

SIA Grant Application Response Template
for recording district information prior to uploading into ODE Portal
***Created from Section Two (p. 12-21) of the ODE Guidance for Eligible Applicants by**
Madi Koenig, InterMountain ESD, revised by SOESD

Part One: General Information
Applicant School District or Eligible Charter School Name: Pinehurst School District 94 Institution ID: 2047 Webpage where SIA Plan is posted: https://www.pinehurst.k12.or.us/pinehurst/student-success-act/
Contact Person First Name: Holly Last Name: Amann Email: holly@pinehurst.k12.or.us Phone Number: 541-482-1910

Part Two: Narrative
<i>Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs. This section may be used to quickly explain investments to community, local legislators, media, and other partners.</i>
A brief description of your school district or eligible charter school (enrollment, demographics, strengths, challenges, etc.)
Pinehurst School District is a K-12 district located in the heart of the Cascade-Siskiyou National Monument in the mountains outside Ashland, Oregon. Historically, Pinehurst offered grades K-8 in-house and students in grades 9-12 attended Ashland High School. In 2015, grades 6-8 enrollment took a steep plunge. For the district to remain solvent, Pinehurst School had to downsize. We now contract with Ashland School District for transportation and tuition for our students from 6th grade on to complete their education at both Ashland Middle School and Ashland High School. Currently, students in K-5 are served in-house with nine children from eight families. Four students have IEP's for speech. There are no second language learners, no students of color and no Native American students. The Oregon Department of Education currently calculates our total students in poverty at a rate of 18%. Due to FERPA laws and the rules of suppression, we cannot disaggregate this focal group. With only nine students we make program decisions based on individual needs. With targeted universalism, this means that while we may focus on one student's needs, all students benefit. We currently have two full-time highly qualified teachers. One teacher is also our District Testing Coordinator and TAG and Special Education contact person. Our teachers are supported by one part-time instructional assistant. The district's administration consists of one full-time district administrator, one independently contracted part-time business manager and one part-time office assistant. Our survey, student interviews, and community listening session identified some of our many strengths: • We have very engaged and caring teachers who address emotional and social intelligence as well as cognitive growth

- Our small class sizes allow teachers to address student physical, mental, behavioral, and health issues as well as academic growth
- We have an enviable ratio of students to faculty
- Our students report feeling connected to the school community and that the environment is conducive to learning

Our major challenge is to increase enrollment. How might we attract students to Pinehurst? How do we identify Pinehurst as a unique school? It is a 21 mile drive up a mountain road from Ashland and currently there is no district-provided transportation available. Because of our very small size there is no economy of scale and offering a wide range of curricular options is very difficult. Broadening and enhancing curricular options emerged as a priority from the surveys, student interviews and community listening sessions.

Our goal continues to be to provide optimal staffing so that we can sustain an excellent education for our resident students in order to retain the students we have. We plan to use SIA funds to enhance our well-rounded educational options to create a distinctive program that will attract new students.

The exact need(s) or issue(s) SIA funding will address as outlined in your 3 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).

SIA funding will be used to build a well-rounded education by expanding and creating innovative curricular options. Specifically, we'd like to enhance our PE and outdoor ed program by developing a social/emotional learning component, such as a ropes course. Studies show that physical activity has beneficial effects on several mental health outcomes, including health-related quality of life and better mood states, as well as enhancement of brain function and cognition, thereby positively influencing academic performance.

As part of our SIA Plan, we also want to expand our STEAM, music and art programs. That could include engaging community volunteers, guest teachers, enhanced curriculum and professional development.

- By increasing choices of learning opportunities for students, we provide a more well-rounded education for our students. Well-rounded students tend to be more engaged in their learning and have better attendance, which directly improves academic achievement.
- By better meeting individual student academic needs and interests, we create individualized pathways for each of our students to succeed in school. Meeting the needs of each of our students boosts self-confidence which positively impacts mental and behavioral health.
- By creating new professional opportunities for teachers, we encourage lifelong learning and growth. Inspired teachers connect with their students which builds positive relationships.
- By engaging with the pre-k community, we make early connections with our future students which will better prepare the families, students and teachers for their entry into kindergarten.

