Student Investment Account Grant Application

OREGON DEPARTMENT OF EDUCATION

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	2020-21
District	Grant School District-John Day
Webpage (*Where SIA Plan will be Posted)*	http://www.grantesd.k12.or.us/district-3/Educational%20Services/Education_Services.htm
Contact Person	Name: Bret Uptmor Email: uptmorb@grantesd.k12.or.us Phone: 541-575-1280

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.).
- 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).

Grant School District is the largest district in the county with a school population of 593 students. The region is designated frontier but enjoys 10,000 plus visitors in the summer. The district consist of a 7-12 high school, a K-6 elementary, and a remote elementary. There has been a decrease in enrollment over the past decade. The elementary schools provide a variety of extracurricular activities through a strong partnership with local agencies. The high school programs are similar to those of most comprehensive high schools. The high school success

funding provided dollars to add back the automotive program and access to online college courses.

Grant School district student population consist for 90% white, 1 % American Indian, 1% Asian, 1% Black/African American 5% Hispanic and 2 % multiracial. 15% of our students receive services through an IEP 13% of our students are considered mobile and 54% are free and reduces lunch. Less than 1% of the population receives services as an English Language Learner.

Community, parent, student, and staff all recognized our schools are changing and the needs of a student has changed dramatically from the previous 20 years. Input we received is our students mental and health is a top priority. The schools ability to support student academically is to make sure students are in the ready to learn mindset. The district will address the need by hiring a counselors, behavior interventionists, social workers or support from our agency partners. Our plan includes recourses targeting students with disabilities and resources for student who are low socio economic. The resources will help develop increasing engagement in our school by giving students access to personnel that can intervene using intervention materials to meet their needs.

Our data strongly supports needing intervention support in math. Supporting students in math achievement by adding support to teachers through professional development and instructional assistance. Additional staff will be used to target intervention supports. Afterschool programs will be redesigned and staffed to meet identified deficiencies. Curriculum resources will be purchased and training for all staff will be part of the professional development calendar.

Student and families of non-regular attender will be supported through a School Engagement Specialist. The focus will be to connect student needs to resources in the community. The specialist will be able to connect parents and student to resources the school has and train parents in how to navigate the sometimes complex nature of a school system.

Technology is an area that supports education. The plan addresses the need to give access to technology to support math curriculum and technology education.

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 district started the engagement process in September with a whole community invite to understanding the SIA. An input session was then set for students, teachers, classified and district personnel. Parent of student with disabilities were given input sheets at the end of IEP meetings. Students were given the Oregon healthy teen's survey and a local survey from the school. A second community meeting utilized the specific input to form general areas of focus. The community utilized the allowable uses matrix to identify the needs staffing increases at the, increased instructional assistants, after school programs, social work, counseling services, mentoring for students, training for student on health and safety, technology infrastructure, student training on life skill, staff PD, increase collaboration time, teacher mentor program, instructional coaching,(Address supplies and materials for teachers) community partnership, partnering with colleges and universities, and a family liaison.

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)

The community engagement process gave a lot of input about the needs of the district. An attempt to gain input from each focal group both students and adults established an information bank that can form the premise of a long range plan. The process established used many methods to get information from each focal group. Once submitted and approved we will reconvene groups to inform them of the final product. As the plan is implement in 2019-20 we will continue to get focal group feedback on the key elements of the plan, assessing our communication, implementation, and follow-through.

The barrier to getting input has been time for our families to be part of the process. We are also involved in a long range planning grant that has lots of community engagement. Our city is at the end of a similar process. We have a lot of need for input and people in our community and often time they can't make it to every meeting. Another barrier we experienced is the manpower to facilitate all the meeting. As a small district this engagement process needs to have continuity. For our small district that one person was the superintendent. The process left the district behind in other areas. A solution moving forward would be to use SIA money to continue community engagement and have a School Engagement Specialist host the events.

