

Not an ODE provided template*

**SIA Grant Application Response Template
for recording district information prior to uploading into ODE
Portal**

***Created from Section Two (p. 12-21) of the ODE Guidance for Eligible Applicants by Madi Koenig,
InterMountain ESD, revised by SOESD**

Part One: General Information
Applicant Eagle Point School District 9 Institution ID: 2043 Webpage where SIA Plan is posted: www.eaglepnt.k12.or.us
Contact Person First Name: Kevin Last Name: Campbell Email: campbellke@eaglepnt.k12.or.us Phone Number: 541-830-6196

Part Two: Narrative
<i>Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs. This section may be used to quickly explain investments to community, local legislators, media, and other partners.</i>
A brief description of your school district or eligible charter school (enrollment, demographics, strengths, challenges, etc.)
<p>The District serves the cities of Eagle Point and Shady Cove, the unincorporated communities of White City and Trail, and adjacent agricultural areas in the Rogue Valley. Altogether EPSD9 encompasses 643 square miles, including unpopulated or sparsely populated forest land primarily in the northern and eastern portions of the district. The district enrollment is 3806 pupils (excluding Crater Lake Charter Academy, a virtual school).</p> <p>Our district's demographics: White - 62% Hispanic - 32% African-American, Native American, Asian, Multi-Racial, Pacific Islander, & Unknown - <1%</p>

Special Populations:

Economic Disadvantage - 45%

Special Education - 12%

LEP & ESL - 1%

504, Homeless, Indian Education, Migrant & Tag - <1%

Strengths:

EPSD9 is an AVID district PK-12th grade. 100% of district administrators and 77% of certificated staff have been trained through an AVID summer institute. Each student in our district is issued an iPad for a 1-to-1 digital learning and exploration program. Another strength is our healthy partnership with Rogue Community Health (RCH). RCH staffs three school based health centers, offers mental health counseling in seven of our nine schools and is working with EPSD 9 to offer wrap-around services through a community care worker. The district's special education program draws students from other districts due to their successful programs. There are several site-based classrooms at all grade spans in addition to resource classrooms and specialists.

Challenges:

Consistent staffing that reflects our student demographic information is an issue the district needs to address in our hiring practices to the extent possible. The application of an equity lens has been a challenge as the district continues to push its mission of "Every Student, Every Class, Every Day." Although the district supports the Early Intervention/Early Childhood Special Education (EI/ECSE) program, there is only one district funded preschool in the district. Access to additional early learning opportunities within the district boundaries is limited. This impacts our lower kindergarten readiness scores which in turn has a negative impact on 3rd grade reading levels. Changes to the math standards and lack of fully aligned curriculum in Oregon Common Core State Standards is a struggle district-wide as well.

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).

Based on input from the community, disaggregated student achievement data, and other district data, Eagle Point School District 9 has identified the essential necessities for additional resources to be supporting students' needs in terms of mental and behavioral health, improving students' academic achievement, especially that of underrepresented students, and providing students a more well-rounded education.

One major challenge we are facing is adequately providing mental health support to students. A significant portion of our SIA funds will be used to add mental health professionals and staff who are experts in social emotional learning. This will improve students' behavior and sense of wellbeing, which will result in better attendance and academic performance, including 9th grade on track and graduation rates.

Other areas of focus for our SIA Plan include: significantly expanding the district's pre-school program by improving the facility and adding both certified and classified pre-

school staff; providing students a more well-rounded education by hiring elementary PE and Fine Arts teachers, and middle level STEAM teachers; supporting our students of ethnicity focal groups by hiring two school liaisons who are bilingual and would specialize in student/family school success coordination.