Part Three: Community Engagement and Input

OVERVIEW OF COMMUNITY ENGAGEMENT

Describe your approach to community engagement (250 words or less). Ensure your response includes:

- 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
- Who you partnered with in the engagement efforts

Over the past two years, the district has put together a comprehensive community email list. Throughout the school year, we use this email list to send timely announcements to our community. This list was used to send out a community survey. We also sent an additional survey to staff/board/volunteers, and a third one to the parents. There were 17 respondents from the community survey and 12 from the parent/staff survey. Some of the 17 respondents from the community survey also filled out the staff/board/volunteers and/or parent survey so there was crossover there.

We conducted empathy interviews with our nine students. Each student was asked five questions and their answers were noted and tabulated.

The email list was again used to invite people to a community listening session on February 12, 2020. The session was facilitated by an ESD representative and 13 people were in attendance.

Staff and families had two opportunities to participate – the survey and the community listening session. We have no focal groups. We look for engagement from all of our families.

Four priorities for spending emerged from the surveys:

In order of importance, from provided list:

1. Well-Rounded Education (broadened curricular options including: art, music, PE, STEAM)
2. Increasing Instructional Time (summer programs; before or after school programs; technological investments that increase efficiencies in conducting assessments)
3. Student Health and Safety (student mental and behavioral supports in schools)
4. Reduce Class Size and Caseloads (may include increasing the use of instructional assistants)

We then used these priorities to dig a little deeper at the community listening session. The results of the community session prioritized the following:

- increase student population
- add adjunct to assist with electives associated with providing a well-rounded education
- focus attention to the pre-school population

The SIA planning team, which included the administrator, two board members and a consultant from the Southern Oregon ESD, then met to review the priorities from all of our engagement activities, and to develop outcomes, strategies and activities for the SIA plan. The administrator then reviewed the strategies and activities with the teachers and incorporated their ideas into the plan. In the future, to be inclusive, the SIA team will add a teacher, community member and a parent to the committee.

We piggy-backed the community session onto a regular board meeting to streamline the process. In our small, rural community, we didn't have any other partners to assist us in this endeavor.

Once completed, the SIA final draft will be posted to our website, and an email sent to our community email list with the link and invitation for questions and comments. A draft of the SIA Plan was shared with the board, in a public meeting, on March 19, 2020 and feedback was solicited. The final SIA Plan was again shared in a public meeting, on April 8, 2020, for board approval. The approved SIA Plan will be posted on the district's website and revised annually as needed.

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

Share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

Since we have no identifiable focal groups, our goal is always to engage ALL students and families. We used three approaches: surveys, student interviews, and a community listening session.

All eight families either completed the survey or participated in the listening session. All students were interviewed. Community engagement was used to identify the priorities for improving the school. We are now in the process of examining the information to create a 3-year plan that will use SIA funds.

One of the barriers we face is trying to get more of the community involved in such a small, rural environment. Many of our community members are retired and have no personal connection to the school, only that they like having the school in the community. As we think about how to consistently engage the community going forward, we are looking at annual surveys specifically targeting community, parents, and staff and gathering information at other events like our annual barbecue which has high community participation. We are also discussing specific outreach initiatives to known families of preschool children and possibly families whose children are attending in Ashland.

Another barrier is that we have only one on-site administrator to take care of community outreach. Ideas for the future include having an SIA coordinator provided by the SOESD or including this responsibility in another job and using SIA funds to partially fund it.

Finding time in the day to engage with staff around long-term planning and curriculum development is always challenging. We know this is important to developing well-rounded educational options. It is our plan to use a portion of the SIA funds to facilitate this by hiring an adjunct instructor to free teachers to research, plan and develop curricular opportunities for students.

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

We are considering several ways to improve community engagement in the future. First, we want to designate a specific SIA coordinator and add members to the SIA team. The team currently consists of the administrator, two board members and a consultant from the SOESD. We plan to add a teacher, parent and a community member to the SIA planning team.

We also want all board members to be more active in the process. One way to accomplish this is to make SIA an ongoing topic on board meeting agendas.

