

## Improve 3rd Grade Reading


<div style="background-color: #e67e22; color: white; padding: 5px; text-align: center; font-weight: bold;">Student Investment Account</div>		Relevant Strategy					
		S1	S2	S3	S4	S5	S6
Outcome	Students in grades K-2 will demonstrate proficiency on literacy measures that are indicative of being on track for grade 3 literacy demands. Grade 3 students will demonstrate proficiency on statewide ELA assessments.	X	X	X	X	X	X
Outcome	All K-3 educators, interventionists, and support staff will be highly trained in emerging and early literacy. Instructional staff in grades 4-5 and all administrators will develop proficiency with literacy development across the K-5 continuum.	X		X		X	X
Outcome	Teachers will utilize a literacy suite(s) that are based on research supported pedagogy, covers the full continuum of literacy concepts for each stage (emergent, beginning, transitional, and intermediate), and allows students to see themselves represented in materials. Dual language immersion programs will implement literacy suites that best meet their needs for target language instruction.	X	X		X		X
Outcome	Literacy instruction will be practiced as a collaborative effort between all instructional staff to ensure that the diverse assets of all students are celebrated, family and community engagement is fostered, and areas for student growth are being met.	X		X	X	X	X
Strategy #1	Provide professional learning for all staff (classified, certified, administrators) focused on early literacy best practices partnered with embedded supports for implementation and refinement at the district and building level.						
Strategy #2	Execute a complete adoption process that aims at providing teachers with a literacy suite of high quality instructional materials aligned to standards, provides research based strategies, and allows all learners to see themselves within the text. Adoption for both English literacy materials and literacy materials for dual language immersion programs will be concurrent.						
Strategy #3	Adopt and implement a full MTSS system that includes examining Tier 1, 2, and 3 in both academics and behavior/social-emotional.						
Strategy #4	Allocate and protect time systematically for educators to support collaboration, planning, implementation, and reflection. Scheduling for students will be responsive to need and aim to ensure all students receive Tier 1 literacy instruction in their classroom.						
Strategy #5	Prioritize and incentivize staffing in K-3 to ensure high quality teachers are hired, on-boarded, and retained. This includes targeted reductions to adult to students ratios by increasing certified staff and educational assistant staffing.						
Strategy #6	Increase quantity of trained reading specialist throughout the district to ensure all buildings have access to at least one specialist to support implementation and refinement of literacy instruction.						

