

ROUGH DRAFT TOOL FOR SIA APPLICATION

Parents, staff, community members. We at school have been working on a plan to submit to the state that would allow us to receive close to \$100,000.00 to help us improve reading and math scores in the elementary grades, enhance our ability to experience more activities in the area of fine arts. Finally to develop a vocational program for our middle high school students. The following is a plan that will allow us to move forward on our goals. Please give any feedback or input that would help us finalize our process. There are two documents for your review. Contact me at school for any clarification. Thank you.

Applicant

School District or Eligible Charter School Name: Spray

Institution ID:

Webpage (where SIA Plan will be posted): spray.k12.or.us

Contact Person

First Name: Larry

Last Name: Johnson

Email: ljohnson@msn.com

Phone Number: 541-468-2226

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write **3-6 paragraphs** and provide the following information:

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 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).

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

Our demographics for the school include the following:

Approximately 62 students K-12 including 12 international students.

Certificated include 6 full time teachers and 2 half time, a part time special education teacher and part time counselor. One superintendent/principal.

Classified include ten which includes part time custodians, special education aides, cook, bus drivers and office support staff.

Grade breakdown. Kindergarten 4, 1st grade 2, 2nd grade 4, 3rd grade 2, 4th grade 4, 5th grade 5, 6th grade 5, 7th grade 2, 8th grade 8, 9th grade 6, 10th grade 6, 11th grade 13 most international students. 12th grade 4. We have almost all white students with one Asian/Pacific.

Spray school is located on a single campus with elementary K-6 in one building and 7-12 in another. Here in Spray we have an ongoing process of engaging parents, community members and others stakeholders. Being new to the district this year and coming from out of state, the learning curve on SIP, CIP, SSA has been a challenge. The process of engagement started early this year with a spaghetti feed and wood raffle. During this well attended event which included students, parents and community members we surveyed attendees. This survey was designed by myself, classified and certificated employees with input from the board. Since the initial survey we continue to update and seek input through various means available to us here in our small district. These include monthly newsletters, board meetings, school events such as athletic games, parent conferences and meals at the senior center and local cafe. At our weekly staff meeting we continually discuss our needs and how best to use additional funding to meet these needs.

The attached artifacts provide detailed evidence of the activities.

Key information collected was that there is a strong need to support reading and math at the elementary level, offer expanded opportunities for vocational learning, improve some of our facilities, and increase outside the district learning activities such as drama, music and theater.

We partnered with staff, both classified and certificated, board members, students, parents, church and business members.

Self-Assessment of Community Engagement

Please 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)

There will be a common narrative in many of these responses. We are a community of about 125 residents covering a large geographical area. We have only 63 students K-12. Of these students we have 12 international students that stay in our community. Communicating with our parents, students, staff members, church and community members is not that difficult.

As a staff we are familiar with each student's needs based on a long term relationship with many of our students and our small class sizes. We observe learning styles, grades and other traits that help us design different learning activities.

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

Will increase our efforts to include home school parents and students. Expand our parent advisory group to include past educators from the area, retired classified staff and include in this group home school parents and retired citizens from our town.

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

Our most successful effort to include input from a wide cross section of people was our fall spaghetti feed. We had over 60 people attend and fill out surveys and engaged in discussion on how best improve our school. If we had funds to support these efforts it would help considerably.

Throughout this past year I and others, referred back to our CIP and QEM plan as a guide to help frame our board discussions, our surveys and group discussions on how to best utilize SSA funds and best serve our school needs.

Who was Engaged? Select all of the community members / groups you engaged for this process:

- Students of color N/A
- Students with disabilities Yes
- Students who are emerging bilinguals N/A
- Students navigating poverty, homelessness, and foster care Yes
- Families of students of color N/A
- Families of students with disabilities Yes
- Families of students who are emerging bilinguals N/A
- Families of students navigating poverty, homelessness, and foster care Yes
- Licensed staff (administrators, teachers, counselors, etc.) Yes
- Classified staff (paraprofessionals, bus drivers, office support, etc.) Yes
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) Yes
- Tribal members (adults and youth) N/A
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) Yes
- Business community Yes
- Community leaders Yes
- Other _____ Grange, rodeo association, home school students
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How did you engage your community? Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange) Yes
- In-person forum(s) Yes
- Focus group(s) Yes
- Roundtable discussion (above)
- Community group meeting Yes
- Website Yes
- Email messages Yes
- Newsletters Yes
- Social media Yes
- School board meeting Yes
- Partnering with unions N/A
- Partnering with community based partners
- Partnering with faith based organizations Yes
- Partnering with business N/A

- Other _____

Evidence of Engagement

Upload the 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 the community? (250 words)

First artifact, September 23 2019 is from the beginning of the year to introduce the SSA, how it was established, how it will impact our school, and to begin the process of gathering input and feedback. We discovered early on that our focal student population was rather narrow due to our small enrollment and lack of bilingual, minorities and other groupings as described in the SSA qualifications. We focused on 1. Meeting students' mental or behavioral health needs, 2. Increase academic achievement for students, including reducing academic disparities for: Economically disadvantaged students, as determined based on eligibility for free and reduced prices lunches under the USDA current income Eligibility Guidelines. 3. Any other student groups that have historically experienced academic disparities, as determined by the State Board Of Education.