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

Moving forward the people who were part of the engagement process want to continue to be involved. This is a good opportunity to have those people participate in regular updates. This group could be our focal group that can reach out to other focal groups. Regular scheduled updates can also be used to answer questions of the community. During this process we developed an individual input sheet with questions. A practice will be to distribute the questions during parent teacher conferences and through social media survey. This will be an ongoing process. Other specific surveys are being developed and the district will be able to get input from all stakeholders.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)
The input sessions did not have food. At the final community input session it was recommend to have food since many of the people did not make it home for dinner. The support needed is to have access to model plans, roll out expectations for next year's plan retooling early August.

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
- 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.)
- Tribal members (adults and youth)
- 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 _____

Student of Color
Student with disabilities
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

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) OHT and culture survey
- Focus group(s)
- Roundtable discussion
- Community group meeting-robo call
- Website
- Email messages-staff and community
- Newsletters
- Social media-insta gram
- School board meeting-
- Partnering with unions
- Partnering with community based partners- CCS
- Partnering with faith based organizations
- Partnering with business
- Other _____

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)

Artifact one- We used Instagram to announce our community meeting. The target purpose was to attract community people. This method also reaches across all groups. Instagram is a tool we regularly communicate with because it has shown to be effective.

Artifact two- We used an automated calling system to contact all the people who have direct contact with the school. These people have an interest in the school and would be willing to come and give their input.

Artifact three-a sign in sheet of one staff meeting at an elementary. This represents meetings we had with all staff in the district. Staff have the direct contact with students and can describe the barriers we have with students. At these meeting we can discuss specific focus groups and gain input targeting their needs.

Artifact four- Individual input sheets were used to take in information from individuals who could not attend the other means of giving input. A person can give input through an input sheet and not worry about making a meeting. We also used it during our special education meeting to draw information from that specific group. These will be used during our parent teacher conferences.

Artifact five- Is a sign in sheet for the second community meeting. The purpose was to get additional input and categorize our input into focus area and allowable uses. This meeting had representation from many families in the focal group population.

- 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)

Strategy 1 One of the strategies we utilized to engage our students and families was to have community, specialty area, staff, and student meetings. Our hope was to broadly capture the input of our students and families in poverty, students and families with disabilities, students and families of combined disadvantage. We are a small community and our schools are our hub of activity. We know the people rely on the school to be a source of information and support. We also know when working with our family's different type of meetings are essential to get their input. For instance we have meetings such as our book tasting to bring parents in for a single event and have them give input.

Strategy 2 We use our individual input sheets to connect with the families. We try to find ways to meet people in a way that allows for them to give input. We are a small community and having one on one conversation with parent and students is frequent and the most effective way to drill down to the needs of each group. We use our input sheets at all our meetings. Specifically, we use the input sheet at IEP meetings and at parent teacher conferences. It is an effective way to have a one on one conversation or stimulate conversations with our parent. We typically have high turnout of parents and students at IEPs and parent teacher conferences and those people not able to attend have an opportunity to meet at a different time with the teachers.

- 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)

Activity 1 We have an automated calling system that calls every parent in the district. It is the most effective means we have to communicate quick information. We used it to gather people to our meetings. When disaggregating our participation we had parents of student in foster care, parents of students of color, parents of students in poverty in attendance, parents of students with disabilities.

Activity 2 Surveys-We use the Oregon Healthy Teens survey for our 8th and 11th grade students this data has been a good general information survey. The high school gives a local survey separate from the OHT to drill down to specific input from students.

The elementary is developing an age appropriate survey they will use to get input from students.

Students of combined disadvantage will be met with individually to assure that the survey has clarity in their interpretation or native language. Student with disabilities will use the modifications outlined in their IEP to support them while taking the surveys.

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

Strategy 1- One of the strategies we utilized to engage staff was inviting them to the community meetings. Many of our staff are parents and to have small table talk during the input session allowed parents and teachers to talk through the input. The intention was to have staff able to talk in an environment that was not specific to possibly their own classroom but to the whole district. This broaden the input given to us during the community meeting.

