

SIA Grant Application

SIA Grant Applications will be accepted between March 2, 2020 through April 15, 2020. All school districts and eligible charter schools must apply during the application window in order to access the non-competitive grant funds by April 15, 2020.

This Grant Application Google Form can only be accessed through a single primary email and must be completed in one sitting. In order to support our shared work in setting longitudinal performance growth targets, we have included two optional questions as brief self-assessments. These questions are:

Which parts of what you've drafted are you confident in?
What areas are you less sure about?

If you encounter an error message or experience any issues when submitting your application, contact SIInfo@state.or.us. Additionally, if you need any support or assistance as you're preparing or submitting your application, email SIInfo@state.or.us.

Email address *

spenrod@seasidek12.org

Part One: General Information

School District or Eligible Charter School Name: *

If you cannot find your district or charter listed below, please email SIInfo@state.or.us or call 503-947-5766.

Seaside SD 10 - 1935

Webpage (where SIA Plan is posted): *

<http://www.seaside.k12.or.us/Default.asp?PN=DocumentUploads&L=1&DivisionID=18341&LMID=826799>

First Name: *

Susan

Last Name: *

Penrod

Email: *

spenrod@seasidek12.org

Phone Number: *

503-738-5591

Part Two: Narrative

Completed SIA Grant Application Template (optional)

This optional item allows SIA applicants to attach a document which responds to each of the required questions in this form. For the remaining questions, you may then write "see attached" for each relevant response. Be sure to add files separately where specific uploads are required (i.e. SIA Plan, Budget, etc).

Files submitted:

Plan Summary *

Please attach a document that includes 3-6 paragraphs and provides the following information: A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.) and 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). Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners.

Files submitted:

Seaside School District SIA Summary - Susan Penrod.pdf

Part Three: Community Engagement & 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; and Who you partnered with in the engagement efforts

We began with a family survey that was distributed during our open house in September. This survey continued to be available through January to parents and families. We identified families navigating poverty through this survey so we could reach out to them individually. We made personal phone calls and met with a number of special education families to conduct empathy interviews during the month of January. I feel like we did a good job connecting with our homeless families during the Clatsop County Project Homeless Connect event at the Seaside Convention Center on January 28.

Our partnership with the Lower Columbia Hispanic Council helped us connect well with our Latinx families during the engagement process. They helped us organize two round table discussions that brought together families from both elementary and secondary level.

All staff participated in a discussion session and survey on their work site during staff meetings January 8-21. During these sessions, staff learned about the house bill, talked together as a staff about high leverage strategies, including Hattie's research, and talked in small groups about the needs in their classrooms. Time was set aside for individual conversations with teachers; and a handful of teachers reached out to administrators with additional; information throughout the month of January. We reached out to our classified and certified union leadership to ask for representatives to participate in a planning team scheduled for February 18.

Self-Assessment of Community Engagement *

Please attach a document that includes your 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)

Files submitted:

Community engagement - Susan Penrod.pdf

Self-Assessment of Community Engagement *

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

We continue to look for creative ways to develop relationships with families navigating poverty, as they make up a large portion of our population. Holding events in community buildings rather than our school buildings might be more successful in the future, since they are neutral ground and could be perceived as more of an event than a meeting. We plan to work with Sunset Empire Parks and Recreation, as well as the public library to plan engaging events.

Self-Assessment of Community Engagement *

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

Working together as a county since so many of our resource are county-based would be helpful. ODE has been a great resource through this process; additional supports we would find helpful include a list of contacts in our county who provide family resources, as well as a collective list of strategies other districts have successful used to engage their community.

Who was Engaged? (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
- Other:

How did you engage your community? *

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

- Survey(s) or other engagement applications (i.e. ThoughtExchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting

- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other:

Evidence of Engagement *

Upload top 5 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.

Files submitted:

Photo - Susan Penrod.eml

Student Interviews - Susan Penrod.docx

Posters - Susan Penrod.eml

SSA Powerpoint- Cert and Class Planning Team (1) - Susan Penrod.pdf

Community Information Night - Susan Penrod.eml

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

These artifacts were selected because they represent an array of information and engagement.

