



**STUDENT INVESTMENT
ACCOUNT
APPLICATION
&
APPENDICES**

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Part One: General Information

Applicant

School District: Pendleton School District 16 R

Institution ID: 2207

Webpage where SIA is posted: <https://pendleton.k12.or.us/student-investment-account-sia>

SUBMITTING PERSON CONTACT:

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SUPERINTENDENT

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9. Part Two: Narrative

A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.)

We are a small rural district in Eastern Oregon in the InterMountain Education Service District. Pendleton School District serves approximately 3,000 students Kindergarten through Grade 12 in one early learning center, three 1st-5th grade elementary schools, one comprehensive middle school, one comprehensive high school, and one alternative high school. Additionally, PSD holds the charter for the Nixya'awii Community School who intends to apply separately for funding. Our district is the largest district serving students from the Confederated Tribes of the Umatilla Indian Reservation with approximately 20% of our students who identify as Native American. Approximately 50% of our students experience economic disadvantages and qualify for the Free and Reduced Meals program. Approximately 15% of our students experience a disability and are eligible for services under the Individuals with Disabilities in Education Act. We serve approximately 100 students district wide who are learning English through our English Language Development Program.

The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement.

We engaged a broad base of stakeholders, educators, administrators, community members and students to develop a comprehensive strategic plan in spring of 2017. We intentionally wove into our strategic plan a continuous improvement process. Each year we gather and analyze quantitative and qualitative indicators to monitor our progress, set our priorities, and make mid course direction changes in alignment with our strategic plan goals and more detailed critical elements of those goals. Systems change takes a minimum of five years to full implementation and then the data begins to show the intended outcomes of the changes. We gathered our baseline data for our strategic plan measurables in the 2017/2018 school year and developed implementation plans for our identified priorities. Our continued community engagement for the Student Success Act affirmed our current goals, critical elements, and priorities because we started with community engagement to develop them. Our plan centers on reducing academic disparities and increasing achievement for students who experience economic disadvantage, students who experience disabilities, students learning English, and students who are Native American. Our data indicates these focal student groups fare the poorest in our current educational system. When we reached out to the families of these students, they resoundingly responded with top priorities for mental and behavioral health and wellbeing, safety and security, and a

well rounded education.

Our top priority is to attend to the health, safety and wellbeing of students through development of a system to address these needs with additional staff, programs and training. If we address these primary needs and provide a high quality, culturally responsive, enriching curriculum to all students with multiple tiers of support, then we will see increased achievement and decreased disparities for our focal student groups.

Part Three: Community Engagement

10. OVERVIEW OF COMMUNITY ENGAGEMENT

Describe your approach to community engagement (250 words or less). Ensure your response includes:

- Who you engaged
- Frequency/ occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

The Pendleton School District has a vibrant and active strategic plan. As part of that plan, we have identified desired outcomes for each of our four goals along with what we refer to as the measurables for each goal. Student, staff and parent survey data is an integral part of assessing our strategic plan goals. For the last three years, we have used the same survey, which is administered in the spring to gather longitudinal data on progress towards our goals.

Upon learning of the requirements for the Student Success Act and subsequent Student Investment Account, we developed a stakeholder survey to use with students, staff and parents. The following strategies and activities were chosen to get specific stakeholder feedback in a short window of time:

1. Students – we will continue to administer the spring survey to students in grades 4-12 as we have done in the past. Up to five additional survey questions will be added that are directly aligned to student investment account funds.
2. Parents – utilized multiple strategies to seek input from parents including:
 - a. Survey of all parents at November parent conferences.
 - b. Discussion with our Native American parents at the October TAPP (Tribal Attendance Promising Practices) night held at Washington Elementary. Forty parents responded to the survey after this event.
 - c. Surveying parents after IEP meetings held between October and January.
 - d. Parents of ELD students specifically requested to complete surveys during conferences.
 - e. The ongoing spring parent survey
3. Staff :
 - a. The superintendent met with classified and licensed staff between November and January. An overview of the Student Success Act was shared and then all staff were invited to take the online survey.
 - b. Each Wednesday, the superintendent sends out a memo to all staff. The district's plan for the funds and a frequently asked questions document accompany this memo.
4. Community – we reached out community groups to share information about the SSA and seek informal input.
 - a. Rotary
 - b. Kiwanis
 - c. Oregon Retired Educator Association (Pendleton Chapter)
 - d. School Board (on agenda multiple times)
 - e. CTUIR (Confederate Tribes of the Umatilla Reservation) Education Department
 - f. Oregon Family Support Network
 - g. Family Needs Connect

We believe that we have established good opportunities and channels to communicate and engage our stakeholders. We are committed to continue our use of qualitative data alongside our quantitative data in our continuous improvement process.

11. SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

Share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic, and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

We believe we are in a good position currently since this has been an ongoing effort for our district for a number of years. The barrier that we have faced and will continue to face is the quality of engagement of those families who have been historically underrepresented. We are taking the approach that, when we ask for people's input in the form surveys, we show them we value their input by making the aggregated responses public, using it to inform our goals, priorities and actions, and explicitly explain how we use the feedback in our continuous improvement process. Additionally, we need to win parents from our focal groups over through their children. We believe over time we can get targeted families to be more engaged with their children's education by serving their students well and improving student outcomes.

12. What relationships and/or partnerships will you cultivate to improve future engagement (150 words or less)

We will continue our ongoing efforts to strengthen the relationship between the Confederated Tribes of the Umatilla Indian Reservation. Additionally, we will continue to foster positive parent and community relationships through the process of valuing and using their input in an ongoing authentic process for continual improvement. We hope to add student focus group conversations with students in grades 6-12 to improve our qualitative data for decision making over the next two years.

13. What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

Please continue to streamline processes, remove redundancy, and remove administrative burdens. As we shift to make more space for the voices of our historically underrepresented stakeholders please continue to message the intent of this legislation to our stakeholders who come from the advantaged groups.

14. WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

- 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, booster clubs, parent groups, classroom volunteers)
- Business community
- Community leaders

15. HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the strategies/activities you deployed to engage your community:

- Survey(s) or other engagement apps
- In-person forums
- Focus group(s)
- Community group meeting
- Website
- Email messages
- School board meeting
- Partnering with unions
- Partnering with community based organizations
- Social Media
- Focused Surveying

16. EVIDENCE OF ENGAGEMENT

You will upload your top five artifacts of engagement.

17. Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).

We chose a sampling from the activities used to engage all stakeholders due the vast amount of community, stakeholder, parent, and staff strategies and activities. We included samples of calendars with meeting information, informational materials used for meetings, agendas from meeting with community groups, agendas of our monthly meetings with the CTUIR Education Department, Surveys and focused surveys for Feedback emails, tools and analysis, and School Board Agendas of discussion and plan preview. We feel these represent our efforts to garner input and feedback from a wide range of community stakeholders, including our families of focal student groups, to develop and refine our SIA plan.

18-19. STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).

We used forum discussions, SSA specific surveys, focused surveys, web and social media announcements, and data from our annual parent and student surveys. We chose our strategies specific to the group we sought input from. For our CTUIR parents, we first had an introduction to the content, then a Q & A session, then had them complete the survey specific to the SSA/SIA. After each IEP meeting, our special education teachers asked parents to participate in the focused surveying for SSA/SIA to personally engage them for this focal group. We used web and social media announcements to elicit feedback from groups more comfortable on those platforms. Additionally, we compared what we learned with the information gathered from our annual student and parent surveys to triangulate the data. We used a common SIA specific feedback tool with all groups with a varied approach to introducing the content, laying the foundation, and garnering the feedback. This allowed us to compare feedback within and across groups.

Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words).

We used forum discussions, SSA specific surveys, focused surveys, web and social media announcements, and data from our annual parent and student surveys. We chose our strategies specific to the group we sought input from. For our CTUIR parents, we first had an introduction to the content, then a Q & A session, then had them complete the survey specific to the SSA/SIA. After each IEP meeting, our special education teachers asked parents to participate in the focused surveying for SSA/SIA to personally engage them for this focal group. We used web and social media announcements to elicit feedback from groups more comfortable on those platforms. Additionally, we compared what we learned with the

information gathered from our annual student and parent surveys to triangulate the data. We used a common SIA specific feedback tool with all groups with a varied approach to introducing the content, laying the foundation, and garnering the feedback. This allowed us to compare feedback within and across groups.

20-21. STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words). *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

Our first strategy was and is to continuously remind our stakeholders of the four goals that make up the core of our strategic plan: 1) Instructional Excellence, 2) Responding to the needs of ALL students, 3) Promoting innovative and emerging programs and practices, and 4) The Pendleton Brand. Prior to the passage of HB 3427 through our existing annual surveys, informal conversations with staff and observations, we identified areas that were under-resourced with our current funding. With the creation of the Student Investment Account, we aligned the grant purposes and allowable expenditures to our strategic plan.

Next, we had conversations with the Board of Directors as a group and individual meetings with the superintendent. We did the same with the leadership of our two largest employee groups, Pendleton Association of Teachers and Oregon School Employees Association.

Finally, the superintendent was invited to each site to discuss with certified and classified staff the student success act, our draft plan and a short survey for staff to indicate their priorities for the new revenue.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used (500 words). *Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*

As a team, we were committed to three activities for staff engagement, 1) staff meetings, 2) staff surveys, and 3) weekly memos to all staff with updates and the opportunity to ask questions.

Staff meetings were conducted by the superintendent and are ongoing by the building administrators. We value the importance of personal, direct and conversational communication. Be able to converse on topic provides clarity and builds support for initiatives and actions when people fully understand all the facts and thinking behind a plan.

Like most organizations providing people, the opportunity to give feedback and input in a safe format also lends itself to positive attitudes toward an initiative. In this case, the use of Student Investment Account funds to further our Strategic Plan.

Finally, having an ongoing exposure to our goals and our plans keeps them at the forefront of our collective district mind.

22. COLLECTING AND USING INPUT

Describe and distill what you learned from your community and staff. Ensure your response includes: (250-500 words)

- What you learned or are actively learning
- How you applied the input to inform your planning

When we broke our survey data down into eight distinct groups, we found the following:

1. Parents see well-rounded education, providing social emotional supports and class size as their top three priorities.
2. Staff data reflected the same three priorities although in a slightly different order.
3. Seven of the eight groups felt Social & Emotional Support was more important than Class Size by a 2:1 margin.

We believe that our plan addresses staffing in the areas that are explicitly allowed by the Student Investment Account aligned to our data and observations.

Part Four: Data Analysis

23. Describe the data sources used and how the data informs equity-based decision making (150 words or less).

PSD has and continues to review and track the data for all of our student groups but we are focused on the lowest performing groups. The data sources used include but not limited to:

- District Strategic Plan Key Data Points: Students with Disabilities, Native American and Students of Poverty achievement rates for SBAC in grades 3, 5 and 11, graduation rates, iReady growth and achievement levels, CTE completers, enrollments in AP/Honors courses, student and parent survey results around school safety and instruction quality and School to Careers rates.
- District and school reports cards.
- Ninth grade on track rates and trends.
- State assessment results by student group (SBAC, KA, ELPA).
- Absenteeism reports by student group.
- Graduation rates and trends by student group.

*Although we are also tracking data for our Hispanic student group, there is not a statistically significant achievement gap, in fact they have often outperformed all other student groups.

24. Part Five: SIA Plan

The SIA plan must be for three years. There is not a firm limit on page length or word count. It is suggested between five and 20 pages.

KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

OUTCOMES: What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

SEE ATTACHED PSD SIA INTEGRATED PLANNING TOOL

Reduce academic disparities and increase academic achievement in third grade reading, regular attendance, 9th grade on track, and graduation for students experiencing economic disadvantage, students with disabilities, students who are Native American, and students learning English through creation of additional programs, high quality embedded professional development, reduction of class sizes K-3rd grade, additional staffing in key areas, and collaboration with our key community partners. (Strategic Plan Goal 1: Academic Excellence)

Development of a comprehensive system of support for behavioral and mental health that leads to a climate and culture of safety and well being for all students. (Strategic Plan Goal 2: Responding to the Needs of All students)

Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in education institutions (Strategic Plan Goal 3: Innovative and Emerging Practices)

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with

the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

25. BUDGET

*Upload a completed SIA budget template.
ODE will release and SIA budget template in late January 2020.*

26-27. EQUITY LENS OR TOOL

Upload the equity lens or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words).

We utilized the ODE Equity Lens, our current board policy for Educational Equity, the InterMountain Equity Tool guiding questions in developing and analyzing our SSA SIA plan. The adopted tools guided the SIA process in analyzing data, developing our community engagement plan, reviewing stakeholder and community input, drafting the SIA plan, and establishing use of funds. The guiding questions included in the equity lens were read prior to each SIA discussion and planning meeting to help focus conversations on equitable decision-making. The lens was reviewed throughout the application development process to help ensure that decisions and actions aligned with considerations outlined in the equity lens.

29. LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE has asked for drafts of the growth targets at the time of submission, but ODE will co-development them once the application has been determined to meet all requirements.

Part Six: Use of Funds

32. ALLOWABLE USES

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

- ✓ Increasing instruction time
- ✓ Addressing students' health and safety needs
- ✓ Evidence-based strategies for reducing class size and caseloads
- ✓ Expanding availability of and student participation in well-rounded learning experiences

33-34. MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- ✓ Increasing instruction time
- ✓ Addressing students' health and safety needs
- ✓ Evidence-based strategies for reducing class size and caseloads
- ✓ Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

- Meet students' mental and health needs; and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in law.

Reduce academic disparities and increase academic achievement in third grade reading, regular attendance, 9th grade on track, and graduation for students experiencing economic disadvantage, students with disabilities, students who are Native American, and students learning English through creation of additional programs, high quality embedded professional development, reduction of class sizes K-3rd grade, additional staffing in key areas, and collaboration with our community partners. (Strategic Plan Goal 1: Academic Excellence)
Development of a comprehensive system of support for behavioral and mental health that leads to a climate and culture of safety and well being for all students. (Strategic Plan Goal 2: Responding to the Needs of All students)

Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in education institutions (Strategic Plan Goal 3: Innovative and Emerging Practices)

35-36. ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less).

Our strategic plan lays out goals increases in on-time graduation, increasing academic achievement for ELA and Math, and increasing positive trend data from staff, student, and parent satisfaction surveys, increase the number of credits earned at the high school level (especially in AP and Honors courses), increasing the number of CTE completers, and reducing the dropout rates over the course of the next three years.

The plan specifically addresses decreasing disparities for in these outcomes for Native American students, students who experience disability, and students experiencing economic disadvantage. Our SIA plan allocates resources to meet the social-emotional health and well being needs of all students in order to mitigate the disparate impact on students of color, students experiencing disability and students experiencing economic disadvantage.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

We anticipate resistance from our staff, students and parents as we attempt to create a more just system. The forces of hegemony, in which we are all complicit, resist any change in the status quo. Therefore these changes to allocate resources to those who most need them will encounter resistance from all parties, even those receiving the resources. Clear communication and sincere listening are key to our implementation plans to surface and address resistance in our social justice efforts to reduce academic disparities and create a climate and culture of safety for ALL students. Concise messaging to our communities who experience privilege are also key to moving this work forward.

Adult attitudes change slowly. Given the timelines for expected increases in outcomes, our efforts must address changing the hearts and minds of our professionals not used focusing on our underserved students.

The biggest risk and potential pitfall is long term funding commitment from the state. Systems change takes time and consistency. We must protect the state school fund while protecting these strategic investments in order to stay the course and see our changes meet the intended outcomes.

37. Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL

1. *March 9, 2020 Board Meeting Agenda/Minutes*
<https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001344> Located at the April 13, 2020 board meeting agenda packet
2. <https://pendleton.k12.or.us/student-investment-account-sia>

38. Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school (s)?

- ☒ Yes
☐ No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

- ☒ Yes
☐ No

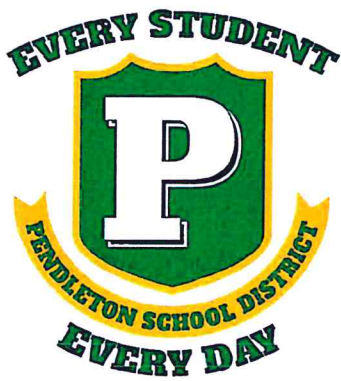
Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

☒ Yes

☐ No

Nixya'awii Community School will submit a separate SIA application.

STRATEGIC PLAN & DATA DASHBOARD



2017-2022 STRATEGIC PLAN



OUR VISION:

The Pendleton School District is a place where I belong, where I can succeed!

OUR MISSION:

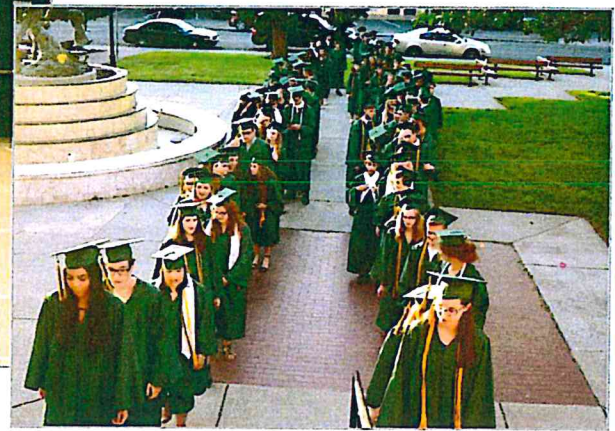
We exist to ensure that all students learn and achieve their maximum potential. We work in partnership with the students, families and our community to ensure every student acquires the knowledge, skills and core values necessary to pursue a productive and fulfilling life, to participate as responsible citizens in our democracy, and to succeed in an evolving global society.

OUR MOTTO:

Every Student, Every Day.

OUR BELIEFS:

- We believe all students deserve equitable access to a quality education and the opportunity to learn.
- We believe all students learn in different ways, at different rates and with different teaching methods.
- We believe a safe, positive and caring school climate is essential to learning.
- We believe education and learning are a shared responsibility of the school, district, home and community.
- We believe effective education requires quality programs, well-maintained facilities, adequate support and cutting edge technology.
- We believe in using all community, regional and state resources to maximize the educational experience for students.
- We believe that a strong Pre-K-12 educational system is a critical building block for the economic viability of the total community.
- We believe in a continuous school improvement process based upon research, district-wide collaboration, data-driven instruction and best practices.
- We believe all policies, administrative directives and instructional support should be aligned with district values and beliefs.
- We believe the diverse cultures, backgrounds and experiences of all add value to our educational environment.



OUR CORE VALUES:

- We value collaborative relationships and processes that invite all stakeholders to contribute to our district's success.
- We value safe, caring and respectful school environments where each person feels like they belong.
- We value high expectations for all.
- We value everyone reaching their maximum potential.
- We value a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.
- We value open, honest and timely communication.
- We value taking responsibility for our progress through transparent evaluation of student success, staff quality and management of the community resources.
- We value policies and practices that are fair and just.
- We value educational opportunities and resources that ensure everyone – regardless of race, color, religion, gender, sexual orientation, marital status, age, nationality, disability, or economic status – meets our standards for achievement, participation and growth.
- We value relevant learning experiences inside and outside the classroom that foster integrity, courtesy, responsibility, critical thinking, perseverance, teamwork, communication skills, current technology skills, leadership development and problem solving.

GOAL 1 Pursuit of Instructional Excellence – Investing in our staff

Introduction:

Research supports that the quality of the classroom teacher has the single-most impact on student achievement. To that end the Pendleton School District makes the investment in our staff a top priority. Highly skilled, inspired and inspirational teachers will give their very best to each student in order for them to reach their potential.

Critical Elements of Instructional Excellence:

In order to attain instructional excellence, we will:

1. Recruit the very best staff focusing on both their instructional and interpersonal qualities,
2. Develop an induction program that supports new staff the first three years of their career in PSD,
3. Cultivate a collegial culture of professional learning communities and peer coaching, to improve instruction.
4. When implementing a new program or initiative, we will;
 - a. Involve stakeholders in selection process;
 - b. Develop a 3-5 year implementation plan;
 - c. Be accountable to the implementation plan;
 - d. Provide ongoing professional development throughout each year of implementation
5. Ensure that all staff are culturally competent and utilize best practices.
6. Ensure that all staff have the knowledge and skills to address the diverse needs of our students and families.
7. Maintain focus on the PSD Instructional Framework and use it to guide our work in the following areas;
 - a. The Learner and Learning,
 - b. Content,
 - c. Instructional Practice,
 - d. Student Learning and Growth, and
 - e. Professional Responsibilities.

Measurables:

1. Increase the on-time graduation rate each year.
2. Increase the on-time graduation rate for Native American students by 5-7% each year.
3. Increase the on-time graduation rate for students of poverty by 5-7% each year.
4. Reduce the achievement gap on SBAC for Native American students by 3-5% each year in grades 5, 8 and 11.
5. Reduce the achievement gap on SBAC for students of poverty by 3-5% each year in grades 5, 8 and 11.
6. Reduce the achievement gap on SBAC for special needs students by 1-2% each year in grades 5, 8 and 11.
7. Positive trend data from staff satisfaction survey. (focused on professional development)
8. Increase the % of 3rd graders meeting ELA proficiency on the SBAC.
9. Increase the % of 8th graders meeting ELA and Math proficiency on the SBAC.
10. Increase the % of 11th graders meeting ELA and Math proficiency on the SBAC.
11. Increase iReady growth by grade in ELA and Math.
12. Positive trend data from student satisfaction survey.

2019-2020 District Focus for Pursuit of Instructional Excellence:

CE 3 = Emphasis on effective use of PLC time/accountability

CE 7a = Focus on PSD teaching standard of Professional Practice Domain 1, Standard 3

CE 7c = Focus on PSD teaching standard of Professional Practice Domain 3, Standard 6

2022 Goal or Outcome:

Goal 1 - Pursuit of Instructional Excellence		1415	1516	1617	1718	1819
Increase on-time graduation rate - 4 year cohort*	1.1~	→	↑	↓	→	↓
Increase on-time graduation rate for Native American students by 5-7% each year	1.2~	→	↑	↓	↑	↓
Increase on-time graduation rate for students of poverty by 5-7% each year	1.3~	→	↑	↑	↓	↓
Reduce the achievement gap on SBAC for Native American students by 3-5% each year	1.4					
Grade 5 ELA	1.4.A	→	↓	→	↑	↓
Grade 8 ELA	1.4.B	→	→	↓	↑	↓
Grade 11 ELA	1.4.C~	→	↑	↓	↑	↓
Reduce the achievement gap on SBAC for students of poverty by 3-5% each year	1.5					
Grade 5 ELA	1.5.A	→	↓	↓	→	→
Grade 8 ELA	1.5.B	→	↑	↓	↑	↓
Grade 11 ELA	1.5.C~	→	↑	↓	↑	↓
Reduce the achievement gap on SBAC for special needs students by 1-2% each year	1.6					
Grade 5 ELA	1.6.A	→	↓	↑	→	↓
Grade 8 ELA	1.6.B	→	↑	→	→	→
Grade 11 ELA	1.6.C~	→	↑		↑	↓
STAFF satisfaction data (focus on professional development)	1.7				133	129
Our teachers engage in classroom-based professional development activities that focus on improving instruction (i.e. - peer coaching, learning walks, teacher taught workshops, staff meeting trainings, etc.)	1.7.A				→	↑
We are provided training to meet the needs of a diverse student population in our school	1.7.B				→	↑
Increase the % of 3rd graders meeting the ELA proficiency on the SBAC*	1.8	→	↑	↓	→	→
Increase the % of 8th graders meeting proficiency on the SBAC	1.9					
Grade 8 ELA	1.9.A	→	↑	↓	↑	↓
Grade 8 Math	1.9.B	→	↑	↓	↑	↓
Increase the % of 11th graders meeting proficiency on SBAC	1.10					
Grade 11 ELA	1.10.A~	→	↑	↓	↑	↓
Grade 11 Math	1.10.B~	→	→	↑	↑	↓
Increase iReady growth by grade in ELA and Math	1.11					
Grade 1 ELA	1.11.A				→	→
Grade 1 Math	1.11.B				→	↑
Grade 2 ELA	1.11.C				→	↑
Grade 2 Math	1.11.D				→	↑
Grade 3 ELA	1.11.E				→	↑
Grade 3 Math	1.11.F				→	↑
Grade 4 ELA	1.11.G				→	↑
Grade 4 Math	1.11.H				→	→
Grade 5 ELA	1.11.I				→	↑
Grade 5 Math	1.11.J				→	↑
Grade 6 ELA	1.11.K				→	↑
Grade 6 Math	1.11.L				→	↓
Grade 7 ELA	1.11.M				→	↑
Grade 7 Math	1.11.N				→	↓
STUDENT satisfaction data (grades 4 - 12)	1.12				1270	1248
My teachers help me learn in more ways than just talking in front of the class	1.12.A				→	↓

*ESSA state requirement for additional funding

~Nixyaawii Data Removed

GOAL 2 All students are provided the opportunity to reach their full potential – be responsive to the needs of all students.

Introduction:

In order to accomplish this goal, the Pendleton School District is committed to addressing the needs of all students. When we refer to student needs we believe that all of the following must be included: academic achievement, physical well-being; social development, and the emotional well-being of each individual. Recent work in areas such as adverse childhood experiences (ACES) and Trauma Informed Schools provides educational practitioners the knowledge and skills to work with a growing and more diverse population.

Critical Elements for all students to reach their full potential:

In order to respond to the needs of all students:

1. Meet the physical, social, emotional and mental health needs of students by:
 - a. Understanding the impact of poverty, trauma and mental illness and other adverse childhood experiences (ACES) on students and families,
 - b. Applying best practices that bridge or reduce the impact to achievement for students of trauma, poverty, cultural diversity, etc.,
 - c. Reduce or eliminate the policy barriers that inhibit all students from reaching their potential,
 - d. Create and implement systems that meet the physical, social, emotional and mental health need of all students, and
 - e. Providing safe and supportive school environments that respond to bullying, cyber-bullying, etc.
2. Meet the academic needs of all students by:
 - a. Providing for academic interventions early and often to ensure all students are at grade level literacy benchmarks by grade 3,
 - b. Ensure that there is relevance and rigor at all levels to promote student engagement,
 - c. Create coordinated opportunities for students to explore STEAM opportunities and post-high school opportunities,
 - d. At the high school level, maintain programs of study based on career pathways,
 - e. Provide AP, IB and/or honors courses for all students
3. Embed real world skills across curriculum including, communication, decision-making and working collaboratively as part of a team.
4. Provide opportunities for engaged parents and families.
5. Foster positive relationships with every student.

Measurables:

1. Reduction in the HS drop-out rate each year.
2. Overall Cohort Retention Rate at 100+%.
3. Increase the average number of credits earned upon graduation each year.
4. Increase the CTE "completers" each year.
5. Increase the course enrollment in AP and/or Honors **for our sub-groups**.
6. Increase "regular attenders" each year.
7. 100% of 9th graders meeting the state's "On-Track" standard.
8. Positive trend data from student satisfaction survey.

2019-2020 District Focus for all students reaching their full potential:

CE 1b = Apply best practices that bridge or reduce the impact to achievement for students of trauma, poverty, cultural diversity, etc.

CE 1c = Create systems that meet social-emotional learning of all students

CE 5 = Creating and maintaining a positive relationship with all students

2022 Goal or Outcome:

Goal 2 - Responding to the Needs of all Students		1718	1819
Reduction of the HS drop-out rate	2.1~	→	→
Overall Cohort Retention Rate at 100%+	2.2	→	↑
Increase the average number of credits earned upon graduation each year	2.3	→	→
Increase the CTE "completers"	2.4	↑	→
Increase the course enrollment in AP and/or Honors for our subgroups	2.5	→	→
Increase "regular attenders"	2.6	→	→
Increase 9th graders meeting the state's "On-Track" standard*	2.7	→	↓
STUDENT satisfaction data - grades 4-12	2.8	1270	1248
I get help from teachers and other adults in this school when I need it	2.8.A	→	↑
My teachers expect all students to succeed, no matter who they are	2.8.B	→	↑
I feel safe at school	2.8.C	→	↑
In this school there is at least one adult who knows me and cares about me	2.8.D	→	↑

*ESSA state requirement for additional funding

~Nixyaawli Data Removed

GOAL 3 Create classrooms and schools without borders – Innovative and emerging practices, strategies and programs

Introduction:

The Pendleton School District strives to explore new frontiers in providing 21st Century learning experiences for its students. This includes the latest innovations in alternative learning experiences as well as school, program and classroom configurations and strategies that maximize student opportunities and engagement in their learning.

Critical Elements of classrooms and schools without borders:

1. Innovative practices within the current structure that are supported by replicable data such as looping, flexible grouping, scheduling, project-based learning, and experiential learning.
2. Innovative practices to the structure of the school day or year that are supported by replicable data such as scheduling during non-traditional time of day or time of year.
3. Hybrid learning opportunities that blend classroom experience with virtual/online learning.
4. Bridging the classroom experience to the world of work.
5. Take into account multiple learning styles.

Measurables:

1. Number of online course credits earned.
2. Number of students enrolled and passing online courses.
3. Number of students taking courses outside of the regular school calendar.
4. Participation rates in School to Careers program.

2019-2020 District Focus for classrooms and schools without borders:

Inventory of current practices

2022 Goal or Outcome:

Goal 3 - Innovation and Emerging Practices		1617	1718	1819
Number of online course credits earned	3.1		→	↑
Number of students enrolled and passing online courses	3.2			
K-5	3.2.A		→	→
6-8	3.2.B		→	↑
9-12	3.2.C		→	↑
Number of students taking courses outside of the regular school calendar	3.3		→	↑
Participation rates in School to Careers program	3.4			
Career Connections (Guest Speakers/Employer Presentations/Site Visits & Tours)	3.4A	→	→	↑
Work-Based Learning Placements (Mentorship Meetings/Job Shadows/Internships)	3.4B	→	↑	↑

GOAL 4 Establish and Maintain the Pendleton School District Brand

Introduction:

With the multitude of educational opportunities of the 21st century including private schools, charter schools and online schools, the Pendleton School District must be more progressive in promoting and marketing of our investment in our staff, responsiveness to student needs and our innovative programs that are available to local students and their families.