In addition, we would continue to work with the Southern Oregon ESD, valuing any assistance they can provide.

We are also considering an annual community listening session (possibly every year before the February board meeting).

Lastly, we want to support classroom teachers taking part in reaching out to our pre-k community and establishing relationships before students even enter school.

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

The following resources would enhance our engagement efforts:

- ODE continuing to provide funds so that the ESDs can support districts in SIA efforts
- ESD providing SIA coordinator
- Funding for food, childcare and assistance to facilitate community listening sessions
- ODE considering consolidating CIP and SIA plans to alleviate writing two district plans

WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

- | | |
|--|---|
| ☐ Students of color | ☐ Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| ☐ Students with disabilities | ☐ Tribal members (adults and youth) |
| ☐ Students who are emerging bilingual | ☐ School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.) |
| ☐ Students navigating poverty, homelessness, and foster care | ☐ Business community |
| ☐ Families of students of color | ☐ Community leaders |
| ☐ Families of students with disabilities | ☐ Other _____ |
| ☐ 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) | |

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the [strategies/activities](#) you deployed to engage your community:

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- | | |
|---|--|
| ☐ Survey(s) or other engagement applications (i.e. Thought Exchange) | ☐ School board meeting |
| ☐ In-person forums | ☐ Partnering with unions |
| ☐ Focus group(s) | ☐ Partnering with community based organizations |
| ☐ Roundtable discussion | ☐ Partnering with faith based organizations |
| ☐ Community group meeting | ☐ Partnering with business |
| ☐ Website | ☐ Other _____ |
| ☐ Email messages | |
| ☐ Newsletters | |
| ☐ Social media | |

EVIDENCE OF ENGAGEMENT

You will upload your top five artifacts of engagement. Artifacts may include, though are not limited to: survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).

Evidence of engagement:

1. Surveys
2. Summary of survey results
3. Community listening session agenda and sign-in sheet
4. Summary of student interviews
5. Board meeting minutes (March/ April 2020)

We selected these artifacts because they best represent the community we engaged and the process we used to develop our SIA plan.

The artifacts that we uploaded included our surveys and summaries of results. There were 17 respondents from the community survey and 12 from the parent/staff survey. Some of the 17 respondents from the community survey also filled out the staff and/or parent survey so there was crossover there. Two families filled out the community survey and three parents filled out the parent survey.

We also uploaded the agenda, sign-in and summary results of the community listening session. Three families attended this session in addition to three community members, four school board members and three staff members.

Since we have no focal populations, we are always striving to engage all families. Between the surveys and the community listening session we engaged all eight of our families.

We included the summary of our student interviews. All nine students were interviewed.

Board meeting minutes are included to represent that the SIA plan was presented in public and reviewed and approved by the District 94 Board of Directors.

STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).

***Strategies** may include, though not limited to: leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.*

Our strategies to engage our community were built around engaging ALL students and parents since we have no focal groups. We used existing communication methods – our community email list – to disseminate the survey and remind people to complete the survey.

We used staff meeting times to collect additional ideas and to review survey findings with teachers.

We planned the community listening session for just prior to a board meeting to reduce the number of times people had to come out for a meeting. We issued personal invitations to that session.

We used empathy interviews to hear from our students who are too young to complete a survey, and interviewed all nine students.

Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words).

Activities may include, though not limited to: social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.

Our strategies were aimed at getting all students and families to participate, and we chose three activities from which to gather information.

Surveys were sent to parents, staff, board members, volunteers and community members. Surveys are an efficient method of data collection and work well for those who have internet and may not have time to come to a meeting.

A group activity was the community listening session. This meeting allowed for the synergy of conversation. People were able to hear other's ideas and build on them. This resulted in further development of some of the ideas that emerged from the surveys.

Finally, we conducted empathy interviews with our students. Because of their ages they were not able to effectively participate in an online survey, but we wanted to make sure that their voices were heard.

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words). Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.

Our strategies to engage our staff were exactly the same strategies we used to engage our community and were built around our mission of engaging everyone. We used existing communication methods – our community email list – to disseminate the survey and remind people to complete the survey.

