



Gladstone  
School District

# Student Investment Account

2020-21  
Plan

# Gladstone District Plan: Student Investment Account

## Outcomes

The following outcomes project the results of Gladstone’s efforts to create change for students, families, and educators.

- **Third Grade Reading Proficiency**

In the next three years, the Gladstone School District will achieve improvement in third grade reading proficiency, with opportunity gaps closing for Latino students, emerging bilingual students, special education students, students of color, and economically disadvantaged students. This will be measured by disaggregated SBAC achievement results.

- **K-8 Mathematics Proficiency**

In the next three years, the Gladstone School District will achieve improvement in students’ K-8 math proficiency, with opportunity gaps closing for Latino students, emerging bilingual students, special education students, students of color, and economically disadvantaged students. This will be measured by disaggregated SBAC achievement results.

- **Regular Attendance**

In the next three years, the Gladstone School District will achieve improvement in the number of students regularly attending school, with opportunity gaps closing for Latino students, emerging bilingual students, special education students, students of color, and economically disadvantaged students. This will be measured by disaggregated attendance data.

- **Increasing the number of 9<sup>th</sup> Graders on Track for Graduation**

In the next three years, the Gladstone School District will achieve improvement in the number of freshmen on track for graduation, students who earn at least 6 credits during grade 9. Research shows that 9<sup>th</sup> graders who achieve this benchmark are much more likely to graduate from high school. This will be measured by disaggregated data on credits earned.

- **Graduation Rate**

In the next three years, the Gladstone School District will achieve improvement in the number of students graduating, with opportunity gaps closing for Latino students, emerging bilingual students, special education students, students of color, and economically disadvantaged students. This will be measured by ODE’s official cohort graduation data.

# Strategy #1: Social-Emotional Health & Wellness

## Theory of Action:

If we allocate resources to broaden the range of social-emotional supports in our schools, then students [and staff] will develop stronger social-emotional well being, and students will have improved school attendance, increased academic success, and improved social-emotional well being.

## Ways to accomplish this:

- **Increasing access to counselors**
- **Providing direct service social-emotional coaching**
- **Training staff in behavioral health**
- **Teaching students social-emotional skills**

Research suggests that the effects of school based mental health services implemented by school personnel will have moderate to significant positive impacts on focal student populations. The impacts of social emotional learning curricula are also promising.

Farahmand, F. K., Grant, K. E., Polo, A. J., & Duffy, S. N. (2011). School-based mental health and behavioral programs for low-income, urban youth: A systematic and meta-analytic review. *Clinical Psychology: Science and Practice, 18*(4), 372-390.

Sanchez, A. L., Cornacchio, D., Poznanski, B., Golik, A. M., Chou, T., & Comer, J. S. (2018). The effectiveness of school-based mental health services for elementary-aged children: A meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry, 57*(3), 153-165.

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

.....

## **Activity 1.1: Add 2 Counselors**

**Focused Use of Funds:** Hire 2.0 FTE licensed employee to provide developmental and systematic counseling support. One will serve students at Gladstone Center for Children and Families and Wetten Elementary. One will serve students at Kraxberger Middle School. The staff will work with individuals, small groups of students and provide in-class SEL guidance lessons.

**Person or Team:** Wetten, GCCF, and Kraxberger principals will hire, onboard, and support new staff. The new elementary counselor will provide counseling services to students in grades K-2 and work cooperatively with the current counselor who will serve grades 3-5 to ensure a comprehensive elementary school counseling program. The new middle school counselor will work cooperatively with the current middle school counselor to ensure a comprehensive counseling program.

**Timeline:** Hiring completed by July 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per respective contract.
- Data analysis of social/emotional indicators.
- Data analysis of school-wide behavioral and attendance indicators.

**SIA Investment:**

- \$237,000 in direct support of targeted students with established behavioral, social-emotional, and academic needs.

.....  
**Activity 1.2: Elementary Social-Emotional Learning Skills Coach**

**Focused Use of Funds:** Retain 1.0 FTE licensed employee to provide a unique learning opportunity for students to develop sensory and emotional skills in a safe, predictable learning environment. The staff will provide identified Tier II students with individual regulation instruction and coaching using SEL curriculum and proven strategies. This staff will provide social-emotional staff development and staff coaching, as determined by the administrator.

**Person or Team:** Wetten principal will retain current staff. The staff will team with school counselors, administrators and psychologist to provide a social-emotional support system for all students.

**Timeline:** Hiring completed by August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per respective contract.
- Data analysis of regulation and social-emotional indicators of targeted students.