## Improve 3rd Grade Reading

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Provide professional learning for all staff (classified, certified, administrators) focused on early literacy best practices partnered with embedded supports for implementation and refinement at the district and building level.	\$ 527,314	\$ 1,172,073	\$ 1,008,339
Strategy 2	Execute a complete adoption process that aims at providing teachers with a literacy suite of high quality instructional materials aligned to standards, provides research based strategies, and allows all learners to see themselves within the text. Adoption for both English literacy materials and literacy materials for dual language immersion programs will be concurrent.	\$ 367,961	\$ 417,063	
Strategy 3	Adopt and implement a full MTSS system that includes examining Tier 1, 2, and 3 in both academics and behavior/social-emotional.	\$ -	\$ -	
Strategy 4	Allocate and protect time systematically for educators to support collaboration, planning, implementation, and reflection. Scheduling for students will be responsive to need and aim to ensure all students receive Tier 1 literacy instruction in their classroom.	\$ 2,964	\$ 2,964	
Strategy 5	Prioritize and incentivize staffing in K-3 to ensure high quality teachers are hired, on-boarded, and retained. This includes targeted reductions to adult to students ratios by increasing certified staff and educational assistant staffing.	\$ -	\$ -	
Strategy 6	Increase quantity of trained reading specialist throughout the district to ensure all buildings have access to at least one specialist to support implementation and refinement of literacy instruction.	\$ 110,100	\$ 337,005	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Provide professional learning in emergent and early literacy skills for all teacher, EAs, and administrators. A multi-year plan that includes induction for new to 4J hires. Dual Language Immersion (DLI) will have a similar model, with professional learning specific to target language.	S1	x	x	x	\$ 319,858	\$ 536,623	Staff	HIGH
2	Create a core team, with an administrative lead, to develop a detailed multi-year implementation plan and provide ongoing oversight and monitoring.	S1	x	x	x	\$ 13,184	\$ 40,803	Staff	HIGH
3	Adopt (or build) and train on a multi-tiered system of support (MTSS) model that has considerations for multilingual students and traditionally underserved groups. System will incorporate an early warning component. This work will be done in conjunction with the "Learning for All" initiative to increase access and inclusion.	S3		x	x	\$ -	\$ -		LOW
4	Provide professional learning, for all instructional staff, to support multilingual students (example: GLAD, language learning in L2)	S1			x	\$ -	\$ -		LOW
5	Increase additional certified staffing for grades 1 and 2 to match kindergarten. This staffing will be allocated weighted by building needs index. This allocates more staffing to schools with higher needs.	S5	x	x	x	\$ -	\$ -		HIGH
6	Analyze and adjust the use of time in building master schedules. Potential topics to explore: common planning, PLCs, intervention blocks, continuity for students through their entire day, core and support programing alignment, etc.	S4	x			\$ 2,964	\$ 2,964	Staff	HIGH
7	Hire a 1.0 FTE Literacy TOSA to coordinate and support Pre K-3 literacy initiative, and serving as a liaison between district and buildings.	S6	x	x	x	\$ 110,100	\$ 337,005	Staff	HIGH
8	Purchase base classroom library sets for all elementary classrooms with nonfiction and fiction texts that represent the diversity of students and families (gender, race, culture, ethnicity...) so that all students can see themselves within the materials they read. These text sets are designed to stay with the classroom, will be district inventory, and will be updated periodically.	S2	x	x		\$ 367,961	\$ 417,063	Reading Materials	MID
9	KITS - Kids In Transition to School. Pre-K summer program to support students transition to Kindergarten.	S1	x	x	x	\$ 111,772	\$ 342,123	Transportation	HIGH
10	Hire Early Learning Teacher on Special Assignment (TOSA) .75 FTE - braided with Pre-school Promise and KITS	S1	x	x	x	\$ 82,500	\$ 252,524	Staff	HIGH

## Learning For All Model

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	An increased percentage of students attend neighborhood schools (95%+), AND an increased percentage of students with IEPs participating in general education courses for 80% or more of their school day (73%).	X	X	X	X	X
Outcome	Our "Learning for All" model supports diverse learners by increasing access to the least restrictive environment, which includes increased access to and inclusion in general education.		X	X		X
Outcome	Increase in proficiency rates for 3rd and 8th grade ELA and Math.		X		X	
Outcome	Increase in attendance rate to 70%+ / decrease in chronic absenteeism.		X	X		
Outcome	Students with disabilities will be on-track for credits earned (80%) at the end of 9th grade, and graduate with at least 70% receiving their regular diploma alongside their 4-year cohort, AND 80% enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment; or engaged with community disability services.	X	X	X	X	X


Strategy #1	Increase special education licensed teacher staffing to support "Learning for All" in neighborhood school sites.
Strategy #2	Provide professional development to district staff that support equitable "Learning for All" with substrands in the areas of accessible content, inclusive culture, special education, and outcomes monitoring.
Strategy #3	Implement co-teaching for ELA and Math at the secondary level.
Strategy #4	Provide support for systems, structures, and materials to implement "Learning for All" in neighborhood school sites.

## Learning For All Model

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Increase special education licensed teacher staffing and classified staffing to support "Learning for All" in neighborhood school sites.	\$ 524,000	\$ 1,573,200	\$ 694,500
Strategy 2	Provide professional development to district staff that support equitable "Learning for All" with substrands in the areas of accessible content, inclusive culture, special education, and outcomes monitoring.	\$ 170,500	\$ 542,650	
Strategy 3	Implement co-teaching for ELA and Math at the secondary level.	\$ -	\$ -	
Strategy 4	Provide support for systems, structures, and materials to implement "Learning for All" in neighborhood school sites.	\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire District Wide Collaboration Facilitators to support practices and strategies in schools with all staff.	S1	x	X	X	\$ 440,000	\$ 1,321,200	Staff	HIGH
2	Add one additional day for all Educational Assistants in August for beginning of school year training (8 hrs of training) to promote effectiveness of assisting students in the school environment	S1	X	X	X	\$ 84,000	\$ 252,000	Staff	HIGH
3	Provide professional development for all staff and administration at all schools that includes strategies to support implementing the Learning for All model.	S3	X	X	X	\$ 170,500	\$ 542,650	PD	HIGH

