

Student Investment Account Grant Application
NORTH MARION SCHOOL DISTRICT



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020-21
District	North Marion School District
Webpage <i>(Where SIA Plan will be Posted)</i>	http://www.nmarion.k12.or.us
Contact Person	Name: Ginger Redlinger Email: ginger.redlinger@nmarion.k12.or.us Phone: 503.678.7100

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- **A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).**
- **The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement).**

We are primarily a rural district that connects the three municipalities of Aurora, Donald and Hubbard with Butteville and Broadacres. One of our strengths is that we share a common

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identity of proud North Marion Huskies that has evolved overtime to embrace all students as our future, to raise good citizens and adults that contribute to their local communities and to value the contributions of our farmers, our industry leaders, our alumni and parents, and to include the voice of children in our work at school.

Our challenges are equal in number to our gifts. Each municipality and community is equidistant from our campus. There is no locally controlled public transportation, no social service agencies, no healthcare, no grocery stores, and many areas in our district cannot access the internet. There is limited housing so most staff have to commute from elsewhere. Over the last few years our demographic changes has created a new challenge. Our student body is majority Latinx, but few staff members come from the same demographic background. Last year's Oregon Report Card showed that of the 1,854 students we serve, 45% of our students and 96% percent of our staff are white. Our poverty rates stayed between 60-70%, but recently spiked much higher due to COVID-19 economic impacts. Personnel costs have left little to invest in newly identified needed programs like Social Emotional Learning, Behavioral Intervention programs, and Bilingual education.

The Exact Need our Plan Addresses:

Over the last year, members of the North Marion School District community have provided information to help us think about different ways to address performance gaps between various student groups in our district. We asked the community to provide input through our School Improvement Planning process and Consolidated Improvement Planning process, and used the results of that work to begin our Student Investment Account Community Input process. The issues the Community identified are aligned with the SIA's two priorities: meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. To that end, our plan includes helping our staff connect better to our student and parents in the community through training in Culturally Responsive Practices, Outward Mindset and understanding Implicit Bias. Implementing Physical, Behavioral and Mental Health programs in school for students and for parents to access on our campus; focusing efforts on student and parent supports for all new programs, staff training in best practices, application of Culturally Responsive Practices for districtwide improvement in mathematics outcomes at all grades; Instructional Materials that support all learners; creation of a Welcome Center for families in need; academic support for students via programs like AVID; and providing students additional topics and college pathway courses they have asked for at the high school, including a Bilingual Teacher Pathway Program and lastly, an improved student information system program that provides a better early warning system.

Part Three: Community Engagement and Input (Application)

- **Key information you collected**

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(250 words or less)

Engagement:

Through the months of January and February we engaged staff, students, parents (including subgroups of parents of English Learners, Migrant student parents, SpEd Parents, students of families with local tribal affiliation), Community Leaders, the region's YST team, and our North Marion Services Integration Team.

We developed an initial Google Form survey based on the Hillsboro School District model, and sent it out via multiple pathways, including making phone calls to families that do not use the internet to be sure they were included. There was a separate survey (same questions) sent out staff and to students in grades 7-12. A total of 820 surveys were completed during an initial survey, and 508 in the follow-up survey. We also surveyed members of our county wide Youth Services Team and the North Marion Services Integration Team. We held two community forums, where North Marion School Board members worked with parents at each table to gather their feedback. We shared the results of the surveys to each group.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? What relationships and/or partnerships will you cultivate to improve future engagement? What resources would enhance your engagement efforts?

We learned that to reach each part of our community we need to provide a vehicle for participation that best meets their needs. We need more bicultural staff to help us engage more authentically with our community, and our non-Latinx staff, even those who speak Spanish, need training on Culturally Responsive Practices. We learned that we need to create a space on campus, a Welcome Center, where conversations can occur so families have the time and opportunity to express their needs to people who understand. We have had minimal success reaching out to Tribal leaders and that will require much more work on our part. We will begin to resolve our lack of connection to Tribes through identifying a staff member who will be responsible for helping the district establish relationships with local Tribes and make them partners in our work.

How can ODE support your continuous improvements? (150 words or less)

More resources and training in transitioning a school district to learn, implement and improve Culturally Responsive Practices, how to create, staff and sustain a welcoming environment for all families.

