

Student Investment Account Grant Application Template

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	Harney County School District #3
Webpage (Where SIA Plan will be Posted)	https://www.burnsschools.k12.or.us/Domain/4
Contact Person	Name: Steve Quick, Superintendent Email: stevequick@hcsd3.org Phone: 541-573-6811

Part Two: Narrative (Application)

Plan Summary

Our district has approximately 850 students in three buildings: Slater Elementary (400), Hines Middle School (225), and Burns High School (225). The demographics of our student body is made up of approximately 80% white students and 20% other races, mostly comprised of families of either Native American or Hispanic descendents. The Burns Paiute tribe is a strong partner with the district and resides within the district boundaries where the school district provides the education for these students.

The district has been strongly committed to improving the attendance rate of all students and has partnered the past four years with the Paiute tribe by using grant funds to hire a full time attendance advocate dedicated to tribal students. The district has also hired their own full time attendance advocate to work with all students. This has resulted in good attendance rates across the district and across demographics, which has also led to above average graduation rates for the state of Oregon. The district poverty rate is about 60% across the district with the trend over the past few years going up rather than improving. The increase of poverty can lead to learning challenges for our students who sometimes struggle to find regular housing and other necessities, which leads to lower classroom achievement.

The past two years have seen an increased number of students and families with social and emotional challenges, which have spilled over into the classrooms, disrupting the learning process for many of our students. As we surveyed the many different groups, social and emotional issues were a very strong theme through discussions as well as in surveys. The need to problem solve and come up with solutions for these issues is at the core of our SIA plan.

The community has stressed its desire to provide a high quality education and the best education possible for all of our students who come from a diverse background. Even though our students are diverse, we are united in our mission of preparing students to become contributing members of society while embracing our community's culture, as stated in our district's mission statement. The issues that have been brought to light through discussion and in gathering input are hoped to be tackled through our continuous efforts and our intentional actions through this plan.

Mental health issues will be addressed through improved staffing and resources so that many of our groups that currently struggle will have the resources they need to close the achievement gap. Resources such as supporting tutoring students after school and during the school year and throughout the summer are included as well as increased Kindergarten staffing.

Part Three: Community Engagement and Input (Application)

The development of this plan is the result of a great deal of work gathering input from a wide range of groups including parents, staff, board members, and students, over the course of many months. Our first input meeting was in early November, 2019 and our last focus group was on March 2nd, 2020. A heavy emphasis was placed on acquiring input from underserved or underrepresented demographics such as Native American, students with disabilities, ELL, and our general population that includes a large audience.

Our engagement started out on a more general note of using a survey that was distributed to parents, staff, students, and community. We then met with the various groups either individually or in focus groups to get a good sense of the needs of each group.

The overwhelming theme that arose in all groups and subgroups was the need to improve the social and emotional learning of our students while attending to student mental and behavioral health. Hiring additional

staff members to accommodate this heavy need is clear as the plan was built.

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 biggest challenge to gathering input and engaging our community in meaningful dialogue was time. Not necessarily the time to meet with folks, but rather time to read surveys as well as dictate and read all of the input that was received. As an administrative team, we spent many hours reading, organizing the input into strategic areas, but in the end, common themes emerged.

Overcoming the issue of time is simply a matter of prioritizing it in a way that ensures we set aside more time on a regular basis to gather and synthesize the data we gather.

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

Residing in a relatively small, rural community, we were able to connect with those families, students, staff members, and community members who were able to give us meaningful and accurate input into the needs of our students. In the future, we hope to reach out to others who may have felt left out of the process. To date, we have not encountered constituents who have voiced a concern regarding our plan, but undoubtedly once the first plan is implemented, others may come forward to present new ideas based on the needs they see that we have not considered. We will continue to keep an open mind to all input received.

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

Any time ODE would like to support the long and tedious process of gathering and then interpreting data in the form of personnel, we would welcome any help. Larger districts or ESDs may be able to afford to pay someone to take over this entire project, while smaller districts like ours has to add this to our list of responsibilities. The gift of time in the form of personnel to handle the monstrous task of creating and modifying an SSA plan would be welcomed.

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**

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- 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.)
- Tribal members (adults and youth)
- School board members
- Parent advisory group members, classroom volunteers, etc.)

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)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Social media
- School board meeting

Evidence of Engagement

Upload your top five artifacts of engagement.

- 1) Survey that was distributed to students
- 2) Survey that was distributed to staff, community, and parents
- 3) Disability Network invitation
- 4) Tribal meeting feedback
- 5) Survey summaries by admin team

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)

The artifacts demonstrate a representative sample from our staff, parents, groups and students. We have included a general survey as well as a survey designed for students that was not as complicated to complete. We also wanted to make sure it was clear that we went out of our way to reach out to each of our traditionally underrepresented groups from which we were able to receive valuable feedback.