Part Three: Community Engagement and Input

OVERVIEW OF COMMUNITY ENGAGEMENT

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

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

The district began it's approach by identifying how they could access information. We took a two pronged approach in that a survey monkey survey was used during the fall family conference period followed by local listening sessions with community and student groups. The survey extended across students, parents, staff and community members. In total, we received 1146 responses. We then proceeded with listening sessions within our own school district communities by identifying the underrepresented student groups and local community/civic organizations that we could access for information. In doing so, we met with: Black Student Union, Talented and Gifted/Brain Bowl Club, Latino Student Union, Gay Straight Alliance Clubs, Eagle Point/Upper Rogue Chamber of Commerce, Rotary Club of the Upper Rogue, Migrant Parents, Tribal Parents, local ministerial group, and the Eagle Point Education Association. We also met in person with students accessing McKinney Vento and Foster Services individually so as not to identify or single out individual students, thereby protecting their rights to confidentiality. The use of an electronic family survey for parents and students experiencing learning disabilities became important for these same reasons. We believe we received helpful and factual information from these students and families.

During our listening sessions, we used a couple of different introductions to the SIA background; sometimes using a powerpoint presentation, large group instruction or breaking into work groups depending on the size of the group. In all of our sessions, we explained the priority areas for input and used the three questions: What is working well for students, schools and educators? What are challenges for students, schools and educators? Lastly, what suggestions do you have for improvement?

We worked with our local Southern Oregon Education Service District and Northwest Regional Education Service District as well as sharing information with other school districts.

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

The organized listening sessions were very valuable two-way communication activities. They really gave students a chance to understand that we are listening to their needs and ideas. There tended to be a warming period at the beginning of each session as students started to realize the meeting and questioning prompts were non-threatening exercises. With the help of pizza and cookies and shared camaraderie, the feedback really took off. We were also able to integrate additional prompts and phrases in order for students to go deeper and be willing to share more. We intentionally kept administrators and teachers out of the room so students felt safe to share their viewpoints. Once our community and civic participants understood that their feedback was warranted, they wholeheartedly engaged as well.

Time and energy dedicated in January and February organizing and facilitating the engagement exercises necessitated the need for ongoing sessions over time. We expect to systematize this process and make it a routine information gathering portion of a school year. An annual review of feedback will help us to adjust our approach to teaching, learning and providing the necessary support to underrepresented students. The electronic survey worked very well with a high number of surveyees. A general feeling of success with the overall number of 1146 survey takers indicated a healthy start. Families (parents, grandparents and guardians) made up the majority of the participants. However, we need to gather information from more students, staff and community stakeholders. The team will continue to assess the type of questions and how the feedback is reported for better demographic and analysis information. We will continue to explore strategies for our next round of family conferences.

The team encountered several discoveries and barriers to progress. We will review and improve our questions and data gathering triggers so the analytics portion of the information is less cumbersome and tells us more detailed demographic information. The team was fortunate enough to partner with the Southern Oregon Educational Service District (SOESD) who tallied the data and put it in a useful format for us. We would like to find a more inclusive way to gather information from specific populations that will not put students or families in vulnerable and/or identifiable situations. The data is very important to our decisions and we would like to capture a larger pool. We are currently working on the electronic survey for students who experience learning disabilities, homelessness, foster care or high mobility. Another challenge we encountered was finding more enticing ways to gain student presence. For some clubs and groups, there was great success. For others, there was a small rate of attendance. We will review this process with students for a better turnout for groups with low numbers.

Cultural learning was really good for the team. We discovered in some cases it would be better for us to visit some groups directly rather than schedule an event for people

to attend.

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

Through our engagement process, the district has learned that “in-person” meetings might not be the best way to gather information from underrepresented groups. The feedback from the tribal meeting was to meet with the representatives at the tribal meetings in other locations. In addition, the district needs to utilize organizations like FACT Oregon to help engage with our families of students with disabilities. The district will be gathering contacts in preparation for doing this engagement process again. When we send out district-wide surveys, demographic, and special program enrollment will be added to the survey in order to further disaggregate underrepresented student groups’ needs.

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

Several very engaging listening sessions occurred. Some sessions were more lively, some subdued and many with very rich discussion. For the most part, we used the feedback form template with question prompts as well as our own thought provoking questions to go deeper on topics that spurred deeper discussion. Our local ESD has been very supportive in providing resources. Tanya Frisendahl in particular, working through our Southern Oregon Educational Service District has been a fantastic advisor. Her consultancy in particular, would be extremely valuable throughout the next year as we keep learning about engagement. Her perspective and challenges to the current district mindset make our committee look at community engagement from a different perspective. Bruce Rhodes is a valuable asset in both facilitating group work and advising the writing of our application. Please keep our consultants in place and the online tools and information pages up and running. Just out of convenience, it would be helpful if the Oregon Data Suite provided both the numbers and the percentages.