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Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

Groups we engaged are in **bold**:

- **Students of color**
- **Students with disabilities**
- **Students who are emerging bilinguals**
- **Students navigating poverty, homelessness, and foster care**
- **Families of students of color**
- **Families of students with disabilities**
- **Families of students who are emerging bilinguals**
- **Families of students navigating poverty, homelessness, and foster care**
- **Licensed staff (administrators, teachers, counselors, etc.)**
- **Classified staff (paraprofessionals, bus drivers, office support, etc.)**
- **Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)**
- **Tribal members (adults and youth). (We reached out but were not successful.)**
- **School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)**
- **Business community**
- **Community leaders**

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community: Ours are in **BOLD**

- **Survey(s) or other engagement applications (i.e. Thought Exchange)**
- **In-person forum(s)**
- **Focus group(s)**
- **Roundtable discussion**
- **Community group meeting**
- **Website**
- **Email messages**
- **Newsletters**
- **Social media**
- **School board meeting**

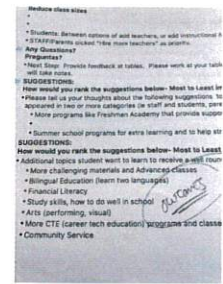
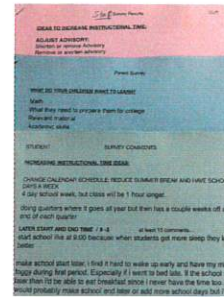
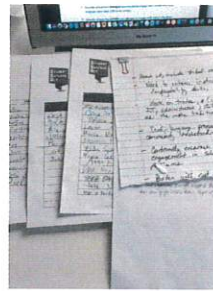
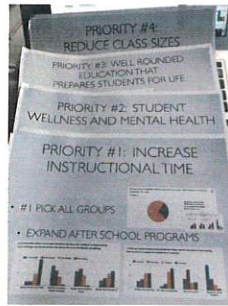
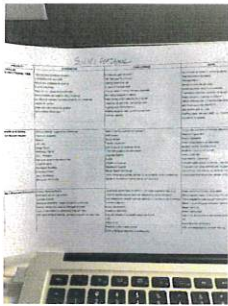
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- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business

Evidence of Engagement

Upload your top five artifacts of engagement.



Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

Each artifact shows the feedback loops we used to engage our community members, the variety of formats and events we used to share the information, and demonstrates how feedback was used directly to develop our SIA plan. The elements in our plan are evident in these documents.

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

Surveys and Focus Groups for all. In addition, for subgroups within each category (staff, students, parents) you can also include phone calls and one on one conversations. We added different methods to ensure all stakeholders had voice in the plan as it was developed. This required a variety of communication tools to accomplish, electronic, phone calls, face to face in Spanish and English.

- Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

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We used Community Forums (with interpreters, child care, dinner, etc.) and Surveys. Surveys allowed us to see what each group's perspectives were on the SIA priorities, and Community Forums allowed each group to work with the other groups and our board members to learn about each others perspectives and share in the development of the plan as a community.

- **Describe at least two strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)**

We sent staff information about the SSA and SIA, then let them know about the upcoming Survey. We sent emails to encourage them to complete the survey, and then share the results with them and asked for additional feedback.

- **Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)**

We asked them to participate in the Community Forums and asked our Associations to help gather and share feedback. Staff also used PLC time to review information. Our staff asked for more information about the SSA and SIA and we provided all the available links and documents, but it was a challenge for staff to have the time to access the information.

- **Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)**

We learned that the top priority identified by students, staff, and parents was increasing instructional time via after school programs. The second priority was increasing supports for student wellness and mental health, and the additional of counselors and social workers to schools. The third priority was providing a well rounded education, which students and parents said should include bilingual education and more challenging coursework in secondary schools. Staff identified STEM and CTE and important additions. The last priority was reducing class size. We attribute this to our districts lower than average class sizes. If we were to add staff, students selected hire more instructional assistants, parents and teachers selected hire more teachers. We also learned that each groups has ideas about what we could change to improve what we already have in place. Those ideas will be invaluable to implementing the SIA at a reduced scale until fully funded sometime in the future.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making. (150 words or less)

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We used a variety of data at the sub group level to inform our decisions about how to ensure that our SIA plan addressed disparities and gaps in achievement between demographic groups. That list includes regular attendance, academic achievement (both state indicators and content area grade-level achievement), 9th grade on track, cohort graduation rates, student discipline and behavior. We worked with the WESD and the Oregon Data Suite information to set draft longitudinal goals. We used the format of projecting growth over time to advance scores for targeted cohorts (ELs, SpEd for all indicators and districtwide for all grades in mathematics)