- 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)

One of the strategies we used to engage our native American students and their family was to leverage our strong partnership with the tribe. We meet monthly with their parental advisory group and this group was able to reach out to their members and gather folks to a couple of meetings where meaningful dialogue and input could be gathered. Another such group was an existing group that supports students and families with disabilities. This outside organization was able to act as a liaison for us to be able to meet on neutral terms and listen to concerns and ideas presented.

Another strategy that worked well for us was to use our homeless liaison who has a strong, confidential connection with students and families who struggle with the basic necessities of life. She was able to reach out individually with these families and students and have more of a one on one conversation and summarize their thoughts regarding their perceived needs in the school.

- 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)

The first strategy was to gather a representative sample of students at both the high school and middle school and have them complete a survey that was written at their level that made sense to them. We made it easy enough that it was easy to submit anonymously and on their computers that they had provided to them by the district.

Following up the survey included a question, answer, and discussion with the superintendent, which was very effective. Given that students are the central focus of the plan, it was important to have this dialogue with students.

Another highly important part of our input gathering included having our homeless liaison meeting individually with students who she knew were underrepresented and frequently encountered barriers to success.

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

Staff were given a survey to complete either in hardcopy or in digital format.

The superintendent met with each staff in each building to discuss the SSA as well as to gather their feedback. Instead of just relying on survey results, we wanted to hear what they had to say.

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

Surveys and meetings with each building staff individually gave us more than ample input in the district regarding our needs related to the focus of the Student Success Act. Common themes quickly emerged from both the survey and discussion. These two surveys gave a chance to be anonymous in a survey, but also gave them the ability to voice their concerns and share their input in smaller groups.

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

It was abundantly clear from all groups that improving student health and safety was the highest priority of all groups. The input gathered not only included items of glaring deficiency in the district, but many ideas were generated that were repeated time and time again in the surveys and input gathered at meetings, focus groups, and in discussions throughout the process.

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

We used data gathered by ODE for 3rd grade ELA state assessments, 9th grade on track graduation rate data, four year graduation rate, and five year completion data. We looked at each year's data starting from the 2014-15 school year to the present and specifically looked for disparities and gaps in the data specifically for students of poverty as that focus group had the largest gap in achievement.

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

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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](#)

Part Five: SIA Plan

Desired Outcomes:

Outcome 1: Student Mental and Behavioral Health will greatly improve with fewer classroom disruptions

Outcome 2: Increased reading scores at the 3rd grade level for all students with those in the category of poverty closing the gap with their peers

Outcome 3: Increase in student achievement and overall school climate

Outcome 4: Reduce achievement gap between students of poverty and the average student while also increasing overall achievement

Outcome 5: Improve on track graduation rate as well as four and five year cohort graduation rates

Priorities:

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

Priorities are reflected in our budget to show a strong urgency to provide mental health support to our students as our highest priority as this was indicated as the highest need by all groups and people who supplied input into our plan.

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

Mental health related items will be given our highest priority during the first year, especially if the SSA is not funded fully by the state. For our district, our success begins by addressing the mental health of our students first and foremost.

3. Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.

While we plan on implementing all of our strategies in each of the next three years, if funding is not fully available, we will prioritize the hiring of mental health and support personnel as our number one priority, followed by the hiring of additional staff in Special Education and reducing class size in K-2. Should funds allow, we will focus on our other strategies as outlined in this document with our lowest priority being the implementation of a preschool program, although we hope that this will become a reality as well and only become stronger over the next three years.

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)?

This is truly a reality for our district as recruiting and retaining staff to Harney County is very challenging. Should fully licensed personnel not apply or become available, we will seek others qualified and seek emergency or restricted licences whenever feasible if qualified folks are available and need district support. If this is not possible, we will take another look at our plan and seek to find alternative solutions for providing similar mental health resources through other types of personnel. If adding licensed personnel are truly not available, we will move down our priority list to other items that can be implemented that will also contribute to the success of our plan. We will not limit ourselves to local resources, but will seek partnerships through ESD's, other districts, or other partners that can help us achieve our desired outcomes.

Strategy #1: Hire additional mental health counselors and support personnel

Strategy #1 will address the following **outcomes** with the activities listed outlining how this will be accomplished.

(See budget for specific cost information)

#1: Student Mental and Behavioral Health will greatly improve with fewer classroom disruptions

#3: Increase in student achievement and overall school climate

#5: Improve on track graduation rate as well as four and five year cohort graduation rates

Specific Activities that will support Strategy #1

We plan on hiring two mental health counselors, a TOSA to act as a student wellness coordinator, and a school nurse. These hires are our top priority of our plan as we know these positions are key to meeting the mental health needs of our students. We have for years needed these positions, but have not had the financial capacity to hire them in the past. The district has seen an extreme increase in the number of students and families in the district who are entering schools without the capacity to deal with the mental issues they are dealing with at home. Students are entering kindergarten without the needed social skills needed to learn, which in turn disrupts the learning process often by forcing teachers to actually clear the room while the student(s) calm down. Our ultimate outcome of having these key positions is to be not only reactive to the situation, but to be proactive and work with families and students both before and during their time in our schools.