We used staff meeting times to collect additional ideas and to review survey findings with teachers.

We planned the community listening session for just prior to a board meeting to reduce the number of times people had to come out for a meeting. We issued personal invitations to that session.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used (500 words). Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.

Activities to engage staff were the same as above.

Surveys were sent to staff, board members, volunteers, parents and community members. Surveys are an efficient method of data collection and work well for those who have internet and may not have time to come to a meeting.

Another activity was the community listening session. This meeting allowed for the synergy of conversation. People were able to hear other's ideas and build on them. This resulted in further development of some of the ideas that emerged from the surveys.

In addition, we used staff meeting times to collect additional ideas and to review survey findings with teachers.

COLLECTING AND USING INPUT

Describe and distill what you learned from your community and staff. Ensure your response includes: (250-500 words)

- What you learned or are actively learning
- How you applied the input to inform your planning

Clear priorities evolved from our surveys and community listening session.

Retain/attract students by:

- Broadening curricular options such as PE, outdoor ed, STEAM, music and art
- Add resources to assist teaching staff, such as hiring skilled adjunct instructors
- Increase community outreach, especially with the pre-k community

We are applying the input by creating a plan to use the SIA funds to develop programs to meet the identified needs.

Part Four: Data Analysis

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

A survey was sent to community members, to staff/board/volunteers and one to the parents. There were 17 respondents from the community survey and 12 from the parent/staff survey.

We conducted empathy interviews with our nine students. Each student was asked five questions and answers were noted and tabulated.

The email list was again used to invite people to a community listening session on February 12, 2020. The session was facilitated by a Southern Oregon ESD representative and 13 people were in attendance.

Staff and families had two opportunities to participate – the survey and the community listening session. We have no focal groups. We were looking for engagement from all of our families.

Teachers and the administrator reviewed attendance and academic achievement data provided by the state. Because of our small size, rules of suppression and the inability to protect student privacy, this data could not be included here.

During staff meetings, the administrator shared survey results and SIA strategies with the teachers. Individual students' academic and social needs were discussed as well as the staff's strengths and abilities that could lend to broadening and improving our curricular options.

We looked at the priorities that emerged from these sources and considered the eight questions in Oregon's Education Equity Lens. Since our student population is so small and we have no focal

groups, we paid special attention to question 3: How does the resource allocation advance student mental or behavioral health and well-being? – and question 5: How have you intentionally involved stakeholders who are also members of the communities affected by the resource allocation? For us, this is the entire community.

Part Five: SIA Plan

*The SIA plan must be for three years. **In this section, you'll be required to upload and share how you applied an [equity lens](#) or tool in your engagement, planning and decision making.***

There is not a firm limit on plan page size or word count. It is suggested the written plan be between five and 20 pages. Along with your written plan, a complete [SIA Integrated Planning Tool](#) and [SIA Budget](#) (template to be released in Jan. 2020) need to be submitted.

KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

OUTCOMES (*the changes you are trying to cause*): **What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?**

We have aligned our SIA outcomes with the following goal identified in our CIP:

Generate increased growth in student enrollment by striving to attain a 10:1 student teacher ratio with a strong emphasis on exploratory learning opportunities within the Common Core.

- Retaining enrollment, increasing enrollment
- More well-rounded education by broadening curricular options for our students, which will enhance social/emotional learning and improve academic achievement
- Improved satisfaction with our program which will attract more students, increase enrollment and advance student well-being

STRATEGIES (*inform long-term goals have a theory of action or impact, and consider resources, context, people and timeline.*): **What means (strategies) will be used to create change in your district or eligible charter school?**

As referenced in our CIP we want to invest in our teachers to develop and implement a well-rounded education. Our CIP needs assessment revealed that we need more professional development for both certified and classified staff.

We will do this by developing a Pinehurst Professional Learning Community for the support and professional growth of our administrative and academic staff members and for the creation of curricular options.

The first priority for developing curricular options will be to expand our social/emotional learning (SEL) curriculum to address the social and emotional needs our teachers identified in our students. We intend to incorporate SEL components into our PE and outdoor education programs. Explicit SEL instruction will enhance an already positive learning environment, and thus support higher academic achievement.

