Dallas School District #2
Student Investment Account Application
Application Final
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Part One: General Information

Dallas School District #2

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Part Two: Narrative

Dallas School District #2 serves about 3,200 students, of whom 20% are students of color, 16% receive special education services, and 36% are navigating poverty (qualify for Free and Reduced Lunch program). Dallas School District students are enrolled in 5 schools and 2 charter schools.

The strengths of Dallas' educational communities reside in collaboration and openness. All stakeholder groups are valued and have voice in decision making. Collaborative agreements exist between the Board of Directors, the administration, the classified and certified unions, students, parents, and community members.

A major challenge facing Dallas School District is meeting both the academic and non-academic needs of our students while simultaneously managing gradual and consistent reductions in staffing. The needs of our students are growing and expanding faster than the district's capacity to meet those needs. This has led to decreased student learning opportunities, such as music, engineering, physical education, and Career and Technical Education, as Dallas School District has attempted to address the more immediate needs of students' mental, behavioral, and physical health.

Dallas School District is committed to its mission of equipping all students with the academic, social-emotional, functional, and professional-technical skills necessary to succeed in career, college, and community. In order to achieve these outcomes, Dallas School District will invest funds into five priority areas identified by our stakeholders: expanded learning options, mental and behavioral health supports, curriculum and instruction, staff-to-student ratio, and safety and security.

Describe your approach to community engagement, including who you engaged, frequency/occurrence, how you ensured engagement of staff and focal student groups, key information you collected, and who you partnered with in the engagement efforts.

Dallas School District serves the needs of its stakeholders. In order to best serve their needs, the district engages its stakeholders to determine needs and monitor progress towards those needs. The district holds public forums after school hours for general community feedback and input. The district holds Special Education public forums on Saturdays to engage parents of students with special needs in providing feedback and input. The district sends surveys to gather feedback and input to all staff, parents/guardians, partners, community members, and business owners in Dallas. The district maintains representatives at the following groups to provide two-way communication: Rotary, Chamber of Commerce, Economic Development Commission, Polk County Fair Board, Polk County Extension Service, FFA Alumni, and Early Learning Hub. Our District Board of Directors hear public comment from Dallas citizens twice per month. The district shares and gathers feedback on its continuous improvement efforts with all stakeholders, including the District Board of Directors, the general public, and targeted groups, such as historically underrepresented subgroups.

Dallas School District involves staff members, students, parents/guardians, and community members throughout the community engagement process. We host community engagement forums, collect feedback and input through various targeted and general surveys, publish drafts for review to specific stakeholder committees and to the general public, and present regular updates to the Dallas School District Board of Directors. We intentionally reach out to underrepresented stakeholders through our McKinney-Vento liaison, Title I family engagement, Ever English Learner family nights, and Special Education public forums on the weekend.

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?

Dallas School District is renowned for its open and collaborative culture. The district experiences high levels of organization effectiveness due to its collaborative communication structures and inclusion of voices. However, the increased community engagement efforts developed and implemented this year have shown that the district can always do more in reaching out to the general public and including more and diverse voices.

Participation in all community engagement efforts could and should be higher. For in-person community forums, the district learned that hosting these events in tandem with previously scheduled and well-attended events was critical. When the district hosted community forums in conjunction with the high school play or the elementary family night, participation was exponentially higher than when the district held stand-alone community forums.

Dallas School District also recognizes the need for more targeted surveys, including student health and wellness surveys and community needs assessments. Dallas School District is excited about the

continued development and implementation of meaningful, authentic, and ongoing community engagement.

What relationships and/or partnerships will you cultivate to improve future engagement?

We are partnering with Polk County to increase the scope of our community engagement. We are also developing a family coach to act as a liaison between our families and our various institutions. Additionally, the District is partnering with a Business and Industry Advisory, which will help to inform the symbiotic relationship between the school district and the local economy. These partnerships will improve our future engagement efforts.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements?

Surveys can be powerful tools, but they are best when designed meticulously with careful attention to current research-based practices. Dallas School District would benefit from pre-crafted surveys and engagement structures that could be modified to fit its particular context and environment.

Districts are required to upload five artifacts of engagement. Why did you select the artifacts you did? How do they show evidence of engaging student populations, families, and community?

Artifact 1 – Copy of Community Feedback on Priorities survey: This survey shows how Dallas School District gathered feedback from staff members, students, parents, and community members on priority areas on which to focus. The survey also evinces how DSD collected sortable demographics in order to disaggregate results and elevate the voices of those who have been historically unrepresented or underserved.

Artifact 2 – Copy of Licensed Staff Empathy Interview results: These results are the culmination of a large effort to conduct one-on-one interviews with all licensed DSD employees. The team reached 93% of staff. The interviews provide deep insight into the reality of curriculum and instruction in Dallas School District.

Artifact 3 – Copy of Community Forums presentation: This presentation was delivered across multiple weeks at multiple locations during multiple times of the day in hopes of gathering as much community input as possible.