We are extremely confident that once the mental health needs and social needs are being met and learning, student achievement will increase, school climate will increase, and over time more of our students will have the skills needed to stay on track to graduate.

Strategy #2: Hire Parent Involvement Coordinator for the district to increase parent involvement in the district in grades K-12

Strategy #2 will address the following **outcomes** with the activities listed outlining how this will be accomplished.

#1: Student Mental and Behavioral Health will greatly improve with fewer classroom disruptions

#3: Increase in student achievement and overall school climate

#4: Reduce achievement gap between students of poverty and the average student while also increasing overall achievement

#5: Improve on track graduation rate as well as four and five year cohort graduation rates

Specific Activities that will support Strategy #2
(See budget for specific cost information)

This strategy is centered on hiring a parent involvement coordinator. We have quite a few volunteers in the district, but they are not all coordinated very well across the district. We feel that this coordinator can help parents find meaningful ways of becoming engaged at each grade level. Instead of parents only volunteering for class parties, we want the coordinator to work closely with teachers, administrators, and parents to organize their efforts around meaningful work that will make a meaningful difference in how parents volunteer in classrooms. There are reading programs and volunteer programs and ideas that other schools are doing that are research based and making a difference. We intend to have our coordinator research the best ways for parents to be involved with their student's education and coordinate those efforts

with the teachers and principals. One thing we heard from community members was that there was a disconnect between parents and admin and teachers. A parent involvement coordinator can help create meaningful interactions for parents with the school and especially their student.

While we recognize the importance of this position, we rate it lower in priority in comparison to the other areas we are focusing on if funding is not fully available.

Strategy #3: Supply additional support for tutoring programs and clubs including personnel, transportation, and supplies

Strategy #3 will address the following outcomes with the activities listed outlining how this will be accomplished.

#2: Increased reading scores at the 3rd grade level for all students with those in the category of poverty closing the gap with their peers

#4: Reduce achievement gap between students of poverty and the average student while also increasing overall achievement

#5: Improve on track graduation rate as well as four and five year cohort graduation rates

Specific Activities that will support Strategy #3
(See budget for specific cost information)

All of the activities under strategy #3 involve the support of tutoring programs and support students in ways that will help them want to be in school and stay connected via clubs and activities. When gathering input from students, especially at the middle school, they clearly indicated a strong desire to have other things to do with the school besides sports.

Traditionally middle school students in our district have only a few sport options without any clubs or activities to participate in here at school. Students who are not engaged in sports are simply not engaged with school personnel outside of the regular classroom. Studies have shown that students who have a strong connection with at least one adult at school are more likely to have better grades and have a better attitude about school in general. Students who are connected to other students via sports or activities form relationships that create a connection to others and they feel like they belong. Activities that involve students outside the regular academic day connects students and will keep them in school, thus keeping them on track to graduate. Students who are involved in clubs, sports, and activities achieve higher grades and have a better mental health well-being. That being said, our intent is to pay staff or community members a stipend to start up to 10 clubs that are of both staff and student interest that can be done before or after school. Compensating staff to take on new clubs will honor their commitment to the clubs and make it worth their time financially.

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In addition to starting clubs at the middle school level, the district would like to support tutoring after school at Tu-wa-ki-nobi, which is the Paiute tribe's education center. This will benefit these minority students by not only supplying them with added tutoring, but will also use current staff who they can further and strengthen their relationship with them. The tribe made this request through the input meetings as well as by their tribal representative on the school board. This request makes perfect sense and will lead to improved achievement for all grades, increasing assessment scores and keeping students on track to graduate.

The other tutoring we would like to support if there is money available, is that of an after school tutoring program at the elementary school. We have staff available after school to run a program, but often we run into transportation issues for many of these students. By providing extra funding for after school tutoring as well as for after school programs, we believe that more students will participate, thus increasing achievement and graduation rates.

Strategy #4: Hire additional staff members to support special education department as well as reducing class size in grades K-2

Strategy #4 will address the following **outcomes** with the activities listed outlining how this will be accomplished.