Critical Elements of promoting our brand:

1. Periodic inventory of the programs and classes offered
2. Intentional assessment of program effectiveness
3. Identification of target groups and their needs
4. Branding that reflects the value of the district
5. Branding that catches the attention of our audiences
6. Frequent exposure and communication out of our stories
7. Utilize multiple modes to communicate the stories
8. District participation in community efforts to improve quality of place for Pendleton including economic development and community health

Measurables:

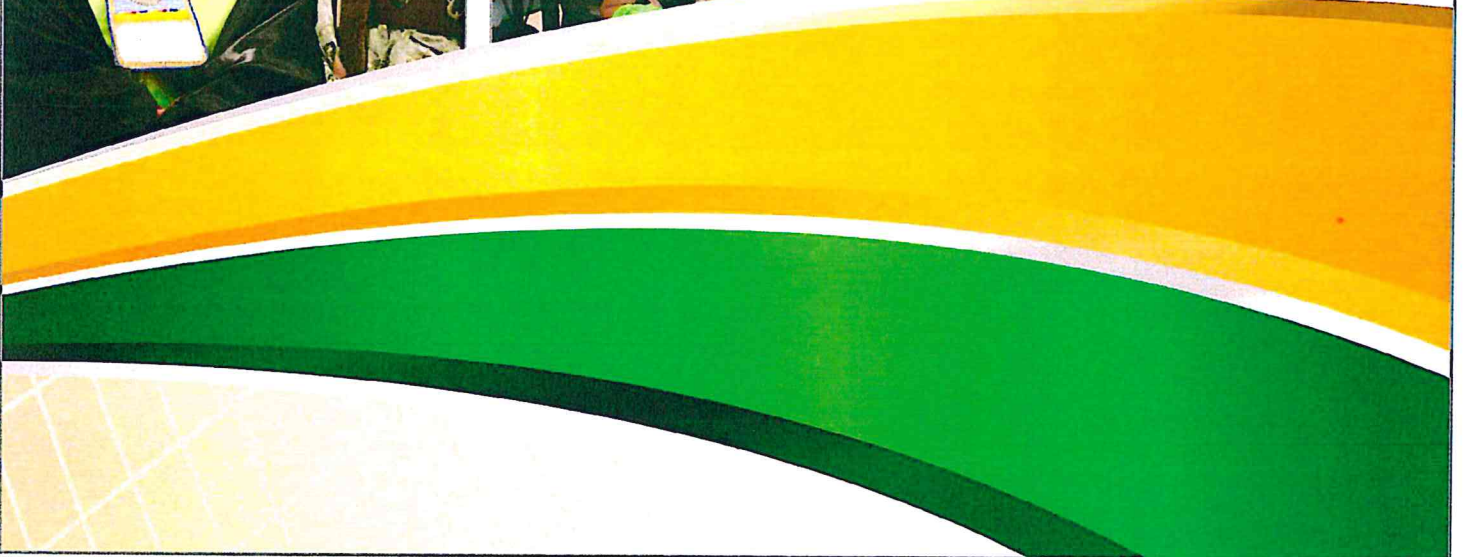
1. Increase in student enrollment
2. Migration in vs migration out data
3. Student satisfaction data
4. Parent satisfaction data

2019-2020 District Focus for establishing and maintaining the Pendleton brand:

1. *Awareness of our messages that we share with the community*
2. *Social media awareness and messaging positive aspects*
3. *Implement messaging campaign to include*
 - a. *Radio spots (weekly)*
 - b. *Mail/Email (periodic)*
 - c. *Facebook*
 - d. *Website*

2022 Goal or Outcome:

Goal 4 - Establish and Maintain the Pendleton School District Brand		1718	1819
Increase in student enrollment	4.1	↓	↓
STUDENT satisfaction data (grades 4-12)	4.2	1270	1248
This school is doing a good job of preparing me to succeed in my life	4.2.A	→	→
Adults in this school help me plan and set goals for my future	4.2.B	→	→
My teachers provide lessons and activities that challenge me to learn more	4.2.C	→	→
Work I do in this school is useful and interesting to me	4.2.D	→	↓
PARENT satisfaction data	4.3	984	920
Teachers in this school are dedicated to helping all students succeed	4.3.A	→	→
This school is orderly and supports learning	4.3.B	→	↑
This school provides a caring/supportive environment for my child	4.3.C	→	↑
My child feels safe at school	4.3.D	→	→



Goal 1 - Pursuit of Instructional Excellence		1415	1516	1617	1718	1819
Increase on-time graduation rate - 4 year cohort*	1.1	⇒	↑	↓	↓	
Increase on-time graduation rate for Native American students by 5-7% each year	1.2	⇒	↑	↓	↑	
Increase on-time graduation rate for students of poverty by 5-7% each year	1.3	⇒	↑	⇒	⇒	
Reduce the achievement gap on SBAC for Native American students by 3-5% each year	1.4					
Grade 5 ELA	1.4.A	⇒	↓	⇒	↑	
Grade 8 ELA	1.4.B	⇒	⇒	↓	↑	
Grade 11 ELA	1.4.C	⇒	↑	↓	↑	
Reduce the achievement gap on SBAC for students of poverty by 3-5% each year	1.5					
Grade 5 ELA	1.5.A	⇒	↓	↓	⇒	
Grade 8 ELA	1.5.B	⇒	↑	↓	↑	
Grade 11 ELA	1.5.C	⇒	↑	↓	↑	
Reduce the achievement gap on SBAC for special needs students by 1-2% each year	1.6					
Grade 5 ELA	1.6.A	⇒	↓	↑	⇒	
Grade 8 ELA	1.6.B	⇒	↑	↓	⇒	
Grade 11 ELA	1.6.C	⇒	↑		↑	
STAFF satisfaction data (focus on professional development)	1.7				133	129
Our teachers engage in classroom-based professional development activities that focus on improving instruction (i.e. - peer coaching, learning walks, teacher taught workshops, staff meeting trainings, etc.)	1.7.A				⇒	↑
We are provided training to meet the needs of a diverse student population in our school	1.7.B				⇒	↑
Increase the % of 3rd graders meeting the ELA proficiency on the SBAC*	1.8	⇒	↑	↓	⇒	
Increase the % of 8th graders meeting proficiency on the SBAC	1.9					
Grade 8 ELA	1.9.A	⇒	↑	↓	↑	
Grade 8 Math	1.9.B	⇒	↑	↓	↑	
Increase the % of 11th graders meeting proficiency on SBAC	1.10					
Grade 11 ELA	1.10.A	⇒	↑	↓	↑	
Grade 11 Math	1.10.B	⇒	↑	↑	↑	
Increase iReady growth by grade in ELA and Math	1.11					
Grade 1 ELA	1.11.A				⇒	⇒
Grade 1 Math	1.11.B				⇒	↑
Grade 2 ELA	1.11.C				⇒	↑
Grade 2 Math	1.11.D				⇒	↑
Grade 3 ELA	1.11.E				⇒	↑
Grade 3 Math	1.11.F				⇒	↑
Grade 4 ELA	1.11.G				⇒	↑
Grade 4 Math	1.11.H				⇒	⇒
Grade 5 ELA	1.11.I				⇒	↑
Grade 5 math	1.11.J				⇒	↑
Grade 6 ELA	1.11.K				⇒	↑
Grade 6 Math	1.11.L				⇒	↓
Grade 7 ELA	1.11.M				⇒	↑
Grade 7 Math	1.11.N				⇒	↓
STUDENT satisfaction survey (grades 4 - 12)	1.12				1270	1248
My teachers help me learn in more ways that just talking in front of the class	1.12.A				⇒	↓

*ESSA state requirement for additional funding

Goal 1 - Pursuit of Instructional Excellence		1415	1516	1617	1718	1819
Increase on-time graduation rate - 4 year cohort*	1.1	75%	84%	83%	81%	
Increase on-time graduation rate for Native American students by 5-7% each year	1.2	56%	78%	54%	71%	
Increase on-time graduation rate for students of poverty by 5-7% each year	1.3	64%	76%	77%	74%	
Reduce the achievement gap on SBAC for Native American students by 3-5% each year	1.4					
Grade 5 ELA	1.4.A	44%	33%	33%	49%	
Grade 8 ELA	1.4.B	39%	41%	29%	44%	
Grade 11 ELA	1.4.C	50%	56%	52%	70%	
Reduce the achievement gap on SBAC for students of poverty by 3-5% each year	1.5					
Grade 5 ELA	1.5.A	46%	42%	40%	38%	
Grade 8 ELA	1.5.B	36%	51%	31%	47%	
Grade 11 ELA	1.5.C	47%	67%	43%	56%	
Reduce the achievement gap on SBAC for special needs students by 1-2% each year	1.6					
Grade 5 ELA	1.6.A	16%	12%	15%	16%	
Grade 8 ELA	1.6.B	8%	15%	14%	13%	
Grade 11 ELA	1.6.C	14%	29%	0%	27%	
STAFF satisfaction data (focus on professional development)	1.7				133	129
Our teachers engage in classroom-based professional development activities that focus on improving instruction (ie - peer coaching, learning walks, teacher taught workshops, staff meeting trainings, etc.)	1.7.A				53%	75%
We are provided training to meet the needs of a diverse student population in our school	1.7.B				38%	60%
Increase the % of 3rd graders meeting the ELA proficiency on the SBAC*	1.8	46%	47%	38%	39%	
Increase the % of 8th graders meeting proficiency on the SBAC	1.9					
Grade 8 ELA	1.9.A	50%	65%	46%	57%	
Grade 8 Math	1.9.B	41%	44%	41%	45%	
Increase the % of 11th graders meeting proficiency on SBAC	1.10					
Grade 11 ELA	1.10.A	60%	75%	62%	71%	
Grade 11 Math	1.10.B	24%	25%	28%	34%	
Increase iReady growth by grade in ELA and Math	1.11					
Grade 1 ELA	1.11.A				67%	69%
Grade 1 Math	1.11.B				78%	83%
Grade 2 ELA	1.11.C				72%	76%
Grade 2 Math	1.11.D				67%	77%
Grade 3 ELA	1.11.E				52%	68%
Grade 3 Math	1.11.F				61%	66%
Grade 4 ELA	1.11.G				60%	65%
Grade 4 Math	1.11.H				61%	60%
Grade 5 ELA	1.11.I				55%	69%
Grade 5 math	1.11.J				62%	67%
Grade 6 ELA	1.11.K				42%	67%
Grade 6 Math	1.11.L				49%	46%
Grade 7 ELA	1.11.M				49%	73%
Grade 7 Math	1.11.N				58%	50%
STUDENT satisfaction data (grades 4 - 12)	1.12				1270	1248
My teachers help me learn in more ways that just talking in front of the class	1.12.A				64%	60%

*ESSA state requirement for additional funding

Percentage rounded to nearest whole number

SAMPLES OF ENGAGEMENT DOCUMENTATION

Pendleton School District 16R
SPECIAL BOARD MEETING - WORK SESSION
Tuesday, March 3, 2020 - 8:00 AM
Sherwood Heights Elementary, 3235 SW Nye Avenue, Pendleton OR 97801

AGENDA ITEMS

PAGE

1. **Opening and Call to Order** *Gary George*
 1. 1. Pledge of Allegiance
 1. 2. Meeting Audio Recorded
2. **IMPACT Update** *Danae Stack*
3. **After School Program Update** *Liam Hughes*
4. **SSA Presentation** *Chris Fritsch*
5. **Action Item**
 5. 1. Human Resources *Chris Fritsch*
 5. 1. 1. Approve Personnel Report
6. **Policy - Review**
 6. 1. Policy KN and AR - Relations with Law Enforcement Agencies
7. **Review Agenda - March 9, 2020 Regular Board Meeting** *Gary George*
8. **Agenda Items for Future Work Sessions** *Gary George*
9. **Suggestions and Comments from Visitors** *Gary George*
10. **Information**
11. **Adjournment**
12. **Walk-Through Classrooms**

The Board would like to welcome all visitors and is pleased to hear from members of the public. If you wish to speak, please sign in.

As per Pendleton School Board *Policy BDDH, Public Participation in Board Meetings:*

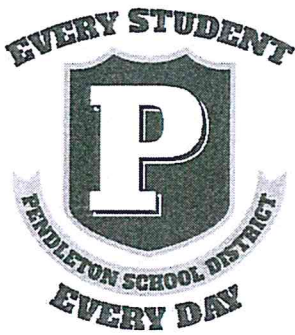
The Board meeting is not, of course, a public meeting, but rather a meeting of a public board conducting business in public. In order to assure that persons who wish to appear before the Board may be heard and, at the same time, conduct its meetings properly and effectively, the Board adopts the following procedures and rules pertaining to public participation at Board meetings:

1. Anyone wishing to speak before the Board on any agenda item, either as an individual or as a member of a group, may do so by signing the speaker's register prior to the Board meeting. This procedure will help the chair provide adequate time for each speaker and agenda item;
2. Any individual desiring to speak will give his or her name, address, and the group, if any, that is represented;
3. The presentation should be brief and concise and should be held to no more than three minutes;
4. Speakers may offer objective criticisms of district operations and programs that are of a concern to them; but in public session, the Board will not hear personal complaints of district personnel or any person connected with the district. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals;
5. The Board vests in its chair or other presiding officer the authority to terminate the remarks of any individual when those remarks do not adhere to the established rules;
6. Questions asked by the public will, when possible, be answered immediately by the chair or referred to other Board members present for reply. Questions requiring investigation may, at the discretion of the Board, be referred to the superintendent for response at a later date;
7. Petitions may be accepted at any meeting of the Board. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation of appropriate action.

A copy of this policy in its entirety is available on the Pendleton School District website.

A MESSAGE REGARDING OPERATIONS OF THE BOARD

Oftentimes it may appear to our audience that the Board of Education takes action with very little comment and in many cases by unanimous vote. Before a matter is placed on the agenda at a public Board meeting, the Administration has thoroughly reviewed the matter with the Superintendent. If the Superintendent is satisfied that the matter is ready to be presented to the Board, it is then typically addressed at a work session. Background information is provided to Board members for review, question, and consideration. Board members work with the Administration and Superintendent to assure that the members fully understand the matter. Work sessions occur the Tuesday prior to the regular monthly Board meetings and are open to the public. When the Board is satisfied with the matter, it is placed on the Board agenda for discussion and for action at a public meeting.



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Pendleton School District Student Success Act Student Investment Account Application Brief District Description and Plan Summary

We are a small rural district in Eastern Oregon in the InterMountain Education Service District. Pendleton School District serves approximately 3,000 students Kindergarten through Grade 12 in one early learning center, three 1st-5th grade elementary schools, one comprehensive middle school, one comprehensive high school, and one alternative high school. Additionally, PSD holds the charter for the Nixya'awii Community School who intends to apply separately for funding.

Our district is the largest district serving students from the Confederated Tribes of the Umatilla Indian Reservation with approximately 20% of our students who identify as Native American. Approximately 50% of our students experience economic disadvantages and qualify for the Free and Reduced Meals program. Approximately 15% of our students experience a disability and are eligible for services under the Individuals with Disabilities in Education Act. We serve approximately 100 students district wide who are learning English through our English Language Development Program.

We engaged a broad base of stakeholders, educators, administrators, community members and students to develop a comprehensive strategic plan in spring of 2017. We intentionally wove into our strategic plan a continuous improvement process. Each year we gather and analyze quantitative and qualitative indicators to monitor our progress, set our priorities, and make mid-course direction changes in alignment with our strategic plan goals and more detailed critical elements of those goals.

Systems change takes a minimum of five years to full implementation and then the data begins to show the intended outcomes of the changes. We gathered our baseline data for our strategic plan "measurables" in the 2017/2018 school year and developed implementation plans for our identified priorities. Our continued community engagement for the Student Success Act affirmed our current goals, critical elements, and priorities because we started with community engagement to develop them.

