

Part One: General Information (Application)	
School Year	2020-2021
District	Prospect School District #59
Webpage (Where SIA Plan will be Posted)	https://www.prospect.k12.or.us/
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Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).

The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement).

Prospect Charter School (PCS) is a small, rural school located in the northeast corner of Jackson County, just 32 miles from Crater Lake National Park. The school serves approximately 213 students in grades kindergarten through twelfth grade. Students at Prospect Charter School come from the communities of Prospect, Butte Falls, Trail, Shady Cove, Eagle Point, and White City. Approximately 40% of the student body chooses to attend the PCS despite the distance from home. Eight percent of the student body is multi-racial, while two percent is Hispanic/Latino. Students with disabilities make up 14% of the population, and 95% of the student body are eligible for free/reduced lunch.

Like any other school, Prospect Charter School has both strengths and challenges. Strengths include small class sizes with the average class size being thirteen. Also, eighty-seven percent of 9th grade students are on track to graduate. Challenges include a large number of students (13.5%) experiencing homelessness. Also, attendance and on-time to graduation rates present challenges. In response to those challenges, the school's leadership team added a .5 FTE high school success counselor position with HSS (M98) funds.

PCS has a shared Leadership Team (LT) that focuses on school improvement and is responsible for leading the SIA and CIP processes. Through our engagement process that included parents, students, staff, and community, the Prospect Charter School Leadership Team identified mental health supports, social-emotional Learning, targeted interventions, and academic/educational opportunities to be the highest needs. To improve students' mental and behavioral health, PCS is planning to hire a Behavioral Specialist and contract for Mental Health Services. PCS plans to increase instructional time for underserved students by adding an intervention (RTI) Teacher/Coordinator K-8, and contract online courses for credit retrieval and increase course choices for grades 6-12. Those plans also correlate to our Mission, and Continuous Improvement Plan (see section 5).

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

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

(250 words or less)

Prospect Charter School took great lengths to engage students, staff, community groups, and identified student focal groups on multiple occasions. The findings were processed with all staff, School Board, and the Leadership Team. See Artifact AA, "Community Engagement."

The Prospect Leadership Team (LT) began community engagement in the Fall of 2019. The LT started with our students, using empathy interview techniques learned during our participation in the School District Collaboration grant process. From the interviews, we learned that both elementary and high school students wanted more support for learning. In addition, students had concerns about feeling safe at school. For example, students identified a lack of adult supervision in and out of classrooms and ongoing bullying. See Artifact AB, "Student groups."

The next engagement strategy was a survey in late Fall called, "My School, My Voice." This is an adaptation from an NEA tool, and was used to get input from parents and students during Parent Conferences over several days. Eighty-one people responded (73% students and 27% parents) to questions about school facilities, safety, climate, learning environment and curriculum materials. High priorities were safety and climate and support for learning. See Artifact AC, "My School My Voice," for a summary of the results.

At the winter holiday concert, we used a different process to see what parents and community members valued most. We created cards for each of the SIA goals and asked parents and community to prioritize them. Parents and community identified mental and behavioral health

services, tutoring, and academic advising as their top priorities. See Artifact AD, “Community Priorities,” for a how parents and community prioritized needs.

In January, 2020, the Leadership Team conducted focus groups to further identify needs and suggestions for improvement. Focus groups were conducted with elementary staff, middle school staff, high school staff, community leaders, Community Club members, McKinney-Vento students, multi-race students, instructional assistants, and high school special education students. Focus group input helped affirm key findings from the empathy interviews, parent and student survey, and community prioritization exercise, that supporting student health and academic success were the top priorities. Please see Artifact AE, “Empathy Interviews,” for a summary of the findings, disaggregated by group type and summary findings.

Finally, a summary of the top priorities was publicly presented at a board meeting and then published on our website and Facebook page to give an opportunity for public comment.