Strategy 2- We set up meetings during the work hours that staff were required to attend. We meet with classified staff at each building, teacher at each building, transportation personnel, and district office personnel. The intent was to make sure each and every staff member had an opportunity to share their thoughts and give the working knowledge input regarding the education in the building.

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

Activity 1- The staff meetings were arranged through our administrators at each building. They sent out an email setting up the meeting date, time and location. The email is our most effective way to communicate information the staff.

Activity 2 – We use our weekly staff meetings to create ongoing conversations. At these meetings the stakeholder input meeting was announced as a reminder. Our staff are very busy so having the reminders is always helpful in getting people to attend.

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

Our community and staff engagement strategies and activities reinforced some known strengths and weaknesses of our district. Based on the variety of input sources, we were proud that parents, students, and staff, generally speaking, believe we are providing a good education for a majority of our population. We recognize the pockets of excellence we have and strive to expand them.

A thorough external and internal analysis found key themes that emerged from the data sources. In terms of improvement, our students, families and staff were clear about the need for further support in a number of areas. Social and emotional learning and mental health were expressed in every meeting. Our need to support student in math was identified as a need for additional support and improvement. Increased behavior support, and increased access to technology also emerged as key themes.

This input from our community and staff engagement efforts became the cornerstone of our SIA planning efforts. Once our key themes were apparent, we sought out research-based best practices and strategies that had proven results in improving those identified areas and incorporated them into our plan.

Part Four: Data Analysis (Application)

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

Student Data Trends

- Disaggregated Math Student Data 17/18 & 18/19
- Science Student Data 16/17 & 17/18
- Disaggregated Freshmen on Track Rate 16/17-18/19
- 2018/2019 School & District Report Card
- Oregon Healthy Teens Survey 2019
- Disaggregated Regular Attender Rates 16/17, 17/18, 18/19
- Disaggregated 4-Year Graduation Rates 16/17, 17/18, 18/19
- Disaggregated 5-Year Completion Rates 16/17, 17/18, 18/19
- Student Survey- Spring 2018
- Disaggregated SWIS behavior data 2017-18, 2018-19

Stakeholder Input Data

- Stakeholder Engagement input session- September 2019 January 2020
- Staff input session January 2020
- Individual input sheets
- Title I meetings
- IEP meetings
- Grant County public Health Department Community health Assessment
- 2019 Community Health needs Assessment Implementation Plan

The data helped in identifying student subgroups and create a target for the school to build the outcomes for the SIA plan. When reviewing the data of low performing areas we were able to apply an activity to make improvements. Each activity selected will be monitored to show improvement.

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:

1. SIA Integrated Planning Tool (created by ODE)
2. Clackamas ESD SIA Plan Template

See Appendix A

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)

Our planning group provided activities to address the strategies we developed. Each of the activities were evaluated using the equity lens tool. Member represented different sub groups within the district. Member on the planning committee could speak specifically to the activity and the effect on a students' progress.

The practice for the planning committee is to stop for questions of equity and find research to support the activity.

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)

The decisions made to finalize strategies and activities from the SIA funds were informed by two sources. The first is our student data. Student data clearly demonstrates the district is not yet adequately meeting the academic needs of our students in math. In addition to the overall district academic achievement indicators in this area, the disaggregated subgroup data is considerably lower. Our overall student population is not performing well in math and our economically disadvantaged and students with disabilities, continue to maintain a considerable achievement gap.

The other source of input guiding decisions for SIA funding came from the community engagement efforts. Parents and community members emphasized a resounding need for additional mental health and behavioral supports for students. They provided us specific examples of supports that are not currently in place, or are not extensive enough, or are not accessible to all families. This plan is in direct response to what we heard from those families.

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)

The focus on math will specifically target our economically disadvantaged and student with disabilities. The level of support pushed in to the schools will generate a significant bump in achievement. The schools will have the resources necessary to build an aligned system to provide high-quality instruction, timely interventions, and progress monitoring to ensure students have the time and support to learn.