Our plan centers on reducing academic disparities and increasing achievement for students who experience economic disadvantage, students who experience disabilities, students learning English, and students who are Native American. Our data indicates these focal student groups fare the poorest in our current educational system. When we reached out to the families of these students, they resoundingly responded with top priorities for mental and behavioral health and wellbeing, safety and security, and a well-rounded education.

Our top priority is to attend to the health, safety and wellbeing of students through development of a system to address these needs with additional staff, programs and training. If we address these primary needs and provide a high quality, culturally responsive, enriching curriculum to all students with multiple tiers of support, then we will see increased achievement and decreased disparities for our focal student groups.

Pendleton School District
"Every student, Every Day"

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Reduce academic disparities and increase academic achievement in third grade reading, regular attendance, 9th grade on track, and graduation for students experiencing economic disadvantage, students with disabilities, students who are Native American, and students learning English through creation of additional programs, high quality embedded professional development, reduction of class sizes K-3rd grade, additional staffing in key areas, and collaboration with our key community partners. (Strategic Plan Goal 1: Academic Excellence)	X		X		X
Outcome	Development of a comprehensive system of supports for behavioral and mental health that leads to a climate and culture of safety and well being for all students. (Strategic Plan Goal 2: Responding to the Needs of All students)		X	X	X	
Outcome	Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in education institutions (Strategic Plan Goal 3: Innovative and Emerging Practices)			X		X
Strategy #1	Invest in additional staff to reduce class size K-3 leading to improved social emotional and academic outcomes for students setting them up for future success in the later years of their education careers					
Strategy #2	Invest in additional staff, professional development and supports for social and emotional well being of all students					
Strategy #3	Expand well rounded and culturally responsive educational opportunities through investing in staff, programs, and professional development					
Strategy #4	Improve the climate and culture of school safety through key investments in staff, programs, professional development, and collaborative partnerships					
Strategy #5	Invest in additional programs, staff, professional development and supports to increase academic outcomes for our focal student groups.					

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total Budget
Strategy 1	Invest in additional staff to reduce class size K-3 leading to improved social emotional and academic outcomes for students setting them up for future success in the later years of their education careers	\$ 691,385.00	\$ 2,104,254.00	\$ 2,425,691.46
Strategy 2	Invest in additional staff, professional development and supports for social and emotional well being of all students	\$ 504,794.23	\$ 1,591,348.00	
Strategy 3	Expand well rounded and culturally responsive educational opportunities through investing in staff, programs, and professional development	\$ 362,859.00	\$ 1,143,912.00	
Strategy 4	Improve the climate and culture of school safety through key investments in staff, programs, professional development, and collaborative partnerships	\$ 312,554.00	\$ 977,702.00	
Strategy 5	Invest in additional programs, staff, professional development and supports to increase academic outcomes for our focal student groups.	\$ 554,099.23	\$ 1,508,393.00	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire and maintain five additional K-3 classroom teachers	S1	X	X	X	\$ 656,385.00	\$2,069,254.00	111 & 2xx	HIGH
2	Purchase curriculum for additional classrooms	S1	X			\$ 35,000.00	\$ 35,000.00	4xx	HIGH
3	Purchase technology for reduction of lost instructional time	S5	X			\$ 106,500.00	\$ 106,500.00	4xx	MID
4	Hire and maintain a full time Heritage Language Teacher to work with the Confederated Tribes of the Umatilla Indian Reservation Language Department to expand and enhance instruction of the Umatilla Language and Culture K-3	S3	X	X	X	\$ 100,305.00	\$ 316,210.00	111 & 2xx	HIGH
5	Hire and maintain three Elementary Behavior Support Specialists	S2	X	X	X	\$ 293,382.00	\$ 924,882.00	111 & 2xx	HIGH
6	Hire and maintain two additional special education teachers	S5	X	X	X	\$ 262,554.00	\$ 827,698.00	111 & 2xx	HIGH
7	Hire and maintain additional instructional assistants to support systemic efforts for social emotional health and well being	S2	X	X	X	\$ 80,135.23	\$ 252,615.00	112 & 2xx	MID
8	Hire and maintain additional instructional assistants to support academic achievement and student outcomes	S5	X	X	X	\$ 80,135.23	\$ 252,615.00	112 & 2xx	MID
9	Create an online learning position to retain recover students in non-traditional learning environments	S3	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	MID
10	Add a dedicated instructional assistant for supporting students learning English	S5	X	X	X	\$ 44,910.00	\$ 141,580.00	112 & 2xx	HIGH
11	Add additional certified staff to teach music at the elementary level	S3	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	MID
12	Increase Counseling FTE at the Middle School to meet students SEL needs	S2	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	HIGH
13	Contract with the Pendleton Police Department for an additional School Resource Officer at the secondary level to increase school safety	S4	X	X	X	\$ 50,000.00	\$ 150,000.00	39x	MID
14	Professional Development for increasing staff capacity for Social Emotional Support, Culturally Responsive Practices, Social Justice and Racial Equity.	S5	X	X	X	\$ 10,000.00	\$ 30,000.00	34x	HIGH
15	Create and maintain a Dean of Students position to proactively support safety and social emotional well being of students at the middle school level	S4	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	HIGH
16	Create and maintain a Dean of Students position to proactively support safety and social emotional well being of students and freshman on track at the high school level	S4	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	HIGH
17	Contract with Blue Mountain Community College to dedicate a Success Coach to support first generation students transition to post-secondary training and education	S5	X	X	X	\$ 50,000.00	\$ 150,000.00	39x	MID

	Institution:	Pendleton SD 16
	Estimated Allocation	\$ 2,425,691.46
	Maximum Administrative Costs	\$ 121,284.57

Please provide contact information for the person completing this budget	
Name	Michelle Jones
Phone	541.966.3259
Email	<u>mijones@pendletonsd.org</u>

Additional Resources <u>SIA Engagement Toolkit</u> <u>SIA Comprehensive Guidance</u> <u>SIA Webpage</u>



Below are brief descriptions of some of the allowed activities pertaining to the categories listed in the 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*

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
Total Expenditures:					\$ 2,425,691.46
Allowable Administrative Costs:					\$ 121,284.57
Unbudgeted Funds:					\$0.00

Proposed Activity

1	5.0	RCS	111	K-3 Classroom Teacher K-3 (Salary)	\$ 437,685.00
2	5.0	RCS	2xx	K-3 Classroom Teacher K-3 (Benefits)	\$ 218,700.00
3		RCS	4xx	Elementary Curriculum	\$ 30,000.00
4		IIT	4xx	Technology	\$ 106,500.00
5	3	H&S	111	Elementary Behavior Support Specialists (Salary)	\$ 182,832.00
6	3	H&S	2xx	Elementary Behavior Support Specialists (Benefits)	\$ 110,550.00
7	1	WRE	111	Elementary Heritage Language Teacher (Salary)	\$ 62,938.00
8	1	WRE	2xx	Elementary Heritage Language Teacher (Benefits)	\$ 37,367.00
9	1	WRE	111	Elementary Music Teacher (Salary)	\$ 87,537.00
10	1	WRE	2xx	Elementary Music Teacher (Benefits)	\$ 43,740.00
11	1	WRE	111	Elementary Special Education Teacher (Salary)	\$ 87,537.00
12	1	WRE	2xx	Elementary Special Education Teacher (Benefits)	\$ 43,740.00
13	1	WRE	112	Elementary English Language Development Instruction Assistant (Salary)	\$ 18,975.00
14	1	WRE	2xx	Elementary English Language Development Instruction Assistant (Benefits)	\$ 25,935.00
15	1	WRE	111	Online Learning Coordinator (Salary)	\$ 87,537.00
16	1	WRE	2xx	Online Learning Coordinator (Benefits)	\$ 43,740.00
17	1	H&S	112	Instructional Assistants - All levels (Salary)	\$ 67,141.00
18	1	H&S	2xx	Instructional Assistants - All levels (Benefits)	\$ 93,129.46

Budget Justification Narrative

Invest in additional staff to reduce class size K-3 leading to improved social emotional and academic outcomes for students setting them up for future success in the later years of their education careers.
Additional curriculum is required to accommodate the investment in additional staff to reduce class size K-3.
Purchase of Chromebooks to minimize class time used for assessments administration.
Hire full-time behavior support specialists to improve social emotional outcomes for elementary students as well as to support the health and safety of all students.
Hire a full-time Heritage Language teacher to work with the Confederated Tribes of the Umatilla Indian Reservation Language Department to expand and enhance instruction of the Umatilla language and culture K-3
Hire an additional elementary music teacher to enhance the curricular options for elementary students.
Invest in additional special education staff to reduce caseload and enhance curricular options for this focal student group.
Add a dedicated instructional assistant for supporting students learning English at the Elementary level.
Add an online learning position to retain and recover students in non-traditional learning environments.
Hire additional Instruction assistants to support systemic efforts for social emotional health and well being of students as well as to provide support for academic achievement and student outcomes.

19	1	H&S	111	Middle School Counselor (Salary)	\$ 87,537.00
20	1	H&S	2xx	Middle School Counselor (Benefits)	\$ 43,740.00
21	1	H&S	111	Middle School Dean of Students (Salary)	\$ 87,537.00
22	1	H&S	2xx	Middle School Dean of Students (Salary)	\$ 43,740.00
23		H&S	OTHER	School Resource Officer - Secondary Level	\$ 50,000.00
24		H&S	4xx	Middle School Curriculum	\$ 5,000.00
25		H&S	34x	Professional Development	\$ 10,000.00
27	1	H&S	111	High School Dean of Students/9th Grade on Track Coordinator (Salary)	\$ 87,537.00
28	1	H&S	2xx	High School Dean of Students/9th Grade on Track Coordinator (Benefits)	\$ 43,740.00
29	1	WRE	111	Secondary Special Education Teacher (Salary)	\$ 87,537.00
30	1	WRE	2xx	Secondary Special Education Teacher (Benefits)	\$ 43,740.00
31		WRE	OTHER	Secondary Success Coach	\$ 50,000.00

Add 1.0 FTE certified counseling at the middle school level to meet students SEL needs.
Add 1.0 FTE Dean of Students position to proactively support safety and social emotional well being of students at the middle school level.
Contract with the Pendleton Police Department for an additional School Resource Officer at the secondary level to increase school safety. Due to contract with outside agency object code would be 39x.
Purchase Character Strong curriculum for the middle school as an additional resource to support the health and well being of students.
Professional development for increasing staff capacity for social emotional support, culturally responsive practices, social justice and racial equity.
Add 1.0 FTE Dean of Students position to proactively support safety and social emotional well being of HS students as well as monitor and collect data on Freshman on track.
Invest in additional special education staff to reduce caseload and enhance curricular options for this focal student group.
Success Coach to support the first generation student transitioning to post-secondary training and education. Due to contract with outside agency object code would be 39x.

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	10	\$ 1,296,214.00
112	Classified Salaries	2	\$ 86,116.00
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	0	\$ -
2xx	Benefits	12	\$ 791,861.46
31x	Instructional, Professional and Technical Services	0	\$ -
33x	Transportation	0	\$ -
34x	Travel	1	\$ 10,000.00
35x	Communications	0	\$ -
4xx	Supplies and Materials	3	\$ 141,500.00
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	2	\$ 100,000.00

TOTAL	\$ 2,425,691.46
--------------	------------------------

Total FTE 36.0

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$ -
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	1	\$ 106,500.00
Improving Student Health & Safety	13	\$ 912,483.46
Reducing Class Size	3	\$ 686,385.00
Well Rounded Education	13	\$ 720,323.00

TOTAL	\$2,425,691.46
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Pendleton School District 16R
SPECIAL BOARD MEETING - WORK SESSION
Tuesday, February 4, 2020 - 8:00 AM
Pendleton High School Room 203, 1800 NW Carden Avenue, Pendleton OR 97801

AGENDA ITEMS

PAGE

1. **Opening and Call to Order** *Gary George*
 1. 1. Pledge of Allegiance
 1. 2. Meeting Audio Recorded
2. **FFA Presentation** *Marty Campbell, Kylee Hunt and Students*
3. **Engineering Presentation** *Michael Dinkel and Students*
4. **Hawthorne Presentation** *Mike Bittorf, Kiana Rickman and Students*
5. **Graduation/Dropout Data** *Matt Yoshioka*
6. **PHS Site Action Plan Update** *Melissa Sandven*
7. **SSA Presentation** *Chris Fritsch*
8. **Action Item**
 8. 1. Human Resources *Chris Fritsch*
 8. 1. 1. Approve Personnel Report
9. **Review Agenda - February 10, 2020 Regular Board Meeting** *Gary George*
10. **Agenda Items for Future Work Sessions** *Gary George*
11. **Suggestions and Comments from Visitors** *Gary George*
12. **Information**
13. **Adjournment**
14. **Walk-Through Classrooms**

**SIA Plan
Executive Summary
February 4, 2020**

Goal: The overall goal for the Pendleton School District's use of Student Investment Account funds is to add additional staff at all three levels, elementary, middle school and high school. The SIA funded positions are directly aligned to the two primary goals of the Student Success Act, which are: 1) meet the mental and behavioral health needs of students, and 2) increase the academic achievement and close the achievement gap for students that have been historically underrepresented. In order to achieve these long-term goals, we believe we need to spend a large portion of the funds for early interventions at the elementary level with strategically focused support at both the middle and high school levels.

Elementary Level: Although we are fortunate to have a number of resources, both publically funded and community partnerships, we believe there is more required for us to attain the two goals stated above. Our plan will add the following:

1. Add five classroom teachers at the K-3 level. With this additional support and using our best projections for the next 3-5 years, we believe we can reduce class sizes to the 19-22 range district-wide for K-3. Class size was identified as one of the top three priority areas from both staff and parent survey data. However, simply lowering the class size does not of its own get us to where we want to be. **(\$655,000)**
2. Add two licensed staff to work with students that require intense and frequent social and emotional support. This model was piloted during the 2019-2020 school year at the PELC by blending funds from Pendleton School District, IMESD and GOBHI. The Pendleton School District has seen a growing number of students entering our schools with multiple traumatic events in their lives as well the need for support to overcome trauma in order to be successful in a public school setting. We believe this will provide an intermediate and consistent support K-5 in addition to services provided by local and regional providers. **(\$263,000)**
3. Add one native language teacher at the elementary level. We initiated this program a few years ago as part of our goal to be culturally responsive to the needs of our Native American students and families. This program is in partnership with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) Education Department. Currently we have a Native American classroom teacher working with a representative from CTUIR to deliver the program. We do not feel this has been meeting the intended outcomes. By having one full-time teacher dedicated to this, we feel that we can provide a better program K-5. We would continue the relationship with CTUIR for this project. **(\$131,000)**
4. Add an additional special education teacher at the elementary level to balance the case management and make for "reasonable" workloads. Our special education is one of identified underrepresented groups and has the largest achievement gaps. **(\$131,000)**
5. Add an additional music teacher to the elementary level. This would allow students at all four elementary schools to get music instruction from a certified music teacher, expand the amount of music that students could be afforded and possibly address elementary teacher planning time. This position falls under one of the allowable expenditures of "well-rounded" education, which emerged during our parent engagement process. (see Survey Summary) In addition, this topic was discussed during the most recent negotiations with the Pendleton Association of Teachers.