- The picture shows staff collaborating and articulating their ideas as they begin to put all the pieces together towards development of a plan. It was especially meaningful to witness staff tying recommendations to researched-based practices.
- The PowerPoint shows the learning and process the team went through to build consensus.
- We had a number of surveys, and this student survey gives an example of how we guided our individual discussions with certain focal groups.
- These Families of Students with Disabilities posters are an example of the data summary visuals used with both our classified and certified planning team and our administrative planning team. They share the true depth and value that personal conversations can provide.
- This flyer invites our community to hear about our completed plan and about the process of its development.

Strategies & 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. (250 words or less). Strategies may include, though are not limited to: Leveraging partner organizations and existing networks; approaching focal student population and their families first; designing a communications and engagement plan for your district or charter school to implement).

Two strategies executed to engage each of the focal student groups and their families:

Student voice is very important to us, so we met with high school students at each grade level, asking them about their school experience and what they need to make it better. We spoke with the principal and assistant principal at the high school and asked for a variety of names that represented a diverse groups of students at the school. They provided a list of both genders, represented multiple races, economic backgrounds and involvement in school activities.

Our goal was to reach out to our Latinx families in exclusive meetings so they feel honored as an important part of our school community. Feedback we've received includes organizing a separate event for our Latinx families; an English event with translation feels like they are a second thought and an event that is all their own shows they are a priority to us. Our intention with these exclusive meetings was to listen and learn about the needs our Latinx families so their thoughts and ideas will have an influence on district decisions.

Strategies & Activities for Engaging Focal Student Populations and their Families *

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. (250 words or less) 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).

Two activities executed to engage each of the focal student groups and their families:

We came to the high school to meet with students in their own environment, asking open-ended questions about their school experience, what barriers they face, and what they need to make school more successful for them. These empathy interviews were with students from all four grade levels, and represented a diverse group, racially, economically, and interest/involvement in school activities.

We partnered with the Lower Columbia Hispanic Council to hold two round table discussions for our Latinx families. These round table discussions spring boarded off our original parent survey, with the Hispanic council staff providing translated information to us. Not only were parents open and honest in this intimate setting, it gave parents an opportunity to meet each other and learn they weren't alone in the challenges they face.

Strategies & 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. (250 words or less). Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.

Two strategies executed to engage staff:

Our strategy was to meet with staff during their monthly meetings to personally discuss the student success act and give them time to take a survey during work hours to increase participation and understanding. This gave all staff an opportunity to ask questions during this process.

After all the community engagement data was collected, we engaged with union leadership to form our SSA Planning Team so the voice of staff would be well represented in the decision-making process.

Strategies & Activities for Engaging Staff *

Describe the activities (at least two) that you employed to engage staff. Your response should include why the strategies were used. (250 words or less) Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.

Two activities executed to engage staff:

Survey of Staff: In each staff meeting, we began by providing an overview of the Student Success Act, including the two stated purposes and allowable uses. Best practices strategies were shared, including Hattie's research. Examples were given and questions answers so staff were able to make practical and real life connections to the work of instructional improvement. We prefaced to all staff that their thoughts and opinions were important and

honest, creative solutions were appreciated. Time was given to complete the survey. 90% of staff completed the survey.

Include Union Leadership in SSA Planning Team: Through collaboration with both the certified and classified unions, a Student Success Act Planning Team was developed. This team included teachers and classified staff from the elementary and secondary levels, as well as a school counselor. The team reviewed community engagement data, district data, and research-based best practices. Using ODE's Equity Tool, the team went through an evaluation protocol and made recommendations to the district. Please see the attached power point used with this team.

Collecting & 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 and How you applied the input to inform your planning

Although Seaside School District recently engaged with the community during the development of their 5 year Strategic Plan, the SSA community engagement process enabled us to dig deeper with our focal groups. We received comprehensive, valuable information from both family and staff surveys, but the round table discussions with our Latinx community, along with our empathy interviews with families of students with disabilities provided detailed and meaningful information from our groups that have either not had a voice in the past, or their voices have been misunderstood. Removing our assumptions and implicit biases was an important part of this process. All groups shared that strong staff/student relationships have one of the biggest impacts on student success.

