

**WARRENTON HAMMOND SCHOOL DISTRICT
STUDENT SUCCESS ACT
MEETING**



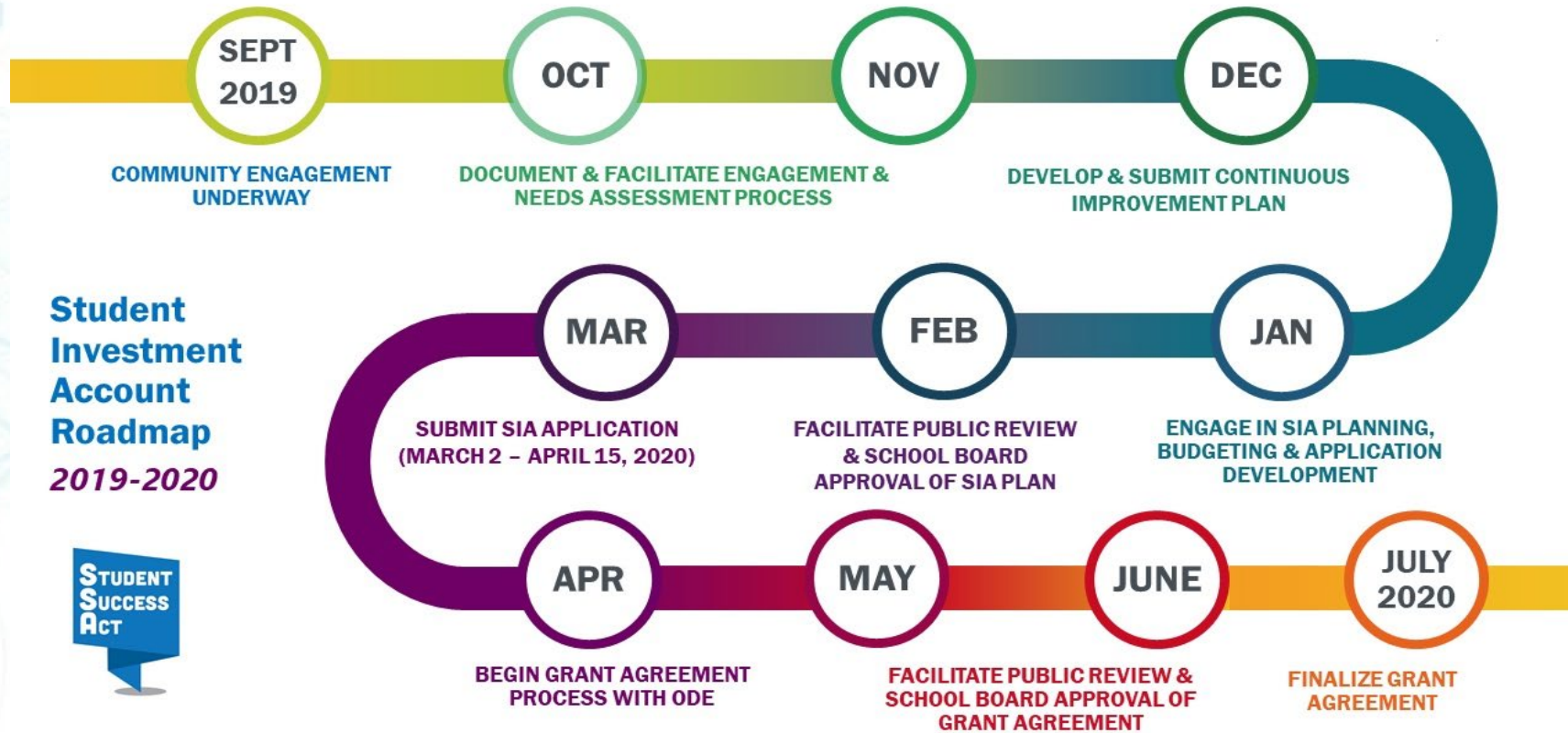
AGENDA

- Student Success Act and Student Investment Account
- Community Engagement Recap and Prioritization
- Student Data Review
- Consolidated Improvement Plan Review and Prioritization
- Prioritize Possible Strategies

STUDENT INVESTMENT ACCOUNT (SIA)