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 engagement activities were meaningful and authentic. For example, one outcome of the engagement process was the creation of an ongoing Community Advisory Team comprised of parent, student, staff, and community representatives. Without labeling the adults that represent underserved student populations, the parent composition was constructed to represent poverty, special needs, and LGBTQ students.

But barriers do exist in small schools as well. Specifically, we struggle to get parents of the underserved population to participate and speak, and low numbers in focal groups (LGBTQ, minority race) prefer not to be singled out and identified.

Another barrier to engagement is the temptation to jump to conclusions and solutions. The Leadership Team re-engaged multiple times to check new information and engagement findings to check our thinking about plans and strategies. Engagement groups were looped back through multiple open board meetings. We also posted a website condensed summary to elicit community feedback. We believed that parents and community would be more open to reading a plan summary, though parents can access the full version if they choose. Next year, we plan to use our Community Advisory Team to elicit feedback in-person. Also, an updated website will allow users to ask questions and make suggestions.

Finally, our parents are spread out over six communities, and it is difficult for them to drive to Prospect to participate in meetings. Next year, our engagement activities will include visiting those communities to solicit broader feedback. We also will record participation by each community to be sure we’re not missing any group.

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

After the grant is submitted, the Community Advisory Team will develop next year's engagement and communication plan. They will start by evaluating what worked well and areas for improvement in future engagement activities.

Another partnership that will be greatly strengthened is with Rogue Community Health. By leveraging SIA funds to purchase some QMHP time, the RCH administration is looking forward to renewing our School Based Health provider status and serve our students.

Many small rural schools rely on their regional Education Services District. This is especially true for Prospect that has only two administrators to cover all the components and requirements for a comprehensive school. The support from SOESD has proven invaluable to PCS.

Another partnership to be cultivated is with area colleges and universities. We all anticipate a labor shortage for high qualified staff, and engaging Rogue Community College and Southern Oregon University in the recruitment and training process would be helpful to all area school districts.

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

It would valuable to have ODE facilitate similar school size/goals to share evidence-based practices that are working. The consultant experts provided by the SOESD have been greatly appreciated. Having these supports over the next 4-5 years will help ensure quality implementation and student success.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- Multi-racial Students – one-on-one Empathy Interviews
- Students with disabilities – Focal group empathy interview
- Students navigating poverty, homelessness, and foster care – Focal group interview
- Families of Multi-racial students – Community based Surveys
- Families of students with disabilities – Community based Surveys
- Families of students navigating poverty and homelessness – Community based Surveys
- Licensed staff (administrators, teachers, counselors, etc.) – Level Team Meetings
- Classified staff (paraprofessionals, bus drivers, office support, etc.) – Empathy Interviews
- Community leaders – Empathy Interviews
- Community based health providers – Explore and planning meetings

How did you engage your community?

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

- Surveys: My School, My Voice (students & parents), and 12/19 Community members
- Empathy Interviews: All students, underserved students, and Community Leaders
- Focal groups: Students of color, Special Education, McKinney-Vento students
- Community group meeting: Prospect Community Club
- School board meetings: SSA information & progress updates every month
- Partnering with unions: PEA participation on Leadership Team and planning
- Partnering with community based partners: SOESD and Rogue Community Health

*See Artifact AA, "Community Engagement."

Evidence of Engagement

Upload your top five artifacts of engagement.

1. Community Engagement Calendar, Artifact AA
2. Fall 2019 Student groups empathy interviews, Artifact AB
3. My School, My Voice survey (82 parent & student responses) Artifact AC
4. December 19 Community Priorities (40 responses, also focal groups) Artifact AD
5. Empathy Interviews (Students, Community, Staff, Focal Students) Artifact AE tab 1, 2

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)

1. We chose our Community Engagement Calendar because it displays the breadth and depth of the engagement efforts beginning in the Fall of 2019. It shows when and how we engaged focal populations and the larger population.
2. We selected the Fall 2019 student empathy interviews as an example of how we solicited input from students. Our interviews revealed that students want options in how they learn (i.e. learning styles) and also wanted additional help with their learning. This broad-based information included multi-racial students and special needs students. They represent the broader community of student learners and their need for tutoring and interventions. The information was also used in preparing and finalizing our Continuous Improvement Plan (CIP) as well as the basis for broader all student voice.