## Enhancing the NATIVES Program

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Native American students will benefit from enhanced and targeted services ensuring they are making satisfactory progress towards graduation requirements.	X	X	X	X	
Outcome	Students will significantly improve math and reading skills by increasing targeted instruction time through extended school day learning opportunities offered by professionals and tutors engaged in the district's NATIVES program.	X	X	X	X	
Outcome	Students participating in NATIVES' after school program will experience a deeper program connection to their heritage, their community and their schools due to their work with fellow Native Americans, a sense of belonging, and academic success.	X	X	X	X	
Outcome	All 4J students (Native American and otherwise) will have a greater appreciation for the history of native cultures in the State and will be more familiar with their fellow students/community members who identify with their Native Heritage.	X	X	X	X	
Outcome	Students receiving services through the NATIVES program will maintain regular attendance as defined by the district and state recommendations.	X	X	X	X	


Strategy #1	Provide the resources needed for the two staffing positions (1.0 certified and 1.0 classified) from SIA funds. Doing so will allow all other funds to go directly to student services.
Strategy #2	Provide targeted support and outreach to Native American students whose academic data suggest they would benefit from additional support within and after the regular student contact day.
Strategy #3	Braid efforts between the NATIVES program and the curriculum department to ensure a robust implementation of SB 13 in all of our schools.
Strategy #4	Narrow the attendance and achievement gap between Native American and Non-Native student peers.
Strategy #5	Enhance relationships and opportunities for partnership between the district and the States 9 Federally recognized tribes.

## Enhancing the NATIVES Program

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Provide the resources needed for the two staffing positions (1.0 certified and 1.0 classified) from SIA funds.	\$ -	\$ -	\$ 93,600
Strategy 2	Provide targeted support and outreach to Native American students who's academic data suggest they would benefit from additional support within and after the regular student contact day.	\$ -	\$ -	
Strategy 3	Braid efforts between the NATIVES program and the curriculum department to ensure a robust implementation of SB 13 in all of our schools.	\$ -	\$ -	
Strategy 4	Narrow the attendance and achievement gap between Native American and Non-Native student peers.	\$ 93,600	\$ 286,500	
Strategy 5		\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire new new coordinator to replace retiring coordinator	S1	X	X	X	\$ -	\$ -	Staff	High
2	Formalize plan to ensure students in all of our schools are aware of and enroll in the district NATIVES program who choose to do so.	S2	X	X		\$ -			High
3	Conduct SWOT analysis with NATIVES program with new coordinator and develop a three year set of program improvement efforts.	S2	X	X	X	\$ -			High
4	Procure necessary materials and curriculum for program	S2	X	X	X	\$ -	\$ -	Materials	High
5	Work with curriculum director and adoption committees to develop plan for SB 13 roll-out	S3		X	X	\$ -			HIGH
6	Provide funding source for classified positions with SIA funds	S4	X	X	X	\$ 93,600	\$ 286,500	Staff	HIGH

## Emergent Bilingual Student Success Plan

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	ELD & General education teachers providing time for English learners to learn and practice the language they need in order to navigate the rigorous content instruction outlined in the standards and a myriad of adult and peer interactions, such as discussions and collaborative work occurring in general education classrooms.	X	X	X	X	X
Outcome	English learners making adequate yearly growth in their English language development , meaning students are moving from one proficiency level to the next as outlined in Title III guidelines.	X	X	X	X	X
Outcome	English learners making adequate yearly growth toward graduation requirements.	X	X	X	X	X
Outcome	Teachers providing English learners access to core content and to the skills needed to successfully completing grade level course work.		X	X		X
Outcome	English learners & their families experiencing a sense of belonging in all of our 4J schools.	X	X	X	X	X