6. Add additional staff to manage and monitor English Language Learners. Again, this is another identified underrepresented group in our district. **(\$50,000)**
7. Add additional classified staff at the elementary level to support students. Specific assignments will be determined after the acquisition of licensed staff, but we anticipate adding classified staff at all four elementary schools based on their unique needs. **(TBD)**
8. Purchase curriculum and technology to support the additional classrooms that will be added. **(\$90,000)**

Middle School: One could always make an argument for more classroom teachers; we have been able to add back some electives and will continue to do so within our existing resources. Therefore, our SIA plan for the middle school is targeted supports to the overall program.

1. Add a third counselor, which would put us in alignment with the recommended 250:1 from American School Counselor Association (ASCA) and part of the Division 22 Standards. With the addition of this position combined with other additions and the current mental health service through our School Based Health Center (SBHC) we believe we can provide all students the social/emotional support to be successful in school. **(\$131,000)**
2. Add one licensed staff to improve student behavior using Positive Behavior Intervention Strategies (PBIS) in both a proactive and responsive manner. This position provides additional support for students and a staff resource for ensuring a safe and civil school environment, while allowing the building administrators to be more visible and active as instructional leaders, which in itself contributes to promoting healthy learning for all. **(\$131,000)**
3. Add additional classified staff at the middle school to support students. The number and specific assignments will be determined after the acquisition of licensed staff. **(TBD)**
4. Contribute to the cost of the School Resource Officer program. For the past several years, the City of Pendleton has shouldered the entire cost of this program. As budgets are stretched at all levels and for all state funded agencies, we believe it to be a good use of funds to ensure that this program can continue and be strengthened into the future. **(\$25,000)**

High School: Like the middle school, we believe we either have or can find funding for general education programming and thus do not intend to use SIA funds for class size or well-rounded purposes. Instead, we plan to use funds for the following program enhancements:

1. Add a licensed staff member to improve student behavior using Positive Behavior Intervention Strategies (PBIS) in both a proactive and responsive manner as well as be the "9th grade on-track coordinator". 9th grade on-track data will be one of the ODE requirements to measure the overall success of SIA funds long-term. We believe this position will serve a dual purpose, like the middle level position, allow building administration to spend a greater amount of their time being instructional leaders in their building. We also believe this aligns with the positions that our High School Success Act/Measure 98 funds support that directly target improved graduation rates and lowering the dropout rate. **(\$131,000)**
2. Add a licensed staff to support our on-line initiative to recoup students who have left our district for online in other districts and provide an option for local homeschool students and families. **(\$131,000)**
3. Add an additional special education teacher to balance the case management and make for "reasonable" workloads. Our special education achievement and graduation rates are the largest of our underrepresented student groups. **(\$131,000)**
4. Add additional classified staff at the high school to support students. The number and specific assignments will be determined after the acquisition of licensed staff. **(TBD)**

5. Contribute to the cost of the School Resource Officer program. For the past several years, the City of Pendleton has shouldered the entire cost for this program. As budgets are stretched at all levels and for all state funded agencies, we believe it to be a good use of funds to ensure that this program can continue and be strengthened into the future. **(\$25,000)**
6. Collaborate with BMCC to fund a "success coach". The focus will be 1st generation college goers and students from underrepresented groups. This position would provide extra support to the current high school counseling program and work in coordination with the ASPIRE program. **(TBD)**

Summary of Survey Responses:

1. Barriers to student success (scale of 1-7, with 7 being the highest score)
 - a. Elementary Teachers – Social & Behavioral Issues/6.33, Class Size/5.55, Attendance/4.98
 - b. Elementary Classified – Social & Behavioral Issues/6.27, Attendance/5.19, Class Size/4.07
 - c. Middle School Teachers – Social & Behavioral Issues/6.63, Attendance/5.47, Class Size/4.26
 - d. Elementary Parents – Attendance/5.46, Social & Behavioral Issues/5.10, Safety & Security/4.50
 - e. Middle School Parents – Attendance/5.29, Social & Behavioral Issues/5.06, Class Size/4.36
 - f. High School Parents – Attendance/5.94, Social & Behavioral Issues/5.21, Connection to School/4.24
 - g. TAPP Parents – Attendance/6.51, Social & Behavioral/5.84, Class Size/4.94
 - h. Special Education Parents – Social & Behavioral Issues/7.14, Attendance/6.00, Safety & Security/5.43
2. Priority of SIA funds (scale of 1-5, with 5 being the highest score)
 - a. Elementary Teachers – Class Size/4.35, Social & Emotional Support/4.27, Well-rounded Education/2.97
 - b. Elementary Classified – Social & Emotional Support/4.61, Class Size/3.47, Well-rounded Education/2.73
 - c. Middle School Teachers – Social & Emotional Support/4.47, Well-rounded Education/3.58, Class Size/3.37
 - d. Elementary Parents – Well-rounded Education/3.52, Social & Emotional Support/3.45, Class Size/3.31
 - e. Middle School Parents – Well-rounded Education/3.63, Class Size/3.42, Social & Emotional Support/3.27
 - f. High School Parents – Well-rounded Education/3.91, Social & Emotional Support/3.26, Class Size/3.15
 - g. TAPP Parents – Social & Emotional Support/3.79, Well-rounded Education/3.58, Class Size/2.95
 - h. Special Education Parents – Class Size/4.25, Well-rounded Education/3.25, Social & Emotional Support/3.13
3. Social & Emotional Support vs. Class Size (Which is more important)
 - a. Elementary Teachers – 49% vs 51%
 - b. Elementary Classified – 84% vs 16%

- c. Middle School Teachers – 74% vs 26%
 - d. Elementary Parents – 66% vs 34%
 - e. Middle School Parents – 64% vs 36%
 - f. High School Parents – 53% vs 47%
 - g. TAPP Parents – 73% vs 27%
 - h. Special Education Parents – 75% vs 25%
4. Safety & Security vs. Social & Emotional Support (Which is more important)
- a. Elementary Teachers – 11% vs 89%
 - b. Elementary Classified – 19% vs 81%
 - c. Middle School Teachers – 11% vs 89%
 - d. Elementary Parents – 51% vs 49%
 - e. Middle School Parents – 48% vs 52%
 - f. High School Parents – 56% vs 44%
 - g. TAPP Parents – 41% vs 59%
 - h. Special Education Parents – 50% vs 50%

Conclusion: I believe that we have identified areas that will provide us the most return on our investment for the long-term. All positions can be directly linked to the SIA intended uses while creating a system wide approach to ensuring all students are provided an equitable education in the Pendleton School District. Furthermore, we believe that our engagement process results support our targeted areas.

Pendleton School District 16R
REGULAR BOARD MEETING
Monday, December 9, 2019 - 6:00 PM
107 NW 10th Street, Pendleton OR 97801

<u>AGENDA ITEMS</u>	<u>PAGE</u>
1. Opening and Call to Order Gary George	
1. 1. Pledge of Allegiance	
1. 2. Meeting Audio Recorded	
2. Approve School Board Meeting Minutes Gary George	4
3. Approve Board Agenda Gary George	13
4. Correspondence/Communications	
5. Reports	
5. 1. <u>Goal 1 - Pursuit of Instruction Excellence</u> <i>Investing in our staff is top priority. Highly skilled, inspired and inspirational teachers will give their very best to each student in order for them to reach their potential.</i>	
5. 1. 1. Pendleton Association of Teachers Katie Bodewig	
5. 1. 2. Oregon School Employees Association Teri McCoy	
5. 1. 3. Leave Activity Report Chris Fritsch	14
5. 1. 4. IMESD Talking Points Chris Fritsch	15
5. 1. 5. MidCo Bus Company Thyra Lepak	
5. 2. <u>Goal 2 - Responding to the needs of all Students</u> <i>Academic achievement, physical well-being, social development, and the emotional well-being of each individual.</i>	
5. 2. 1. PL874/Indian Education Issues Brandie Weaskus	
5. 2. 2. Sodexo Report Suzanne Howard	
5. 2. 3. Enrollment Report Chris Fritsch	16
5. 2. 4. 2018-2019 Audit Report Chris Cockburn	19
5. 2. 5. TAP Facility Grant Report Scott Marshall	
5. 2. 6. Student Success Act (SSA) Information Chris Fritsch	140
5. 3. <u>Goal 3 - Innovative and Emerging Practices</u> Provide 21st Century Learning experiences for all students. Program and classroom configurations and strategies that maximize student opportunities and engagement in their learning.	
5. 3. 1. Bedtime Story Lori Hale and Anne Sokolowski	
5. 4. <u>Goal 4 - The Pendleton Brand</u> Promote and market our investment in our staff, responsiveness to student needs and our innovative programs that are available to local students and their families.	
5. 4. 1. Public Relations & Marketing Committee Debbie McBee and Mason Murphy	
6. Suggestions and Comments from Visitors Gary George	
7. Action Items	
7. 1. Superintendent Chris Fritsch	
7. 1. 1. Approve Superintendent Evaluation Tool	142

7. 1. 2. Approve Policy	
7. 1. 2. 1. Policy DDB - Native American Impact Aid Funds	179
7. 2. Business Services <i>Michelle Jones</i>	
7. 2. 1. Approve November 30, 2019 Financial Report	183
7. 2. 2. Approve Grants	187
7. 2. 3. Approve 2018-2019 Audit	188
7. 3. Human Resources <i>Chris Fritsch</i>	
7. 3. 1. Approve Personnel Report	189
7. 4. Approve OSBA Elections <i>Chris Fritsch</i>	
7. 4. 1. Board of Directors Position 2 Election	190
7. 4. 2. Legislative Policy Committee Position 2 Election	191
8. Information	
9. Professional Development Opportunities for Board Members <i>Gary George</i>	
10. Future Meetings <i>Gary George</i>	
10. 1. Agenda Items for Next Board Meeting	
11. Board Member Comments <i>Gary George</i>	
12. Adjournment <i>Gary George</i>	

2019-2020 Year-At-A-Glance

Student Investment Account Calendar

**STUDENT
SUCCESS
ACT**

Year At-A-Glance – Have the Big Picture in Mind

August 2019

Learn about the Student Success Act;
Make a plan for engaging your community.

September 2019

Community engagement continues; consider holding a school board meeting on SSA.

October 2019

Facilitate & document community engagement for priority populations and needs assessment process.

November 2019

Develop, complete & submit the component parts of Continuous Improvement Plans to ODE. The CIP needs assessment should inform SIA planning along with more focused and sustained community engagement.

December 2019

Begin to gather all of the information you will use to inform your SIA plan development and have process plan for moving through the next few months.

January 2020

Engage in a SIA planning, budgeting and application process to meet requirements to apply for SIA funds.

February 2020

Facilitate public review and board approval of your SIA Plan. For districts applying with charters, ensure you have agreements in place.

March 2020

Prepare & submit SIA application, which includes evidence of meeting application requirements along with your SIA plan & budget.

April 2020

Begin grant agreement process & co-develop longitudinal performance growth targets.

May 2020

Co-develop and complete a grant agreement with ODE including longitudinal performance growth targets. Continue to update stakeholders & your community.

June 2020

Facilitate public review and board approval of final grant agreement.

July 2020

SIA plans go into action. ODE anticipates first payments of SIA funds for those with completed grant agreements to release on August 15¹.

Key Dates – Mark your Calendars

December 6, 2019: CIP submission window closes

January 23-25, 2020: Learn about SIA Plan & Application Process

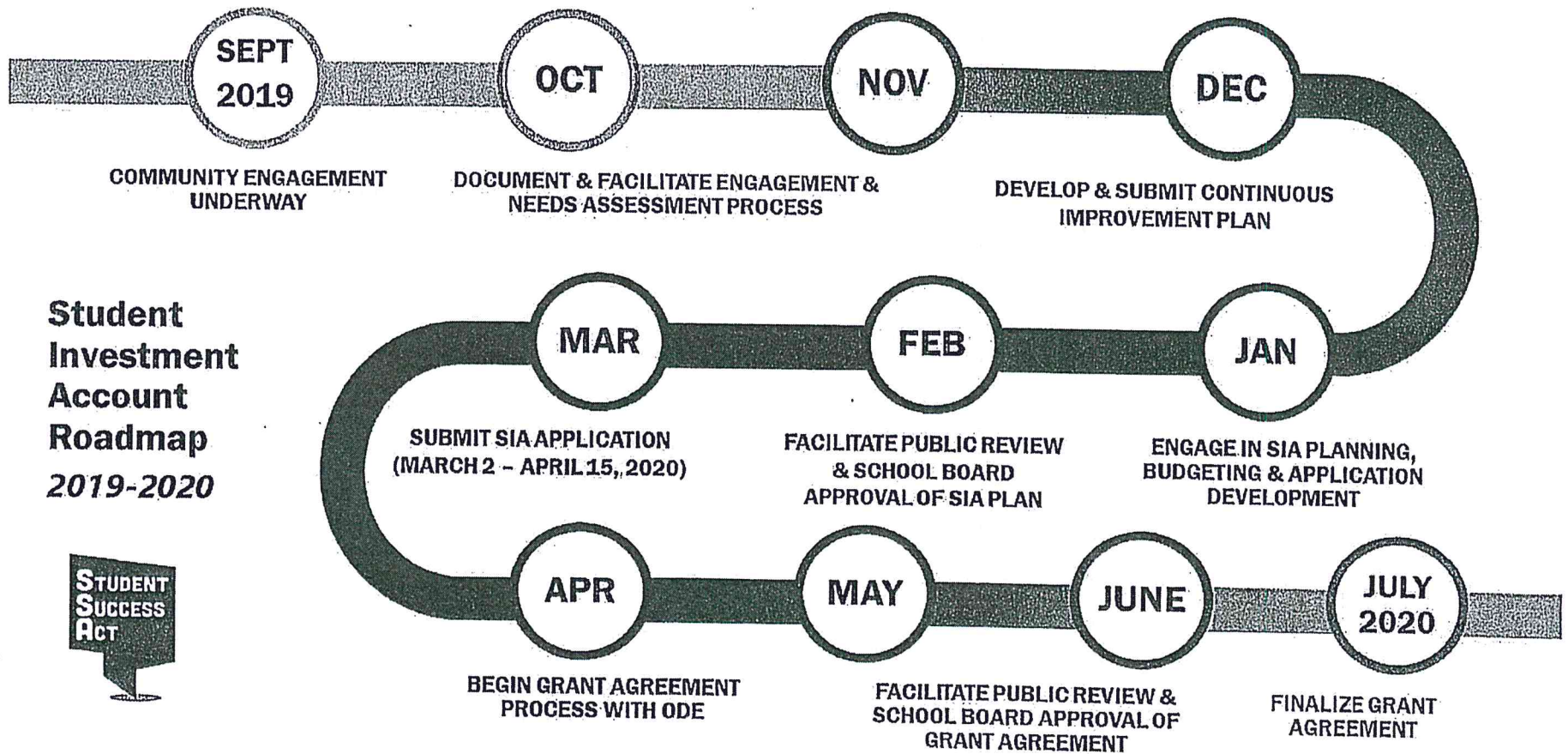
March 2-April 15, 2020: SIA Application submission window

¹ More information and additional SIA Implementation Guidance will be released in November following temporary rules adoptions in October 2019.