3. Google survey, “My School, My Voice,” included 60 students and 22 parents during the November parent conferences, providing a fair sample size for our small school. The survey elicited responses about the school, their feeling of safety, and learning needs (including curriculum and materials) for academic success. Getting parent involvement and feedback is particularly difficult in Prospect, and adapting this NEA tool while parents were visiting staff proved to have good value and information. We chose this tool because it shows how we engaged all students and parents.
4. December holiday program parent survey included parents that typically stay away from invitations to provide input. The respondents included parents of focal groups (LGBTQ & multi-racial students) that are hard to elicit in other settings. Individuals were provided an opportunity to provide their name and phone number if they were willing to continue participating, and these names helped make up the ongoing engagement team. This is an example of how we gathered parent and community input.
5. The School Community focus groups are an example of how we engaged all staff (elementary, middle, high) and selected interest groups (Community Club, community leaders, etc.). Those groups represent the leverage and change agents that can help ensure that SIA plan changes are implemented and sustained. Also, all staff were involved in processing the engagement findings. (AE tab 1)
6. Student focal groups (homelessness, Sped, multi-racial students) are another example of how we gathered input from underserved student groups. Their input was genuine and revealing about the school’s responsiveness to their circumstances. Their perspectives were closely evaluated by the Leadership Team and will have a big effect on the CIP as it relates to the school culture and how they are perceived by staff. As Prospect observes the changing demographics of attending students, it also finds itself redefining the mission and services that students need most. (AE tab 2)

- 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)

Having participated in the Collaboration grant recently, the Leadership Team decided to employ empathy interviews to help understand the representative groups more fully. This strategy is more time consuming, but allows individuals to explain and share examples of what they experience and perceive. This strategy was employed because it provides authentic face-to-face information. It also allows us to probe deeper with the stakeholder to better understand their experiences and the impacts of current practices.

The second strategy was using high interest community events to get broader community input. For example, at the winter holiday program, we had high parent and community attendance, and we used that opportunity to collect their input.

- 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 engagement activities started with all students before narrowing our lens to student focal groups. We were then able to take the broad findings and refine them into specific needs. Leadership Team members were chosen to conduct the empathy interviews based on their knowledge and experience with the focal group.

One-on-one interviews were completed for our multi-racial students, many who also have an IEP. The reason this activity was chosen was to provide a more comfortable environment for students to share their thoughts privately with a trusted adult.

Another activity used was small groups with specific focal populations. We used this strategy so individual students could hear from each other and build on each other's responses. Our McKinney-Vento students (almost 100%) shared some perspectives that were direct and reflective. For example, they do not want to be identified and patronized, and that our upper grade classes are typically too easy because they believe teachers have lower standards for them. That finding is profound and will need further unpacking to determine how we treat students that we perceive as less capable.

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

We used existing grade level teams (elementary, middle, and high) multiple times to generate staff perceptions and recommendations. The smaller level teams provided a safe and intimate climate for sharing and problem-solving together.

Professional Development days were strategically built into the calendar, this year, and that proved an effective strategy to engage all staff in the development of the CIP and SIA plans. We used that time to process the information we had collected through our engagement activities. See Artifact AE, tab 3.

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

The first activity to engage all staff occurred during the last week of January. Each level team (elementary, middle, and high school) met to share their perspective of student needs to be healthy and academically successful. Those perspectives were organized by the recommended engagement questions and prepared on a google sheet for later analysis.

At the next scheduled PD day, February 7, the staff numbered off into groups to identify the initial common themes from the community, staff and student groups. Using the data collected during the community engagement, this all staff activity set the initial direction for using our SIA funds to serve our underserved students. See Artifact AE tab 3.