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

Here is our completed template:

https://docs.google.com/document/d/1CXM7C0feb-xgc_zepGOGncApLwjQQ3ddo5PKEA1iU08/edit?usp=sharing

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

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We used the Equity Tool at each stage to ensure we were setting up our process for gathering information in a way that allowed everyone to participate. We then used the Equity Lens to review the results to and present the information in a way that showed how each group viewed priorities, activities, and strategies so everyone could see how they contributed to the final result. We also used the Equity Lens to reflect on who was missing in final version the plan, and that the plan included what was important to all stakeholders.

Part Six: Use of Funds

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Please see this document for information to use of funds.

https://docs.google.com/document/d/1tLWMtOFoafP_JrbA1rLdZ4DZZAes8rz3pdS0OaDS0l0/edit?usp=sharing

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

We will be expanding opportunities for students to receive additional mental health supports, access to academic supports during the school day , and opportunities for after school programs to reduce disparities and close performance gaps between student groups, focused on students with the greatest needs, which are students who are English learners, and students in Special Education programs.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

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We want students to feel and be more successful and happy to be in school. We want students to have opportunities to learn and grow in ways that are both pleasing to them and are rigorous enough for them to know we hold them to the highest levels of achievement possible; that we believe in them. We want our programs to show them that there is a path, the supports are in place and success is the likely outcome. When students see and feel that this is possible, achievement and success measures (attendance, 3rd grade reading, 5th grade math, 9th grade on track, graduation rates, and college and career readiness) will increase. The SIA funds help us provide what our students, staff and families tell us they need in order to reach that goal.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

One significant barrier is not being able to find staff to fill the roles. However, the recent economic downturn may help in this area. While that is promising, the economic downturn may create a different barrier to being able to scale up our plan. Finding bicultural staff is possible, if we grow our own and make the best use of the skills that are currently within our community.

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

We had scheduled a community presentation for March 30th, prior to our board meeting that night to approve the plan. The closure of schools delayed our adoption. We look forward to holding the meeting and approving the SIA plan as soon as possible.

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school? N/A

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

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Did any public charter schools you invited to participate in your SIA plan decline to participate?

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)

You will be asked to upload any SIA charter school SIA specific agreements.

SIA Application- Budget
 Total for all Year one activities = **\$1,630,162.00**

Outcome	Strategies	Activities	Budget
<p>1-All students report a sense of belonging, well-being, self-identity, and safety at school.</p> <p>Total for all activities for this Outcome=\$864,907</p>	<p>#1-Implement K-12 Social-Emotional practices in all classrooms and school environments.</p> <p>#2-Build a comprehensive network of community partners, including families, to support students' social-emotional, academic, and mental health well-being.</p> <p>#3-Implement a multi-tiered system of support. (Academic & Behavior)</p> <p>#6-Braid Racial Equity and Restorative Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student.</p>	<ol style="list-style-type: none"> 1. Provide comprehensive professional development for all school and community stakeholder groups 2. Identify, purchase and implement a social-emotional needs assessment tool (Youth Truth). 3. Recruit and hire onsite licensed mental health professionals, to include therapists, psychologists, behavior specialists, and social workers. 4. Provide family training opportunities in order for families to be active partners in this work. 5. Open Family Wellness Center, available beyond the school 	<p>Consultant- 4 days-\$10,000 Food, supplies-\$5000</p> <p>\$8000 (\$2000 per school)</p> <p>One elementary and one secondary. \$95,000 each = \$190,000</p> <p>Four family training/engagement evenings, one for secondary and one for elementary, for a total of 8 events. \$1000 per event for food and childcare= \$8000</p>