Strategy #1	Strategy 1 : Every K - 12 English Language Development (ELD) <b>Teacher Trained &amp; Utilizing Systematic ELD strategies &amp; ELLEVATION Strategies</b> as part of their tool box with some developing the capacity be trainers and Increase in the HS ELD Supports for Recent Arrivals.
Strategy #2	Strategy 2 : <b>Provide collaboration time for ELD teachers to meet and plan with General Education Teachers &amp; Special Education Teachers</b> (during plan time, PLCs and/or grade level meetings). This should include access to ELLEVATION strategies for ELD & General education teachers and scheduled sub time for them to plan and to meet.
Strategy #3	Strategy 3 : Provide a <b>menu of research based Trainings</b> for General Education Teachers: GLAD, AIMS4S3, CLAVES, Constructive Meaning, DALL, SIOP, AVID Excel &/or other Research based best practice models.
Strategy #4	Strategy 4: Develop & Implement Best Practices around Graduation Supports for <b>School &amp; Family Connection</b> (On-track Supports for Migrant students and long term ELD Students & parent nights, Leadership Trainings, information ...).
Strategy #5	Strategy 5: Find ways to support teachers in becoming <b>dual-endorsed in ESOL</b> (&/or Dual Language) & content areas in order to provide dual credit courses.


## Emergent Bilingual Student Success Plan

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Strategy 1 : Every K - 12 English Language Development (ELD) Teacher Trained & Utilizing Systematic ELD strategies & ELLEVATION Strategies as part of their tool box with some developing the capacity be trainers and Increase in the HS ELD Supports for Recent Arrivals.	\$ -	\$ -	\$ 50,000
Strategy 2	Strategy 2 : Provide collaboration time for ELD teachers to meet and plan with General Education Teachers & Special Education Teachers (during plan time, PLCs and/or grade level meetings). This should include access to ELLEVATION strategies for ELD & General education teachers and scheduled sub time for them to plan and to meet.	\$ -	\$ -	
Strategy 3	Strategy 3 : Provide a menu of research based Trainings for General Education Teachers: GLAD, AIMS4S3, CLAVES, Constructive Meaning, DALL, SIOP, AVID Excel &/or other Research based best practice models.	\$ -	\$ -	
Strategy 4	Strategy 4: Develop & Implement Best Practices around Graduation Supports for School & Family Connection (On-track Supports for Migrant students and long term ELD Students & parent nights, Leadership Trainings, information ...).	\$ -	\$ -	
Strategy 5	Strategy 5: Find ways to support teachers in becoming dual-endorsed in ESOL (&/or Dual Language) & content areas in order to provide dual credit courses.	\$ 50,000	\$ 153,045	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	EL Achieve SUMMER Teacher Leader Strand & Administrative Strand	S1			X	\$ -	\$ -	PD	HIGH
2	Systematic ELD APPRENTICE INITIAL INSTITUTE @ IN 4J For ELD Teachers & 35-Building Administrators & 5-TOSAs	S1	X			\$ -	\$ -	Training the Trainer	HIGH
3	EL Achieve Ongoing Costs ( website, Symposium for continued certification & Supports for Implementation	S1	X	X	X	\$ -	\$ -	Ongoing Costs	HIGH
4	School schedules with collaboration time for grade level teams to meet	S2	X			\$ -	\$ -	Scheduling	HIGH
5	Collaboration Time for ELD Teachers to meet with General Education Teachers & Sped Teachers (20 ELD TEACHERS - 9 SUB DAYS/ELD Teacher)	S2	X	X	X	\$ -	\$ -	Sub Costs for Collaboration	HIGH
6	School Class Placements where ELD students are grouped together in schools with smaller number of ELL students & somewhat grouped when larger number of ELD students are part of a grade level	S2	X	X	X	\$ -	\$ -	Class Placement	HIGH
8	GLAD Training for 25 Elementary Teachers -SUMMER	S3	X			\$ -	\$ -	PD	MID
9	GLAD Trainer Certification (2-Yr Process) for four teachers	S3	X	X		\$ -	\$ -	Train the Trainer	MID
10	GLAD Collaboration Days for 25 Teachers & two-Trainers - 1 per trimester/3 - Summer Days	S3	X	X	X	\$ -	\$ -	Sub Costs for Collaboration	MID
11	AIMS4S3 Trainer Certification (2-Yr Process)	S3	X	X	X	\$ -	\$ -	Train the Trainer	HIGH
12	CLAVES Training per Middle School - 8 days of training - 12 to 18 months (6 weeks between day 4 and 5, six weeks between day 6 and 7, six weeks between day 7 and 8)	S3	X	X	X	\$ -	\$ -	PD	MID
13	CLAVES Collaboration per Middle School 1-Day/ Trimester: 3-Sub Days per year for 20/40/# of teachers to continue the work	S3	X	X	X	\$ -	\$ -	Sub Cost for Collaboration	MID
14	K-3 Spanish Literacy Professional Development for Dual Language Teachers	S5	X	X	X	\$ 50,000	\$ 153,045	PD	HIGH
15	K-12 ELD & Migrant Education Graduation Specialist & Student/Parent Liaison (191-day Classified)	S4	X	X	X	\$ -	\$ -	Staffing	HIGH
16	Budget for Parent Meetings (consultant, food, day care, food, bus)	S4	X	X	X	\$ -	\$ -	Materials	HIGH
17	Include AVID EXCEL Training & Class @ Kelly, Monroe & Cal Young	S3	X	X	X	\$ -	\$ -	PD	MID
18	Include AVID Training for ELD Teachers (AVID FUNDS ?)	S3	X	X	X	\$ -	\$ -	PD	MID
19	Additional .50 FTE Certified - ELD Teacher for North & Sheldon- To Provide a second period of ESL for Newcomers	S1	X	X	X	\$ -	\$ -	HS Staffing	HIGH
20	Additional 2.25 FTE Classified - ELD Educational Assistant (.75 North, .75 Sheldon & .75 Churchill) - To Support Recent Arrivals In Content Classes	S1	X	X	X	\$ -	\$ -	HS Staffing	HIGH
21	Migrant Ed K-5 Literacy Development Plan	S2	X			\$ -	\$ -	Staffing	HIGH
22	Migrant Ed K-5 Literacy Materials	S5	X	X	X	\$ -	\$ -	Materials	HIGH