The artifacts selected reflect

1. Our input from our community meeting/spaghetti feed in the fall.
2. This artifact reflects our numerous weekly staff meetings where we discuss ways to improve students' success based on previous years test scores.
3. Continued ways of trying to communicate with our stakeholders, at athletic events, local restaurant and church.
4. Newsletters and websites where our message is delivered to our community, parents and other patrons.
5. February community input meeting with retired school teachers, staff and parents representing elementary, middle and high school.

These artifacts represent efforts on our part as a school to include as many people as we can in deciding how best to serve our unique community and school age students. We are a very small school with unique circumstances. It is challenging to deliver well rounded educational opportunities for our district. With the new SSA funds it will go a long way in supporting our efforts to enhance our students' long term achievement goals.

Strategies and Activities

Strategies inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.

Activities are much more concrete and are oriented to smaller steps or shorter time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called *initiatives, tactics, investments or work plans*.

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, but are 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.*

Since we have such a small target group we seem to be engaging the same group of community, business and educational leaders frequently. The first strategy we used was to bring the community together for dinner and a wood raffle. At this event we had all the participants fill out a survey that reflected goals we garnered from staff and board support. Much of the survey was based on a framework from previous data such as state assessments, School Improvement Plan, Continuous Improvement Plan, Title 1 meetings, staff meetings, parent input from parent teacher conferences and interactions with our Community Schools Program.

Other ways we leverage our position as a hub in the community, was to reach out to our home school parents and church members (we have only one church here in town). We use other vehicles to engage and inform our community including: Reader boards, web sites, and communications with our monthly articles in our regional "Ruralite" magazine.

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.*

Historically we have had difficulty engaging our different parent groups. In the fall most all the families are involved with haying, 4-H projects and cattle. We decided as a staff that the best way to connect with families is to wait till late fall and have dinner and raffle a cord of wood to attract our families. It worked! We had over sixty people at our dinner which included retirees, parents, grandparents and homeschool families. We presented a survey that was worked on by the elementary, secondary and administration. We looked at past data, what had been discussed the year before I got here, our CIP and SIP plans and came up with our survey. We received tremendous feedback and continued to ask for input by way of our newsletters, board meetings, person to person contact and community forums.

Since we are so small it is easy to seek input with our parents via the various activities we have here in Spray. Our football games, basketball games and the community events allow us to share ideas and have discussions with the community on how best to serve our students.

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.*

Our staff has been integral in planning and supporting our efforts of the SSA and SIA. We meet most every week to discuss and strategize how best to meet our students unique challenges. This has been an ongoing process this whole year. Staff have been at board meetings and evening presentations to support our goals..

Describe the activities (at least two) that you employed to engage staff. Your response should include why the strategies 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.*

With such a small school and staff we overlap our efforts to engage with the school, parents and community.

Collecting and Using Input

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

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

What we have learned from staff, community and parents are:
Improve our offerings for vocational skills
Improve our reading and math scores in our elementary school.
Increase our exposure to the arts.

What we have learned from our meetings and input we have received is what we are basing our report to the state so as to fund our ability to reach these goals.

Data Sources

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

The data sources used are community surveys, staff input, board meeting input, reaching out to churches, home school, breakfast meetings, home visits and our various school and community events. Staff reviewed state testing data, state report card, and anecdotal discussions to help our decisions. Being a small school teachers were engaged with our students that are economically disadvantaged and have an understanding of their needs. We also relied on our Continuous Improvement Plan and QEM for additional guidance in putting data together to support our plan. Asking our students their thoughts on what was important. They filled out surveys and talked about what they saw as important in their classes. Having a very small population here in Spray we have had numerous discussions with our stakeholders to hone our vision.

We are very fortunate here in Spray in that we host approximately twelve international students each year. These students bring excitement, curiosity and new cultures to our community and school. We become a better place because of it. Our international students play sports, attend all our activities and make lifelong friends. This program is a win win for all of us.

When looking at other data sources we were a bit limited. We do not have any bilingual students, students of color or tribal students. We do have poverty and have used this lens as we review all our data.

Three year plan:

So after reviewing our data and garnering input from the above sources we looked at focusing on three areas.

1. Improving reading and math in the elementary grades
2. Offering expanded learning opportunities school wide in the Arts and Humanities.
3. Increase our vocational experiences for middle high school students.

With this information as a backdrop this is our plan to achieve these goals.