Trends that emerged include a need for preschool, smaller class sizes, additional CTE courses, culturally-specific activities and connections, a need to support teachers with initiatives and student interventions, increased support for behavioral and mental health needs, inclusion in general education classrooms for our students with special needs, as well as increased physical opportunities for our elementary students.

All of this information was summarized for our planning teams, as well as our district data. Using SIA Research Guide developed by NWRESA and ODE's Equity Tool, a classified and certified SSA planning team, consisting of five members from each group, worked together to develop recommendations for the administrative leadership team.

Please see the PowerPoint attached as one of the five artifacts in Section 3.

Part Four: Data Analysis

Data Sources *

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

Data sources included:

- District data
- Smarter Balanced assessment results
- STAR assessments • 9th grade on track to graduate
- On-time graduation
- Grade 3 Reading
- Grade 8 Math
- District attendance Student Information System (SIS) data

Community Engagement data:

- Staff survey
- Student interviews
- Parent interviews

- Latinx focus group
- Information collected at Homeless Connect event
- Collaborative recommendations from classified and certified planning team and administrative planning team

Research data:

- SIA Research Guide to NWRESD Districts
- ODE Equity Decision Tool

Equity and access for all students framed our data analysis process. Looking at both aggregated and dis-aggregated data for each focal population, we were able to hone in on the needs of each of our focal groups on the specific areas of attendance, reading math, 9th grade on track, and on time graduation.

Part Five: SIA Plan

Your SIA plan must be for three years. It names the 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 reflects the choices you've 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. In this section, you'll be required to upload and share how you applied an equity lens/tool in your engagement, planning, and decision-making. You may use any format you choose so long as you include outcomes, priorities, strategies and activities. There is no limit on the number of pages or word count. ODE provided two templates for you to consider using: the SIA Integrated Planning Tool and an Alternate SIA Plan Template. You may elect to use one of these in combination with narrative. Along with your written plan, you'll be asked to complete and submit an SIA Budget.

SIA Plan *

Upload a completed SIA Plan. If you developed an SIA Application with visuals or graphics that you'd like to share in addition to what you copied/pasted into this form, please attach it here.

Files submitted:

three year plan - Susan Penrod.pdf

Budget *

Upload a completed SIA Budget Template.

Files submitted:

Seaside SIA Budget - Susan Penrod.xlsx

Equity Lens / Tool *

Upload the equity lens or tool you used to inform and/or clarify your plan.

Files submitted:

ODE Equity Lens - Susan Penrod.docx

Equity Lens / Tool *

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

The Oregon Department of Education's Equity Lens tool was used throughout our process. While writing our survey questions, we began using the tool to make sure our questions were inclusive. During our work with our planning teams, we used the equity tool during all protocols to frame our work and continuously bring the focus back to each of our focal groups.

Integrated Planning Template (optional)

Upload a completed Integrated Planning Template.

Files submitted:

Seaside SIA Integrated Planning Tool - Susan Penrod.xlsx

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY *

ODE provided a worksheet in the Section Four of the Comprehensive Guidance titled, “Developing a Common and Customized Monitoring and Evaluation Framework.” While asked for at the time of submission, ODE will not, in accordance with HB3427, consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met. Co-development and agreement on a monitoring and evaluation framework for each SIA applicant, including the Longitudinal Performance Growth Targets will take place once an applicant meets all requirements. For this reason, 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.

Files submitted:

Seaside Template Longitudinal Growth Targets 20200311 - ODE Submission - Susan Penrod.pdf

Draft Longitudinal Performance Growth Targets - Self Assessment

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

We have worked with Brian Bain, data specialist from NWRESA, and he provided us with a training during our regional Superintendent's meeting, as well as offering us a specialized training in our districts. He is a great resource for us.

Draft Longitudinal Performance Growth Targets - Self Assessment

What areas are you less sure about?

I will continue to work with Brian, as he is a great resource. Since we used our economically disadvantaged data to develop the gap closing targets, It will be important to monitor this progress.