For more information: <https://www.oregon.gov/ode/StudentSuccess>

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Student Investment Account Roadmap 2019-2020



Pendleton School District 16R
REGULAR BOARD MEETING
Monday, November 18, 2019 - 6:00 PM
CTUIR Education/Nixya'awii Community School, 46314 Ti'mine Way, Pendleton OR 97801

AGENDA ITEMS

PAGE

1. **Opening and Call to Order** *Gary George*
 1. 1. Pledge of Allegiance
 1. 2. Meeting Audio Recorded
2. **Approve School Board Meeting Minutes** *Gary George*
3. **Approve Board Agenda** *Gary George*
4. **Correspondence/Communications**
5. **Reports**
 5. 1. **Goal 1 - Pursuit of Instruction Excellence**
Investing in our staff is top priority. Highly skilled, inspired and inspirational teachers will give their very best to each student in order for them to reach their potential.
 5. 1. 1. Native American Student Recognition *Chris Fritsch*
 5. 1. 2. Nixya'awii Community School Report *Ryan Heinrich*
 5. 1. 3. Pendleton Association of Teachers *Katie Bodewig*
 5. 1. 4. Oregon School Employees Association *Teri McCoy*
 5. 1. 5. Leave Activity Report *Chris Fritsch*
 5. 1. 6. IMESD Talking Points *Chris Fritsch*
 5. 1. 7. MidCo Bus Company *Thyra Lepak*
 5. 2. **Goal 2 - Responding to the needs of all Students**
Academic achievement, physical well-being, social development, and the emotional well-being of each individual.
 5. 2. 1. PL874/Indian Education Issues *Brandie Weaskus*
 5. 2. 2. Sodexo Report *Suzanne Howard*
 5. 2. 3. Enrollment Report *Chris Fritsch*
 5. 2. 4. Policy First Reading
 5. 2. 4. 1. Policy DDB - Native American Impact Aid Funds
 5. 3. **Goal 3 - Innovative and Emerging Practices**
Provide 21st Century Learning experiences for all students. Program and classroom configurations and strategies that maximize student opportunities and engagement in their learning.
 5. 3. 1. TAPP *Stacey Jacobs*
 5. 4. **Goal 4 - The Pendleton Brand**
Promote and market our investment in our staff, responsiveness to student needs and our innovative programs that are available to local students and their families.
 5. 4. 1. Public Relations & Marketing Committee *Debbie McBee and Mason Murphy*
6. **Suggestions and Comments from Visitors** *Gary George*
7. **Action Items**
 7. 1. **Business Services** *Michelle Jones*
 7. 1. 1. Approve October 31, 2019 Financial Report

7. 1. 1. Approve October 31, 2019 Financial Report	22
7. 1. 2. Approve Grants	26
7. 1. 3. Resolution 2020-03 - Adopting a Supplemental Budget and Appropriation	28
7. 2. Human Resources <i>Chris Fritsch</i>	
7. 2. 1. Approve Personnel Report	30
8. Information	
9. Professional Development Opportunities for Board Members <i>Gary George</i>	
10. Future Meetings <i>Gary George</i>	
10. 1. Agenda Items for Next Board Meeting	
11. Board Member Comments <i>Gary George</i>	
12. Adjournment <i>Gary George</i>	
13. Walk through Nixyáawii Community School	

Rotary News

October 28, 2019

Our President & Board 2019-2020

Carter Kerns, President

Gwen Fjeld Executive Secretary

Susan DeMarsh Treasurer

Board of Directors:

Past President George Murdock , President

Elect Mike Williams , President Elect Nominee Tim Mabry

DIRECTORS: Richard Smiley, Jeri Taylor Loren Finifrock, Kevin Martin, Jason Lange

Robert Pahl, Dave Williams

Today's Program:

Chris Fritsch Pendleton School District Superintendent

All members and guests are asked to remove their hats.

Invite a community leader, Family member or friend to join you at the next meeting! It is only \$11 per guest for lunch.

October Program Chair: Jon Lieuallen

November Program Chair: Ben Buchert

December Program Chair: Kevin Martin

2020:

January Program Chair: Robb Corbett

Upcoming Programs:

October 28th - Chris Fritsch Pendleton School District Superintendent

November Theme: Outdoor Recreation

Nov 4th: Andy Steele. US Forest Service Recreation Officer for Umatilla National Forest

Nov 11th: Peter Johnson, General Manager for Anthony Lakes Ski Resort

Nov 18th: Erika Patton, General Manager Pendleton Round-Up

Nov 25th: Brian Laughlin, Assistant District Biologist, Oregon Dept of Fish and Game

Upcoming Community Projects:

TBA: Feed The Child

Upcoming Board Meetings:

Carter Kerns Office: 203 South Main

TUESDAYS 4pm

*November 19th, December 17th, January 21st, February 18th, March 24th, April 21st, May 19th,
June 23rd*

Kiwanis Presentation
December 5, 2019

Introduction

Student Success Act (hand-outs)

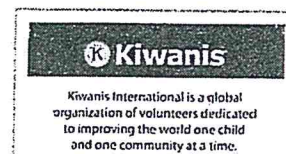
Pendleton High School
 School 2 Careers
 Construction Trade Fair
 HS Art Show

Sunridge Middle School
 Electives – new this year
 Lions Peace Poster

Elementary Schools
 Parks & Recreation After School Program

Homeless Update

KIWANIS CLUB OF
PENDLETON OR
Volume 5 -- Issue 10
December 5, 2019



Kiwanis Club Of Pendleton

OUR PROGRAM: CHRIS FRITSCH

UPCOMING EVENTS

December 7 — Salvation Army Bells
December 13 — Feed the Child
December 14 — Salvation Army Bells
December 15 — Christmas Party

SCHEDULED MEETINGS

December 5 — Club Meeting, 12:00
December 12 — Board Meeting, 7:00 am
December 19 — Club Meeting, 12:00
December 26 — No Meeting

OUR DECEMBER PROGRAMS

Our program on December 5, 2019, will be Chris Fritsch, Superintendent, Pendleton School District 16-R.

On December 19, our program will be Roger Stueckle, presenting a program on the Kiwanis Doernbecher Children's Cancer Program

PRESIDING PRESIDENTS

December — Roger Stueckle
January — Roger Stueckle
February — Bob Ehmann

PROGRAM CHAIR

December — Roger Stueckle
January — Roger Stueckle
February — Lorie Case

December Birthday

18 — Jim Voss



December Anniversaries

1 — Kim & Randy Gawith
12 — Roger & Judy Stueckle
12 — Maureen & Randy Grayer
17 — Joe & Melisa McDonald
31 — Shirley & Dick Hopper



PRESIDENT'S CORNER

I love the holiday season. It starts with Thanksgiving which is a time to gather around our family and friends...to be grateful for all that we have been blessed with and to also remember those who are not so fortunate. Hopefully you all had an enjoyable time.

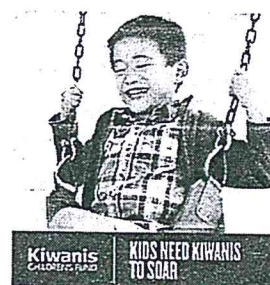
As Kiwanians, this is a great time to focus on giving and service. It's a time when we have opportunities to show kindness. "Kindness is something that always returns." There are many needy children and families in our community. Let's be open to ways in which we can demonstrate kindness to our community. One of our primary service activities is the Salvation Army bell ringing. Please try to give one hour of your time during this busy season to this rewarding activity. Remember, the number one purpose of Kiwanis is service.

At the first meeting on the 5th, Chris Fritsch, the superintendent of Pendleton public schools, will share some of the new activities in schools this year. This is a great time to show our support for those who serve the needs of children on a daily basis.

I'll end this week's message with one of my favorite goal statements for Kiwanis clubs:
"Serving Our Community, Improving Children's Lives"

Hopefully, I'll see you this Thursday.

Roger



CTUIR / PSD

December 10, 2019 @ PSD

November 12, 2019 - @ CTUIR

Title VI – Needs a dedicated bulletin board at SMS for Janet Maddern to use to announce events and things going on for tribal students.

Tutoring - Modesta – Parents will be asking for tutoring soon. Mostly middle school but seems to be a 6-8. Could we have a list of willing teachers at SMS that parents could reach out to to get some after school tutoring when needed. We would pay them hourly for their time.

SB 13 – Training on December 12th in Salem. Sending 3 teachers from PSD, Matt attending and Brent Spencer and Katrina Miller from the language department. Not quite ready to roll it all out. But will have a roll out plan for us when the curriculum is ready. CTUIR paid for 90 lessons, ODE is only asking for 5. Once lessons are done they will then add some video and audio recordings to go with the lessons.

Bi-Literacy diploma - Working on Bi-literacy test for the diploma. One student nominated to take the test from PHS and two at Nixyaawii.

REN Committee: Modesta is on the committee

Upcoming Board Meeting: November 20th, at CTUIR ED building.

-Have Ronda come out at 4:30 to set up in commons area.

-Dinner at 5:15 pm and head count for dinner at 25-30

-Please enter from the South side

18-19 School Year

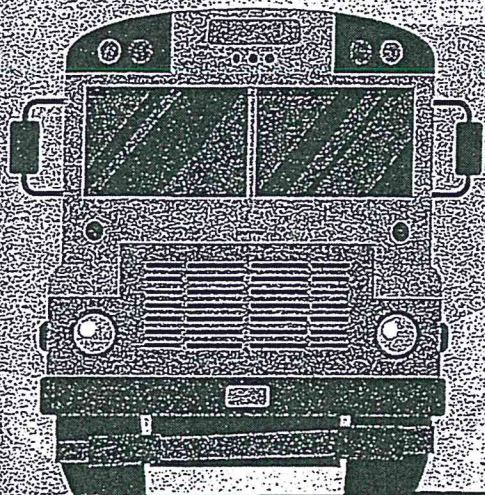
June 11, 2019

1. Title VI updates:
 - a. No updates at this time

Join In! Our Students. Our Success.

THE STUDENT SUCCESS ACT MARKS A TURNING POINT FOR EDUCATION IN OREGON

**STUDENT
SUCCESS
Act**



When fully implemented,
our state will see an additional
\$1 BILLION INVESTMENT
in schools each year.

This investment will provide new opportunities for
every student in our state, particularly students who
have been historically underserved.



HOW THE

STUDENT SUCCESS ACT

INVESTS IN OUR STUDENTS

At least
50%

Student
Investment
Account

At least
20%

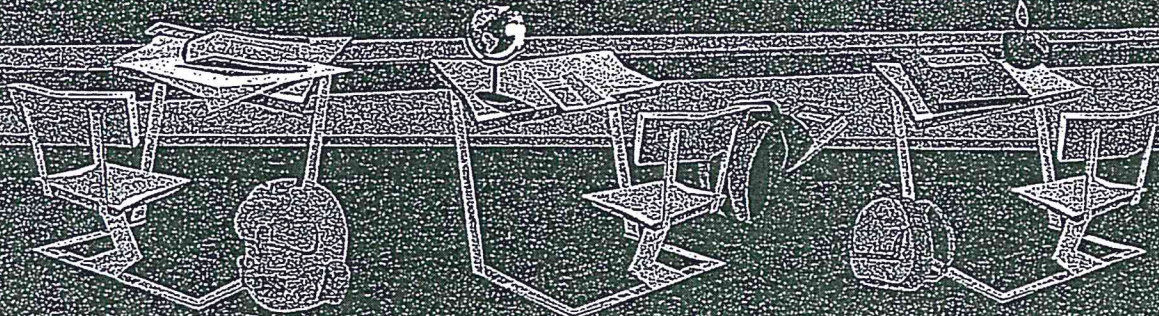
Early
Learning
Account

Up to
30%

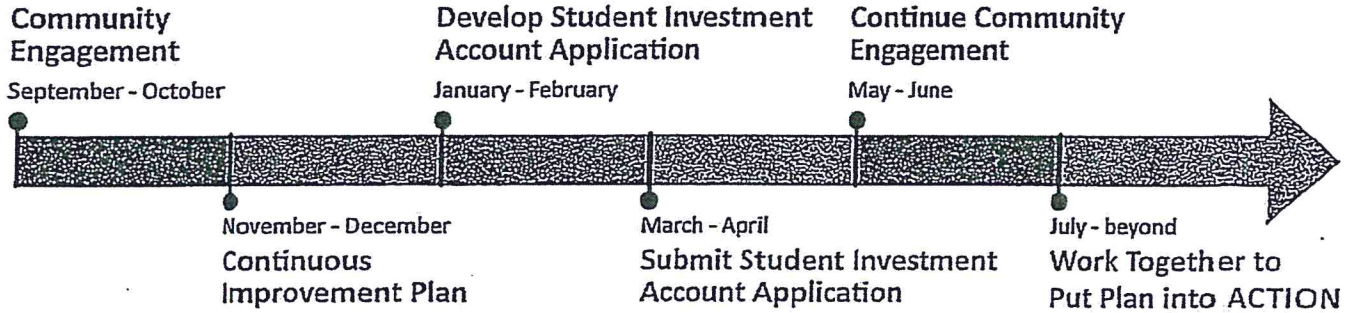
Statewide
Education
Initiatives

ROOTED IN EQUITY, AUTHENTIC COMMUNITY ENGAGEMENT, AND SHARED ACCOUNTABILITY FOR STUDENT SUCCESS.

The law requires school districts to build on the strengths and assets of young people, educators, families across the state, including members of the nine federally recognized tribes; students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care.



SSA STUDENT INVESTMENT ACCOUNT TIMELINE 2019-2020



WHAT IS THE STUDENT INVESTMENT ACCOUNT?

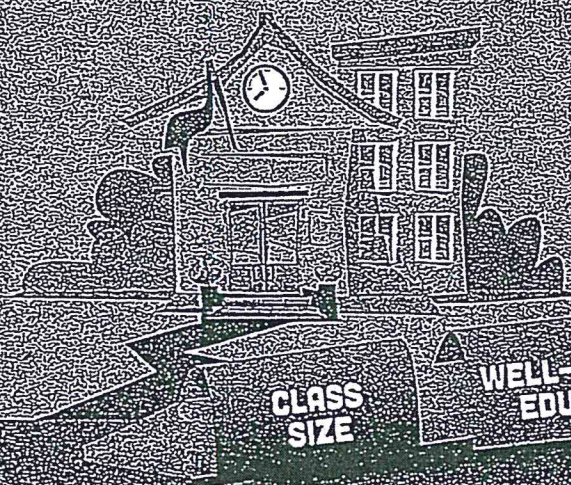
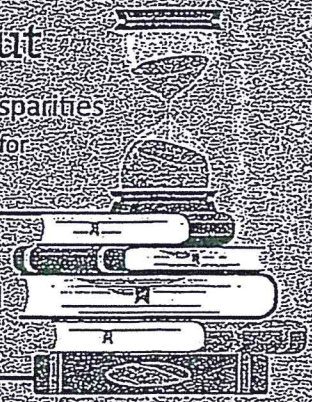
Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Emerging bilingual students; and
 - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