**SIA Investment:** \$93,000

.....  
**Activity 1.3: Middle School Social-Emotional Behavior Support**

**Focused Use of Funds:** Hire 1.0 FTE licensed employee and 1.0 FTE classified employee to provide instruction and coaching on social-emotional and behavior skills. These staff will work with small groups of students in behavior intervention classes as well as through push-in coaching support in classrooms. Additionally, staff will provide de-escalation space for

activated students minimizing classroom disruption while building student capacity for self-regulation.

**Person or Team:** Kraxberger administrators will hire, onboard, and support new staff. New staff will operate as part of the student service team, filling in gaps in the continuum of social-emotional support for middle school students.

**Timeline:** Hiring completed by August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employees, per respective contracts.
- Data analysis of behavioral and attendance indicators of targeted students.
- Data analysis of school-wide behavioral and attendance indicators.

**SIA Investment:**

- \$192,600 in direct support of targeted students with established behavioral, social-emotional, and academic needs.

.....  
**Activity 1.4: Retain .5 FTE High School Dean of Students**

**Focused Use of Funds:** Retain a .5 certified employee to provide extra support for struggling students at Gladstone High School. This position provides an additional point of contact for both students and parents/guardians. This position supports the goals for increased attendance and increased graduation rates through earlier identification, interventions and increased communications.

**Person or team:** High school administration will hire, onboard, train, and support this position.

**Timeline:** Hiring completed by August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per contract
- Data analysis of disaggregated attendance information
- Data Analysis of graduation rates

**SIA Investment:** \$55,500

.....  
**Activity 1.5: Health Room Support Staff**

**Focused Use of Funds:** Hire 2.0 FTE school health assistant nurses to provide coverage in health rooms within the schools to meet students’ daily medical needs.

**Person or Team:** Principals will work with Human Resources to hire school health assistant nurses and place them in buildings across the district based on identified need.

**Timeline:** Hiring completed by August 15, 2020

**Continuous Evaluation:**

- Data on number of students seen in health rooms on a daily basis
- Data on number of students returned to class after receiving medical attention
- Data on number of students with medical profiles requiring additional time and attention of a nurse

**SIA Investment:** \$112,000

.....

### **Activity 1.6: Staff Training in Behavioral Health**

**Focused Use of Funds:** Funds for staff time outside contractor to provide professional learning around suicide awareness and prevention, including advanced training for the comprehensive counselor team and administrators.

**Person or Team:** Director of Special Services will oversee and arrange the training opportunities.

**Timeline:** June 1, 2021

**Continuous Evaluation:**

Staff survey responses.  
Counselor team input and assessment of staff understanding.

**SIA Investment:** \$10,000

.....

### **Activity 1.7: Instruction in Social-Emotional Skills**

**Focused Use of Funds:** Provide staff learning time aligned with explicit SEL materials to provide increased awareness and skills to support the SEL needs of students K-12.

**Person or Team:** Gladstone administrators will collaborate to design an aligned SEL plan to provide professional development and resources for K-12 instructional staff.

**Timeline:** Purchase and plan completed by August 1, 2020

**Continuous Evaluation:**

- Observational data
- Data analysis of behavioral indicators
- Staff and student climate surveys

**SIA Investment:**

- \$10,000 in direct support of SEL staff development, coaching and materials

.....

**Activity 1.8: ADA Projects**

**Focused Use of Funds:** ADA access projects, including ramp and elevator access at Kraxberger Middle School and Gladstone High School. This will enable students with disabilities to more easily access elective classrooms and participate in school events and performances.

**Person or Team:** Director of Finance and Operations will oversee the completion of these projects.

**Timeline:** Facilities improvements complete by September 1, 2020

**Continuous Evaluation:**

One time project -- increased access for patrons and students with ADA needs.

**SIA Investment:** \$200,000

## Strategy 2: Targeted Supports

### Theory of Action:

If we allocate resources targeted directly to support historically underserved groups of students, then staff will be able to work directly toward meeting student needs and students will increase academic and social success, closing gaps in student outcomes.

### Ways to accomplish this:

- **Reducing staff/student ratios**
- **Building opportunities for students of color to find cultural affinity and representation in their school community**
- **Providing direct service social-emotional support**
- **Providing direct service academic interventions**

Research suggests that the effects of targeted class size interventions, organized behavioral intervention programs, and academic interventions are likely to be impactful specifically for focal student groups.

