

Student Investment Account Grant Application Template (Optional)



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	2019-2020
District	Central Point School District#6
Webpage (Where SIA Plan will be Posted)	www.district6.org
Contact Person	Name: Samantha Steele Email: Samantha.steele@district6.org Phone: 541-840-5644

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.).

Located in the famous Rogue River Valley of Southern Oregon, School District 6 is nestled between the Cascade and Siskiyou mountain ranges. District 6 is well known for excellent educational programs. Even so, the entire school district is involved in restructuring to meet the needs of a quickly changing world.

School District Facts:

- 4,500 students in Grades K-12
- 220 Licensed Staff

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- 230 Classified Staff
- 5 – Elementary Schools, Grades K-5
 - Central Point Elementary School
 - Jewett Elementary School
 - Richardson Elementary School
 - Patrick Elementary School
 - Sams Valley Elementary School
- 2 – Middle Schools, Grades 6-8
 - Scenic Middle School
 - Hanby Middle School
- 3 – High Schools, Grades 9-12; located on the Crater Campus
 - Crater School of Health and Public Service
 - Crater School of Business, Innovation and Science
 - Crater Renaissance Academy

District 6 Mission Statement

School District 6, in partnership with parents and community, is dedicated to assisting students to reach their individual potential as productive, responsible, participants in society. Within an environment that encourages learning, students will acquire skills, knowledge and attitudes necessary to successfully meet the opportunities and challenges of the 21st century. Students completing the District 6 educational program and entering the adult world shall have:

Proficiency in basic skills	Mastery of higher level thinking skills
The ability to co-operate and collaborate	Integrity, ethics, respect, and responsibility
A sense of self-worth and healthy lifestyle	A sense of self-worth and healthy lifestyle
Appreciation of cultural diversity	Career readiness and work ethic skill

- 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).

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- **Student Health and Safety** - our plan for year 1 will meet the need students have demonstrated by their words and actions that they need more socio-emotional learning opportunities, and they need to feel safe and respected. Classified behavior support, with training from licensed behavioral support) will be added to de-escalate behaviors, provide students with strategies, and identify hidden behavior impeding obstacles. Offices will be added to accommodate additional licensed counselors from our health care provider partner LaClinica. Funding will support Student Support Staff members tasked with supporting our vulnerable students with mental health, socio-emotional learning, counseling, and behavior needs.
- Locker rooms and bathrooms lack of privacy will be addressed through remodeling. Parents also have indicated a concern for student safety and students have indicated a concern for restroom and locker room improvements. Student comfort areas will be added to school buildings to provide places for students to feel safe from anxiety inducing public environments and to pursue learning independently, in small groups or online.
- **Well Rounded Learning** - Students, parents and staff have all indicated strongly that experiential learning is a need and desire for all students. Project support will be added to provide broader exposure of student interest activities.
- **Increasing Instructional Time:** “Real world experiences and projects” can also take place outside of the regular school day. Funding will support after school school care, after school classes and transportation. Extra duty contracts will be added to provide extra curricular activities specifically identified as interests to focal student groups.
- **Class Size/Case Loads:** Teachers for “specials” at the elementary level will be added to provide broader exposure of student interest activities and allow for smaller caseloads to existing teachers for time to address personal student academic and organizational skill obstacles.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- Who you engaged
- Frequency / occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected

(250 words or less)

The themes that emerged from focus group meetings are summarized below: The superintendent met with each of these groups, as well as over 30 one-on one meetings with

parents and students who have struggled in our district schools. In addition, we have worked with our community at length discussing our collective vision for schools in our district as we worked to pass our school bond.

Student Focus Group

Three themes for supporting their success in school:

- “ Time for and respect for students’ personal health, safety and comfort (bathroom, snacks, lunch, breaks); Flexibility (for attendance and schedules)
- “ Support from teachers (taking their time; recognizing that they need help and giving help before they ask)
- “ Hands on” classes (too much paper). Every student reported that “doing projects” was more engaging than completing assignments “on paper.”