- The account from which schools receive funds as per the Student Success Act (SSA)
- A “non-competitive” grant process
 - 94 pages of guidance for the application
 - WHSD = 35 – 40 page application
 - Deadline: April 15, 2020
 - Must receive school board approval

SIA Timeline



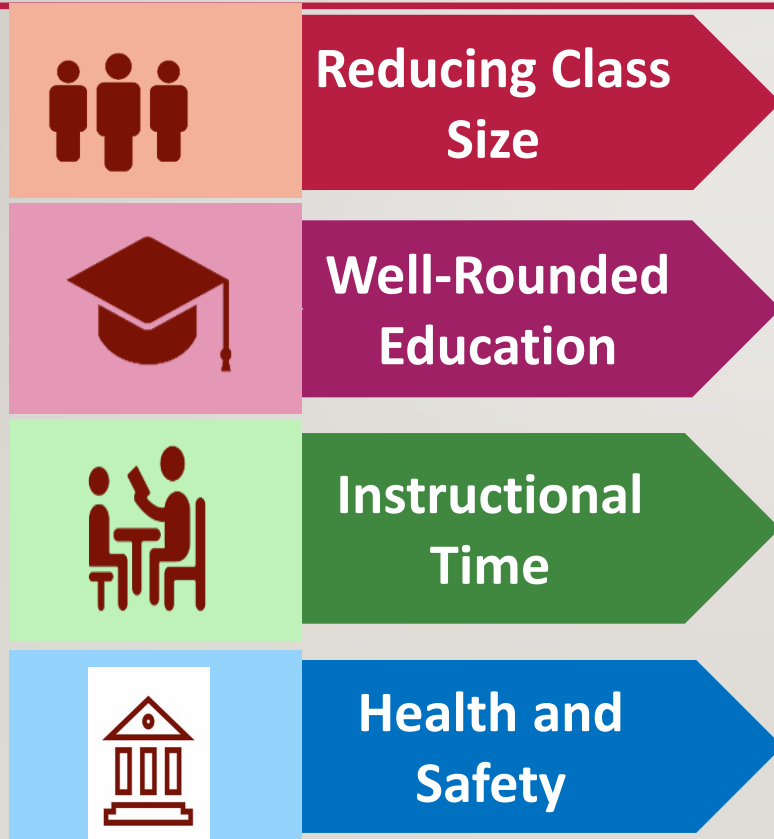
TWO STATED PURPOSES

1. Meet students' mental or behavioral health needs

2. Reduce academic disparities *and* increase academic achievement for -

- Students of color
- Students with disabilities
- Emerging Bilingual Students
- Students navigating poverty, homelessness and foster care
- Others

4 ALLOWABLE USES – SOME OR ALL



Four Categories for the Student Investment Account

Eligible applicants are required by law to use these categories to:

1. meet students' mental and behavioral health needs
2. increase students' academic achievement and reduce disparities for focal populations

PUTTING THE PIECES TOGETHER

EQUITY LENS / TOOL

Use an equity lens/tool to inform your planning and decision-making



DATA ANALYSIS

Examine disaggregated data to identify trends in your district, particularly for focal student groups.



LONGITUDINAL PERFORMANCE GROWTH TARGETS*

**Submitted to ODE for review only*



COMMUNITY INPUT

Collect & report on the input from your community engagement.



USE OF FUNDS

Allowable uses in one, some or all of the four categories.



Student Investment Account Plan

AN EXPANSIVE COMMUNITY INPUT PROCESS

- Input from Students, Parents, Staff, Community
- Specifically, Students in “focal groups”, Parents in “focal groups”
- Through at least two different modes (i.e. survey, empathy interview) for each group
- What did you learn, what key feedback and information was collected?
- How will the discussion be on-going?
- How will you participants know they were heard?