Dynarski, S., Hyman, J., & Schanzenbach, D. W. (2013). Experimental evidence on the effect of childhood investments on postsecondary attainment and degree completion. *Journal of Policy Analysis and Management*, 32(4), 692-717.

Solomon, B. G., Klein, S. A., Hintze, J. M., Cressey, J. M., & Peller, S. L. (2012). A meta-analysis of school-wide positive behavior support: An exploratory study using single-case synthesis. *Psychology in the Schools*, 49(2), 105-121.

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

---

### **Activity 2.1: Culturally-Specific Services**

**Focused Use of Funds:** A partnership agreement with a culturally specific agency to design and implement an affinity and affirmation program for a focal group of secondary students; Black, Latino, and/or mixed race students. To increase focal group students' sense of safety, security, and belonging in their school community.

**Person or Team:** Secondary school principals, Assistant Superintendent, and equity staff leaders in secondary schools working with a community-based organization will build an authentic

partnership with culturally specific services agency operating in schools alongside students, staff, and administrators.

**Timeline:**

- Partnership development and program design – Spring/Summer 2020
- Full implementation – Fall 2020

**Continuous Evaluation:**

- Student participation, service outputs, student voice
- School engagement and climate surveys
- Oregon Student Health Survey [Fall 2020]

**SIA Investment:** \$80,000

---

## **Activity 2.2: Secondary Support for Emerging Bilingual Students**

**Focused Use of Funds:** Hire 1.0 FTE classified employee to provide classroom support to Emerging Bilingual Students at Kraxberger Middle School and Gladstone High School. The new employee will work with students one-on-one or in small groups to improve understanding of subject matter during classroom instruction.

**Person or Team:** Secondary principals will hire, onboard, and support new staff. The English Learner Coordinator and EL certified teacher will train and support the employee.

**Timeline:** By August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per contract.
- Data analysis of the district’s annual English Language Learner report.
- Review of disaggregated student outcomes.

**SIA Investment:** \$60,000

---

## **Activity 2.3: Kindergarten Math Intervention**

**Focused Use of Funds:** Add an additional .32 to our licensed Reading Specialist/ESOL staff member to provide math intervention support to our kindergarten students. This licensed staff member will provide push-in math support for identified students.

**Person or team:** GCCF Early Learning Director will hire, onboard, and support this staff member. The GCCF licensed team members will assist with required support and training.

**Timeline:** By August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per contract
- Data analysis of targeted students
- Data analysis of school wide student assessment scores

**SIA Investment:** \$34,500

.....

**Activity 2.4: Math Intervention for Grades 1-5**

**Focused Use of Funds:** Hire 2.0 FTE licensed employees or 1.0 FTE licensed employee and 2.0 FTE classified employees to provide math Tier II and Tier III math intervention and staff math coaching. These staff will work with targeted groups of students who meet the Response to Intervention Model criteria. Additionally, staff will provide staff coaching and professional development to support math instruction.

**Person or Team:** Elementary school administrators will hire, onboard, and support new staff. Ideally new staff will have a familiarity with the math curriculum or be trained prior to the onset of school. The staff will function primarily as the current reading intervention staff and together create a Professional Learning Community.

**Timeline:** Hiring completed by August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employees, per respective contracts.
- Data analysis of math indicators of targeted students.
- Review of disaggregated student outcomes.

**SIA Investment:** \$229,500

.....

**Activity 2.5: Math Intervention for Grades 6-8**

**Focused Use of Funds:** Purchase materials to provide remedial mathematics instruction to support students in gaining additional skills. Staff will work with small groups of students in math intervention classes to support student learning and materials are necessary to systematically build skills.

**Person or Team:** Middle school administrators and math instructors.

**Timeline:** Purchase completed by August 1, 2020

**Continuous Evaluation:**

- Data analysis of math skills of targeted students.

**SIA Investment:** \$15,000

---

## **Activity 2.6: Reduce K-1 Staff/Student Ratio to 20-24**

**Focused Use of Funds:** Hire 3.0 FTE certified employees, or a combination of 1.0 FTE certified and 3.0 FTE classified employees to provide classroom support at the Gladstone Center for Children and Families and John Wetten Elementary schools. The new employees will work with students to improve academic performance, and support students in their social emotional classroom needs.

**Person or team:** John Wetten Elementary and Gladstone Center for Children and Families principals will hire, onboard, and support new staff. Our reading specialist and/or PLC classroom teams will assist with required support and training as needed.

