

SIA Plan
Executive Summary
February 10, 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. **Strategic K-3 Class Size Reduction**
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 as 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. **Meeting Social and Emotional Needs of Students**
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. **Inclusive practice and Well-rounded Education and Expanded Opportunity**
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 the identified underrepresented groups and has the largest achievement gaps. **Closing the Achievement Gap**
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. **Well-rounded Education and Expanded Opportunity**

6. Add additional staff to manage and monitor English Language Learners. Again, this is another identified underrepresented group in our district. **Closing the Achievement Gap**
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. **Meeting Social and Emotional Needs of Students AND Closing the Achievement Gap**
8. Purchase curriculum and technology to support the additional classrooms that will be added. **Resources to support implementation of items #1-7 above**

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 the 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. **Meeting Social and Emotional Needs of Students**
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. **Addressing Students' Health and Safety Needs**
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. **Meeting Social and Emotional Needs of Students AND Closing the Achievement Gap**
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. **Addressing Students' Health and Safety Needs**

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. **Addressing Students' Health and Safety Needs**

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.

Recovering Student FTE/Expanding Student Participation

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. **Closing the Achievement Gap**
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. **Meeting Social and Emotional Needs of Students AND Closing the Achievement Gap**
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. **Addressing Students’ Health and Safety Needs**
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. **Increase Academic Achievement and Reduce Academic Disparities with Focal Student Groups**

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.