This kind of robust targeting at the schools creates the ability to identify a student in need and support them in the areas of deficiency. The nature of who is supported will come

through with our formative assessment process and allows for quick adjustment. The selection of which schools are included with the additional staff and resources will be based on student data over time. When a school shows a decrease we will move personnel to adjust to the area of need. Our size allows for us to correct quickly to a situation when needed and resources are available.

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 SIA application represents a purposeful approach to provide resources and supports in a targeted way. Several classrooms will not receive staff or materials. While this will not feel good to those staff, it is a demonstration of the equitable distribution of resources. We aren't funding everyone or everywhere. We are spending the money in the places where our students with disabilities and students in poverty live and learn. Closing the persistent achievement gap for those students will increase the performance for all.

Budget See Appendix B

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.

Appendix A

Part Five: SIA Plan

Outcomes are the changes you are trying to cause:

Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be measured.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc.

The Grant School District Student Investment Account Plan is both comprehensive and targeted to meet the needs of our diverse school communities. The structure of the plan is broken into four key outcomes that are the driving forces to help us better meet the mental and behavioral needs of our students as well as increasing academic achievement while reducing academic disparities for the focal student populations. Within each strategy, the expected outcomes, strategies and planned activities are described in full.

Outcome 1: Students will be prepared to be successful in mathematics at grades 3-11

Strategy #1 Increase the instructional math foundations of elementary teachers

Activity #1 Provide professional development through credited course work

Activity #2 Provide instructional assistant professional development outside of contract time

Strategy #2 Decrease the ratio of provider to student during math instruction

Activity#3 Hire additional instructional assistant

Activity #4 Provide collaboration time for teachers and instructional assistance to plan intervention strategies

Strategy #3 Increase the access to curriculum interventions for students

Activity #5 Purchase intervention curriculum material

Activity #6 Purchase of computer hardware and software

With strategy one we identified a discrepancy in the delivery levels of math instruction. We know a systematic approach through our activities will decrease the discrepancy and provide equitable access for struggling learners. The key finding for the 2016 QEM, it was identified that more individualized instruction time for struggling students is needed. Additionally sited was

the use of collaboration time between staff focused on the needs of students. We plan to create a common professional development sequence along with creating the collaborative process where instructional assistant are part of the intentional planning. This will deepen the support for the curriculum and instruction at the elementary school.

We recognize all staff are not trained, either through education or professional development. Staff are at varying levels of knowledge regarding best practices. Closing the gap on staff knowledge will allow for better access for struggling students. We have also identified gaps in our curriculum. There is data supporting a need for additional intervention curriculum for struggling students. A recommendation in the 2014 QEM report "Resources must be allocated to the uses that have that greatest positive impact on student learning and on high school graduation". We identified this is the best use of the funding. The use of dollars directly impacts struggling student that have been identified in one if not all the target subgroup.

Another top investment priority related to our second strategy is increasing the amount of instructional assistants who can provide small group intervention and enrichment for students. Our Student Investment Account focal student populations and historically underserved student groups had lower than average academic performance in, Math. Creating a systematic small-group intervention and enrichment network in our school will lead to greater academic outcomes for these sub population student groups (Hatcher, Hulme, & Miles, 2006; Kamps, Abbott, & Greenwood, 2007). The hiring and training of highly specialized instructional assistants that can facilitate Tier 2 and Tier 3 and cross over to some SEL intervention and enrichment groups certainly aligns with our district vision and SSA requirements.

It has been recognized that the two prior strategies will support and elevate the third strategy. The importance of calling out the need for intervention materials as an activity is critical and should stand on its own as an integral part of our investment. A deep look at the current curriculum shows the district is deficient in enough computer software and hardware to make the curriculum fully operational. The intervention we plan to purchase will have similar requirements. Creating roadblock to solid interventions because of the lack of technology resource is create the purchase computer as one important step to getting student access to curriculum but also prepare them for technology use in post-secondary training.

Outcome 2: Greater student mental well-being through increased access to timely and high-quality mental health support in schools.

Strategy #4: Create a clearly aligned, research-based, high-quality system of social, emotional, mental, and physical health support for K-12 students.