From that all staff activity, the Leadership Team met two additional times to look at additional input. The team also added additional data (SBA, Healthy Teen Survey, etc.) to refine the priorities and funding strategies to finalize this SIA plan. See Artifact AE, tab 3.

Finally, our Goal #1 from the CIP plan included gathering information from staff about our new mission statements in closing the achievement gap. We contracted with an outside consultant to conduct empathy interviews on February 25, 2020. Her findings include common threads that will be addressed outside of the SIA funds.

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

The Leadership Team learned what services are needed by our students that are eligible SIA activities, and some improvements that we can make without SIA funds by making deliberate changes to our thinking and overall culture. For overall CIP improvements the team will be braiding Title, HSS, SIA and general funds. This discovery also has a profound correlation to our CIP goals, and we believe the two initiatives will work in perfect tandem.

1. We learned/affirmed that our rural & remote community has barriers in accessing physical and mental health care. This appeared more pronounced with our older students that relied on finding their own transportation.
2. We learned that our students appreciate additional supports in their learning, but not in the lowering of learning standards in order to help them succeed.
3. We learned that parents and students prefer having school-based academic supports and are willing to spend more time for this support if needed.
4. We learned that our school-wide behavior plan (Tiers 1, 2, 3) is not working well, and has a direct correlation to the learning barriers & opportunities in the classroom.
5. We learned that only a fraction (2/20) of our students that have been referred for some behavior counseling or mental health assessments are actually being served.
6. We learned that our current interventions for all grades need improvement, and that additional HQ staff will be needed to serve students that are behind.
7. We learned that our current investment in Title Instructional Aides is not helping to close the achievement gap.
8. We learned that our Secondary students want more educational offerings that our small school cannot afford, a desire for a well-rounded education for all.

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

1. ODE Longitudinal Data in strategic domains – The Prospect team participated in a training by Tanya Frisendahl on looking at our data and setting growth goals that push our focal students up toward the state averages or beyond. Our Longitudinal Performance Targets are included with this application.
2. Smarter Balanced Assessments 2019 – disaggregated analysis of the SBA data by SES, IEP and other ACE’s factors helped to identify achievement gaps. Students with disabilities showed the biggest gap, but other factors (SES, ACE’s) had far less impact on their achievement levels. This changed our traditional thinking that low SES students could not achieve as easily.
3. Oregon Student Wellness Survey 2018: Several key data points of the 2018 Student Wellness Survey revealed a critical need for QMHP and supported social emotional learning for students experiencing poverty (100% of student population is eligible for free and reduced lunch). In the Psychological Distress, Depression, and Suicide by Students metric, 41.2% of 6th grade students, and 29.4% of 8th grade students reported depressive states and an average of 20% of students reported suicidal ideation. Also, nearly 60% of 6th graders and 30% of 8th graders showed weak positive youth development.
4. Discipline & referrals: 4 of the 10 students with highest number of behavior referrals are students with McKinney Vento designation. The top five behavior incident types include truancy, defiance, disrespect, and disruption. This demonstrates that there is a need for development of a school-wide system of supports with specific emphasis on the homeless student population to help students regulate classroom behavior and maintain regular attendance.
5. Mental health referral data – PCS students with IEP’s had regular assessments and supports, while students with other factors had minimal (2 assessments out of 20 referrals) equitable services. This became a critical path in this application to provide QMHP for any student (especially McKinney-Vento, low SES, high ACE’s) that gets referred.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of

the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

Outcome 1: An array of mental health supports will be available to students dealing with depression, suicidal thoughts, peer issues, anger, lack of success, poor self-control, and more. Families also will be able to access those supports to create a more successful home dynamic.

Strategy: Use mental health experts to help us design a system that addresses student and family mental health issues.

Activities:

- a) Hire a 1.0 FTE Qualified Mental Health Professional (QMHP) to lead the development of a system of social-emotional supports as follows:
- b) Develop an MTSS plan to meet the needs of disengaged and difficult students.
- c) Establish an access protocol for staff and students to access the QMHP.
- d) Develop curriculum/program for Tier 1 all school pro-social development.
- e) Develop structures/program(s) for Tier 2 small group behavior support.
- f) Identify criteria and protocols for Tier 3 individual student behavior interventions and support.