Teacher Focus Group

Three themes for supporting student success in school:

- “ Multiple opportunities for students (teachers mentioned gardens, sports, coding and gaming along with providing dedicated music, art or physical education teachers).
- “ Support for students with social emotional needs, including students with disruptive behaviors (teachers mentioned mentoring, counseling, reduced adult/student ratios through additional specialists and/or reduced class size).
- “ Support for families to be sure basic needs are addressed (teachers mentioned connecting families to resources, providing adequate nutrition, assuring students get rest, less screen time).

Latino Family Focus Group

Three themes for supporting student success in school:

- “ Provide for student safety. Parents expressed concerns about safety for all students on our campuses and on busses. Both increased communication with parents and increased safety protocols would assist in assuring parents that their students are safe.
- “ Provide for a wide range of experiences. Parents and students mentioned that students were engaged and successful in learning activities such as makerspaces, welding, “real world experiences” and projects. Additional opportunities (soccer at middle school or a “Life Skills” class were mentioned as needs).
- “ Caring adults who get to know students and families better and communicate with parents. Parents mentioned that problems have occurred when their students were not known well and students have thrived when they have adults who truly care about their children.

Fifth Grade Student Survey

Three themes for supporting student success in school:

“ Improved facilities (54%). Additional playground structures and equipment was mentioned most, but students also asked for bathroom improvements water fountain improvements and other school site facility needs.

“ More “experiences” (38%) Students listed wide range of ideas for engaging learning activities and play. Longer recess with more “wall balls,” footballs and “let us play tag!” were common suggestions for improvement. There were also a significant number of surveys that suggested more animals at school, including the installation of a “petting zoo or farm” and “if just 10 teachers would bring their pets to school, the school would be better.”

“ Help with social emotional needs (9%) included support to address “bullying” and “more kids getting along.”

After over 30 one on one meetings with parents and kids who have struggled in our schools, one overwhelming barrier emerged: ANXIETY.

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? (500 words or less)

Our school district has worked hard to gather input from our community. Rather than send out a survey to each focus group, we decided that in-person, informal meetings with our Superintendent would garner the genuine information and feedback we desired. The results from each group was a very honest and frank sharing of concerns and praises for the systems in place and the culture of our district. The barrier we did come up against was simply a logistical issue with time. We would definitely gather input over more time than we did with this go-around. We feel this will be resolved in the gathering of future information from focus groups and stakeholders.

What relationships and/or partnerships will you cultivate to improve future engagement?
(150 words or less)

We anticipate future partnerships to broaden with the community businesses and patrons as a result of our CraterWorks Makers Space, which is open to the community as well as to our students. We will look at getting feedback from the members of CraterWorks. We also need to engage our Tribal members - both students and families, as well as faith-based organizations.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

Simply providing districts with a resource/toolkit of successful engagement efforts state-wide would be helpful.

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

- ✓ Students of color
- ✓ Students with disabilities

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- ✓ 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.)
- ✓ 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

Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- ✓ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ✓ In-person forum(s)
- ✓ Focus group(s)
- ✓ Community group meeting
- ✓ School board meeting
- ✓ Partnering with unions
- ✓ Partnering with community based partners
- ✓ Partnering with business
- ✓ Other _____

Finally, we used engagement data from the school community through these additional strategies:

- ✓ TELL Oregon- Survey (Teachers)
- ✓ Gallup - Survey (Students)
- ✓ City 5th Grade Survey (Students)
- ✓ Healthy Teens Survey (Students)
- ✓ In-person forums (Student Focus Groups, Teacher Focus Groups, Latino Family Focus Groups)

- ✓ Bond - Community Group Meetings (Staff, Families, Community)
- ✓ CraterWorks - Community Group Meetings (Staff, Families, Community)
- ✓ Social Media - (All)
- ✓ ELL Focus Group - (Families) TBD
- ✓ Teacher Focus Group (Teachers) TBD
- ✓ DIRT Partnership
- ✓ BEP - Business/Education Partnership
- ✓ LifeArt Partnership
- ✓ LaClinica Partnership
- ✓ School Board Meetings

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)

We chose the following artifacts to upload, as we feel they demonstrate the data gathered in creating our plan. We feel they show a comprehensive look at our families, students, staff and community.