STRATEGIES: What spending priorities have you decided to focus on for the next three years?

- Provide more resources for our teachers to assist them in developing and implementing additional well-rounded educational options such as PE, outdoor ed, STEAM, music and art
- Community outreach to the pre-k community

STRATEGIES: What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

The recommendations from the Quality Education Commission include:

Effective teachers supported by high-quality induction, support and mentoring; context-specific professional learning that builds capacity for small group facilitation, analysis of individual student needs, strategic planning to address root causes of underachievement and partner networking; time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges; meaningful evaluations and feedback about standards; aligned classroom performance and professional collaboration; and including teacher leadership (trying, evaluating and planning new practices) in the career path.

We want to develop our program to increase parent and student satisfaction and stimulate interest in our program. Similar programs in Ashland are in high demand and have waiting lists. If we find that there is enough interest in our school, we could consider offering transportation from town. Increasing enrollment is our goal.

ACTIVITIES *(more concrete and are oriented to smaller steps or shorter-time frames...specific actions, activities and investments.): (This is considered your budget narrative)* **What activities and investments are you planning to make to advance your priorities?**

- Hire a part-time adjunct instructor to expand our course offerings in areas such as: PE, outdoor education, STEAM, art and music. (0.3 FTE adjunct)
- Allocate time for our teachers to develop programs to include community outreach to our pre-k families, social and emotional learning, enhanced well-rounded educational learning opportunities for our students. (0.2 & 0.1 teacher FTE)
- Allocate funds for continued community engagement and SIA management. (5% indirect costs)

ACTIVITIES: *(This is considered your budget narrative)* **What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?**

- 0.3 FTE adjunct instructor
- 0.2 FTE teacher to oversee the programs that the adjunct will instruct, and develop and implement unique course offerings to include social and emotional learning components
- 0.1 FTE teacher to develop and implement a pre-k community outreach program
- Supplies and materials
- Training/professional development for certified and classified staff
- 5% toward indirect costs to manage the SIA program requirements

The Pinehurst School Foundation will help fund additional supports such as a part-time instructional assistant, field trip expenses, curriculum and supplies, specialists and professional development.

ACTIVITIES: <i>(This is considered your budget narrative)</i> Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?
The teachers, with the assistance of an adjunct instructor, instructional assistant and one administrator will be responsible for implementing the activities. Strategies will be evaluated and adjusted annually.
ACTIVITIES: <i>(This is considered your budget narrative)</i> What is your model for continuous evaluation of the return on investment or impact of this investment?
• Annual student, parent and staff satisfaction surveys • Growth in student population • As referenced in our CIP - LEAP team self-monitoring routines chart
ACTIVITIES: <i>(This is considered your budget narrative)</i> How are the resources allocations in your budget reflective of the changes your planning is intended to cause?
Allocating additional resources to our teachers will allow them to improve our programming. Our goal is to increase enrollment by creating a unique niche program that retains current students and attracts new students.
PRIORITIES: <i>(For tiered planning)</i> Where do you expect to put most of your focus, resources, and energy your first year?
Adjunct instruction; research and development to enhance our PE and outdoor ed programs by introducing a social/emotional learning component, such as a ropes course or other team-building activities; staff training; pre-k community outreach
PRIORITIES: <i>(For tiered planning)</i> Using “high/medium/low” or “A/B/C” please provide a narrative description of your priorities over the first three years.
A: Year one will focus on research and development of our PE and outdoor ed programs by hiring an adjunct instructor to assist with the programs and by introducing a social/emotional learning (SEL) component, such as a ropes course and/or other team-building activities. Staff will need training and time to put together a proposal for getting the materials needed to fully implement this program at our school. In addition, year one will focus on pre-k community outreach so that we connect with more families and learn what type of demand there is for establishing a preschool program in the future should enough funds become available. B: Year two will focus on building upon the PE, outdoor ed and SEL programs, and with the funds from the Pinehurst School Foundation, we will add the growth of our STEAM and music programs. We will continue to offer pre-k community outreach and adapt the program as demand indicates. C: In year three, we will continue to build upon these unique curricular opportunities, including community outreach and publicity. We will assess demand for our elective options and build on the programs that attract the most interest. By year three, we hope to have made great progress in

engaging our pre-k community so that there is universal awareness that pre-k families are a welcome part of our school community.