Equity Lens: What is the potential impact of the resource allocation to underserved groups? All students will benefit from effective mental health supports. In addition, focal groups have identified unique needs that social-emotional supports can meet.

Outcome 2: All students referred for physical and mental health services will be evaluated.

Strategy: Partner with local health service organizations to provide physical and mental health evaluations.

Activities:

- a) Contract with Rogue Community Health to provide one additional day of QMHP time and services.

Equity Lens: What is the potential impact of the resource allocation to underserved groups? All students will benefit from effective mental health supports. In addition, focal groups may have unique needs that social-emotional supports can meet.

Outcome 3: A research-based academic support system will be in place to close achievement gaps for all students and, especially, for students who have been traditionally underserved.

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Strategy: Use a “Response to Intervention” model to directly serve students with low achievement and to provide professional learning to staff in how to better serve those students.

Activities:

- a) Hire an “RTI” specialist to directly serve students with low achievement and to provide professional learning to staff in how to better serve those students.
- b) Develop an RTI plan to meet the needs of low achieving students K-8
- c) Train Instructional Aides to serve small group instruction in Reading and Math K-8.
- d) Establish and coordinate PLC teams for student progress monitoring and data analysis.
- e) Create and adjust schedule for intervention group teaching K-5.
- f) Provide professional learning for each classroom teacher in RtI and core instruction.

Equity Lens: Does the decision ignore or worsen existing disparities? What is your commitment to professional learning for equity? We believe that extra learning supports will help underserved students begin to close the achievement gap. In addition, training teachers in culturally responsive instruction will help align teaching to each individual and cultural needs.

Outcome 4: Students in grades 6-12, will access a broader range of differentiated learning experiences and course offerings including, but not limited to the arts, special interest areas, advanced course work, advanced placement, etc.

Strategy: Use technology to provide students with more learning opportunities, resulting in a broader educational experience.

Activities:

- a) Contract with Edgenuity to provide a well-rounded selection of courses to meet student needs and interests.
- b) Create the protocols for how students will use and access classes at school and from home.
- c) Determine how students will receive credit for Edgenuity classes.

Equity Lens: Does this decision ignore or worsen existing disparities? If students from underserved groups do not have access to broader learning experiences, it could create larger cultural and learning disparities.

The SIA plan’s outcomes, strategies, and activities align with the following Quality Education Committee recommendations for a model school:

- Adequate staffing – we are adding two full-time staff to support academic achievement and positive mental and behavioral health. We are also contracting with a community partner to provide student evaluation services.
- Added instructional time and activities for students having trouble meeting standards – We are adopting a Response to Intervention model and will hire 1.0 FTE to coordinate

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an RTI team as well as provide direct student services. In addition, we are extending the school day for students having trouble meeting standards.

- Curriculum development and technology support – We will use general fund dollars to develop or purchase curriculum that is culturally responsive.
- Professional development for teachers and administrators – One of the roles of our new RTI coordinator is to provide teachers and instructional aides professional learning in reaching students who are behind.

The Prospect SIA Plan fully aligns and supports the District CIP, vision, mission, and goals:

Vision: Prospect students feel safe, know their learning matters, and belong to an expanding community.

Mission: Prospect School is committed to:

- Establishing a culture of high standards with equitable supports for learning.
- Using best practices in every classroom that engages each student.
- Recruiting and retaining the highest quality and ethical staff.
- Teaching life skills with accountability and a focus on character building.
- Designing programs that include our local natural environment opportunities.
- Providing high quality College and Career preparation opportunities.
- Researching and utilize progressive learning technologies and innovations.
- Community relationships that are positive, empowered, and collaborative.
- Provide multiple venues to develop teamwork, school pride, and healthy students.