**Timeline:** By August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per contract
- Data analysis of student performance

**SIA Investment:** \$348,000

---

## **Activity 2.7: Emergency Fund for Students Experiencing Homelessness**

**Focused Use of Funds:** Funds available for students who qualify for Title X in need of direct support.

**Person or Team:** McKinney-Vento/Title X Coordinator

**Timeline:** Ongoing, throughout the 2020-21 school year, as needed.

**Continuous Evaluation:**

- Tracking of fund use over time.
- Increased attendance and outcomes for students experiencing homelessness.

**SIA Investment:** \$20,000

---

## **Activity 2.8: Literacy Support Summer School**

**Focused Use of Funds:** Hire one licensed employee and one classified employee to facilitate a four-week summer school experience focusing on literacy for students entering grade 1. Using literacy data, staff would identify students who need additional instruction and skills practice prior to the school year. Summer school would be four days a week for three hours each day and include a snack and physical activity breaks.

**Person or Team:** Administrators at John Wetten Elementary will hire, onboard, and support new staff. Staff will work collaboratively to design engaging literacy lessons that focus on targeted skills.

**Timeline:** Hiring completed by July 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employees, per respective contracts.
- Data analysis of literacy indicators of targeted students.
- Data analysis of generalization of skills post summer school experience.

**SIA Investment:** \$15,000

---

## **Activity 2.9: Social-Emotional Learning Summer School**

**Focused Use of Funds:** Hire one licensed employee and one classified employee to facilitate a four-week summer school experience focusing on SEL skills for students entering grades K-3. Using SEL data, the staff would identify students who need additional instruction and skills practice prior to the school year. Summer school would be four days a week for three hours each day and include a snack and physical activity breaks.

**Person or Team:** Administrators at John Wetten Elementary will hire, onboard, and support new staff. Staff would work collaboratively to design engaging SEL lessons that focus on targeted regulation skills.

**Timeline:** Hiring completed by July 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employees, per respective contracts.
- Data analysis of SEL indicators of targeted students.
- Data analysis of generalization of skills post summer school experience.

**SIA Investment:** \$15,000

## Strategy 3: Engaging Opportunities

### Theory of Action

If we allocate resources to broaden the range of offerings in our schools, then students and staff will be more engaged in intellectually stimulating experiences, and students will improve attendance, school involvement, and academic achievement.

### Ways to accomplish this:

- **Extending the school day by offering more after school enrichment**
- **Increasing access to after school enrichment**
- **Expanding elective offerings**

Research on the effectiveness of increasing engaging opportunities and high quality after school activities suggests demonstrable improvements in self-perception, bonding to school, and prosocial behavioral outcomes.

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

---

### **Activity 3.1: Add Middle School Electives**

**Focused Use of Funds:** Funds for added staff [1.0 FTE] at the middle school to provide elective instruction.

**Person or Team:** Middle school administrators will develop the schedule to allow for added elective offerings, and will hire and train the additional certified staff.

**Timeline:** August 1, 2020

#### **Continuous Evaluation:**

- Regular evaluation cycle
- Student schedule forecasting

**SIA Investment:** \$113,000

---

### **Activity 3.2: Maker Space Staff**

**Focused Use of Funds:** Hire 1.0 FTE classified employee to work with small groups of students in a creative maker space adjacent to the school library. The staff will facilitate activities

following the science and engineering practices outlined in the Next Generation Science Standards.

**Person or Team:** Administrators at John Wetten Elementary will hire, onboard, and support new staff. The staff will work in collaboration with the technology teacher and librarian to design a schedule for providing all students access to the maker space and engage in the process of hands-on inquiry, creating and problem solving.

**Timeline:** Hiring completed by July 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per contract

**SIA Investment:** \$69,500

.....

### **Activity 3.3: PE Instructor for Grades K-5**

**Focused Use of Funds:** Hire one FTE licensed employee to provide additional PE instruction at both the Gladstone Center for Children and Families and Wetten Elementary. This staff will work with students at all grade levels to provide additional opportunities for movement, skill development, and goal setting.

**Person or Team:** Elementary administrators will hire, onboard, and support new staff. New staff will operate as part of the physical education team, providing a comprehensive physical education program for all students

**Timeline:** Hiring completed by August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per respective contracts
- Observational data of student participation and skill development

**SIA Investment:**

- \$111,000 in direct support of K-5 students at GCCF and Wetten
- .....

### **Activity 3.4: Music Electives for grades 6-12**

**Focused Use of Funds:** Hire up to a .5 FTE in 6-12 music. This would allow for increased class choices and electives at both GHS and Kraxberger MS. Additional FTE and increased staff will aid in reduction of overall class sizes school wide for both GHS and Kraxberger. It also provides for high interest classes and increased student engagement.