WHO WAS ENGAGED?

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

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

- | | |
|---|--|
| <input type="checkbox"/> Students of color | <input type="checkbox"/> Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input type="checkbox"/> Students with disabilities | <input type="checkbox"/> Tribal members (adults and youth) |
| <input type="checkbox"/> Students who are emerging bilingual | <input type="checkbox"/> School volunteers (school board members, budget committee members, |
| <input type="checkbox"/> Students navigating poverty, homelessness, and foster care | |
| <input type="checkbox"/> Families of students of color | |
| <input type="checkbox"/> Families of students with disabilities | |
| <input type="checkbox"/> 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)

- PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders
- Other _____

HOW DID YOU ENGAGE YOUR COMMUNITY?

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

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

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

EVIDENCE OF ENGAGEMENT

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

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

The student, parent, employee, community survey was the first attempt at a strategy for casting a wide net for feedback on the district schools. We combined it with regularly scheduled family conferences for maximum interaction and return rate. Besides the Youth Truth survey, this was the first attempt at polling several groups anonymously.

The district SSA/SIA Committee met and reviewed the results of the survey and listening sessions. Together they categorized the information and used a “dot” prioritizing activity to identify the items/areas of emphasis. Those items were then classified into six thematic areas. This committee is a representation of a group of underrepresented students, school employees, district office personnel, union representatives, administrators and invited parents. The teamwork went very well. EPSD 9 worked in conjunction with the district Migrant Parent Advisory Committee (PAC) to host an evening Migrant Family listening session. The notes from one of the sessions are uploaded along with the invitation. We selected this artifact to display how our district worked collaboratively with one particular underrepresented

population for specific information that we can use for changes in protocols and procedures.

A sign in sheet for our Black Student Union meeting is also provided as an artifact. The students worked through the feedback response questions. The selection of this artifact displays one of the many listening sessions with students.

Lastly, we provided the color coded responses from our listening sessions. They are color coded by the specific group that we met with including community, staff, student, and underrepresented populations. This example displays the detail that we employed to be sure we had comprehensive coverage representative of our school district.

STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

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

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

The district communication plan was centered on using a three pronged approach. We thought we could engage our focal populations and community groups using a simple feedback questioning tool followed by questioning prompts through listening sessions. The reason for using this approach was this platform gave people the ability to voice their opinions in a small group format with a consistent feedback tool. When focal groups were large in number, we divided them into smaller groups so all participants had a chance to share their point of view.

Surveys were used for several purposes. EPSD 9 regularly contracts on an annual basis with an organization called Youth Truth. They provide the survey, support and the disaggregated data for the results. The Youth Truth survey given in the spring solicits feedback from focal populations as well as the overall student, parent, and teaching bodies at our schools, district wide. Survey Monkey was used in conjunction with fall family conferences in order to get a large portion of the same populations. Working with our local ESD to provide the data support we were able to gather and classify by topic the overall thoughts and viewpoints.

We then used one more survey tool, Google Forms, that is sent home specifically targeting families with students experiencing disabilities. The thinking was to provide a measure of privacy and confidentiality. This could result in more accurate feedback but we will need to be able to look at the longitudinal data over time in order to recognize trends.

A strategy using the school district McKinney Vento/Foster Care liaisons to interview students individually seemed to work very well. These liaisons have built individual relationships with students who experience homelessness and foster care situations.

We wanted students to be able to share their needs, opinions and feedback with trusted partners who have regular daily/weekly contact with them while keeping their identities private and situations confidential.