Continuous Improvement Plan Goals:

Goal 1: Prospect School leaders articulate our shared vision and mission, improving systems to meet the needs of ALL students.

Goal 2: Professional learning is directly informed by student data and student learning growth goals.

Goal 3: Prospect students believe in themselves and take responsibility for their learning and relationships.

Finally, the plan supports “targeted universalism.” This means that all students can benefit while focus can be given to focal student groups. Though our RTI coordinator will focus on K-5 academic achievement, we believe that all elementary students will benefit with an extra adult in the classroom whether it’s a teacher or instructional aide or a licensed specialist. In addition, everyone benefits when the community is mentally and behaviorally healthy, students feel safe, and the focus is on learning. Finally, having access to a broader range of learning opportunities benefits all students.

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)

Prospect LT members participated in equity training by SOESD and chose to use the Building our Inclusive Table equity lens to ensure all voices were at the table. During all deliberations, the question was asked, “Who are we missing from the table?” Our “table” included parents, community members (i.e., non-parents), classified staff, licensed staff, all students (elementary, middle, high), multi-racial students, students with disabilities, students navigating poverty, homeless students, and chronically absent students. As a small rural school we realize how important individual students are to the school, and understanding diverse cultures is critical to serving all students.

At LT meetings we applied OEIB’s equity questions 1, 2, and 7 when reviewing decisions and determining strategies for our SIA plan. For example, when considering mental health supports, we asked, “What is the potential impact of the resource allocation to underserved groups? We determined that all students can benefit from effective mental health supports, and that focal groups may have unique needs that social-emotional supports can meet. When a student cannot self-regulate, it impacts the climate for everyone. In considering hiring an RTI specialist to support instruction in grades K-5, we asked, “Does the decision ignore or worsen existing disparities?” and, “What is our commitment to professional learning for equity?” We determined that extra learning supports will help underserved students begin to close the achievement gap. In addition, training teachers in culturally responsive instruction will help align teaching to each individual and their cultural needs, which affects focal groups and all students. In considering expanding class offerings, we asked, “Does this decision ignore or worsen existing disparities?” We determined that if students from underserved groups do not have access to broader learning experiences, it could create larger cultural and learning disparities.

Using the OEIB equity lens helped us to better understand the impact of our decisions on all students and student focal groups. Next year the Leadership Team will coordinate with the Community Advisory Team in making decisions together on the Student Investment Account.

Part Six: Use of Funds

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

- Increase academic achievement for students, including reducing academic disparities for economically disadvantaged and students with special needs.

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- Increasing instructional time
- Addressing students' mental and behavioral health and safety needs
- 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)

Prospect estimate for SIA \$252,259.62

1. Hire a Qualified Mental Health Professional (QMHP) or Social Emotional Learning (SEL) Specialist for K-12 (\$97,000). In reviewing all the engagement information, it was pretty clear that Prospect needed qualified support for serving students and developing a system of pro-social instruction and intervention. Ideally, a QMHP could be recruited and work directly with students and the Leadership Team in developing an SEL curriculum and system of supports. As a tiered option, a qualified Counselor with SEL training and experience would be secured to serve students and establish a SEL continuum of curriculum and agreed strategies to support student success.
2. Contract for Mental Health services for program development and student services (\$18,259). Prospect currently contracts with the SOESD for Mental Health evaluations for Special Education. This new contract with Rogue Community Health will provide one day a week for evaluations and services for other students not identified as special needs. Rogue Community Health is currently on-boarding a Qualified Mental Health Professional to add services to the Prospect School and community. The Prospect Rogue Community Health facilities are virtually on campus, and represent our School-Based Health Care provider. The additional services provided by RCH will include health screening and medical referrals as needed.
3. Hire a Certified RTI Teacher/Coordinator for underserved low achieving K-8 students (\$97,000). In review of our Smarter Balanced Assessment (SBA) data over time and specifically of focal groups from the 2019 assessment, the Leadership Team agreed that staffing for interventions and after school supports was needed. In the community surveys, "academic in-school assistance" ranked highest among all the optional supports available. This certified teacher will coordinate the interventions available for students K-8, but equally important train the Instructional Aides and teach the intervention groups as much as possible. The current After School Academic Program (ASAP) will also be designed and coordinated by this staff member. An hour of after-school learning represents additional time of instruction for the identified underperforming students.
4. Purchase online courses for credit recovery and well-rounded educational experiences (\$40,000). Prospect's small and rural school environment makes it extremely difficult to