## Behavior Framework and Support Services

		Relevant Strategy						
		S1	S2	S3	S4	S5	S6	S7
Outcome	4J has a complete MTSS that clearly defines behavior intervention for Tiers 1, 2 and 3.	X	X	X	X	X		
Outcome	Every K-12 school has PBIS in place, and implements tiered interventions with fidelity. (K-5, Tiers 1-3), (6-8, Tiers 1-2), (9-12 Tier 1) measured by using the TFI and other resources.	X	X		X	X	X	
Outcome	As part of a positive and supportive school climate, systems are in place to support the mental health needs of all students.	X	X	X	X	X	X	
Outcome	Data sources are defined by the district and used to make all behavior instruction and intervention decisions.	X	X		X	X		X
Outcome	Every K-12 educator has access to a range of professional development including topics such as behavior management and intervention, de-escalation, trauma informed practices, disproportionality, and implicit bias.	X	X	X	X	X	X	X
Outcome	The district will reduce instructional time lost by reducing exclusionary discipline practices	X	X		X	X		X


Strategy #1	Develop , disseminate and train staff on a 4J Behavior Handbook that defines tiered interventions for PBIS, SEL, Mental Health and Attendance.
Strategy #2	Implement Tier 1 for high school, Tier 2 for Middle School, and Tier 3 for Elementary school, with a baseline of having a PBIS team in place for every school district-wide. Every school has a dedicated team at each tier to monitor individual outcomes (like IPBS). Develop a comprehensive professional development plan that is specific or differentiated by each roll played (teachers, counselors, administrators, etc.).
Strategy #3	Research and adopt a K-12 SEL Framework to incorporate into the district MTSS, and train staff who provide or support SEL instruction.
Strategy #4	Create a system that supports restorative practices and alternatives to exclusionary practices, that minimize suspension and expulsion, with training and guidance for administrators and all staff.
Strategy #5	Provide supports to increase success for students receiving Tier 2 and 3 behavioral support services, including data systems, coaching, and district wide training on conducting FBAs to write and implement high quality Behavior Support Plans.
Strategy #6	Create professional development archive and resources for staff -include collaborating across district departments and with outside resources, U of O, Direction Services, Etc...
Strategy #7	Use tools provided by UO to examine discipline practices within the district

