



Student Success Act Investment Overview

March 2020

Stakeholder Feedback from Fall 2019 surveys and listening sessions, staff, parents, community and students agreed on the following priorities for use of Student Success Act fund investments:

- Reduction of Class Size (especially at the primary level)
- Increased Mental/Behavioral Health supports (school-based)
- Expand/Increase Educational Programming

Below are the specific investments that will be prioritized in Redmond School District.

STRATEGY 1: ENSURE SAFE, HEALTHY & THRIVING STUDENTS

OUTCOME: Increase Social, Emotional and Behavioral Well-Being of Students

Invest in school-based support for students experiencing Tier III behavioral challenges (stemming from trauma, mental health and/or social emotional issues). The supports will be informed by a satellite StepUP model approach as well as the Brookline Center for Community Mental Health (BRYT). This model includes additional staffing at school sites with training and protocol-support provided by StepUP. This enables schools to address the needs of students experiencing Tier III challenges within the school setting, providing more flexibility for coordination of services, programming, support and inclusion. StepUP will continue to support students K-12 with greatest need on the StepUP campus. The level of funding / support for schools will be distributed following an equity weighting formula that puts the greatest resources toward schools with the highest needs.

EQUITY LENS:

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our collective goals.

We believe that communities, families, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control and resources.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets.

***We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.*

***We believe** that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.*

INVESTMENTS: \$2,535,212

- 3 middle school counseling positions one new position, *two current positions* will be funded out of SIA (\$332,400)
- 2 Licensed SEL/Mental Health specialists, 1 per middle school (\$221,600)
- Investment in BRYT partnership for SEL training for staff and students - provide professional learning and coaching for leadership, and staff. (\$20,000)
- 4 licensed positions to support students' SEL/Behavioral needs at elementary (distributed via an equity weighting formula) (\$449,200)
- 8 classified positions to support students' SEL/Behavioral needs at elementary (1 per school) (\$270,600)
- Funds to provide training and support for SEL (\$85,812)
- *Current Service Level Protection for StepUP programming - Funding to protect and preserve 10 classified positions, 7 licensed positions and 1 administrator. (\$1,155,600)*

STRATEGY 2: EXPAND HIGH QUALITY TEACHING AND LEARNING

OUTCOME: Increase Academic Achievement for All Students and Reduce Achievement Gap for Focal Student Groups

A primary focus of Redmond's strategy to improve outcomes for students includes continuous investment in developing the knowledge and skills of educators while increasing rigor and powerful learning opportunities for students through deep implementation of research-supported strategies and grade level content standards. Redmond is focusing increased efforts on the critical first years of early learning by reducing class size in grades K-1st grade, increasing access to rigorous grade level resources, reducing barriers and establishing strong teacher-to-student and teacher-to-family relationships. Additionally, Redmond is adding incremental resource to reduce class size at the high school level. It became clear through the community engagement process that specific groups identified the need for increased professional learning on culturally sustaining practices for educators aligned with current research.

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We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing optimal learning environments that lead students to be prepared for their individual futures.

We believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.” An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

INVESTMENT: \$1,669,781

- Hire 9 licensed teaching positions at the elementary level to reduce class sizes at grade K-1 at a target class size of 20 including start up costs associated with Class Size Reductions (materials, supplies, furniture, equipment) (\$1,318,881)
- Hire 2.5 additional staff to address class size/ increase educational opportunities for high schools (\$241,100)
- Hire 2 classified generalist educational assistants to support academic tutoring at the middle school level, 1 per middle school (\$97,800)
- Implement and utilize ACT ASPIRE assessment for all 9th and 10th grade students to develop consistent, clear and equity driven feedback processes on academic achievement. (\$12,000)

STRATEGY 3: SUPPORT INCLUSIVE SCHOOL COMMUNITIES

OUTCOME: A Welcoming, Safe and Inclusive Environment Exists Across All District Activities and Settings for All Students, including Students: of Color, with Disabilities, Who are Emerging Bilinguals, Navigating Poverty, Experiencing Homelessness, or in Foster Care

An inclusive school community is the foundation for increasing achievement, closing gaps and building safe environments for students and families. Strategic training and mindset work is critical in unearthing beliefs, addressing barriers and empowering all voices to collectively build school communities that are supportive and inclusive. Redmond will provide funding to train staff on inclusive instructional practice that raises the level of complexity, expectation and support for all students by engaging in training that supports teachers to increase inclusion of diverse cultures and life experiences. Additionally, Redmond will add counseling staff at the middle and high school level to appropriately develop the model for inclusive school communities based on recommendations from the Quality Education Commission.

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We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family- wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

INVESTMENT: \$380,100

- Hire and train 3 licensed school counselors in order to reduce counselor to student ratios in secondary schools (\$341,400)
- AVID professional development trainer costs, sub release, and additional funds for Summer Institute training (\$38,700)

STRATEGY 4: BUILD, MAINTAIN AND RESTORE TRUSTING PARTNERSHIPS

OUTCOME: A Welcoming, Safe and Inclusive Environment Exists Across All District Activities and Settings for All Students, including Students: of Color, with Disabilities, Who are Emerging Bilinguals, Navigating Poverty, Experiencing Homelessness, or in Foster Care

Increase engagement of diverse sets of community stakeholders and students to provide ongoing input into educational priorities, objectives and processes within the school community. Provide transparent communication as a way to build and restore trusting partnerships and provide increased transparency in prioritization of resources, initiatives and investments that directly impact students and families, in particular focal student and parent groups. Foster positive, empowering, and inclusive cultures in our schools that embrace all families and communities.

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INVESTMENT: \$1,355,364

- *Current Service Level: Protect investments that support community outreach, collaboration and facilitation of Latinx community partnerships including 1 communications coordinator, 1 assistant director of student services, and more than three dual language Community Liaisons (\$474,600)*
- *This is where we have included our local charter school which is included in our application - the amount listed for RPA is their own per pupil allocation from the state, not a carve out of the Redmond School District allocation.*
 - Redmond Proficiency Academy (\$614,465)
 - Indirect Costs for grant management (\$266,300)