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

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

As stated earlier, we used a feedback questioning tool provided by the Oregon Department of Education. This tool was used as a means to consistency throughout all of the listening sessions. Along with this tool we extended conversations with questioning prompts and group share outs. We held a migrant parent community gathering facilitated by the Latino Parent Advisory Committee. During this gathering, dinner was provided and large group introductions were made to help establish relationships. Several school district officials, administrators and board members attended as well. We divided the larger group into several smaller groups and had one or two members of the parent advisory committee lead each group session in Spanish. We even rotated the facilitator on sections of the questions for comfort level. There was an interpreter for non-Spanish speaking attendees in each group. Each small group was attended by school district personnel for active listening and further questioning. Notes were taken in each session and responses recorded. In taking this approach, we totally left the format and facilitation up to our Parent Advisory Committee (PAC). In fact, school personnel were the guest and we followed the PAC's direction.

The reason for this approach was so the PAC could provide optimal familiarity and comfort level for the families.

The use of surveys were especially helpful in order to gather both large bodies of information as well as specific and targeted details. As mentioned earlier, three different surveys were used in our data collection. Youth Truth, Survey Monkey and a Google Form questionnaire. Youth Truth is a partner that provides a large battery of questions that drill down to minute detail for the purposes of gathering accurate information in six categories: engagement, academic rigor, relationships, belonging and peer collaboration, culture, and college and career readiness. Youth Truth provides the survey in many languages and EPSD 9 strives for an 80% student body participation rate in each school building. In both high school and middle school, the survey is taken by students, staff and parents. In elementary school the survey is only taken by staff and parents. The reason being, to find out how our school communities feel and what they think about EPSD schools. Administrators take this information and work with their site counsels and individual leadership teams to make necessary improvements at each school site.

The team was able to receive fairly good representation in all of the surveys of the customers and consumers. There is nothing holding stakeholders back from sharing

their perspective. It is in this feedback that we look for the trends in which to make changes.

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

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

It was, and continues to be, important to reach out to our school staff, both certificated and classified. These professionals have close contact with students being on the “front line” and can give us detailed accounts of successes and challenges in the schools in the district. The staff at the schools have insight into the day-to-day events that are helping students succeed. Their voice regarding reaching our underserved populations to increase student achievement must be included in the district plan. The district held a listening session specifically for educators. Using a simple feedback questioning tool followed by questioning prompts through the sessions, educators were able to voice the needs and concerns for the school district. The reason for using this approach was this platform gave people the ability to voice their opinions with a consistent feedback tool. We divided the larger group into smaller groups so all participants had a chance to share their point of view. Two different surveys were used in gaining information from the staff at EPSD 9. Youth Truth is a contracted partner that helps the district survey on an annual basis. They provide the survey, support and the disaggregated data for the results. The Youth Truth survey given in the spring solicits feedback from focal populations as well as the overall student, parent, and teaching bodies at each school site, district wide. Survey Monkey was used in conjunction with fall family conferences in order to get a large portion of the same populations. This survey focused on a different set of questions for students, families and staff members.

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

The activities we employed to engage with staff were two anonymous surveys and one in-person listening session in conjunction with our local education association. The Youth Truth survey is a survey given to students, parents, and staff annually in the spring. As mentioned earlier, Youth Truth is a partner that provides a large battery of questions that drill down to minute detail for the purposes of gathering accurate information in six categories: engagement, academic rigor, relationships, belonging and peer collaboration, culture, and college and career readiness. Staff input in these categories is crucial to how a school strategizes for students' success. A Survey Monkey tool was used in conjunction with fall family conferences in order to get a large portion of the same populations of students, families and staff. Working with our local ESD to provide the data support we were able to gather and classify by

topic the overall thoughts and viewpoints.

One reason we used the surveys before beginning the listening session was to gather as much input as possible, knowing that historically we have not had the best attendance at an “in person” gathering. This thought process was confirmed through low attendance at the staff “in person” listening session which was attended by elementary teachers and staff from only three schools in the district.

COLLECTING AND USING INPUT

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

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

Through committee work with students, staff and community members, the district learned that there were six main items of need and focus: preschool programs, more counselors or social workers, increased support in classrooms and class size, additional training and/or collaborative meeting time for staff, accessible elective offerings for all students at all grade levels, and extending the school day for additional learning.

The committee reviewed the color coded data input from the listening sessions. They followed a 3rd party facilitated process to prioritize the information. Once the data was prioritized, a discussion regarding the items followed and the development of the outcomes and strategies were in direct support of these six overarching areas. A second meeting to gain more focused feedback was held with an equity tool application for further discussion and consensus.

