

Rogue River School District
Student Investment Account Plan
2020 – 2023

Overview

Our Student Investment Account (SIA) funds must align with our Board Goals, district Continuous Improvement Goals, and SIA targets.

Board Goals: Rogue River School District believes in student achievement, supported through:

- Fostering Communication;
- Student Character and Well Being;
- Outstanding Environment;
- Pride and Image.

Approved Continuous Improvement District Goals, to be accomplished by 2022 school year:

Goal 1	Rogue River School District will increase overall attendance from 94% to 97%, increase regular attender rate from 82% to 88% and reduce chronic absenteeism from 18% to 12%.
Goal 2	Rogue River School District will increase four-year graduation rates from 71.28% to 78%.
Goal 3	Rogue River school district will improve academic performance: <ul style="list-style-type: none">● RRJSHS: freshman on-track rate of 80%● SVA: course completion rate of 80%● REACH: writing assessment 9% increase from spring 2019 scores● RRES: DIBELS increase 9% (from fall 2019) of students performing on grade level

SIA targets:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - a. Students navigating poverty
 - b. Students with disabilities

Estimated funding amounts:

- \$715,000 for RRSD
- \$144,000 for REACH
- Total funding \$859,000

Process

Multiple community efforts were developed to ensure all voices were heard and represented. Specifically, Rogue River School District needed to hear from our marginalized groups, which have been identified as students of poverty, students identifying as multi-racial, and students with disabilities.

Community Input Timeline for 2019/2020

Date	Activities
Fall 2019 (Sept – Dec)	<ul style="list-style-type: none">● Community input sessions● Staff input sessions● Student input sessions● Parent survey● Staff survey● Rogue River businesses input sessions/survey● Monthly SSA updates to school board● SSA updates posted to website● SSA updates posted to Facebook pages
Winter 2020 (Jan – Mar)	<ul style="list-style-type: none">● Community interactive planning sessions● Monthly SSA updates to school board● Community listening sessions● Staff listening sessions● SSA updates posted to website● SSA updates posted to Facebook pages● Gap analysis to identify missing voices● DPDC meeting to review input data● Identify major themes (items that have been elevated during over multiple input sessions and surveys)● Create consensus teams/prioritizing themes
Spring 2020 (Apr – Jun)	<ul style="list-style-type: none">● Community input sessions<ul style="list-style-type: none">- To take place in June● Staff input sessions● Student input sessions● Monthly SSA updates to school board● SSA updates posted to website● SSA updates posted to Facebook pages

Rogue River School District facilitated various community sessions to share and gather input:

Date	Activity	Major Outcomes/Comments
Aug 2019	Board meeting information session	Shared SSA information
	REACH presented initial school Continuous Improvement Plan to staff	Gathered feedback to refine/complete plan
Sept 2019	Board meeting information session	Shared SSA/SIA/CIP information
	Rogue River Elementary Open House	Shared SSA information
	Community Input Sessions – open to all	Gathered input
	Community Input Session – local Kiwanis meeting	Gathered input
	District administration input session	Gathered input
Oct 2019	Staff input sessions – open to all staff	Gathered input
	Survey to staff	Gathered input
	Board meeting information session	Shared District CIP/initial results of input
Nov 2019	Survey posted on website for everyone	Gathered input
	Survey sent to McKinney Vento families	Gathered input
	SIA update to school board	Shared additional results from input
	Rogue River Chamber Mixer	Gathered input
Dec 2019	SIA update to school board	Shared SSA information/progress
	Conducted gap analysis	Determine missing input
	SVA student listening session	Gathered input
	RRJSHS student listening sessions	Gathered input
	DPDC review of input	Sorted suggestions into priority areas
	RRES student listening sessions	Gathered input
	Survey to local businesses	Gathered input
	Survey sent to transportation	Gathered input
Jan 2020	SIA update to school board	Shared additional results from process
	Survey to sped families	Gathered input
	Survey sent to families of students of color	Gathered input
	Survey sent to Siletz	Gathered input
	Survey sent to local church	Gathered input
Feb 2020	Consensus team activity	Determined priorities
	Presentation of SIA plan to board	Time for public input/board review Post proposed plan to SIA website

Mar 2020	Approval of SIA plan	Post approved plan to SIA website
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Major Themes Identified

After feedback was analyzed, major themes were defined in each of the SIA priority areas. Many of the themes are already in place, either partially or fully. Each theme was costed out, if the information was available:

Class Size	Cost Analysis estimate for 20/21 pay rates
Additional Instructional Assistant support (add more/increase current to full time/etc.)	\$17,336 per person, part-time \$39,525 per person, full-time
Smaller class sizes/more classrooms	Unknown currently
Increase summer opportunities	Unknown currently
Alt ed. w/behavioral specialist	Does not support inclusionary practices
After school opportunities/activities	Already in place

Well-Rounded Education	
PE teacher for RRES	\$97,170 per teacher
Art teacher for RRES	\$97,170 per teacher
Music teacher for RRES	\$97,170 per teacher
Additional electives: Woodshop, metal shop, culinary arts, keyboard skills, personal finance home economics, public speaking, forestry, firefighting, carpentry, plumbing, ROTC, acting, etc.	Unknown currently
More paid coaches/Athletic trainer	\$6,370 per head HS coach (internal) \$3,965 per head MS coach (internal) \$2,475 per assistant coach Coach count is based on student participation Need more info re: Athletic trainer