DATA ANALYSIS


- Examine district data to determine trends
 - All students
 - Focal student groups

MEASUREMENT REQUIRED

- **5 areas required by law**
 1. Regular attender rates
 2. 3rd grade reading
 3. 9th grade on-track
 4. On-time graduation rate
 5. Five-year completer rate
- Other local measures identified by district
- **Disaggregated**

EQUITY LENS

- **All decisions must run through a district equity lens (ODE Example)**

1. Who are the racial/ethnic and underserved groups affected by this decision?
 2. Does the considered decision ignore or worsen existing disparities or produce other unintended consequences?
 3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
 5. How have you intentionally involved affected stakeholders?
 6. How will you modify or enhance your strategies to ensure both individual and cultural needs are met?
 7. How are you collecting data on race, ethnicity and native language?
 8. What is your commitment to professional learning for equity?
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DECISIONS MUST

- Take into account input from the community
- Consider data collected to make equity-based decisions (equity lens)
- Consider the CIP and identified needs
- Consider the recommendations from the Quality Education Commission and utilize evidence based models
- Employ the four uses and meet the two purposes

PLAN MUST DESCRIBE THESE REQUIREMENTS

- How the plan meets the mental and behavioral health needs
- How the plan increases academic achievement and reduces academic disparities to which focal group

FUNDING FOR WARRENTON SCHOOL DISTRICT

- Current best estimate: \$640 per ADMw (Average Daily Membership weighted)
- For Warrenton this means about \$840,000 per year

WHAT DID YOUR COMMUNITY SAY?

- Review of Community Feedback
 - Total Group
 - More support for social-emotion, mental health needs of students.
 - Continue to emphasize well-rounded educational opportunities (CTE, Project-based learning, arts & music)
 - Teach social skills & increase supervision to decrease peer-to-peer aggression
 - Sub Groups (staff, students, parents, focal students, focal parents)
 - English Learner Families: Continue and enhance efforts to connect and collaborate with these families
 - Families of Students with Disabilities: Offer more variety of instructional methods/options; not all students learn the same way; increase training of general education teachers to enable them to better meet the learning needs of students with disabilities.
 - Homeless/Poverty: They feel connected to the district; need more support for basic needs; teacher's should be aware they can't always support academics at home
- What are the greatest district needs, based on the community's input?
- Does what the community wants align with the SIA requirements?

WHSD CONTINUOUS IMPROVEMENT PLAN (CIP)

Districts were required to complete their CIP and submit it to ODE in December.

Our CIP is well-aligned with our updated Strategic Plan.

Both the CIP and the Strategic Plan align well with the required growth targets as determined by ODE (4-year grad rate, 5-year grad rate, 9th-on-track, 3rd grade reading, attendance)



TARGET(S)

- Which are the best data targets for your district (one, some, all)?
 - 5 from the state
 - Regular attender rates
 - 3rd grade reading
 - 9th grade on-track
 - On-time graduation rate
 - Five-year completer rate
 - Other?

DISTRICT SUCCESS TEAM

IDEAS CONSIDERED FOR USE OF SIA FUNDING

I. Hire staff trained to meet students mental/behavioral health needs

- Counselors
 - 1.0 FTE at the high school
 - 0.5 FTE at the grade school (in addition to the 1.0 FTE currently)
- School Social Worker
 - Focus on students and families in poverty and/or experiencing homelessness

DISTRICT SUCCESS TEAM

IDEAS CONSIDERED FOR USE OF SIA FUNDING

2. Develop a K – 3rd Grade social-emotional learning (SEL) classroom

- Serves 12 -14 students whose learning is impeded by social-emotional factors.
- 1.0 FTE Teacher
- 2 Educational Assistants

DISTRICT SUCCESS TEAM

IDEAS CONSIDERED FOR USE OF SIA FUNDING

3. Behavior Support Team at WGS

- I Behavior Specialist – certified or licensed staff member
 - Will coordinate behavior support for ALL students
 - Deliver direct support of students as needed.
- I Behavior Support Educational Assistant
 - Respond to classroom behaviors and support general education teachers in helping students regulate to learn.

DISTRICT SUCCESS TEAM

IDEAS CONSIDERED FOR USE OF SIA FUNDING

4. Alternative/Innovative Education Program for “at-risk” students in grades 7 – 12
 - 1 Lead Teacher/Coordinator
 - Counselor Support (may be the 0.5 FTE Counselor)

Target population: The students most likely to fail in a traditional educational setting.

Goal:

- Provide flexible educational programs that blend classroom, CTE, supported-online and work learning experiences
 - Provide teacher and counselor support to the students and families to ensure ALL options are considered when crafting student schedules.
- => Make it hard to drop out

DISTRICT SUCCESS TEAM

IDEAS CONSIDERED FOR USE OF SIA FUNDING

5. 1.0 FTE Health Educator

- Oversee the implementation of district-wide comprehensive health curricula with a focus on the grade school.