Part Four: Data Analysis

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

The district reviewed data sources such as SBAC results, chronic absenteeism, the district CIP, and data from the district’s state report card. In addition, we reviewed local data such as discipline referrals and grade failures. Another major source of data came from our extensive community engagement process that included input from students, staff, parents and other members of the community. All these data points were reviewed in summary, but were also disaggregated to highlight disparities between groups. From examining this data and applying our equity lens, areas of improvement for the district became apparent. The needs that arose from our community engagement process largely mirrored the needs that emerged from reviewing data related to student achievement, behavior, and mental health. That

alignment created clarity in how to invest our SIA funds for the next three years.

Part Five: SIA Plan

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

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

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

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

Outcome #1 : Staff and students will experience an equitable increase in feeling safe, connected, supported and valued.

Outcome #2: A comprehensive guidance counseling system provides the supports for mental and behavioral health, college and career development, and academic success.

Outcome #3: Professional learning for every PK-12 educator can be linked with positive changes in school climate, working and learning conditions, and academic achievement in reading and math.

Outcome #4: PK-12 students will experience a more flexible, responsive, engaged, and differentiated learning experience.

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

Strategy #1 : Provide academic and career & college readiness support for Emerging Bilinguals, Latinx students, students with disabilities, and students experiencing poverty.

Strategy #2: Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of PK-12 students and adults

that is critical to academic and professional success.

Strategy #3: Offer students a well rounded educational experience by increasing offerings in fine arts, PE, STEAM, CTE, and outside of school educational activities.

Strategy #4: Provide consistent, ongoing professional learning in supporting students' social emotional well-being and academic achievement to all PK-12 staff.

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

- 1) Increased social emotional support for elementary /middle school students providing equal access and culturally responsive strategies for all students .
- 2) Preschools in each community (early learning and intervention) will provide academic preparedness for elementary school.
- 3) More classroom support at the elementary grade levels coupled with preschool learning leading to increased foundational skills for 3rd grade benchmarks.
- 4) By increasing music, art and physical education opportunities for elementary students we will create both a robust equitable array of elective opportunities and collaboration time for effective PLC's for staff at the elementary level.
- 5) By hiring both counselors, Latinx Liaisons and mental/behavioral health staff we will provide equitable access to much needed resources for all students and families. This will simultaneously increase communication with families

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

Multi Tiered Systems of Support (MTSS) - EPSD9 uses evidence-based instruction, universal screening, progress monitoring, formative assessments, and research-based interventions matched to students' needs. Frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) along with MTSS. All MTSS systems include shared leadership, using data to inform decisions about student supports, and evidence-based instruction and intervention. We partner with Rogue Community Health to provide the best service possible for students.

The Equity and Empowerment Lens is a tool to be applied as we move forward in our planning and decision making. This is a teaching tool not only for the feedback committee but for educators as we better prepare for culturally responsive teaching

and learning. [Equity and Empowerment Lens/ Multnomah County](#)

The research on class size reduction seems to make the largest impact in the early grades K-3. According to the Northwest Comprehensive Center finding ways to serve students in the lower grades at a ratio of 15 students to one teacher produced academic gains for all students. Small class sizes in the primary grades provide academic and behavioral benefits for minority and low-income students the longer they are exposed to lower student to teacher ratios.

Social Emotional Learning that results in mentally healthy children has proven to be a necessity in present day education. Study after study supports the assertion that students in a high stakes testing environment and everyday school life need more services and strategies to help in their academic success. In a recent article Youki Terada states that “anxiety and learning go hand in hand, but research suggests that simple activities focused on self-talk and metacognitive reflection can create calmer, more focused learners.”(Edutopia 2020) [Link to a Society for Research in Child Development study](#)