Artifact 4 – Copy of Administrative Roundtable norms for priority budget discussions: These are the team-developed norms to which each administrator signed agreement in order to take our community engagement efforts towards a formal budget investment plan.

Artifact 5 – Copy of budget roundtable results: These are the results of a public, after-hours roundtable, involving certified, licensed, and administrative staff as well as parents and community members. These results formed the initial guidance in development of this year's priorities.

Describe the strategies that you executed to engage each of the focal student groups and their families.

Strategy 1: If DSD provides multiple avenues of access to an online survey, such as emails, flyers, QR codes, letters, and announcements, then DSD will gather more representational voice, and all stakeholders will be heard.

Strategy 2: If DSD hosts community engagement forums during targeted events, then DSD will elevate voices that otherwise are underrepresented, and DSD's community engagement efforts will include greater voice from targeted populations.

Describe the activities that you executed to engage each of the focal student groups and their families.

Activity 1: Within the mass community feedback survey, DSD included sortable demographics, such as relationship with the school district, race, experience with poverty, homelessness, and foster care, and experiences with languages other than English. These sortable demographics allowed our data analytics team to disaggregate the voices of focal groups to make sure those voices were represented in the district's planning efforts.

Activity 2: DSD held a community forum in conjunction with the district's English Language Learner Family Night. At this event, the superintendent and director of teaching and learning presented information about the Student Success Act and DSD's processes and also provided opportunities for verbal and written feedback. This was the most attended community forum.

Describe the strategies that you executed to engage staff.

Strategy 1: If DSD teams with the classified and certified unions to engage staff, then all staff voices will be better heard, and the district planning team can make better-informed decisions.

Strategy 2: If DSD provides multiple avenues for staff to share their thoughts and perspectives, then more staff will give input and feedback, and the district planning team can make better-informed decisions.

Describe the activities that you executed to engage staff.

Activity 1: DSD made multiple presentations to the certified union, classified union, and the District Collaboration Team throughout all stages of the Student Investment Account Application process. This ensured that staff members were informed and empowered to share their voice.

Activity 2: DSD provided multiple avenues for staff to share their voices, including in-person open meeting, anonymous surveys, and site-level staff meeting presentations. These sets of activities combined created high levels of staff input and engagement.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

We included demographic categories in almost all our data collections, which allowed us to sort the data according specific criteria. For example, we noticed that students who were ever English learners demonstrated inequities in student outcomes. By sorting our feedback and input surveys according to the "Ever English Learner" demographic, we were able to focus in on the specific needs of ELL students, families, and community members, elevating their voice in order to address the inequities. For the Dallas community, we specifically focused on students navigating poverty, students with special needs, students who were ever English learners, and students of historically underserved races and ethnicities. Across all data sorts and filters, the following five priorities occurred with the highest frequency: Expanded learning options for students, mental and behavioral health supports, curriculum and

instruction, staff-to-student ratio, and safety and security. These top five priorities became the focal strategy areas for the planning team.

Part Four: Data Analysis

Describe the data sources you used and how that data informs equity-based decision making.

DSD used the following data collected from the Oregon Department of Education: 4-Year Cohort Graduation Rates, 5-Year Cohort Graduation Rates, Class Size, ELA Student Performance, Math Student Performance, Kindergarten Assessment, Ninth Grade On-Track, CTE Reports, Student Mobility, Chronic Absentee and Regular Attenders.

DSD used the following data collected internally: Stakeholder Feedback (staff, students, parents/guardians, community members), Career Pathway Interest Survey, Business/Industry Skill Gap Survey, Senior Survey, Failure Rates, Parent Surveys, Professional Learning Survey, SpEd Surveys (licensed staff and parents), Priority-based Budgeting Forums, SpEd Parent Forums, TELL Oregon Survey, Licensed Staff Empathy Interviews, Building Culture Surveys.

DSD disaggregated data according to race/ethnicity, gender, students with diverse needs, students navigating poverty, students identified as talented and gifted, students navigating homelessness, students with accommodations, students labeled as ever English learners, and students labeled as migrant. DSD also disaggregated the data, creating cross-lists, by grade level, building, program participation, subject area, course enrollment, and focal groups.

DSD employs the equity lens adopted by the Oregon Department of Education, and asks the following questions when considering resource allocation and evaluating strategic investments: Who are the racial/ethnic groups affected? What is the potential impact of the resource allocation and strategic investment to these groups? Does the decision being made ignore or worsen existing disparities or produce unintended consequences? What is the impact on eliminating the opportunity gap? How does the investment or resource allocation advance the 40/40/20 goal? What are barriers to more equitable outcomes? How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met? How are you collecting data on race, ethnicity, and native language?

Part Five: SIA Plan

Outcome 1: All students graduate with the academic skills necessary to succeed in career, college, and community.