Transportation to courses, internships, etc.	Vehicle: \$25,000 Driver (trained IA): \$16 per hour, \$45,000
Service Learning classes (checkbook skills, job skills, “adulting” responsibilities)	Unknown currently
IA’s trained to specific subjects	Funding provided for IA’s interested in pursuing additional education
More/better equipment for hands-on classes (art/welding/PE/Ag/science/Music)	Money already available
Curriculum: new math/social studies books, better textbooks, teach more health-related topics (nutrition and mental health) basic skills, ingredient books for science	Already funded
Technology and technology support – better computers, smart boards, upgrade Chromebooks, teach appropriate use of technology	Already funded
More field trips (ex: art/music to go on “tour” to perform or explore opportunities)	Money already provided
Alternative ed program w/behavior specialist	Does not support inclusionary practices

Instructional Time	
District run pre-school	Cost per 30 students (1 Teacher and 2 IA’s) \$173,220; \$10,000 supplies
After-school tutoring K-12/after school programs/after school clubs	2 hours/day 1 teacher: \$85 IA’s for 2 hours/day: \$42
More teacher collaboration time to allow for: data reviews, develop strategies to support student success, differentiation planning, professional development time for differentiation/data analysis/etc.	Unknown currently
Improve Instructional programs	Unknown currently
Transportation for after-school programs	Being put in place

Health and Safety	
School Psychologist	\$125,000 per psychologist
Campus Monitor/Attendance Support/SRO/Community Liaison	Unknown currently
School nurse	\$137,000 for 180 days
Additional school counselor	\$ 98,357 per counselor
Mental health support: one or two therapists, mental health counselor at each school	\$98,000 - \$125,000+ per year per therapist
New surround sound/intercom system for announcements	\$455 -\$600 per speaker, approximately 150 speakers: unknown currently Software cost: unknown currently Installation cost: unknown currently
Additional security features: more fencing/higher fencing around school campuses, security gates, enclosed playground, metal detectors, police, security, etc.	Unknown currently
Staff Wellness Activities	Unknown currently
Better food/more vegetarian options	Being addressed with Chartwells
More cameras	Currently available
Behavior supports for lagging skills	Being put in place at RRES
Behavior classroom for training students for inclusion	Separate classroom not in alignment with inclusionary practices

Items that were suggested that did not fit into a major theme will be discussed in the spring at the next round of listening sessions.

A consensus team was created consisting of four distinct community groups: certified staff, students, classified staff, and parents/community members. This group was tasked with prioritizing the major themes. The following opportunities for support were identified:

- Additional mental health and behavior support
- PE teacher for RRES
- Smaller class sizes
- More instructional assistant support (with training)
- Increased options for electives
- Increased security measures

Outcomes

Three outcomes were identified for our SIA funding:

Outcome 1: By increasing learning opportunities that support district and board goals, students will explore wider educational and career paths, with anticipated increases in attendance and graduation rates.

Outcome 2: Focusing on class size reduction will support student success and will provide a positive impact on school climate, working and learning conditions, and academic progress.

“For students from low-income homes, three years of small classes increased the odds of graduating by approximately 67%, and four years in small classes more than doubled the odds. Graduation rates for low income students with three or more years of small-class participation were at least as high as those of higher-income students, closing the income gap in graduation rates completely.” (Achilles 2012); (Wilson 2002).

Outcome 3: By providing a safe and secure campus and classroom environment, the Rogue River School District will meet students’ safety needs as noted in Maslow’s Hierarchy. This will allow students to focus on the higher cognitive demands that academic tasks require, which allows them to move higher up on Maslow’s hierarchy towards Self-Actualization (meeting full potential as a human being).

Spending Priorities

Activity	SIA Priority Area(s)	Alignment to Board Goal	Anticipated Cost
PE teacher for RRES	Well-Rounded Education Health and Safety	Outstanding Environment	\$97,000
Additional full-time mental health counselor	Health and Safety	Student Character and Well Being	\$80,000

Upgrade 2 kindergarten IA's to full time (6.5), add two IA's at RRJSHS, add one part time IA at SVA	Class Size	Outstanding Environment	\$148,000
Campus Liaison	Health and Safety	Student Character and Well Being/Outstanding Environment	\$62,000
Behavior Support Specialist (certified hire)	Instructional time Health and Safety	Student Character and Well Being/Outstanding Environment	\$77,000
RRJSHS elective teacher	Well-Rounded Education	Student Character and Well Being/Outstanding Environment	\$97,000
4th Kindergarten teacher at RRES	Class size	Outstanding Environment	\$97,000
Professional development for certified and classified staff – CPI	Instructional Time	Outstanding Environment	\$18,000
Temporary behavior support for beginning of year – RRES	Instructional Time	Outstanding Environment	\$10,000
Art support at RRES and SVA through community partners	Well-Rounded Education	Outstanding Environment	\$5,000
Community Engagement Opportunities	N/A	Fostering Communication	\$6,000
Administrative cost (up to 5%)	N/A	N/A	\$18,000
Anticipated total			\$715,000
Anticipated allocated funding			\$715,000
Difference			0

Begin intercom system upgrades for RRJSHS and RRES			\$20,000
Added item if total is \$735,000			
Complete intercom system upgrades for RRJSHS and RRES			\$20,000
Added item if total is \$755,000			
Increase Summer Opportunities			\$12,000
Increase supports for Youth Transition Program			\$8,000
Added items if total is \$775,000			

Continuous Evaluation Process

Quarterly evaluation of SIA funding impacts will be established. The district will identify one staff member to oversee our continued SIA efforts. This position will be scheduled for one day per week. This person will report to, and work closely with, the Director of Special Programs.