		<p>day, staffed through partnership with local health care providers.</p> <p>6. Hire 2 "respite/relief" IA's to give high-needs classroom teachers and IA's a break during stressful periods of the day.</p> <p>7. Remake an unused room in each school to be staff wellness center</p> <p>8. Pay stipend to coaches / hire outside coaches for adult wellness activities before and afterschool.</p> <p>9. Provide Security personnel to monitor hallways during the school day</p> <p>10. Provide additional IA's for high-needs classrooms in K-8, and IA resource for 9-12</p>	<p>1 Community Outreach Specialist Level D, Step 5= \$19,10/hr. -\$19,10/hr. x 8 hrs/day x 220 days=\$33,616 + \$11,093 (benefits)= \$44,709 Contract with local health provider=\$50,000</p> <p>Each IA (Level B, step 5)- \$15.53/hr: 7 hours x 15.53 =109 + 36 (benefits) = \$145/day x 172 days = \$24,940 x 2 =\$49,880</p> <p>We may not have space for this. \$500/room = \$2000</p> <p>\$3592 (Asst. Coach stipend) x 3= \$10,776</p> <p>Campus Supervisor- not certified \$16,87/hr. (Level C, step 5) 36 wks x 35 hrs/wk x \$16.87=\$21,256 + \$7015(benefits) = \$25,271 2 positions = \$56,542</p> <p>\$240,000</p>
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		<p>11. Hire Psychologist or Social Worker for Middle and High School.</p>	<p>\$90,000 (1)</p>
<p>2-Every student graduates with college, career, employability skills and post-secondary goals.</p> <p>Total for all activities for this outcome = \$92,859</p>	<p>#2-Build a comprehensive network of community partners, including families, to support students' social-emotional, academic, and mental health well-being.</p> <p>#3-Implement a multi-tiered system of support. (Academic & Behavior)</p> <p>#4-Build a comprehensive college, career, and life-readiness program that equitably aligns to students' needs, strengths, interests and post-secondary goals.</p>	<p>1. Expand CTE Offerings using Regional Model</p> <p>2. Start AVID Program at the Middle School, expand to High School the following year.</p> <p>3. All challenging courses. Expand AP Course offerings (could be used for Bilingual Education model as well.)</p> <p>4. Improve website and hire communication to provide seamless support to students, families and K-12 staff.</p>	<p>See above</p> <p>Yr 1 - training- \$32,000 Yr 2-training-\$20,000 + \$16,000(.16 FTE)= \$36,000 Yr 3- training-\$14,700 +\$32,000(.33FTE)= \$47,700</p> <p>Yr 1 - .17 FTE = \$16,150 Yr 2. = .33 = 31,350 Yr 3. .50 = \$47,500</p> <p>Communications Specialist- 1 new employee based on Level D, Step 5-\$19.10/hr. x 8 hrs/day x 220 days=\$33,616 + \$11,093 (benefits)= \$44,709</p>
<p>3-All students have access to well-rounded educational opportunities that incorporate</p>	<p>#4-Build a comprehensive college, career, and life-readiness program that equitably aligns to students' needs,</p>	<p>1. Provide Bias/Equity and Culturally Responsive Practices training to all staff, community, and students.</p>	<p>See above</p>

<p>ulturally and linguistically responsive teaching practices.</p> <p>Total for all activities for this outcome = \$401,396</p>	<p>strengths, interests and post-secondary goals.</p> <p>#6-Braid Racial Equity and Restorative Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student.</p>	<ol style="list-style-type: none"> 2. Implement AVID program at the Middle School and then High School 3. Continue teacher and administrator training in Best Practices in Teaching Math, through TDG, to increase academic rigor of math instruction, K-12. 4. Add Bilingual Education program beginning in Primary School 5. Add K-5 afterschool programs and academically-based after school clubs at the middle school level. 6. Upgrade or replace SIS to provide greater access to data that allows us to identify areas of academic disparity in course enrollments. 	<p>See above</p> <p>See below.</p> <p>.50 FTE \$47,500</p> <p>Stipend and supervision 3 stipends- $\\$1574 \times 3 = \mathbf{\\$4722}$ 1A supervision- 1.5 hours per day x 4 days per week = 6 hrs/week x 36 weeks = $\\$15.53/\text{hr}$ (Step 5) = $\\$3355 + \\1110 (benefits) = \$4465</p> <p>Update/ replace SIS \$100,000 Data Specialist- 1 new employee base on Level D, Step 5- $\\$19.10/\text{hr} \times 8 \text{ hrs/day} \times 220 \text{ days} = \\$33,616 + \\$11,090$ (benefits) = \$144,709</p>
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<p>4-All student groups will increase math achievement as measured by the state summative assessment.</p> <p>Total for all activities for this outcome = \$271,000</p>	<p>#3-Implement a multi-tiered system of support. (Academic & Behavior)</p> <p>#5- Implement best practices in math instruction to increase student math achievement as measured by the state assessment.</p> <p>#6-Braid Racial Equity and Restorative Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student.</p>	<p>7. Provide staff with Instructional and Supplemental Materials, and Formative Assessment to close gaps identified in Equity Curriculum Audit completed May 2020.</p> <p>1. 2.0 FTE - K-12 - Math Coaches or Math Teachers</p> <p>2. Professional Development for all staff in Best Practices in Teaching Math. Continue administrator and teacher training in Best Practices in Teaching Math, through TDG, to increase academic rigor of math instruction, K-12.</p> <p>3. Culturally Proficient Practices Coaching</p> <p>4. Provide staff with Instructional and Supplemental Materials, and Formative Assessment to close gaps identified in Equity Curriculum Audit completed May 2020.</p>	<p>Yr 1 - \$200,000 Yr 2 - \$100,000 Yr 3 - \$100,000</p> <p>\$95,000 x 2 = \$190,000</p> <p>\$75,000</p> <p>Math coaches will complete training in approaches to mathematics, then provide training to others.</p> <p>See above</p>
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		<p>5. Provide Administrators training in leadership and evaluation of instructional best practices</p> <p>6. Provide parent support for student growth (online resources, math nights / training, provide materials.)</p>	<p>Included in TDG training.</p> <p>3 Parent nights per year, one secondary and one elementary = 6 evenings. \$1000 for food child care per event = \$6000</p>
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Following the SIA guidance to select Outcomes first, then strategies, then activities (following the what, then how methodology), activities were selected based on the fit to each strategy.