Metrics: 3rd Grade Reading Performance, 9th Grade On-Track to Graduate, Four-Year Graduation Rate, Five-Year Completion Rate, Mathematics Performance on Statewide Assessments

Outcome 2: All students graduate with the social and emotional skills necessary to succeed in career, college.

Metrics: Social-Emotional Screening and Assessment (DESSA), Behavior Incidents, Room Clears, Staff Absences, Threat Assessments, Suspensions and Expulsions

Outcome 3: All students graduate with the functional, professional, and technical skills necessary to succeed in career.

Metrics: Attendance, Employability Scores, Pathway Participation Rates, Skill Gap Analysis, Perception Surveys

Strategy 1: Expand learning options for students across all grade levels, including increased access to electives and CTE at the secondary level and increased access to music at the elementary level.

Strategy 2: Support student behavioral health by implementing a cohesive behavior support system (MTSS) across all grade levels (K-12) along with dedicated administrative oversight.

Strategy 3: Align access and fidelity to instructional curriculum across all grade levels (K-12), including a multi-tiered system of supports for teachers, with a focus on mathematics in year 1.

Strategy 4: Increase the staff-to-student ratio across all buildings by either providing more support staff or reducing class size, depending on the specific context of each building.

Strategy 5: Increase the safety and security of students and staff members, by supporting student and staff member mental health and building security.

Lyle Elementary		Oakdale Heights Elementary	
0.5 music teacher	$47,750 (S1)	0.5 music teacher	$47,750 (S1)
1 Behavior Support teacher	$100,500 (S2)	2 classroom teachers	$191,000 (S4)
2 Behavior Support assistants	$119,000 (S2)	1 Early Intervention assistant	$59,500 (S3)
2 Intervention assistants	$119,000 (S3)	0.5 Elementary counselor	$47,750 (S5)
0.5 Elementary counselor	$47,750 (S5)		
Lyle Total	$434,000	Oakdale Total	$346,000
Whitworth Elementary		**LaCreole Middle School**	
2 classroom teachers	$191,000 (S4)	1 Behavior Support teacher	$100,500 (S2)
		1 classroom teacher	$95,500 (S1)
		1 alternative education teacher	$95,500 (S2)
Whitworth Total	$191,000	LaCreole Total	$291,500
Dallas High School		**Morrison Alternative Campus**	
3 classroom teachers	$286,500 (S1)	.35 Special Education teacher	$35,175 (S4)
1 Special Education teacher	$100,500 (S1)		
1 Special Education assistant	$59,500 (S1)		
DHS Total	$446,500	MAC Total	$35,175

District-Wide		District Allocation (minus charter schools)	$2,351,607
.5 Director of Teaching and Learning	$80,000 (S3)		
.65 Whole Child administrator	$107,250 (S2)		
.65 Special Education teacher	$65,325 (S4)		
1 School-Based Mental Health Support	$60,000 (S2)		
K-12 Mathematics Curriculum	$165,000 (S3)		
SEL Assessment	$6,642 (S2)		
Online/Alt Ed Supports	$43,465 (S3)		
Furnishing/Equipment for new staff	$22,000 (S2)		
Update Instructional Materials	$57,750 (S3)		
District-Wide Total	$607,432	SIA Total	$2,351,607

Strategy 1 $637,500	Expand learning options for students across all grade levels, including increased access to electives and CTE at the secondary level and increased access to music at the elementary level.
Strategy 2 $611,392	Support student behavioral health by implementing a cohesive behavior support system (MTSS) across all grade levels (K-12) along with dedicated administrative oversight.
Strategy 3 $524,715	Align access and fidelity to instructional curriculum across all grade levels (K-12), including a multi-tiered system of supports for teachers, with a focus on mathematics in year 1.
Strategy 4 $482,500	Increase the staff-to-student ratio across all buildings by either providing more support staff or reducing class size, depending on the specific context of each building.
Strategy 5 $95,500	Increase the safety and security of students and staff members, by supporting student and staff member mental health and building security.

Part Six: Use of Funds

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.

Dallas School District is not staffed to respond to the growing mental and behavioral health needs of today's students. Moreover, due to Oregon's school budgeting process over the last two decades, Dallas School District is not even staffed to provide the researched-based Quality Education Model for academics alone. Restoring and improving staffing levels to adequately address the academic, social-emotional, and professional-technical needs of students will be DSD's primary use of SIA funds.

By aligning efforts, unifying the district's mission and vision, and elevating the voices of historically underrepresented and underserved populations, DSD seeks to increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan.

All schools in Dallas School District will experience an increase in staffing. These targeted staffing increases respond to specific and diverse needs at each building and for each focal student group. By providing expanded learning options, increased behavioral and mental health supports, aligned curriculum and instruction, and increased staff-to-student ratios, DSD seeks to improve the academic impact for all students and the focal student groups called out in the law.

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?

Dallas School District intentionally followed the feedback and input from its community and staff members alongside research-based best practices purported both nationally and in Oregon specifically.