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.

- 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

Meeting Students Mental & Behavioral Health Needs *

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

- 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 and health needs and Increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

At the secondary level, an additional middle school counselor will assist with individual and small group social and emotional support for students, as well as implementing our new community-building SEL curriculum and intervention programs. At the elementary level, a Behavior Support Assistant will work directly with our Behavior Support Specialist to remove barriers in learning. Adding a Bilingual Family and Community Partnerships Liaison at the elementary level will assist families with school and community resources, as well as provide welcoming, culturally diverse events. Lastly, the importance of physical health through physical education has continued to be a challenge in our current space. Adding a second covered play area will allow us to hire a third PE teacher in 2021 and offer student the PE minutes they deserve.

Addressing the Needs and Impact on Focal Student Groups *

The act supports "targeted universalism." This means that all students can benefit while focus must 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).

Academic disparities are present in both reading and math in Seaside School District. While many rigorous and meaningful initiatives have taken place over the last two years, having the capacity to sustain these progress made has been challenging. Providing instructional coaches to support staff, lowering the student: staff ratio during critical core instruction, adding a pre-school to prepare our youngest learners, and allocate additional special education FTE to concentrate on inclusion will move the dial towards continuous improvement. In addition, developing a Newcomers program for our students who need extra time and support before entering into general education courses will keep them from dropping, creating equitable programs that include and welcome all learners. Training staff well, progress monitoring, reviewing data regularly, and developing an accountability plan are essential for success. Starting the hiring process early is crucial as well, since hiring in rural areas is challenging in normal hiring cycles, let alone this year when so many positions will be open. Keeping the bar high to hire exceptional staff that are a good fit for our district will raise the success rate.

The potential academic impact this plan has on our all of our students, including students in our targeted focal groups will be:

- Improved reading for all students. As our goal is for all our students to be reading at grade level by third grade, our concentrated effort to provide instructional assistants in all K-3 classrooms will provide additional interventions for all our primary students during small groups. In addition, starting our preschool program will better prepare our youngest learners for entrance into kindergarten.
- Improved math for all students: As stated above, providing an instructional assistant for one hour in every K-3 classroom will enable teachers to focus on students who need additional interventions each day.
- Success in intermediate and secondary grades: When students are meeting grade level standards, they are better prepared to meet the academic demands in the intermediate levels and be on track to graduate. This will have a huge impact our student's ability to succeed and our rationale for focusing on the primary grades. We also believe that behavior and mental health supports are directly related to academic success. Students who are confident and have the supports they need can concentrate on academics and take risks.

Addressing the Needs and Impact on Focal Student Groups *

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)

Potential barriers and risks that could impact the success of focal groups meeting the growth targets include not using our STAR assessment tool to its capacity to predict student success, inaccurate data analysis, and teachers not using the projection and unit maps we have developed with Education Excellence. In addition, teachers not using the adopted curriculum has been a stumbling block in the past, with teachers choosing materials that are not research-based. We are committed as an administrative team to remove these barriers by providing consistent professional development, Observe classrooms daily using projection maps, and hold staff accountable to the high standards we believe will ensure the success of students in all focal groups.

Part Seven: Documentation & Board Approval

Evidence of Board Approval *

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.)

Files submitted:

March 17, 2020 - Susan Penrod.pdf

Part Eight: Public Charter Schools

Do you sponsor a public charter school(s)? *

- Yes
- No

If you are a public school district that was formed as a single charter school, please select your school district from the dropdown menu. This indicates that you acknowledge that your school district is receiving SIA grant funds for ADMw attributed to the charter school and do not need to complete the next application page.

Part Eight: Public Charter Schools

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

- Yes
- No

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

- Yes
- No

Collaboration *

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

Our charter school planned and held their own engagement activities. and submitted a separate plan to us. Please see attached documents.

Agreement(s)

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

Files submitted:

CBA SIA Agreement and Application 2.24.2020 - Susan Penrod.pdf

CBA SIA_BUDGET Updated 3.6.2020 - Susan Penrod.xlsx

Applicant Assurances *

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

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