral support for college among Latino immigrant parents. *Journal of Latinos and Education*, 5(4), 275-292.

Holcomb-McCoy, C. (2010). Involving low-income parents and parents of color in college readiness activities: An exploratory study. *Professional School Counseling*, 14(1), 2156759X1001400111.

Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. *SEDL*.

McNeal Jr, R. B. (2014). Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators. *Universal Journal of Educational Research*, 2(8), 564-576.

Timeline: Hiring to be completed by August 1, 2020. Any posting to list bilingual preferred. All positions to recruit candidates of color.

Implementation plans will be created to identify yearly goals.

Priorities: Based on community feedback, every aspect of this strategy was supported by community feedback, specifically that of communities of color.

SIA Investment: \$176,000

Strategy #4	Strengthening Communication with Parents and Creating Partnerships	Total
District	Family Outreach Specialist (1.0 FTE)	\$100,000
District	Interpreter (1.0 FTE)	\$76,000
Strategy 4 Total		<u>\$176,000</u>

Continuous Evaluation:

- Performance evaluation, per contract
- ORIS framework fidelity tools
- Parent and student surveys

A Multi-Year Plan:

During the first year of the implementation of this plan, we will focus on the recruitment, training and the support of new staff who will serve in critical support roles for our students and families who have been historically underserved.

All strategies identified a need for professional development and this will be a key focus in building consensus and infrastructure for the goals we have ahead of us. Additionally, a 5% allowable expense is recommended to increase capacity and support the goals of our plan. The district is budgeting less than the allowable expense recommended in order to adjust and increase funding for activities the plan will fund.

Each strategy has high, medium, and low priorities. These are further identified by activities that have been advocated for by our historically underserved community. The activities are targeted, universal support, that are grounded in the needs of our students who have been affected by the predictability of achievement and said strategies will support all Canby students. The total cost of *all of the proposed activities* is beyond the \$3,800,000 of the projected budget; the sum of all strategies presented is **\$3,792,440**. The low priority items will be removed (e.g. 1:1 devices and Wi-Fi hotspots) to balance the plan with the budget. We have structured the plan to shift in case the workforce additions we seek are not available. Therefore, targeted improvements or one-time expenses could replace personnel-related activities. Furthermore, if we can secure additional staff (e.g. counselors, nurses, PE teachers) we would prioritize these positions and remove other low- priority items.

DISCLAIMER

There are significant factors that the COVID-19 pandemic will have on the actual funding of this plan. Any changes to funding will be communicated to our stakeholders through our district website: <https://www.canby.k12.or.us/our-district/student-success-act>

BUDGET BY TWO AREAS OF THE LAW:

Meeting Students' Mental and Behavioral Needs	Description	Amount
BPMS	Counselor (1.0 FTE)	\$100,000
CHS	Social Worker Bilingual (1.0 FTE)	\$100,000
Trost	School Psychologist (.50 FTE)	\$50,000
Elementary	Specials - Art/Music/PE (4 FTE)	\$400,000
Elementary	Behavior IAs (6.0 FTE) - Current staff	\$275,000
District	Counselor on Special Assignment-COSA (1.0 FTE)	\$100,000
District	Family Outreach Specialist (1.0 FTE)	\$100,000
District	PBIS Coaches for K-12 Support (2.0 FTE)	\$290,000
District	Nurses (2.0 FTE)	\$200,000
District	Transitional Support (Kinder Jumpstart, 6 to 7, Post High)	\$25,000
District	Pay-To-Play/Class Fees	\$121,000
District	Start Time Change	\$100,000
	Area Total	\$1,861,000
Increase Academic Achievement and Decrease Academic Disparities	Description	
BPMS	Licensed Teachers (2.0 FTE)	\$200,000
Carus	Licensed Teacher (1.0 FTE)	\$100,000
Eccles	Kinder or Grade 1 Teacher (1.0 FTE)	\$100,000
Knight	5th Grade Teacher (1.0 FTE)	\$100,000
Ninety-One	Blend Elimination-Grades 2 & 4 (+1.5 FTE)	\$150,000
Trost	Licensed Coach (1.0 FTE)	\$100,000
Elementary	Kindergarten IAs (6.0 FTE)	\$70,000
District	Reading Coaches FTE Increase @ Eccles/91 (.75 FTE)	\$75,000
District	TOSA-Inclusive Practices (1.0 FTE)	\$145,000
District	Professional Development	\$350,000

District	After School Program Coordinator (1.0 FTE)	\$75,000
District	After School Program/Tutoring	\$75,000
District	After School Transportation	\$25,000
District	Interpreter (1.0 FTE)	\$76,000
District	Curriculum (Hands-On, Culturally Relevant, Engagement)	\$100,000
District	Recruitment/Signing Bonuses	\$50,000
District	Grow your Own	\$50,000
	Area Total	\$1,841,000
District	Indirect Costs	\$90,440
	TOTAL SIA BUDGET	<u>\$3,792,440</u>

BUDGET BY ALLOWABLE USE:

Reducing Class Size	Description	Amount
BPMS	Licensed Teachers (2.0 FTE)	\$200,000
Ninety-One	Blend Elimination-Grades 2 & 4 (+1.5 FTE)	\$150,000
Eccles	Kinder or Grade 1 Teacher (1.0 FTE)	\$100,000
Carus	Licensed Teacher (1.0 FTE)	\$100,000
Knight	5th Grade Teacher (1.0 FTE)	\$100,000
Elementary	Kindergarten IAs (Increased Hours)	\$70,000
	Allowable Use Total	<u>\$720,000</u>
Instructional Time	Description	Amount
Trost	Licensed Coach (1.0 FTE)	\$100,000
District	Reading Coaches FTE Increase @ Eccles/91 (.75 FTE)	\$75,000
District	TOSA-Inclusive Practices (1.0 FTE)	\$145,000
District	Professional Development	\$350,000
District	Curriculum (Hands-On, Culturally Relevant, Engagement)	\$100,000
	Allowable Use Total	<u>\$770,000</u>
Well-rounded Education	Description	Amount
Elementary	Specials - Art/Music/PE (4 FTE)	\$400,000
District	After School Program Coordinator (1.0 FTE)	\$75,000
District	After School Program/Tutoring	\$75,000
District	After School Transportation	\$25,000
District	Pay-to-Play/Class Fees	\$121,000
District	Grow your Own	\$50,000
District	Recruitment/Signing Bonuses	\$50,000
District	Counselor on Special Assignment-COSA (1.0 FTE)	\$100,000
	Allowable Use Total	<u>\$896,000</u>

Health and Safety	Description	Amount
BPMS	Counselor (1.0 FTE)	\$100,000
Trost	School Psychologist (.50 FTE)	\$50,000
CHS	Social Worker Bilingual (1.0 FTE)	\$100,000
Elementary	Behavior IAs (6.0 FTE) - Current staff	\$275,000
District	Family Outreach Specialist (1.0 FTE)	\$100,000
District	PBIS Coaches for K-12 Support (2.0 FTE)	\$290,000
District	Nurses (2.0 FTE)	\$200,000
District	Interpreter (1.0 FTE)	\$76,000
District	Transitional Support (Kinder Jumpstart, 6 to 7, Post High)	\$25,000
District	Start Time Change	\$100,000
	Allowable Use Total	<u>\$1,316,000</u>
District	Indirect Costs	\$90,440
	TOTAL SIA BUDGET	\$3,792,440