District CIP Goals
(p.19-20 SIA)

○ Human Capital
  ■ Intentional focus on staff social emotional well being
  ■ Intentional focus on diversification of staff to reflect student population

○ Student Health and Wellbeing
  ■ Intentional focus on social and emotional well being

○ Student Achievement
  ■ Reduce achievement gaps for all students with intentional focus on underserved students of color, language and poverty in reading and math
Key SIA Plan Strategies

- Social Emotional Health (CIP Goal #1,2)
- Collective Efficacy (CIP Goal #1,2,3)
- Culturally Responsive Schools (CIP Goal #2,3)
- Reduce Class Size (CIP Goal #1,2, 3)
Student Investment Account Plan
Social Emotional Health
(Teachers and Students)

○ Elementary

- Staff Supports ✔
- AP (5 FTE) /Deans (5 FTE) to free Counselor/Psychologists to engage with Tier II and III students ✔
  - Staff Professional Development focused on staff well being strategies
  - Community building curriculum for building wide implementation

- Student Supports
  - Timely access to Counselor/Psychologist ✔
  - Increased access to PAX and SEL community building
TTSD Elementary Counselor/Psychs were surveyed.

9 of the 10 practitioners responded with the recommendation to hire elementary administrators to allow them to focus on and engage fully in the mental and emotional health work they were hired to do.

Count of If elementary schools get to add one FTE, what position would be your top priority?

- **Associate Principal/Dean**: 90.0%
- **Counselor/School Psych**: 10.0%
Student Investment Account Plan
Social Emotional Health
(Teachers and Students)

Middle Level

Staff Supports
- Add one counselor per building – three total positions (3 FTE)
  - Counseling staff to support Tier II interventions
- Add one counseling secretary per building – three total positions (3 FTE)
  - Frees counseling staff from administrative workload
- Trauma Informed/Restorative Practice Coordinator
  - Restorative practices that simultaneously hold students accountable for actions while strengthening relationships with students
- NOTE: Reimagining MS report to board in March

Student Supports
- Timely access to counselor and mental health support
- Restorative practices – learning accountability through relationships
Student Investment Account Plan
Social Emotional Health
(Teachers and Students)

- Secondary (High School) Level
  
  - Staff Supports
    
    - Two Medical Social Workers (2 FTE) to assist students & families with wrap around service coordination.
      
      - Housed at THS/TuHS
      - Will serve feeder Elementary/MS schools in addition to HS
Student Investment Account Plan
Social Emotional Health
(Teachers and Students)

○ Trauma Informed/Restorative Practice Coordinators ✔
  ■ Restorative practices to support student accountability while strengthening student relationships

Student Supports

● Mental Health Specialists – one per high school (1 FTE) Not from SIA (braided) ✔
  ■ “Insurance blind” ongoing mental health support
  ■ Folds current SBHC system in mental health support
Great @TigardTualSD K-12 TEACHERS leading the way to SEL through cross level collaboration on trauma informed practices. You Rock @CFTwildcats @ByromBobcats @DURRoadrunners @TuES_BlackBears @DeerCreek_Elem @HazelbrookMid @TuHS_Wolves @Templeton_Tiger teachers!
Student Investment Account Plan
Collective Efficacy & Collaboration
(Teachers & Instructional Assistants)

○ Paid Collaboration Time - Revised: Teacher Choice
○ Culturally Responsive Teaching Lab Classrooms (scale to 42 teachers)
Student Investment Account Plan
Collective Efficacy & Collaboration
(Teachers & Instructional Assistants)

- Hybrid online/classroom professional development providing teachers choice
  - Revisit 2021-2022
- Classroom instructional support program ✔
  - Push in model of collaboration with teachers and instructional assistants
  - Extra training days for instructional assistants to learn alongside teachers
Student Investment Account Plan
Culturally Responsive Schools
(Teachers and Students)

■ Stipends for Building Equity Coordinators (2) per school to fund additional duties critical to successful creation of CRT schools
■ Fund additional hours for collaboration re: Equity Pillar work
■ Provide BEC professional development
■ Culturally Specific Partnerships and Supports
  ● Partnerships with (REAP, IRCO, Latino Network, etc.)
Student Investment Account Plan
Culturally Responsive Schools
(Teachers and Students)

- Funding for support and expansion of current Affinity and Alliance Student extra-curricular activities ✓
- Hire 12 Family/Community Responsive Specialists (12 FTE) ✓
  - Changed title to be Family & Community Advocates
- Hire 4 Culturally Responsive Specialists (Classified) ✓
  - Reduced to 2 Culturally Responsive Specialists (to support Black, Pacific Islander, LatinX, and Native/Indigenous families)
- Fully fund Summer Kindergarten Academy via Title I, IV and SIA - Revision: Current programing - no expansion
  - Proposal was shared at Budget Community Work group
- Diverse Educator Pathway Program ✓
Student Investment Account Plan
Reduce Class Size
( Teachers and Students)

- Hire ten (10 FTE) special education teachers to support co-teaching model  Revision: Reduced to 8 FTE
- Shift part time SpEd instructional assistants to full time ✔
- Fund professional development for co-teaching partners re: collective efficacy ✔
- Add ten (10) FTE English Language (EL) specialists over three years ✔  (year 1 is 4.5 EL Specialists)
  - NOTE: Commitment to continue “no splits elementary” support from general fund 2020-21 forward
Alternative Options
Given Feedback after 1st Read

- Elementary Addition
  - Hire 7 elementary school specialists for third special, remaining 3 will be funded using general funds for a total of 10 FTE