1. SIA Plan Graphic
2. Focus group script artifact
3. Summary of feedback
4. School Board Reports (3 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)

Students were engaged through surveys, and through focus group meetings with the Superintendent. We learned a great deal through these interactions, and chose to engage students this way due to time constraints.

With students, focus groups with the Superintendent were most informative due to the open format and direct invitation of the focal groups. However, surveys were also helpful including Oregon Healthy Teens surveys, which, by its format allows insight to focal groups.

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- 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)

Families were engaged through surveys, and through focus group meetings with the Superintendent. We learned a great deal through these interactions, and chose to engage families this way due to time constraints.

Some of the most productive D6's strategies were to communicate as directly as possible with struggling student groups. The most directly identifiable group using state measurements is Latinx. The second group directly communicated with was a group of students identified as struggling by their school data with no clear defining demographic other than lower performance. Families of younger Latino students were addressed in an effort to fix issues early on. High School students who were struggling were addressed directly assuming their maturity level could give us more directly what issues may exist.

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

Strategies for staff engagement was to communicate with all staff or representation from all types of licensed staff including grade level and content area teachers. Emphasis was placed on getting data from both rural and in-town schools because our school district works to reduce disparities between in-town and rural communities. The second strategy was to use meetings with the Superintendent to engage all staff members; licensed, classified and administration

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

With staff, focus groups with the Superintendent were most informative due to the open format. However, surveys were also helpful including the TELL survey.

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

Input from staff focused on student socio-emotional learning and student and staff safety. Staff recognized the benefits to students that result from making learning relevant through projects.

Our community strongly supports the work we have been doing with project based learning, and passed a bond which called for improvement of school safety construction and improvement of learning spaces.

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Possibly most enlightening was the safety aspects as defined by students consisted primarily of their emotional comfort. This included personal privacy, avoidance of anxiety, and ability to work in more personalized ways.

Part Four: Data Analysis (Application)

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

Data sources were from representative groups from typically underserved school populations as well as current school staff and community members. Because we intentionally worked with several diverse groups, we feel we have a strong cross section of our entire school community. This data was shared with the District Leadership Team, The School Board, and The Union Leadership.

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: **See attachment**

1. [SIA Integrated Planning Tool](#) (created by ODE) **We used this tool.**
2. [Clackamas ESD SIA Plan Template](#)

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)

The tool we used, (from PPSD) allows us to apply it to evaluate many of our district's initiatives in order to make sure we are approaching all of our work with an equity lens. We will use this lens at our Leadership Team meetings as we evaluate programs and our SIA work, and we will start using it at school meetings in the fall of 2020 as we work on school and district improvement plans, This includes our Targeted Schools and their work.

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

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)

Activities supporting D6 strategies are listed below with a timeline and responsible party to follow. Initial evidence collected to determine adjustments includes measuring against current data from the Gallup Student Poll and attendance data. In Gallup specifically:

- At this school, I get to do what I do best every day.
- The adults at my school care about me.
- I have a mentor who encourages my development.
- I feel safe in this school.

Activities:

- Project support will be added to provide broader exposure of student interest activities.
- Extra duty contracts will be added to provide extra curricular activities specifically identified as interests to focal student groups.
- Transportation for after school activities will be added to remove transportation as an obstacle for focal student groups.
- Teachers for “specials” at the elementary level will be added to provide broader exposure of student interest activities and allow for smaller caseloads to existing teachers for time to address personal student academic and organizational skill obstacles.
- Student Support Staff will be added to help identify and make connections for students with needs for “what” and “who” outside the classroom or obstacles that need additional support.
- After school care will be added to provide both safety and convenience for parents while extending aspects of belonging for children to their school environment.
- Offices will be added to accommodate additional licensed counselors from our health care provider partner LaClinica.