## Behavior Framework and Support Services

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Develop , disseminate and train staff on a 4J Behavior Handbook that defines tiered interventions for PBIS, SEL, Mental Health and Attendance.	\$ 14,000	\$ 42,000	\$ 1,011,650
Strategy 2	Implement Tier 1 for high school, Tier 2 for Middle School, and Tier 3 for Elementary school, with a baseline of having a PBIS team in place for every school district-wide. Every school has a dedicated team at each tier to monitor individual outcomes (like IPBS). Develop a comprehensive professional development plan that is specific or differentiated by each roll played (teachers, counselors, administrators, etc.).	\$ -	\$ -	
Strategy 3	Research and adopt a K-12 SEL Framework to incorporate into the district MTSS, and train staff who provide or support SEL instruction.	\$ -	\$ -	
Strategy 4	Create a system that supports restorative practices and alternatives to exclusionary practices, that minimize suspension and expulsion, with training and guidance for administrators and all staff.	\$ 11,650	\$ 22,850	
Strategy 5	Provide supports to increase success for students receiving Tier 2 and 3 behavioral support services, including data systems, coaching, and district wide training on conducting FBAs to write and implement high quality Behavior Support Plans.	\$ 986,000	\$ 4,911,784	
Strategy 6	Create professional development archive and resources for staff -include collaborating across district departments and with outside resources, U of O, Direction Services, Etc...	\$ -	\$ -	
Strategy 7	Use tools provided by U of O to examine discipline practices within the district.	\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Development of resources and systems to implement social/emotional learning at all schools and implement strategies to assist schools in dealing with behavior.	S4	x	X	X	\$ 11,650	\$ 22,850	Materials	HIGH
2	FTE to support systems and practices regarding behavior and mental health of all students.	S5	X	X	X	\$ 474,000	\$ 1,508,600	Staff	HIGH
3	Professional Development for staff to assist with support and identification of strategies for assisting students struggling with mental health and behavioral needs.	S1	X	X	X	\$ 14,000	\$ 42,000	PD	HIGH
4	Provide Student Behavior Support Coordinators to largest and highest need elementary schools to directly support Tier 1, 2 and 3 behavioral needs and interventions. These coordinators will also support maintaining a positive school climate through facilitation of PBIS, academic interventions, and informal student discipline.	S5	X	X	X	\$ 512,000	\$ 3,403,184	Staff	HIGH

## Wraparound Support Teams

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increase graduation rates and attendance rates in our underserved population of students, as well as look at 5 year outcomes prepared for post-secondary transition goals by providing support in schools to address mental health and behavioral needs.	X	X			
Outcome	Create a monitoring system for on track collaboration and access to information to assist staff in their ability to track students needs. This system would include a way to network students with available resources and community support.	X	X	X		
Outcome	Professional development and resources that will support staff and administrators in using data on culture and climate to provide support for students and increase attendance, sense of belonging, and access to resources (as determined by a culture and climate survey).	X	X		X	
Outcome	Develop a comprehensive school mental health system that provides a full array of culturally responsive supports and services that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness. Comprehensive school mental health systems include district-community partnerships that provide a continuum of mental health services and supports for students, families, educators, and the school community.	X	X		X	


Strategy #1	Create a Coordinate District Level Care Team, that includes regional support staff, to address the Mental, Health, Emotional, Safety and Basic needs of our students K-12 -- with a special focus on supporting our , gender bias, chronic absenteeism and identifies tools and strategies needed to work with schools on culture and climate.
Strategy #2	Create a Professional Development Plan in year one to be implemented in Years 2+ that will equip the adults in the 4J system (administrators, teachers and support staff ) with the skills needed create positive school cultures and climates. That is to say, spaces where our gender-diverse students, our students experiencing housing insecurities, students living with a disability and our students from racially, culturally and linguistically diverse populations will feel experience a sense of belonging, safety and respect.
Strategy #3	Create a plan for addressing District and School barriers causing the Chronic Absenteeism results for the groups of students who are currently showing the highest absenteeism rates.

## Wraparound Support Teams

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Create a Coordinate District Level Care Team, that includes regional support staff, to address the Mental, Health, Emotional, Safety and Basic needs of our students K-12 -- with a special focus on supporting our , gender bias, chronic absenteeism and identifies tools and strategies needed to work with schools on culture and climate.	\$ 732,500	\$ 2,331,328	\$ 783,500
Strategy 2	Create a Professional Development Plan in year one to be implemented in Years 2+ that will equip the adults in the 4J system (administrators, teachers and support staff ) with the skills needed create positive school cultures and climates. That is to say, spaces where our gender-diverse students, our students experiencing housing insecurities, students living with a disability and our students from racially, culturally and linguistically diverse populations will feel experience a sense of belonging, safety and respect.	\$ 20,000	\$ 60,000	
Strategy 3	Create a plan for addressing District and School barriers causing the Chronic Absenteeism results for the groups of students who are currently showing the highest absenteeism rates.	\$ 31,000	\$ 132,218	