Increase contact time with our K-6 graders. We will use some of the SSA monies to pay teachers to develop and deliver additional reading and math lessons to students that have shown to need support. Since we go to school only Monday thru Thursday we will have these identified students attend on Friday. We will offer either or in combination educational assistant time with certificated teacher time help support reading and math. Students test scores and other assessments will be used as a base line and will offer us feedback and direction on how to improve skills.

We will also use some of the SSA funds to extend the school year for those students that need this additional support. Our plan as of now will include at least a month of additional support. This can be delivered in a variety of ways. On line, person to person, small group to name a few.

We see that this approach will support our goal of improving math and reading in the elementary. This program will be implemented as soon as we have access to funds. We have staff ready to start and will evaluate our success at the quarter and end of our summer program.

Offer expanded learning opportunities school wide in the Arts and Humanities.

Throughout our engagement exercises we discovered a strong need across all grades for exposure to the fine arts. We are very small and do not have near enough access to music, plays, museums and other cultural experiences. We have set aside some of our SSA funds for three years to include field trips to Ashland, Eugene, Portland and other destinations as well as bringing music and other performers to our school.

Our belief that these types of activities and exposure will help with our emotional and behavioral health. We can measure the impact of such activities by surveying parents, students and staff. When we have been able to do some of these activities in the past it has generated positive feedback and discussions from students and community.

Increase our vocational opportunities for middle high school students.

It became very clear through surveys, community discussions and feedback from students that there is an urgent need to offer vocational opportunities here in Spray. Many of our middle high students come from working ranches, and or rural settings. Many of our students, like their parents, like this type of lifestyle. With increased vocational opportunities students would have additional experiences that could help them find employment opportunities here in the county.

Last month we sent five students to a vocational center where I used to work last year which was located above the Arctic Circle. Our students built a tiny house, became proficient in welding and experienced a different culture. What our students enjoyed most was the learning of new skills. What we have proposed to do is the following:

With the help of measure 98 funds we recently purchased property that is close to our school. This property has a large shop area. With the support of SIA we plan on converting this area into a vocational center that would allow students to have hands-on experiences in carpentry, small engine repair, welding, diesel and automotive repair and farm equipment repair courses.

The model we are proposing is to have two week intensive all day classes focusing on one of the above mentioned courses. Since we do not have a designated Vocational teacher we will hire a tradesperson who has the knowledge and skill to teach in a specific area. This teacher will work with one of our certificated teachers to ensure the instruction is supervised.

We will measure the success of these integrated learning opportunities through surveys that will include students, parents and community, state assessments, graduation rates and anecdotal discussions.

The increased exposure to the arts and vocational opportunities will enhance our international students experience while here in the states. Most of our students from abroad have not been in this country before and have little if any vocational classes and exposure to our culture.

Each year of our plan will build on experiences and knowledge of how we made progress in our three areas. Adjustments will be made on how best to improve our ability to achieve our set goals. This process will be supported by continued evaluation, input from all stakeholders, progress reported to the board and community via newsletters, websites board meetings and sharing at school events.

Our expectations from our work will be as follows:

Improved reading and math scores for our elementary students which will enhance their continued success at school. This success will provide an easier learning path for them and will improve and enhance their integrated learning in other subject areas. We will measure, monitor and adjust our delivery each year so as to ensure success.

Offering expanded learning opportunities school wide in the Arts and Humanities. By offering expanded learning in the arts we expect to see additional interest in school and a deeper appreciation of the world in which they live. As we all look back on our education some of our most profound learning experiences come from exposure to the arts. This may not always seem immediate but we take these experiences with us throughout our life. These experiences will help with students' emotional and behavioral wellbeing. To measure this we will survey our students, parents, staff, community and board discussion on the positive effects. Teachers will integrate these experiences in their classrooms and also discuss with students their thoughts of our efforts to provide these additional learning opportunities.

Vocational opportunities:

Our increased vocational offerings will provide our middle high school students a more integrated and well-rounded educational experience. Having these offerings will meet the goals of increased graduation, improved mental and emotional health, more interest in school and offer real world experiences. These experiences will help guide their decisions for graduation and beyond.

To measure the success of this program we will again survey students, parents, staff and community. Review attendance, graduation rates, anecdotal evidence, and board input, G.P.A.s of students and make adjustments to address issues as they arise to improve our delivery.

September 24 2019 Letter to staff outlining SSA

October 7 2019 Community input flyer

October 14 2019 Letter to parents on talking points SSA

October 19 invite to attend public forum

October 23 Spaghetti feed and survey collection

February 12 2020 Message to community re: SIA

March 26 2020 Community input session

Board meetings in October, November, December, January, February and March where SSA and SIA were discussed.

Links to our CIP SIA and other items are on our home page at our website. Spray School District, if there are any questions contact me here at school ljohnson@spray.k12.or.us