PRIORITIES: *(For tiered planning)* In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

If we cannot find a skilled adjunct to assist the teachers, we may have to hire outside services to provide additional learning opportunities for our students.

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional [SIA Integrated Planning Tool](#) as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

BUDGET

*Upload a completed SIA budget template.
ODE will release an SIA budget template in late January 2020.*

EQUITY LENS OR TOOL

Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words).

We used the Oregon Education Equity Lens. We reviewed the eight questions during SIA team meetings and focused on questions 3 and 5 as the most pertinent to our situation since we have no specific focal groups. During our community listening session, we assured that all community members represented had an equal voice. We based our decisions on the impact for all of our students.

DRAFT LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE has asked for drafts of Longitudinal Performance Growth Targets and the ODE Worksheet (p. 57 in Guidance) at the time of submission, but ODE will co-development growth targets once the application has been determined to meet all requirements.

While asked for its inclusion at the time of submission, the growth targets and documentation provided in this section will not be considered by ODE as part of its review and determination if application requirements have been met. ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.

Included in this section:

- **Drafts of Longitudinal Performance Growth Targets**
- **ODE Worksheet**

Part Six: Use of Funds

ALLOWABLE USES

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

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ☐ Increasing instruction 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

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ☐ Increasing instruction 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: (500 words or less)

- Meet students' mental and health needs, and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

SIA funding will be used to build a well-rounded education by expanding curricular options.

Specifically, to meet students' mental and health needs, we'd like to develop a social/emotional learning component to our PE and outdoor ed program. In time we also want to expand our STEAM, music and art programs. That could include engaging community volunteers, guest teachers, enhanced curriculum and professional development.

- By increasing choices of learning opportunities for students, we provide a more well-rounded education for our students. Well-rounded students tend to be more engaged in their learning and have better attendance, which directly improves academic achievement.
- By better meeting individual student academic needs and interests, we create individualized pathways for each of our students to succeed in school. Meeting the needs of each of our students boosts self-confidence which positively impacts mental and behavioral health as well as improving academic achievement.
- By creating new professional opportunities for teachers, we encourage lifelong learning and growth. Inspired teachers connect with their students which builds positive relationships.
- By engaging with the pre-k community, we make early connections with our future students which will better prepare the families, students and teachers for their entry into kindergarten.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

The act supports **"targeted universalism."** This means that all students can benefit while focus can be given to target or focal student groups.

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

Due to our small size, our plan aims to target ALL students, which will include any student within a focal group. As we develop innovative curricular offerings in PE, outdoor ed, STEAM and music, we will be able to individualize the program for each student to meet both social/emotional needs as well as academic needs.

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)

Our plan will impact all students. Barriers will be time and resources. We have a very small staff that can do only so much in one school day. Everyone wears multiple hats and has to prioritize activities to maintain all current offerings as well as develop new ones. In order to fully fund the vision of the SIA plan, we will need to leverage funds from multiple sources. As always, those resources have limits.

Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL

1. *Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.)*
2. *Share the link where the plan exists on a public website.*

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ☐ Yes
☒ No

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

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ☐ Yes
☐ No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ☐ Yes
- ☐ No

COLLABORATION

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

AGREEMENT(S)

If applicable, upload charter school SIA specific agreement(s). Upload multiple relevant.

APPLICANT ASSURANCES

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

By checking the boxes below, the school district or charter school assures: (check each box)

- ☐ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning
- ☐ Input from staff, focal student groups, and families of focal student groups to inform SIA planning (other community engagement input may also be used)
- ☐ The examination of disaggregated data by focal student group during the SIA planning process
- ☐ The recommendations from the Quality Education Commission (QEC) were reviewed and considered
- ☐ The alignment of the district's SIA plan to its CIP [Not required for eligible charter schools]
- ☐ Agreement to provide requested reports and information to the Oregon Department of Education