Activity #7 Hire Counselors, social workers or behavior interventionist

Strategy #5: Increased small-group Social and Emotional Learning (SEL) intervention and enrichment for K-12 students.

Activity #8 Provide ongoing professional development for all staff on SEL

Activity #9 Hire a consultant who work with school to elevate school culture

Strategy #6: Greater student mental well-being through increased access to timely and high-quality mental health support in schools.

Activity #10 Hire a School Engagement Specialist

Activity 7 will be to increase the amount of mental health support available to our elementary and high school students by creating and hiring for an additional mental health support positions. Our Oregon Healthy Teen & Local Survey data, parent comment data, and staff input clearly revealed our students are in need of more mental health support opportunities. The investment in additional mental health support will provide designated staff members whose sole purpose is to support students with their daily mental health struggles. Additional mental health support is proven to help student outcomes (Lapan, Gysbers, & Kayson, 2007). With our SIA investments in additional mental health support, we expect to see more students receiving timely attention, education, and assistance with their mental health needs. Ensuring adequate mental health support is a top priority for our district.

Within strategy five are two activities. In order to achieve our desired outcomes from strategy five, we plan to partner with a consultant group who will work with our schools on culture. This group would work with individual schools to elevate school culture through a variety of practices. Our plan is to work with the consultant to further train our employees in areas such as trauma informed practices, restorative justice, conscious discipline, non-verbal classroom management, and to refine our PBIS practices. All these practices are research-based methods to help improve students' social and emotional health, mental well-being, and overall school climate. We would analyze the success of these initiatives through fidelity of implementation, our climate student survey, and the Oregon Healthy Teens survey.

Strategy six has one activity. The SIA plan ensures that our students and families from focal student populations are provided equitable access to our well-rounded learning opportunities, we plan to invest in a key position that will intentionally target and support these subgroups. The plan to hire a new School Engagement Specialist who will work with students and families to ensure they are well informed on how to participate and take advantage of all the district's learning opportunities. This person will also provide

connections and support helping student and parents have clear access paths and engagement opportunities both within the school and with our partners in the community. This person will coordinate on-going outreach and continuous feedback loops for our students and families from the focal populations. This position will help to build capacity, facilitate, shepherd progress and continuously remove barriers for students, families and teachers.

Priorities:

1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

   The hiring of staff, collaboration time increase, professional development, and purchasing of curriculum/interventions are all encompassing when it come to the program's success. Increasing in staff has an effect on our outcomes and is a top priority. Extra staff that can work with a student or group can influence a student's perspective on learning. A larger portion of the budget is going to staffing because staffing will provide the quickest change in the student outcomes.

   The increase in collaboration time is essential to all the pieces working together. The intention is to decrease the confusion of what a student needs and increases the direct service to student learning. Continuous collaboration will prevent student's having gaps in their learning.

   There is anticipation we will have a higher need for the professional development and training. We will use assessment methods to determine our levels of training. There are systems that currently are not in place and will use additional funding the first year and once established will begin to taper off.

2. Where do you expect to put most of your focus, resources and energy in the first year?

   We anticipate that the majority of the focus will start with building the infrastructure and systems to support a model that has not been developed. Additionally the will be hiring the staff outlined in the plan and training new and veteran personnel. The resources will be targeted to the highest priority areas using an implementation plan. The most energy used will be devoted to frontloading implementation and fixing bugs in the system. There may be weeks the operation is not fully functioning. Working through these detail and making sure the change is communicated well takes enormous energy to maintain the confidence of each person impacted.

3. Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.
   Our targets are to bring people on board and begin training so we can be ready for the first day of school with student. The highest priority is to begin the hiring process. Staffing is difficult in our area and we tend to have limited applications for multiple positon. We are recruiting now for some position that are high demand positons. The onboarding of these individual and professional development related to math will be part of our summer planning.

   The medium area items will be the professional development in the area of SEL. We are already working with an agency to provide SEL. This partnership will be expanded or an alternative professional development path will be made. Current staff have had several introductory training so if we are not started the first day of school we can use professional development days to complete the training.