5 Areas for Input

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships



Allowable Investments

CLASS SIZE

WELL-ROUNDED EDUCATION

INSTRUCTIONAL TIME

HEALTH & SAFETY

FOR MORE INFORMATION

Visit oregon.gov/ode/StudentSuccess
Follow us @ORDeptEd | #studentsuccessact



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

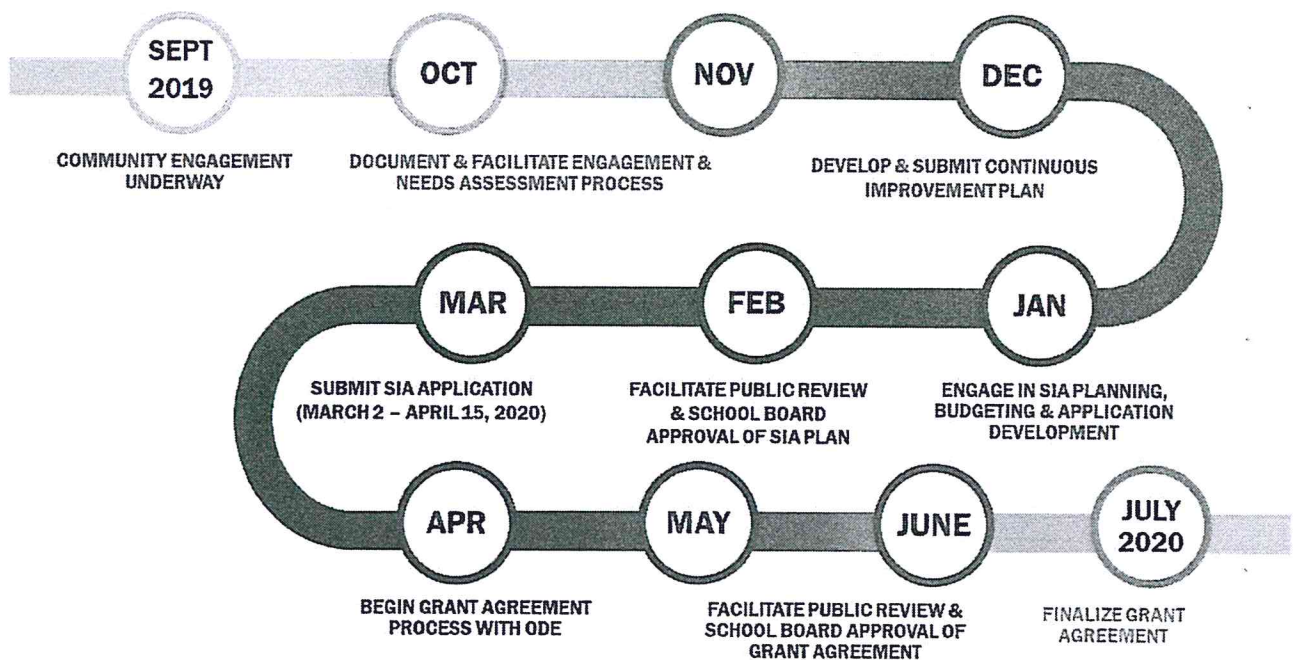
Student Investment Account Application

ODE will receive applications from school districts and other eligible applicants from March 2 to April 15, 2020. Applications for the 2020-2021 grant period will be expected to include:

1. Evidence of complying with the application requirements outlined above including community engagement processes and application development processes outlined in the law.
2. SIA plan
3. SIA Budget
4. Copies of any relevant district's agreement(s) with charter school(s) eligible to be included in the SIA Application.
5. Documentation of board approval of the plan, application, budget and any charter agreements prior to submission. Note: Longitudinal Performance Growth Targets will be requested for review but will not be considered by ODE to determine if a district complies with application requirements and won't require school board approval until those targets and corresponding Intergovernmental Grant Agreement (IGA) are co-developed and approved by ODE.

SIA Roadmap for 2019-2020

Consider sharing this roadmap with your school board, association members, staff and community members as one way to help everyone keep the big picture in mind.



December 2, 2019 - December 8, 2019

December 2019							January 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
	8	9	10	11	12	13		5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

Monday, December 2

- 12:00pm - 1:00pm Rotary (Red Lion Hotel Pendleton - 304 SE Nye Ave, Pendleton, OR 97801, United States) ☺
- 1:30pm - 3:00pm Cabinet (Somewhere) - cfritsch@pendletonsd.org ☺
- 3:15pm - 3:45pm Outdoor School (Rm 203, SMS) - rthornburg@pendletonsd.org

Tuesday, December 3

- 8:00am - 9:00am Bd Work Session (Bd Room) ☺
- 9:00am - 10:00am MS (PHS) - cfritsch@pendletonsd.org ☺
- 4:00pm - 4:30pm Review 12/9/19 agenda CF/GG (DO) - rthornburg@pendletonsd.org

Wednesday, December 4

- 7:00am - 8:30am Elementary Principals (DO) ☺
- 7:00am - 9:00am Elementary Admin Meeting (District Office) - Matt Yoshioka

Thursday, December 5

- 8:00am - 9:00am WT (SMS)
- 10:00am - 11:30am MS (PHS)
- 10:00am - 11:00am Meet Supt. - msandven@pendletonsd.org
- 12:00pm - 1:00pm Present to Kiwanis (Roosters) - rthornburg@pendletonsd.org
- 3:15pm - 3:45pm SSA Stand Up Meeting (McKay) - rthornburg@pendletonsd.org

Friday, December 6

- 7:30am - 8:00am GOAT Mtg ☺
- 8:30am - 9:00am LW (McKay Creek) - cfritsch@pendletonsd.org ☺
- 9:00am - 9:45am RS (Sherwood) ☺
- 9:45am - 10:30am LH (PELC) ☺
- 1:00pm - 3:00pm Wraparound Governance (IMESD)
- 5:30pm - 7:30pm Admin Social (OMG)

Saturday, December 7

Sunday, December 8

- 7:00am - 7:30am WWWOT Material ☺

November 18, 2019 - November 24, 2019

November 2019							December 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

Monday, November 18

- 7:30am - 9:00am PLC (Washington)
- 9:00am - 10:00am Expulsion Follow Up Mtg (PHS)
- 9:00am - 9:30am Follow Up - msandven@pendletonsd.org
- 10:00am - 10:30am Tom Kligel - Little League (DO) - rthornburg@pendletonsd.org
- 12:00pm - 1:00pm Rotary (Red Lion Hotel Pendleton - 304 SE Nye Ave, Pendleton, OR 97801, United States) ☺
- 1:30pm - 3:00pm Cabinet (Somewhere) - cfritsch@pendletonsd.org ☺
- 5:15pm - 6:00pm Dinner before Board Meeting (Nixyaawii Community School) - rthornburg@pendletonsd.org
- 6:00pm - 8:00pm Bd Meeting (Bd Room) ☺

Tuesday, November 19

- 8:00am - 9:00am Coffee Hour (EMG)
- 9:00am - 10:00am MS (PHS) - cfritsch@pendletonsd.org ☺
- 11:30am - 12:45pm Chris Fritsch - Dennis Bailey (Fiesta Joe's on Main) - Dennis Bailey ☺
- 1:45pm - 2:30pm Expulsion Modification (My Office)
- 3:15pm - 3:45pm SSA Stand Up Meeting (Sherwood Library) - rthornburg@pendletonsd.org

Wednesday, November 20

- 7:00am - 9:00am All Admin (DO) ☺
- 10:00am - 10:30am Buck Boosters (Capital Projects) (District Office) - mijones@pendletonsd.org
- 2:00pm - 3:00pm Call Chuck Steiner
- 3:15pm - 3:45pm SSA Stand Up Meeting (PELC) - rthornburg@pendletonsd.org
- 4:00pm - 5:30pm Altrusa (PELC Kitchen)

Thursday, November 21

- 7:00am - 8:00am Chamber Board (Shari's) ☺
- 7:00am - 7:30am Celebrations Committee (My Office)
- 8:00am - 9:00am WT (Sherwood)
- 1:30pm - 3:00pm Record Radio Spots (EMG)
- 3:30pm - 4:30pm PAT / PSD Monthly Meeting (Pendleton School District 16, 107 NW 10th St, Pendleton, OR 97801, USA) - Matt Yoshioka ☺

Friday, November 22

- 8:00am - 8:30am LW (McKay Creek) - cfritsch@pendletonsd.org ☺
- 9:00am - 9:30am Discuss decision (DO) - rthornburg@pendletonsd.org
- 9:00am - 9:30am LH (PELC) ☺
- 10:00am - 10:30am AVN (Washington) ☺
- 11:00am - 12:00pm Pendleton SRTS Plan follow-up call (971-254-3888 PIN: 217) - ODOT SRTS PIP TA
- 11:00am - 11:30am RS (Sherwood) ☺
- 12:00pm - 12:30pm DW (SMS) ☺
- 3:10pm - 3:40pm SSA Stand Up Meeting (Washington) - rthornburg@pendletonsd.org

Saturday, November 23

Sunday, November 24

- 7:00am - 7:30am WWWOT Material ☺
- 3:00pm - 4:00pm Meet w/ C Steiner (Kelso) ☺
- 5:00pm - 7:00pm Dinner w/ Mal Jared & Boys (Papa Pete's)

Chris Fritsch

From: Matt Yoshioka <myoshioka@pendletonsd.org> on behalf of Matt Yoshioka
Sent: Tuesday, November 12, 2019 11:52 AM
To: Aimee VanNice; Ronda Smith; Lorena Woods; Lori Hale; Jared Tesch; David Williams; Melissa Sandven; Curt Thompson; Troy Jerome; Barbara Fleming; Micki Zander; Karen Bordenkircher; Kerri Swenson; Lori Curtis; Lori Marshall; Kimi Carlson; Angela Steidl; Nora Rivera; Anita Lewis; Ronda Thornburg; Chris Fritsch
Subject: Parent Survey at PT conf.

Please make necessary arrangements to have computer stations available for parents at P/T conferences to take our district Student Success Act Parent Input survey. If necessary ask a para-pro to work during conference hours to help boost the number of parents who take the survey. Ronda Thornburg will add the survey link to your school website and it will be active starting at noon on Monday November 25th.

Thank you!

Matt

P.S. - The all district computer shutdown time has been changed from 7 PM to 9 PM each evening.

Chris Fritsch

From: Julie Smith <jsmith@pendletonsd.org> on behalf of Julie Smith
Sent: Friday, November 22, 2019 10:59 AM
To: Laetitia Schreier; Cary Wasem-Varela
Cc: Chris Fritsch; Matt Yoshioka
Subject: English Learner Family Inpute
Attachments: Student Success Act Stakeholder Survey ELD.pdf

Good morning,

If you have families that come to fall conferences, would you please have them complete the paper copy of the survey for the Student Success Act Priority planning please? I attached it and will send some copies to you through the courier.

Thanks,

Julie Smith, Ed. D.
Director of Special Programs
Pendleton School District
107 NW 10th Street
Pendleton, OR 97801
541-966-3262
Every Student, Every Day

Student Success Act Stakeholder Survey
English Learner Families-Fall Conferences

The Pendleton School District is seeking input to stakeholders' opinion where best to spend increased revenue from the Student Success Act, which became law as a result of the 2019 Oregon Legislative session. Although we welcome the increased revenue, it will not be enough to fulfill all the areas of need that district staff have identified.

The information that you provide will be used to determine how to best utilize new funds as they become available.

Below is a list of barriers that can prevent children from being successful in school. Rank the items in order of importance. Place a "1" next to the item that is the largest barrier to student success and an "8" for least important.

- A. ____ Attendance
- B. ____ Social and behavioral issues
- C. ____ Safety and security
- D. ____ Large class sizes
- E. ____ Lack of connection to school
- F. ____ Transportation
- G. ____ Cultural
- H. ____ Other (please list) _____

List the following in order of priority (1 is most important, 5 is least important)

- A. ____ Expanded Instructional Time (longer school days, more school days, summer school)
- B. ____ Safety and Security (facility upgrades, security personnel, school resource officer)
- C. ____ Social/Emotional Learning (health professionals, mental health specialists, counselors)
- D. ____ Smaller Class Sizes
- E. ____ Well-rounded Education (early literacy and interventions, middle school opportunities)

For the following paired items, place an "x" next to the item of the paired items that is most important to you:

- A. ____ Class size OR Safety/security____
- B. ____ Social/emotional support OR Class size____
- C. ____ Safety/security OR Social/emotional support____
- D. ____ Elementary class size OR Elementary teacher preparation time____
- E. ____ Class size OR Middle School options____
- F. ____ Middle School options OR Social/emotional support____
- G. ____ Elementary teacher preparation time OR Social/emotional support____

If class size is an issue, what would be acceptable class sizes for each of the three levels?

- A. ____ Elementary classes
- B. ____ Middle School classes
- C. ____ High School classes

10/1/2019

**Student Investment Account
Stakeholder Survey
Elementary Teachers (57)
November 2019**

For items Q1 & Q3, respondents were asked to rank a set of items:

Q1 – Rank barriers that prevent children from being successful in school. (Top 3 and score)

1. Social and Behavioral Issues – 6.33
2. Class size – 5.55
3. Attendance – 4.98

Q3 – Prioritize areas where SIA funds can be spent by category. (Top 3 and score)

1. Smaller Class Sizes – 4.35
2. Social and Emotional Learning – 4.27
3. Well-Rounded Education – 2.97

For the following pairs, respondents were asked which was more important:

Q4 – Class Size(48) vs Safety and Security(2)

Q5 – Social Emotional Support(28) vs Class Size(29)

Q6 – Safety and Security(6) vs Social Emotional Support(51)

Q7 – Class Size(41) vs Elementary Teacher Prep Time(16)

Q10 – Elementary Teacher Prep Time(21) vs Social Emotional Support(36)

Conclusions:

1. Elementary teachers rate class size and Social Emotional Support as the highest issues to address.
2. When asked to determine which is more important between Social Emotional Support and Class Size, elementary teachers were divided equally between the two.
3. When paired with class size and social emotional support, safety/security and teacher prep time were not seen as important.

**Student Investment Account
Stakeholder Survey
Elementary Classified (31)
November 2019**

For items Q1 & Q3, respondents were asked to rank a set of items:

Q1 – Rank barriers that prevent children from being successful in school. (Top 3 and score)

1. Social and Behavioral Issues – 6.27
2. Attendance – 5.19
3. Class Size and Lack of Connection to School – 4.07

Q3 – Prioritize areas where SIA funds can be spent by category. (Top 2 and score)

1. Social and Emotional Learning – 4.61
2. Class Size – 3.47

For the following pairs, respondents were asked which was more important:

Q4 – Class Size(19) vs Safety and Security(12)

Q5 – Social Emotional Support(26) vs Class Size(5)

Q6 – Safety and Security(6) vs Social Emotional Support(25)

Q7 – Class Size(23) vs Elementary Teacher Prep Time(8)

Q10 – Elementary Teacher Prep Time(3) vs Social Emotional Support(28)

Conclusions:

1. Elementary Classified Staff rate Social Emotional Support much higher than Safety/Security, Class Size and Teacher Prep Time.
2. Social and Behavioral Issues are by far the largest barriers to learning according to Elementary Classified Staff.
3. Social and Emotional Learning is a much higher priority over class size by Elementary Classified Staff.

**Student Investment Account
Stakeholder Survey
Elementary Parents (224)
November 2019**

For items Q1 & Q3, respondents were asked to rank a set of items:

Q1 – Rank barriers that prevent children from being successful in school. (Top 3 and score)

1. Attendance – 5.46
2. Social/Behavioral Issues – 5.10
3. Safety and Security – 4.50

Q3 – Prioritize areas where SIA funds can be spent by category. (Top 3 and score)

1. Well-Rounded Education – 3.52
2. Social/Emotional Learning – 3.45
3. Class Size – 3.31

For the following pairs, respondents were asked which was more important:

Q4 – Class Size(85/39%) vs Safety and Security(136/61%)

Q5 – Social Emotional Support(146/66%) vs Class Size(75/34%)

Q6 – Safety and Security(113/51%) vs Social Emotional Support(108/49%)

Q7 – Class Size(136/61%) vs Elementary Teacher Prep Time(85/39%)

Q10 – Elementary Teacher Prep Time(67/30%) vs Social Emotional Support(154/70%)

Conclusions:

1. Elementary Parents see Social Emotional Support and Safety/Security more important than class size.
2. When asked which is more important between Safety/Security and Social Emotional Support, Elementary Parents were evenly divided between the two.
3. Elementary Teacher Prep Time was less important than Social Emotional Support and Class Size to Elementary Parents.