**Person or team:** Secondary principals will hire, onboard, and support new staff. Current music instructors will help train and support the new employee.

**Timeline:** By August 1, 2020

**Continuous Evaluation:**

- Performance evaluation of the employee, per contract
- Data analysis of school wide average class size
- Data of forecasting numbers for new electives

**SIA Investment:** \$60,500

.....

**Activity 3.5: Reduce Student Participation Fees**

**Focused Use of Funds:** Funds will be used to offset costs for students and families in an effort to reduce economic barriers to participation.

**Person or Team:** The administrative team, led by the Director of Finance and Operations, will seek to reduce participation fees by approximately 50%.

**Timeline:** August 1, 2020 - ongoing

**Continuous Evaluation:**

Regular budget cycle  
Increased participation fees

**SIA Investment:** \$25,500

.....

**Activity 3.6: Increase Elementary Clubs & Activities**

**Focused Use of Funds:** Expand after school activities for grades 1-5 to include more hands-on learning, math, language and reading support, structured recreation, science and art. Designed for students to increase their sense of belonging, and provide enrichment and academic support that is not offered during the school day. All activities will be of no cost to students.

**Person or team:** Designed by the volunteer voordinator, principal, and staff, a quarterly plan will be developed that will include a variety of enrichment activities, leaders, and identified grade levels participating.

**Timeline:** September 15, 2020

**Continuous Evaluation:**

- Student participation tracking
- Student feedback and parent surveys

**SIA Investment:** \$35,000 for supplies, transportation, activity leader compensation, and snacks

---

### **Activity 3.7: Increase Middle School Clubs & Activities**

**Focused Use of Funds:** Expand after school activities for grades 6-8 to include more hands-on learning, math, language and reading support, structured recreation, science and art. Designed for students to increase their sense of belonging, and provide enrichment and academic support that is not offered during the school day. All activities will be of no cost to students.

**Person or team:** Designed by the Volunteer Coordinator, principal and staff, a quarterly plan will be developed that will include a variety of enrichment activities, leaders, and identified grade levels participating.

**Timeline:** September 15, 2020

**Continuous Evaluation:**

- Student participation tracking
- Student feedback and parent surveys

**SIA Investment:** \$40,000 for supplies, transportation, activity leader compensation, and snacks

---

### **Activity 3.8: English Language Arts Program Review**

**Focused Use of Funds:** Comprehensive review of PK-12 language arts programming, instruction, assessment, and materials. Funds for staff time and training, as well as consultant fees.

**Person or Team:** Assistant Superintendent will oversee and facilitate the process, along with principals and teacher leaders.

**Timeline:** August 1, 2020 - March 1, 2020

**Continuous Evaluation:**

Surveys, focus groups, and interviews with stakeholders.  
Review of assessment results, disaggregated.

**SIA Investment:** \$20,000

---

### **Activity 3.9: Kraxberger Library Improvements**

**Focused Use of Funds:** Funds for redevelopment of the library space at Walter Kraxberger Middle School, including culturally relevant book purchases, technology, and physical improvements.

**Person or Team:** Middle school principal will direct the planning process and purchasing, along with district library staff. The Director of Finance and Operations will oversee the completion of the physical improvements.

**Timeline:** September 1, 2020

**Continuous Evaluation:**

- Increase in number and percentage of library patrons and circulation data
- Increase in literacy achievement at the middle school level

**SIA Investment:** \$50,000

## Priorities

### **First year priorities:**

During the first year of implementation the focus will be on recruiting, training, and supporting new staff serving critical support roles.

### **Narrative description of priorities:**

**High Priorities:** In the first year, the district's top priority will be recruiting, training, and supporting new staff in the creation and implementation of supports for student social-emotional well being and academic success. These are the top priority because of the potential to provide immediate impacts to the largest number of students, particularly those in focal groups. Hiring new positions early in the plan rollout will enable us to start to building the new programs we need for students.

**Medium Priorities:** Secondary priorities include staff training and student instruction in social-emotional self-management, as well as reduced participation fees, the addition of after-school clubs and activities, English Language Arts program review, and middle school library improvements, because these initiatives will require more planning time to implement.

**Low Priority:** The lowest priority is ADA improvements because these benefit a very small number of students, and because there are currently work-around strategies in place to ensure student access.

### **Anticipated priority shifts if resources are limited:**

We have structured the plan so that if the workforce additions we seek are not available, targeted facilities improvements and other one-time expenses can replace personnel-related activities.