   Low on our targeted list is the purchasing of the technology for classes. This will be done the first year. Annually we have made computer purchase. The system is in place and the additional computer can be purchased early creating student access to computers Teacher onboarding will be smooth and quick because many have used lab access situations for some of their technology needs.

4. In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?

   One shift that may occur would be with our hiring of counseling staff. If there is not personnel available for us our community mental health agency has stepped forward to say they would be willing to assist in providing service. The timeliness of when that will happen is important. The district would need to make a decision before July to assure the agency will have supports in place to assist the schools.

   We also know that many of the districts are targeting SEL. Consultant we are already working with may over extend themselves and our service may not be as described in our initial conversation. In this case we have partnership with agencies that have similar training that we may be able to lessen our request for training to our consultant by using a partnering agency locally.

Appendix B

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	$ Amount	Budget Justification Narrative
				Total Expenditures:	$ 570,708.56	
				Allowable Administrative Costs:	$ 28,535.43	
				Unbudgeted Funds:	$0.00	

Proposed Activity

1		WRE	2xx	Provide professional development through credited course work	$ 15,000.00	Funding to support staff that will seek targeted PD courses
2		WRE	112	Provide instructional assistant professional development outside of contract time	$ 16,800.00	Additional hours that will be documented on timesheets
3	4	RCS	112	Hire additional instructional assistant	$ 180,000.00	Intent to give lower grades support in math intervention
4		WRE	112	Provide collaboration time for teachers and instructional assistance to plan intervention strategies	$ 16,800.00	These hours will happen on Fridays
5		WRE	4xx	Purchase intervention curriculum material	$ 8,108.00	Purchasing of specific interventions.
6		WRE	4xx	Purchase of computer hardware and software	$ 70,000.00	Chrome book type systems and storage with supporting software
7	2	H&S	111	Hire Counselors, social workers or behavior interventionist	$ 194,000.00	Behavioral and mental health needs of the schools
8		H&S	31x	Provide ongoing professional development for all staff on SEL	$ 15,000.00	Professional development in social emotional
9		H&S	31x	Hire a consultant who work with school to elevate school culture	$ 10,000.00	Training through a consultant on social emotional
10	1	OCG	111	Hire a School Engagement Specialist	$ 45,000.00	The person who will connect families to the schools
11		ADMIN	ADMIN	Administrative cost	$ 0.56	Needed to spend down all the money
12						

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	2	$ 239,000.00
112	Classified Salaries	3	$ 213,600.00
113	Administrative Salaries	0	$ -
12x	Substitute Salaries	0	$ -
13x	Additional Salaries	0	$ -
2xx	Benefits	1	$ 15,000.00
31x	Instructional, Professional and Technical Services	2	$ 25,000.00
33x	Transportation	0	$ -
34x	Travel	0	$ -
35x	Communications	0	$ -
4xx	Supplies and Materials	2	$ 78,108.00
5xx	Capital Outlay	0	$ -
640	Dues and Fees	0	$ -
8xx	Miscellaneous	0	$ -
ADMIN	Administrative Indirect Costs	1	$ 0.56
OTHER	Other codes not listed	0	$ -

TOTAL $ 570,708.56

Total FTE 7.0

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	$ 0.56
(Ongoing Community Engagement	1	$ 45,000.00
Increased Instructional Time	0	$ -
Improving Student Health & Safety	3	$ 219,000.00
Reducing Class Size	1	$ 180,000.00
Well Rounded Education	5	$ 126,708.00