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

- Preschool instructional support (3.0 certified FTE)
- Preschool class size support (6.0 classified FTE)
- K-5 Behavioral Health Support (3.0 classified FTE)
- K-5 Class size support (13.0 classified FTE)
- K-5 & middle school Latinx Liaison support (2.0 classified FTE. 1.0 @ TRE, 1.0 @ WMMS)
- Increase support in the high school guidance counselor positions (2.0 certified FTE)
- Increase the Rogue Community Health partnership for mental health counselors (1.0-3.0 FTE) .The goal being 1 per elementary school.
- K-5 Mental Health Counselor support for the summer months 1.0 certified summer FTE)
- K-5 Physical Education support (5.0 certified FTE)
- K-5 Fine Arts support (4.0 certified FTE)
- Middle School STEAM support 2.0 certified FTE)
- Curriculum, supplies, and furniture for 3 new preschools
- Facility improvement for 3 new preschools
- Increased Elementary Teacher Collaboration time
- Professional development for instructional assistants and other classified staff
- Indirect administrative expenditures

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

outcomes?

Our SIA investment funds will be used along with title funding to increase instructional assistant support and FTE in our elementary and secondary schools. Our secondary schools are using both Student Success Grant (M-98) funds and SIA dollars in support of increased CTE/STEAM opportunities, college and career culture enhancement, mental and behavioral health and dropout prevention. There is a long held district-wide focus on our attendance initiative that will experience some braiding of funding support as well.

ACTIVITIES: *(This is considered your budget narrative)* **Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?**

EPSD 9 will use the team approach towards judicious implementation. The Superintendent, Chief Financial Officer, Elementary and Secondary Directors will oversee the district wide direction and implementation of the SIA plan. Directors and Principals will facilitate implementation strategies and activities at individual school sites.

The strategies will undergo a monitor and slight adjustment approach for the first three years based on the data received. Any deviations in tactics will be based on the findings and trends noted in the 100%/20% data meetings EPSD 9 regularly employs several times per year. We do not foresee any major changes until year three of the SIA grant implementation.

ACTIVITIES: *(This is considered your budget narrative)* **What is your model for continuous evaluation of the return on investment or impact of this investment?**

EPSD 9 uses a systematized approach to qualitative and quantitative data called 100%/20% data meetings held periodically throughout every school year. These data are disaggregated by demographic information to direct progress and determine the closure of achievement gaps. Monthly benchmark assessment tools called Evaluate (ELA/math) are employed and will be used to monitor, plan, and adjust supports for students. Other indicators that integrate with these strategies are regularly scheduled principal data reviews, district-wide tri-annual reviews, 3rd grade reading and 9th grade on-track and attendance.

EPSD 9 is committed to a data driven multi tiered system of support and interventions (MTSS). Along with the MTSS, we commingle Positive Behavioral Interventions Supports (PBIS), Response to Intervention (RTI), Effective Behavioral Instruction Support Systems (EBISS) and a district wide attendance initiative and professional learning community (PLC). We use a distributive leadership model based on data driven decisions.

ACTIVITIES: *(This is considered your budget narrative)* **How are the resources allocations in your budget reflective of the changes your planning is intended to cause?**

A fair amount of our resource allocation is geared towards affecting foundational education with the ultimate goal of improving 3rd grade reading and math. The remaining resources would provide mental and behavioral health support, school liaisons for family and academic success, expanded fine arts, music, physical education, STEAM and CTE opportunities and professional development training. This plan would provide equal opportunity for all students while closing the achievement gap at the same time.

PRIORITIES: *(For tiered planning)* **Where do you expect to put most of your focus, resources, and energy your first year?**

The focus will be on setting up three preschool facilities in three separate communities that feed EPSD 9 (3 preschool certified , 6 classified FTE). In grades K-3 the adult to student ratio will increase by hiring Instructional Assistants (13 classified FTE) for elementary classrooms. We will add Physical Education (5 certified FTE) & Fine Arts (4 certified FTE) to provide elective enrichment and increased teacher collaboration time. Mental and behavioral support will also be enlarged by increasing partnerships and support at each elementary school.

Middle schools grades 6-12 will hire two (2 FTE) STEAM certified teachers and two Student/Family Success Liaisons for student and family support and equal access for mental health support.

The high school will hire two (2 certified FTE) Guidance Counselors for equal access of mental/behavioral health and academic support.

PRIORITIES: *(For tiered planning)* Using “high/medium/low” or “A/B/C” please provide a narrative description of your priorities over the first three years.