SIA "Wants" that did not make the plan. These are still important and we want to keep track of them for future planning.

Andy Kronser	Full time Elementary After School Coordinator	Hire in the fall to get program up and running by Winter. 6 classified staff to run programs, \$25000 to buy supplies and materials (or some amount of money)	EIT/SHS	RD	Unsure - if this would be our staff - may put them over 40 hours a week and need to pay OT. \$50,000 with supplies??
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David Sheldon & Tami Badinger	Funding to pay for teacher tutors after school	Students need to be able to access additional academic supports from teachers in non-traditional times. This would also provide extra monies for teachers.	WRE/EIT	IAA/RD	Hourly rates for teachers range between \$26 and \$45 dollars per hour plus associated payroll costs the range would be \$36 to \$62 per hour. Need more info to do the math on this one. Let's use \$10,000 per year
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Andy Kronser	Full time Elementary After School Coordinator	Hire in the fall to get program up and running by Winter. 6 classified staff to run programs, \$25000 to buy supplies and materials (or some amount of money)	EIT/SHS	RD	Unsure - if this would be our staff - may put them over 40 hours a week and need to pay OT. \$50,000 with supplies??
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Cory Gaub	2nd Foundations class at the 3rd-5th grade	1.0 FTE Teacher	RDS/SHS	IAA/RD	\$100,000+ (195 days + stipend)	
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David Sheldon & Tami Badinger	Full time literacy/ELA coach	There currently exists an inverted pyramid and the need for a literacy coach is necessary to support staff in developing these skills with students as well as implement, monitor and support a literacy program. This will also assist with language learners.	WRE	IAA/RD	\$95,000	Title 1 funds
Andy Kronser	Full Time Reading Coordinator at each elementary building	More literacy support needed at the lower levels.	WRE	IAA/RD	195 day position \$97,500	Title 1 funds

Andy Kronser Cory Gaub	3rd Elementary ELD teacher	.5 between each building (this used to be something we had in our budget and could really use to serve all the kids more effectively) high number of language learners	RCS/EIT	IAA, RD	\$95,000
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David Sheldon & Tami Badinger	Summer PD Time for Teachers	Teachers receive training on Write Tools (Step UP to Writing), Writing & Reading Workshop, Math with the ability to plan curriculum. Ideally 3 days prior to school beginning.	WRE	IAA	\$30/hour + APC = \$41.40 per hour, if 7 hour day then \$290/day x 3 = \$870 per staff member. How many staff? IF 50 staff then \$43,500	Title II funds
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Cory Gaub	Rigorous/Global Courses	Elementary engagement with IB and PYP	WRE/	IAA	\$90,000
Agnes Albert	Health / mental health	Hire more school nurses to meet the St. of OR recommended ratio of 1 nurse/750 students. Nurses see students daily & on going for health/mental health & with appropriate staffing could do much more.			\$90,000