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meet the learning needs and desires of all secondary students. Prospect also competes for students with larger high schools that can offer opportunities not afforded at PCS. On-line courses provide an opportunity for small rural schools to offer courses and interventions (e.g. credit recovery) to compete and serve students well.

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

The potential impact of these expenditures is significant for our small school. Prospect Charter School has been able to fund the core program with a teacher at each grade level (K-5) and core content (6-12) but has not been able to fund the services our students need outside and alongside the classroom. With recent High School Success funds PCS has added a .5 HSS Counselor to help improve attendance and graduation rate, but the needs at all grade levels are greater than one person. SIA has truly offered hope to staff and students.

The K-8 RTI Teacher Coordinator will be able to help PLC's with data and progress monitoring to help inform the core, then organize intervention groups, train instructional aides, and teach critical intervention groups that current teachers cannot address as effectively. The anticipated impact will close the achievement gap for our lowest performing students.

The Qualified Mental Health Professional (QMHP) will be Prospect's first professional to help develop a multi-tiered system of supports for students that have significant disruptive behaviors. Many parents and students have asked for counseling that do not rise to the level that qualify for Special Education.

Prospect's relationship with Rogue Community Health as a School-based Health Provider has waned in recent years. With this revived relationship for services, the potential for health and clinical mental health is profound. RCH sits on the edge of campus where students walk by daily. The leadership of RCH is enthusiastic and hired a new clinician that they are on-boarding now. This SIA will contract for an additional day dedicated for the school students exclusively.

In responding to the needs of secondary students, the purchase of Edgenuity on-line services will provide courses that have not been available to date. This will also supplement the HSS goals with credit recovery courses for high school students that have fallen behind. PCS does not have the resources to provide duplicate or remedial courses when students fail core classes. Edgenuity represents a significant improvement for our high school 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 or less)

The biggest risk in meeting the longitudinal growth targets is the small class sizes that one student can change results by 10% (3rd grade has 10 students). The beauty of the small classes

is the attention we will be able to give students when we have the RTI teacher-coordinator on board. It would be a fairly significant barrier to keep us from meeting the growth goals, but the swings (look at our data charts from ODE) can be significant year to year. It would be preferred that we look at, and set Cohort goals to follow them through the K-8 grades.

For the last two years, the Elementary Team has practiced Professional Learning Communities (PLC's) under the direction of Janel Keating and the Rural School Network. Their practice has improved, but without the supports to answer the third PLC question "what to do if students are not making progress." This is why the RTI teacher-coordinator is critical to our focal students in grades K-8. The Middle School team will be starting from scratch in setting up an effective PLC and looking at student achievement for all students.

For Social and Mental Health, our two strategies of 1) contracting with Rogue Community Health, and 2) hiring a QMHP/Social Emotional Counselor has great promise in reducing referrals (and educational interruptions) from minor to intensive tier 3 supports. The barrier is the same everyone will be facing, finding the highly qualified person to do the job. This may be the one Tiered plan that we could face, although we have a person interning with us that could fit the bill perfect. Meeting the needs of our focal students is our target, and our goals will be met with the right hire.

For the well-rounded education, Edgenuity will provide Prospect students the opportunities they have missed in our small school. The focal groups of Special Education and McKinney Vento will benefit the most, with credit recovery and tutorial supplements to help them succeed and graduate from high school. We have a 1-on-1 technology for 6-12 so the only barrier is internet access. We have plans to purchase hot-spots for students that need access at home.

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

School Board Approval: March 9, and April 13 meetings

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school? NO