High “A”

- Preschool instructional support (3.0 certified FTE)
- Preschool class size support (6.0 classified FTE)
- K-5 Behavioral Health Support (3.0 classified FTE)
- K-5 Class size support (13.0 classified FTE)
- K-5 & middle school Latinx Liaison support (2.0 classified FTE. 1.0 @ TRE, 1.0 @ WMMS)
- Increase support in the high school guidance counselor positions (2.0 certified FTE)
- Increase the Rogue Community Health partnership for mental health counselors (1.0-3.0 FTE) .The goal being 1 per elementary school.
- K-5 Mental Health Counselor support for the summer months 1.0 certified summer FTE)
- K-5 Physical Education support (5.0 certified FTE)
- K-5 Fine Arts support (4.0 certified FTE)
- Middle School STEAM support 2.0 certified FTE)
- Curriculum, supplies, and furniture for 3 new preschools
- Facility improvement for 3 new preschools
- Increased Elementary Teacher Collaboration time
- Professional development for instructional assistants and other classified staff
- Indirect administrative expenditures

Medium “B”

- Professional Development in Constructing Meaning for teachers and Instructional Coaches
- Increased time for an English Learner Coordinator
- Instructional Assistant for High School Math
- Create a district educational diversity development program
- Family mental health training for the community
- More support for mental and behavioral health in middle school
- More support for math and reading intervention at the middle school
- Interventions /interventionists for ELA and math in all schools
- TAG enrichment training for teachers
- TAG enrichment for students
- Training and education for current bilingual staff for other positions within the district
- Develop a professional development/tuition human resources plan for current

- employees for teaching positions within the district
- Increase community partnerships such as College Dreams for specific positions

Low “C”

Feedback committee to formulate

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

Recruitment and retainment efforts may change depending on the successful attainment of qualified and certified staffing. There are some positions that are able to have flexibility with certifications. Example: a fine arts teacher who can teach STEAM. Some mental and behavioral health positions may be filled with either increased efforts with our health care partnerships or retraining of classified staff. Middle schools could also benefit from increased mental and behavioral support.

SIA INTEGRATED PLANNING TOOL

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

BUDGET

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

EQUITY LENS OR TOOL

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

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

We used the Multnomah County Office of Diversity and Equity Lens tool and questionnaire in our feedback committee engagement sessions. Our ESD consultant facilitated the equity activity which consisted of looking at our budgeted priorities using the purpose of the 4 P's, People, Process, Place and Power. The committee work revolved around the practice of taking the items listed in plan “A” and reviewing them under the microscope of the 4 P's listed in the equity lens tool. The committee was challenged to not only view the district's approach to equitable educational practices from this lens, but to work on embedding equitable practices in recruitment and retention of a workforce that matched our student population as standard operating procedure.

DRAFT LONGITUDINAL PERFORMANCE GROWTH TARGETS

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

application has been determined to meet all requirements.

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

Include in this section:

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

Part Six: Use of Funds

ALLOWABLE USES

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

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

- Increasing instruction time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

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

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

- Increasing instruction time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

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

Eagle Point School District 9 has identified the greatest needs for additional resources to support students' needs in terms of mental and behavioral health, improving students' academic achievement, especially that of underrepresented students, and providing students a more well-rounded education.

A significant portion of our SIA funds will be used to add mental health providers and

staff who are experts in social emotional learning. We are ready to work with our local ESD in order to train staff in the event that we cannot find enough professionals. We are also hiring Student/Family Success Liaisons to help meet the cultural needs of specific students and their families. This will improve students' behavior and sense of wellbeing, which will result in better attendance and academic performance, including 9th grade on track and graduation rates.

Other areas of focus for our SIA plan include: significantly expanding the district's pre-school program by improving the facility and adding both certified and classified pre-school staff. This will give our students equal access to an academic foundation instilling both academic hope and confidence in students as they enter elementary school and eventually reach progress towards third grade benchmarks.