#2: Increased reading scores at the 3rd grade level for all students with those in the category of poverty closing the gap with their peers

#3: Increase in student achievement and overall school climate

#4: Reduce achievement gap between students of poverty and the average student while also increasing overall achievement

Specific Activities that will support Strategy #4
(See budget for specific cost information)

Strategy #4 specifically has us hiring another special education teacher. We only have one assigned to the elementary school currently, but we feel that by reducing the load in the special education department, these students will receive more individual attention by not only the special education, but the regular classroom teacher will receive better feedback on how to work with the student's IEP. This is a long term commitment that we hope SSA funds will support.

The other activity for this strategy is the hiring of an additional kindergarten teacher. As we get into grades K-2, class matters, in that the smaller the class size, the more attention the teacher can give the students. Again, this isn't our highest priority, but is definitely a medium priority that we would like to fund that we would help with 3rd grade achievement, improve school climate, and definitely reduce the achievement gap for students of poverty.

Strategy #5: Create a preschool program for those students who do not have access to a preschool program currently

Strategy #5 will address the following outcomes with the activities listed outlining how this will be accomplished.

#1: Student Mental and Behavioral Health will greatly improve with fewer classroom disruptions

#3: Increase in student achievement and overall school climate

#5: Improve on track graduation rate as well as four and five year cohort graduation rates

Specific Activities that will support Strategy #5
(See budget for specific cost information)

While this is our lowest priority item, we believe kindergarten readiness would be improved immensely by finding a way to either provide a pre-school on site, or partnering with the Early Childhood Learning Center to add funding to them so they can offer more preschool programs. Currently there is a huge wait list for families who want to get into a preschool program, but there simply isn't room. While we do not have the expertise in this area, we have a strong relationship with the Early Learning Center in town and hope to use this to help us serve our pre-kindergarten students in town who currently do not have any pre-school experience prior to entering kindergarten.

Kindergarten readiness is a key component to being able to learn in grades K-2. In pre-school, many basic academic tools are learned as well as many social behaviors can be learned. It would also serve as a place where early identification for learning disabilities can be seen and services started for the student and family at a much earlier age, which will lead to students improving staying on track to graduate throughout their K-12 career.

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)

We used a comparison of statewide averages for each focus group within our data to find which groups had the largest gap in either learning or in graduation data and focused our plan around helping these groups to close the gap. With the large focus on student health and safety, it was clear to those who analyzed the data that by removing barriers of such a basic need first, clearly the students would be better able to focus on school work and thus closing

the achievement gap. Students of poverty were clearly recognized as the group needing the most services, who would benefit the most by improved services in these areas. Additional funding for many of these services has not previously been available to the district to be able to improve these conditions. The district is excited at the prospect of improving the most basic of student needs in that of student health and safety.

Part Six: Use of Funds
(Application)

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)

It is our strong belief that by hiring additional staff to either counsel students directly or provide them services to improve both their mental health and behavior that students who have serious issues will improve such that not only will their learning improve, but the learning of those around them will also improve as fewer disruptions to the learning environment will take place. This strategy helps both those who need it most, but also helps the regular education student who does not need any specialized services.

In addition, reducing class size in Kindergarten as well as starting a preschool for students who typically do not have access to a pre-school in our town will lead to improved learning. Having smaller class sizes as well as improving kindergarten readiness for those who have not previously had the opportunity for pre-school opportunities, because of the lack of preschool programs in our area, will also lead to achieving our desired outcomes.

Another super important part of our plan is having a TOSA who will be focused on being a student wellness coordinator for grades K-5. Social norms that have not been taught at home will be taught in school so that students learn improved manners, social norms, and how to better take care of themselves and others they come in contact with each day. We believe that many of our students of poverty are coming into the elementary school not only grossly unprepared for kindergarten in terms of academic ability, but their social skills are in need of a vast improvement. Our goal is to have our wellness coordinator work closely with the counselor and pre-school program to help our school have common social norms that are

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taught and practiced throughout their formative years in elementary school that will ultimately lead to improved focus in school, thus improving the learning of all students involved.

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)

Academic improvement will be a direct result of students taking care of the most basic needs of students first: health and safety. Students who learn to be healthier and safer, will then be empowered with the tools they need to cope with in order to be better academic students. Until students feel safe and know how to treat others safely and respectfully, they will not be able to achieve academically. The impact of improving the social wellbeing of our students cannot be overstated in our plan. Our plan includes social improvements for students, academic improvements, as well as ways for students to become more connected to their learning through additional learning opportunities and activities within the school.

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)

Student engagement in school will increase through small class sizes, improved tutoring or after school programs, and more opportunities for both students and parents to become involved. Students of poverty represent our biggest chance of seeing great gains in academic growth not only at the 3rd grade level, a highly important starting assessment point in their K-12 career, but also should result in improved graduation rates. We believe that this plan is in clear alignment with our district's strategic plan and between the two, longitudinal growth will take place, especially with our focus group of poverty.

Part Seven: Evidence of Board Approval (Application) (Application)

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.