**Student Investment Account
Stakeholder Survey
Middle School Parents (90)
November 2019**

For items Q1 & Q3, respondents were asked to rank a set of items:

Q1 – Rank barriers that prevent children from being successful in school. (Top 3 and score)

1. Attendance – 5.29
2. Social/Behavioral Issues – 5.06
3. Class Size – 4.36

Q3 – Prioritize areas where SIA funds can be spent by category. (Top and score)

1. Well-Rounded Education – 3.63
2. Class Size – 3.42
3. Social/Emotional Support – 3.27

For the following pairs, respondents were asked which was more important:

Q4 – Class Size(36/41%) vs Safety and Security(53/59%)

Q5 – Social Emotional Support(57/64%) vs Class Size(32/36%)

Q6 – Safety and Security(41/46%) vs Social Emotional Support(48/54%)

Q8 – Middle School Options(43/48%) vs Class Size(46/52%)

Q9 – Middle School Options(25/27%) vs Social Emotional Support(65/73%)

Conclusions:

1. Middle School Parents see Safety and Security as more important than Class Size.
2. Middle School Parents rated Social Emotional Support much higher than Class Size.
3. Social Emotional Support was rated slightly higher than Safety and Security.
4. Middle School Parents saw Class Size as slightly more important than Middle School Options.
5. Middle School Parents rated Social Emotional Support much higher than Middle School Options.

**Student Investment Account
Stakeholder Survey
High School Parents (34)
November 2019**

For items Q1 & Q3, respondents were asked to rank a set of items:

Q1 – Rank barriers that prevent children from being successful in school. (Top 3 and score)

1. Attendance – 5.94
2. Social/Behavioral Issues – 5.21
3. Lack of Connection to School – 4.24

Q3 – Prioritize areas where SIA funds can be spent by category. (Top and score)

1. Well-Rounded Education – 3.91
2. Social Emotional Support – 3.26
3. Class Size – 3.15

For the following pairs, respondents were asked which was more important:

Q4 – Class Size(19/56%) vs Safety and Security(15/44%)

Q5 – Social Emotional Support(18/53%) vs Class Size(16/47%)

Q6 – Safety and Security(19/56%) vs Social Emotional Support(15/44%)

Conclusions:

1. Not sure we can draw many conclusions from the N size and the demographic that most likely completed the survey.
2. The Barriers and Prioritization mirrored those of Middle School Parents

**Student Investment Account
Stakeholder Survey
TAPP Parents (40)
November 2019**

For items Q1 & Q3, respondents were asked to rank a set of items:

Q1 – Rank barriers that prevent children from being successful in school. (Top 3 and score)

1. Attendance – 6.51
2. Social/Behavioral Issues – 5.84
3. Class Size – 4.94

Q3 – Prioritize areas where SIA funds can be spent by category. (Top and score)

1. Social Emotional Learning – 3.79
2. Well-Rounded Education – 3.58
3. Class Size – 2.95

For the following pairs, respondents were asked which was more important:

Q4 – Class Size(16) vs Safety and Security(7)

Q5 – Social Emotional Support(22) vs Class Size(8)

Q6 – Safety and Security(9) vs Social Emotional Support(13)

Q7 – Class Size(11) vs Elementary Teacher Prep Time(6)

Q10 – Elementary Teacher Prep Time(7) vs Social/Emotional Support(16)

Conclusions:

1. Class Size was rated by 2:1 as more important than Safety and Security.
2. Social Emotional Support was almost three times more important than Class Size.
3. Teacher Prep Time appears less important to TAPP families than Class Size or Social/Emotional Support.

SIA INTEGRATED PLANNING TOOL

Pendleton School District
"Every student, Every Day"

<div> <div>Student Investment Account</div> </div>		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Reduce academic disparities and increase academic achievement in third grade reading, regular attendance, 9th grade on track, and graduation for students experiencing economic disadvantage, students with disabilities, students who are Native American, and students learning English through creation of additional programs, high quality embedded professional development, reduction of class sizes K-3rd grade, additional staffing in key areas, and collaboration with our key community partners. (Strategic Plan Goal 1: Academic Excellence)	X		X		X
Outcome	Development of a comprehensive system of supports for behavioral and mental health that leads to a climate and culture of safety and well being for all students. (Strategic Plan Goal 2: Responding to the Needs of All students)		X	X	X	
Outcome	Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in education institutions (Strategic Plan Goal 3: Innovative and Emerging Practices)			X		X

Strategy #1	Invest in additional staff to reduce class size K-3 leading to improved social emotional and academic outcomes for students setting them up for future success in the later years of their education careers
Strategy #2	Invest in additional staff, professional development and supports for social and emotional well being of all students
Strategy #3	Expand well rounded and culturally responsive educational opportunities through investing in staff, programs, and professional development
Strategy #4	Improve the climate and culture of school safety through key investments in staff, programs, professional development, and collaborative partnerships
Strategy #5	Invest in additional programs, staff, professional development and supports to increase academic outcomes for our focal student groups.

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total Budget
Strategy 1	Invest in additional staff to reduce class size K-3 leading to improved social emotional and academic outcomes for students setting them up for future success in the later years of their education careers	\$ 691,385.00	\$ 2,104,254.00	\$ 2,425,691.46
Strategy 2	Invest in additional staff, professional development and supports for social and emotional well being of all students	\$ 504,794.23	\$ 1,591,348.00	
Strategy 3	Expand well rounded and culturally responsive educational opportunities through investing in staff, programs, and professional development	\$ 362,859.00	\$ 1,143,912.00	
Strategy 4	Improve the climate and culture of school safety through key investments in staff, programs, professional development, and collaborative partnerships	\$ 312,554.00	\$ 977,702.00	
Strategy 5	Invest in additional programs, staff, professional development and supports to increase academic outcomes for our focal student groups.	\$ 554,099.23	\$ 1,508,393.00	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire and maintain five additional K-3 classroom teachers	S1	X	X	X	\$ 656,385.00	\$2,069,254.00	111 & 2xx	HIGH
2	Purchase curriculum for additional classrooms	S1	X			\$ 35,000.00	\$ 35,000.00	4xx	HIGH
3	Purchase technology for reduction of lost instructional time	S5	X			\$ 106,500.00	\$ 106,500.00	4xx	MID
4	Hire and maintain a full time Heritage Language Teacher to work with the Confederated Tribes of the Umatilla Indian Reservation Language Department to expand and enhance instruction of the Umatilla Language and Culture K-3	S3	X	X	X	\$ 100,305.00	\$ 316,210.00	111 & 2xx	HIGH
5	Hire and maintain three Elementary Behavior Support Specialists	S2	X	X	X	\$ 293,382.00	\$ 924,882.00	111 & 2xx	HIGH
6	Hire and maintain two additional special education teachers	S5	X	X	X	\$ 262,554.00	\$ 827,698.00	111 & 2xx	HIGH
7	Hire and maintain additional instructional assistants to support systemic efforts for social emotional health and well being	S2	X	X	X	\$ 80,135.23	\$ 252,615.00	112 & 2xx	MID
8	Hire and maintain additional instructional assistants to support academic achievement and student outcomes	S5	X	X	X	\$ 80,135.23	\$ 252,615.00	112 & 2xx	MID
9	Create an online learning position to retain recover students in non-traditional learning environments	S3	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	MID
10	Add a dedicated instructional assistant for supporting students learning English	S5	X	X	X	\$ 44,910.00	\$ 141,580.00	112 & 2xx	HIGH
11	Add additional certified staff to teach music at the elementary level	S3	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	MID
12	Increase Counseling FTE at the Middle School to meet students SEL needs	S2	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	HIGH
13	Contract with the Pendleton Police Department for an additional School Resource Officer at the secondary level to increase school safety	S4	X	X	X	\$ 50,000.00	\$ 150,000.00	39x	MID
14	Professional Development for increasing staff capacity for Social Emotional Support, Culturally Responsive Practices, Social Justice and Racial Equity.	S5	X	X	X	\$ 10,000.00	\$ 30,000.00	34x	HIGH
15	Create and maintain a Dean of Students position to proactively support safety and social emotional well being of students at the middle school level	S4	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	HIGH
16	Create and maintain a Dean of Students position to proactively support safety and social emotional well being of students and freshman on track at the high school level	S4	X	X	X	\$ 131,277.00	\$ 413,851.00	111 & 2xx	HIGH
17	Contract with Blue Mountain Community College to dedicate a Success Coach to support first generation students transition to post-secondary training and education	S5	X	X	X	\$ 50,000.00	\$ 150,000.00	39x	MID

SIA BUDGET TOOL

Select your institution from the drop down list to the right

Pendleton SD 16

Estimated Allocation \$ 2,425,691.46

Maximum Administrative Costs \$ 121,284.57

Please provide contact information for the person completing this budget

Name

Michelle Jones

Phone

541.966.3259

Email

mijones@pendletonsd.org

Additional Resources

[SIA Engagement Toolkit](#)

[SIA Comprehensive Guidance](#)

[SIA Webpage](#)



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Below are brief descriptions of some of the allowed activities pertaining to the categories listed in the 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*

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
Total Expenditures:					\$ 2,425,691.46
Allowable Administrative Costs:					\$ 121,284.57
Unbudgeted Funds:					\$0.00

Budget Justification Narrative

Proposed Activity

1	5.0	RCS	111	K-3 Classroom Teacher K-3 (Salary)	\$ 437,685.00
2		RCS	2xx	K-3 Classroom Teacher K-3 (Benefits)	\$ 218,700.00
3		RCS	4xx	Elementary Curriculum	\$ 30,000.00
4		IIT	4xx	Technology	\$ 106,500.00
5	3	H&S	111	Elementary Behavior Support Specialists (Salary)	\$ 182,832.00
6		H&S	2xx	Elementary Behavior Support Specialists (Benefits)	\$ 110,550.00
7	1	WRE	111	Elementary Heritage Language Teacher (Salary)	\$ 62,938.00
8		WRE	2xx	Elementary Heritage Language Teacher (Benefits)	\$ 37,367.00
9	1	WRE	111	Elementary Music Teacher (Salary)	\$ 87,537.00
10		WRE	2xx	Elementary Music Teacher (Benefits)	\$ 43,740.00
11	1	WRE	111	Elementary Special Education Teacher (Salary)	\$ 87,537.00
12		WRE	2xx	Elementary Special Education Teacher (Benefits)	\$ 43,740.00
13	1	WRE	112	Elementary English Language Development Instruction Assistant (Salary)	\$ 18,975.00
14		WRE	2xx	Elementary English Language Development Instruction Assistant (Benefits)	\$ 25,935.00
15	1	WRE	111	Online Learning Coordinator (Salary)	\$ 87,537.00
16		WRE	2xx	Online Learning Coordinator (Benefits)	\$ 43,740.00
17	1	H&S	112	Instructional Assistants - All levels (Salary)	\$ 67,141.00
18		H&S	2xx	Instructional Assistants - All levels (Benefits)	\$ 93,129.46
19	1	H&S	111	Middle School Counselor (Salary)	\$ 87,537.00
20		H&S	2xx	Middle School Counselor (Benefits)	\$ 43,740.00
21	1	H&S	111	Middle School Dean of Students (Salary)	\$ 87,537.00
22		H&S	2xx	Middle School Dean of Students (Benefits)	\$ 43,740.00

Invest in additional staff to reduce class size K-3 leading to improved social emotional and academic outcomes for students setting them up
Additional curriculum is required to accommodate the investment in additional staff to reduce class size K-3.
Purchase of Chromebooks to minimize class time used for assessments administration.
Hire full-time behavior support specialists to improve social emotional outcomes for elementary students as well as to support the health and
Hire a full-time Heritage Language teacher to work with the Confederated Tribes of the Umatilla Indian Reservation Language
Hire an additional elementary music teacher to enhance the curricular options for elementary students.
Invest in additional special education staff to reduce caseload and enhance curricular options for this focal student group.
Add a dedicated instructional assistant for supporting students learning English at the Elementary level.
Add an online learning position to retain and recover students in non-traditional learning environments.
Hire additional instruction assistants to support systemic efforts for social emotional health and well being of students as well as to provide
Add 1.0 FTE certified counseling at the middle school level to meet students SEL needs.
Add 1.0 FTE Dean of Students position to proactively support safety and social emotional well being of students at the middle school level.

23		H&S	OTHER	School Resource Officer - Secondary Level	\$ 50,000.00
24		H&S	4xx	Middle School Curriculum	\$ 5,000.00
25		H&S	34x	Professional Development	\$ 10,000.00
27	1	H&S	111	High School Dean of Students/9th Grade on Track Coordinator (Salary)	\$ 87,537.00
28		H&S	2xx	High School Dean of Students/9th Grade on Track Coordinator (Benefits)	\$ 43,740.00
29	1	WRE	111	Secondary Special Education Teacher (Salary)	\$ 87,537.00
30		WRE	2xx	Secondary Special Education Teacher (Benefits)	\$ 43,740.00
31		WRE	OTHER	Secondary Success Coach	\$ 50,000.00

Contract with the Pendleton Police Department for an additional School Resource Officer at the secondary level to increase school safety. Due to contract with outside agency object code would be 39x.
Purchase Character Strong curriculum for the middle school as an additional resource to support the health and well being of students.
Professional development for increasing staff capacity for social emotional support, culturally responsive practices, social justice and racial equity.
Add 1.0 FTE Dean of Students position to proactively support safety and social emotional well being of HS students as well as monitor and collect
Invest in additional special education staff to reduce caseload and enhance curricular options for this focal student group.
Contract with Blue Mountain Community College to dedicate a Success Coach to support the first generation student transitioning to post-secondary training and education. Due to contract with outside agency object code would be 39x.

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	10	\$ 1,296,214.00
112	Classified Salaries	2	\$ 86,116.00
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	0	\$ -
2xx	Benefits	12	\$ 791,861.46
31x	Instructional, Professional and Technical Services	0	\$ -
33x	Transportation	0	\$ -
34x	Travel	1	\$ 10,000.00
35x	Communications	0	\$ -
4xx	Supplies and Materials	3	\$ 141,500.00
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	2	\$ 100,000.00

TOTAL \$2,425,691.46

Total FTE 18.0

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$ -
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	1	\$ 106,500.00
Improving Student Health & Safety	13	\$ 912,483.46
Reducing Class Size	3	\$ 686,385.00
Well Rounded Education	13	\$ 720,323.00

TOTAL \$ 2,425,691.46

EQUITY LENS & TOOLS

Pendleton School District 16R

Code: **JBB**
Adopted: 9/19/16

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility¹] to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation² and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan strategies to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100(7)
ORS 332.075

ORS 332.107

ORS 342.437 to -342.449



Equity Lens

Procedural Questions

1. *Does this fit with our mission and vision?*
2. Who does it impact?
 - Are all groups considered?
 - Who are the racial/ethnic and underserved groups affected?
 - What are the potential consequences - intended or unintended?
3. What barriers exist?
 - Are we considering mandated, political, emotional, financial, programmatic, or managerial constraints?
4. How are stakeholders engaged?
 - Are voices of each affected community group represented?
5. Is the decision reasonable?
 - Does the decision fit our context?
 - Is there data to support the decision? Is the data reliable and valid?
 - Can the decision be sustained?