SIA funds will also provide students a more well-rounded education by hiring elementary PE and Fine Arts teachers as well as middle level STEAM teachers. Our focal populations will have equal access to these courses giving all students an equal playing field. This will simultaneously give elementary teachers more collaboration time to participate in high functioning PLC's resulting in an even more effective RTI model for students.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

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

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

Eagle Point School District 9 will have an academic impact on all students by providing the right resources for all students. Schools will affect the classroom and school culture first. By providing mental and behavioral student support for all students, increased rigor and learning environments will help students achieve at a high level. Students who have the mental mindset to be able to learn will perform academically.

The Eagle Point School District will allocate resources to early learning and school preparation by providing preschools in three of our communities in addition to a dual language preschool that already exists. The commitment is to begin the pre-skills to learn the foundation for reading, writing, math and science for our young students. The continuance of extending these foundational skills into classroom learning will teach young learners the routines of school, how to work in groups, and how to be students. The ultimate goal is to bring all students to benchmark levels by the first grade and a double check in the third grade.

A large investment of our SIA budget is providing art and physical education teachers for elementary schools. The academic benefit for all students is twofold; enrichment courses and experiences for students who may not otherwise have that opportunity. Secondly, the time for teachers to collaborate, plan engaging lessons, and intervene

on behalf of students. By providing rich artistic experiences and projects, all students explore the creative side of their academic experience in a school setting. The opportunity to learn about the benefits of exercise during the regular school day helps all students in a myriad of ways. Students are out of their seats and desks. There is physical movement and the blood circulation and endorphin high that accompanies exercise and the direct correlation to academic performance.

The added benefit to establishing these courses is the collaboration time afforded to classroom teachers. The effective professional learning communities and productive, data driven, lesson planning will result in engaging lessons for all students. The time for teacher response to intervention not only helps struggling learners but renders teachers the ability to stay on pace towards benchmark and targeted teaching.

STEAM courses at all of EPSD 9 middle schools provide the much needed technological experiences all students deserve in a technological world and to extend this experience as they enter a deeper level of learning in high school.

We will utilize Student/Family Success Specialists in two of our more ethnically diverse schools. A “success specialists” job consists of helping students and families navigate the complexities of academic life in our school system. In addition to coordinating this navigation, they would help to move students towards academic mastery and college and career preparation.

All of these strategies arrived at a conceptual spirit of targeted universalism towards the goal of academic achievement for all students.

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)

The school district will dedicate SIA funding to add mental and behavioral health partnerships and staff who are experts in social emotional learning. We are also hiring Student/Family Success Specialists to help meet the cultural needs of specific students and their families. This will improve students’ behavior and sense of wellbeing, which will result in better attendance and academic performance, including 9th grade on track and graduation rates.

Our school district is committed to the early learning strategy of expanding the district’s pre-school program by improving the current facilities and adding high quality certified and classified pre-school staff dedicated to the mission of creating learners who are school ready. This will give our students equal access to an academic foundation instilling both academic hope and confidence in students as they enter elementary school and eventually reach progress towards improved attendance and successful third grade benchmark attainment.

SIA funds will also provide students a more well-rounded education by hiring elementary PE and Fine Arts teachers, and middle level STEAM teachers. Our focal populations will have equal access to these courses giving all students a level “playing field”. This will simultaneously give elementary teachers more collaboration to

participate in high functioning PLC's resulting in an even more effective RTI model for students.

Lastly, the addition of high school counseling staff coupled with a robust comprehensive guidance counseling program and curriculum allows focal populations a high school culture of college and career readiness. Students who attain a vision which contains a hopeful future, tend to graduate from high school. In turn, this will create graduates who have a transition plan for their future.

Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL

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

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

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

- Yes
 No

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

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

- Yes
 No

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

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

- Yes
 No

COLLABORATION

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

Our district sponsored charter school, Crater Lake Charter School, is considered a virtual school therefore, no collaboration was needed.

AGREEMENT(S)

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

APPLICANT ASSURANCES

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

By checking the boxes below, the school district or charter school assures: (check each box)
ÿ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.

ÿ 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).

ÿ Disaggregated data by focal student group was examined during the SIA planning process.

ÿ [The recommendations from the Quality Education](#)

[Commission](#) (QEC) were reviewed and considered.

ÿ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]

ÿ Agreement to provide requested reports and information to the Oregon Department of Education.