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- Locker rooms and bathrooms lack of privacy (as identified by student focal groups) will be addressed through remodeling. Note: Parents identified additional safety issues primarily related to intruders and air quality that will be addressed with a recently passed bond.
- Student comfort areas will be added to buildings to provide places for students to feel safe from anxiety inducing public environments and to pursue learning independently, in small groups, or online.
- Classified behavior support with training from licensed behavioral support will be added to de-escalate behaviors, provide students with strategies, and identify hidden behavior impeding obstacles.

Activities/Investments	Who is Responsible	Timeline	Model for evaluation	How are the resource allocations in your budget reflective of the changes your planning is intended to cause?
SSS-This licensed student Support Staff member will support ALL struggling students. There will be one SSS assigned to each school and this person will help with academics and behaviors to remove barriers to success for students.	Todd Bennett	Year 1, 2, 3	Principals and District Leadership will yearly evaluate effectiveness of this position	Input from all subgroups reflect a need for more student and teacher support for students struggling with socio-emotional learning.
Restroom upgrades for facility upgrade and student comfort \$70,000 per 200 sq. ft.	Spencer Davenport	Year 1, 2, 3	Formal feedback from student groups	Students indicated they are not comfortable using school restrooms.
Elementary Specialists for music, Art, PE/Health as determined by schools	Elem Principals	Year 1, 2, 3	Formal feedback from students, staff and parents. Principals and District	District goal of authentic learning

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			Leadership will yearly evaluate effectiveness of this position	
Project Based Learning Instructional Support and Facilitation	Middle School and High School Principals	Year 2, 3	Principals and District Leadership will yearly evaluate effectiveness of this position	District goal of authentic learning
Classified Behavioral Support Staff (insert explanation) Elementary and District level staff	Elementary Principals Todd Bennett	Year 1, 2, 3	Principals and District Leadership will yearly evaluate effectiveness of this position	Input from all subgroups reflect a need for more support for students struggling with socio-emotional learning.
District Level Behavioral Support	Todd Bennett	Year 1, 2, 3	Principals and District Leadership will yearly evaluate effectiveness of this position	This position will coordinate and lead PD for all Classified Behavioral Support Staff members
Additional LaClinica Counselors “housed” at schools	Todd Bennett	Year 1, 2, 3	Principals and District Leadership will yearly evaluate effectiveness of this position	The only resource needed from the district is physical space for LaClinica staff to meet with students.
Locker rooms	High School Principals Spencer Davenport	Year 1	Student surveys	Student’s indicated a need for more privacy in locker rooms at the High School

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Counselor offices	Todd Bennett Spencer Davenport	Year 1, 2, 3	Caseload analysis	In partnership with LaClinica, office space is needed to accommodate additional Mental Health Therapists in each school
Extra Duty Stipends for after school learning	Elementary, Middle, High School Principals	Year 1, 2, 3	Formal feedback to schools by all stakeholders as to effectiveness of these classes	Parents asked for more extended learning opportunities for their students
After school Learning transportation	Middle and HS principals	Year 1, 3, 3	Formal feedback to Scenic by all stakeholders as to effectiveness of these classes	Middle and HS students will need transportation for after school extended learning activities.
Elementary School After School Daycare	Elementary Principals Todd Bennett	Year 1, 2, 3	Principals and District Leadership will yearly evaluate effectiveness of this program	Parents indicated a strong need for after school daycare

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)

Potential academic impact for *all* students will be the increase in academic achievement, attendance and student efficacy because of the SIA attention to student and parent concerns of safety, wellness and belonging. A culture of academic rigor will be met through student choice and project based learning.

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)

The potential loss of funding due to COVID 19 may result in prioritizing our plans, which could slow down the progress we hope to see in our students.

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.

School Board Report – Progress Shared with School Board on January 7, 2020

School Board Report – Application Shared with Board including SIA plans on March 3, 2020

School Board Report – Final presentation and Board Approval on April 7, 2020

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?

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.