	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire additional licensed staff to support health, wellness, safety and mental health initiatives in all schools.	S1	x	x	x	\$ 534,500	\$ 1,701,153	Staff	HIGH
2	Professional Development to strengthen Mental-health and behavior support and attendance in all buildings and support our underserved populations of students which include: McKinney Vento, foster, bi-lingual, students with disabilities, trans-gender, etc.	S2	x	x	x	\$ 20,000	\$ 60,000	Professional Development	HIGH
3	Develop/Strengthen Building Wrap Around Teams and support for teams in buildings.	S3	x	x	x	\$ 11,000	\$ 11,000	Extended/Release Time	HIGH
4	Student and family emergency supports.	S3	x	x	x	\$ 20,000	\$ 121,218	Materials	HIGH
5	Mental health contracted supports.	S1	x	x	x	\$ 198,000	\$ 630,175	Services	HIGH

## Summer Programs

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Students in grades 1-8 will demonstrate growth in reading proficiency as a result of summer learning opportunities	X	X			
Outcome	4J will close the opportunity gap for middle school students and summer enrichment experiences		X	X		X
Outcome	Historically underserved student groups will have increased access to ongoing reading instruction and enrichment regardless of whether or not they attend a school with Title 1 funded intervention or enrichment programs	X	X	X	X	X
Outcome	Students will receive reading instruction while continuing to develop social skills and build meaningful relationships in a supportive, nurturing, enriched learning environment, all with the intent of mitigating summer slide in academics, relationships, and resilience factors.	X	X	X	X	
Outcome	More students will participate in summer learning and enrichment programs, which will provide more instructional time and a more well-rounded education.			X	X	X

Strategy #1	Increase instructional time for students in 4J who read below the 30th percentile based on current Easy CBM spring benchmark data for students entering 1st-5th grade for the upcoming
Strategy #2	Increase instructional time for students in 4J who read below the 50th percentile based on current Easy CBM spring benchmark data for students entering 6th-8th grade for the upcoming school year
Strategy #3	Improve the health and safety of students through summer programming for students entering 6,7, and 8th grade through and social-emotional learning opportunities
Strategy #4	Provide well-rounded learning opportunities for 4J students on who would not otherwise have access to summer learning or summer camp experiences
Strategy #5	Expand community partnerships to include year round programming for after-school and summer extended learning for children entering grades 1-8 in 4J.

## Summer Programs

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Increase instructional time for students in 4J who read below the 30th percentile based on current Easy CBM spring benchmark data for students entering 1st-5th grade for the upcoming	\$ 358,879	\$ 1,144,856	\$ 358,879
Strategy 2	Increase instructional time for students in 4J who read below the 50th percentile based on current Easy CBM spring benchmark data for students entering 6th-8th grade for the upcoming school year	\$ -	\$ -	
Strategy 3	Improve the health and safety of students through summer programming for students entering 6,7, and 8th grade through and social-emotional learning opportunities	\$ -	\$ -	
Strategy 4	Provide well-rounded learning opportunities for 4J students on who would not otherwise have access to summer learning or summer camp experiences	\$ -	\$ -	
Strategy 5	Expand community partnerships to include year round programming for after-school and summer extended learning for children entering grades 1-8 in 4J.	\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Establish a Summer School Expansion Team to develop a detailed plan for implementation	S1				\$ -	\$ -	Staff	high
2	Hire a Middle School Summer School Coordinator as a member of the Summer School Expansion Team	S2	X	X	X	\$ -	\$ -	Staff	high
3	Allocate TOSA and administrator FTE to program development and management	S1	X	X	X	\$ -	\$ -	Staff	high
4	Expand the current Title 1 Summer School K-4 Model to include all elementary students for 4 weeks, increasing by 200 seats for a total of 600 students, including administrator, certified and classified staffing, transportation, custodial care, supplies, and curriculum)	S1	X	X	X	\$ 358,879	\$ 1,144,856	Staff	low
5	Expand the current Middle School BEST program model to provide 4 weeks of hands-on learning and academic instruction in reading for 300 students	S3	X	X	X	\$ -	\$ -	Staff	low