TOTAL $ 570,708.56

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	Strategy 1 Increase the instructional math foundations of elementary teachers	$ 31,800.00	$ 80,400.00
Strategy 2	Strategy 2 Decrease the ratio of provider to student during math instruction	$ 196,800.00	$ 950,400.00
Strategy 3	Strategy 3 Increase the access to curriculum interventions for students	$ 78,108.00	$ 85,200.00
Strategy 4	Strategy 4 Create a clearly aligned, research-based, high-quality system of social, emotional, mental, and physical health support for K-12 students.	$ 194,000.00	$ 582,000.00
Strategy 5	Strategy 5 Increased small-group Social and Emotional Learning (SEL) intervention and enrichment for K-12 students.	$ 25,000.00	$ 40,000.00
Strategy 6	Strategy 6 Greater student mental well-being through increased access to timely and high-quality mental health support in schools.	$ 45,000.00	$ 40,000.00

Total Budget

$ 570,708.00

#	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 development through credited course work	S1	x	x	x	$ 15,000.00	$ 30,000.00		
2	Provide instructional assistant professional development outside of contract time	S1	x	x	x	$ 16,800.00	$ 50,400.00		
3	Hire additional instructional assistant	S2	x	x	x	$ 180,000.00	$ 900,000.00		
4	Provide collaboration time for teachers and instructional assistance to plan intervention strategies	S2	x	x	x	$ 16,800.00	$ 50,400.00		
5	Purchase intervention curriculum material	S3	x	x		$ 8,108.00	$ 15,200.00		
6	Purchase of computer hardware and software	S3	x			$ 70,000.00	$ 70,000.00		
7	Hire Counselors, social workers or behavior interventionist	S4	x	x	x	$ 194,000.00	$ 582,000.00		
8	Provide ongoing professional development for all staff on SEL	S5	x	x	x	$ 15,000.00	$ 25,000.00		
9	Hire a consultant who work with school to elevate school culture	S5	x	x	x	$ 10,000.00	$ 15,000.00		
10	Hire a School Engagement Specialist	S6	x	x	x	$ 45,000.00	$ 135,000.00		
11									
12									
13									
14									

	Student Investment Account	Relevant Strategy					
		S1	S2	S3	S4	S5	S6
Outcome	Students will be prepared to be successful in mathematics at grades 3-11	X	X	X			
Outcome	Greater student mental well-being through increased access to timely and high-quality mental health support in schools.				X	X	X
Outcome							
Outcome							
Outcome							

Strategy #1	Strategy 1 Increase the instructional math foundations of elementary teachers
Strategy #2	Strategy 2 Decrease the ratio of provider to student during math instruction
Strategy #3	Strategy 3 Increase the access to curriculum interventions for students
Strategy #4	Strategy 4 Create a clearly aligned, research-based, high-quality system of social, emotional, mental, and physical health support for K-12 students.
Strategy #5	Strategy 5 Increased small-group Social and Emotional Learning (SEL) intervention and enrichment for K-12 students.
Strategy #6	Strategy 6 Greater student mental well-being through increased access to timely and high-quality mental health support in schools.

Appendix C

Longitudinal Growth Targets

Draft Longitudinal Performance Growth Targets - Self Assessment

Which parts of what you've drafted are you confident in?

The focus on behavioral and mental health will have a direct effect on the attendance of our students. The district has already put measures in place over the last 2 years addressing attendance and has started to see an uptick in regular attenders. There is confidence we will continue to improve given students increased acceptance to school and the support they will receive while in school. These targets are not out of line and should be reached.

The reading targets are achievable. We have done some curriculum changes the last couple of years and the model we will develop for the math will create a system for training our staff. Future SIA dollars could be used for modeling the same program used in math for reading which will only increase the chances of reaching the target and may even create a need to be adjusted in future.

Draft Longitudinal Performance Growth Targets - Self Assessment

What areas are you less sure about?

There are between 40 and 50 students in the grades coming though the high school. Currently the plan addressing behavior and mental health should help keep our 9th grade on track targets in place. The concern is that this is a transition grade and there is always likelihood a student or two will catch us off guard and a dramatic effect to the on track data could happen. This will be an area that we will watch to see if there is any need to adjust the plan to accommodate for this factor.

Graduation rates for us bounce considerable based on one student. Meeting the target can vary by a single student. The high school could exceed one year and not met the next based on one students. Internally we will monitor at risk students and see if there is a clean way to keep the target a little more stable.