

**Student Investment Account (SIA) Grant Application  
Jackson County School District #91 (Butte Falls)  
Butte Falls Charter School**

**Part One: General Information**

**Applicant**

School District or Eligible Charter School Name: Jackson Co. School District #91 (Butte Falls)  
Institution ID: 406  
Webpage where SIA Plan is posted: [www.buttefalls.k12.or.us](http://www.buttefalls.k12.or.us)

**Contact Person**

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**Part Two: Narrative**

*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.*

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

Jackson County School District #91 (Butte Falls) is a semi-remote, rural school district in Northwest Jackson County. The district and community are in recovery after significant enrollment declines due to loss of timber jobs and the most recent severe recession. In 2011 the District converted its schools to a single K-12 public charter school. A grant in 2014 helped the school focus on Natural Resources as a core instructional theme. With the acquisition of the nearby former Butte Falls fish hatchery and an aggressive marketing strategy, enrollment has grown from a low of 126 to 230 students. By strategically utilizing the funding that has accompanied enrollment growth, the District has added teachers and support staff and restored elementary music instruction.

**Demographics:**

- Current Enrollment: 230 students as of 1/31/2020
- Demographics: Students with Disabilities = 25%; Homeless Students = 19% (2018-19)
- Languages Spoken: 1 (English) (2018-29)
- Race: White = 87%; Hispanic Latino = 10%; Multiracial = 3% (2018-19)
- Free/Reduced Price Lunch Qualifiers = > 95% (2018-19)
- Chronic Absenteeism Rate: 30+% previous three years

**Strengths:**

The five-year trend for enrollment and student achievement has been positive even as the district has experienced the stresses that accompany such growth. The town of Butte Falls added a public safety officer two years ago, which has helped improve the community environment. The restoration of an elementary music program two years ago and expansion of the middle and high school after-school sports program has helped engage more students and families in the school. A partnership with Southern Oregon University has resulted in multiple college student environmental study projects occurring at the district's Natural Resource Center (former Butte Falls Fish Hatchery). Our middle and high school students have been actively involved in the development of that facility as an outdoor learning lab for hands-on learning.

**Challenges:**

The attractiveness of the school's smaller class sizes and outdoor learning has attracted an unusually high percentage (24%) of students with disabilities. That, coupled with the 8th highest rate (19%) of homelessness in the state and a significant poverty rate, has meant the district has needed to invest in resources and strategies that respond to these barriers to successful academic and socio-emotional development and progress. Our remote location compounds the difficulty in attracting and retaining empathetic, skilled educators and paraprofessionals.

**Other Assets:**

In recent years the district has benefited from grants from multiple philanthropic foundations as well as public agencies related to natural resource development. The City of Butte Falls and the local Community Center collaborate with the district on ways to improve the livability of the community and the social environment for students and families.

**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 various district data sources and community feedback, Butte Falls School District has identified the greatest need for the investment of additional resources to be in the areas of improving students' mental and behavioral health, and improving academic outcomes for students, while at the same time addressing disparities for our underrepresented groups. To accomplish this, the district will invest some Student Investment Account (SIA) funds to expand and improve a Response To Intervention (RTI) system that encompasses mental health, academics, and behavior. Our RTI program includes frequent measurement of student reading and math skills. It helps us identify when students have specific gaps in skills and then intervenes with targeted skill-building instruction. Based on stakeholder feedback, we need to strengthen the RTI program and to apply it consistently. Implementing a strong RTI system consistently ranks in the research as one of the most effective strategies for improving student outcomes. According to Hattie (2017), RTI has an effect size of 1.29, and ranks in the top five of the 252 strategies he researched related to their impact on student achievement. Additional investments related to this are adding personnel such as a school psychologist/counselor, an elementary behavior support specialist, and a district-wide family resource specialist to help reduce social-emotional barriers to student learning and success.

One challenge that our SIA investments address is improving student-to-staff ratio in the primary grades, to better support early learning goals. To that end, we are planning on hiring a full-time educational assistant assigned to grades K-1.

Another need we are addressing is to improve support for students with disabilities. Our data show a consistent disparity between the performance of students in this group compared to the aggregate. Being able to hire additional staff to specifically support this student focal group will improve their academic achievement, and their sense of being connected to school.

## **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's community engagement process began in October 2019 and concluded in January 2020. We engaged students, staff, parents, and community members, including people from the local pre-school organization.

All secondary students completed a student survey in November 2010. All secondary students were given the survey as an assignment in order to get a high response rate. In order to get feedback from focal group students, empathy interviews were conducted with 15 special education and/or homeless high school students. The interviews were conducted during January and February, 2020.

The engagement process for parents and community members included two activities: community meetings and a parent survey. The parent survey was posted on the district website, but most parents completed it during Parent/Student/Teacher conferences in November. Community meetings were held on October 11, 2019, in Butte Falls, January 23, 2020, in Eagle Point, and January 29, 2020, in Butte Falls.

Staff participation was enhanced by having employees complete the survey during contract time.

The information we collected focused on four main areas: academics, environment, resources, and community. We asked participants to respond, within these four areas, in terms of what is currently working, what are some challenges, and what are suggestions for improvement.

One partnership that we leveraged during the process was with The Landing, AKA the Butte Falls Community/School Partnership, which also provides the community's only preschool program. The January 29 community meeting occurred there.

## SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

**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)**

While we clearly made a concerted effort to engage students, staff, parents and patrons, we also identified some ways we can improve this going forward.

### **Student Engagement:**

This year we implemented Classroom Circles as a means for developing socio-emotional skills among our students. This is one context in which student needs and concerns emerge. We also conducted a Student Survey. Students completed this as a class activity which ensured high participation. Once we identified Special Education students and students of poverty as two focal groups, we conducted empathy interviews with some of these students to check whether our emerging strategies aligned with this more granular feedback.

### **Family/Community Engagement:**

Community events were well planned, but did not attract as many community and family members as expected. It has been difficult to find the right timing so that many families can attend. For some of our families, the expense of driving to a meeting may also be a barrier to participation.

Our parent conferences are well-attended. At the secondary school, each student is assigned to attend the conference. Elementary teachers set their own conferences, so they contact each parent individually to find the best time for them. We have high levels of participation at these conferences.

One difficulty has been reaching out to our two distinct parent groups. About half of our students are from the Butte Falls district and the other half are spread out among multiple neighboring communities of Shady Cove, Eagle Point, White City, Shady and Central Point.

### **Staff Engagement:**

The process to engage staff meetings were on a scheduled inservice day so participation was high. This included all licensed staff but only some of our classified staff. We will build opportunities to involve our classified staff into our scheduling for 2020-21.

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

Ideas for partnerships that will improve future engagement efforts include expanding our involvement with The Landing, the local preschool provider. Currently, we are helping them with a Preschool Promise grant application. Other ideas include strengthening our relationship with Butte Falls Boosters Club, and creating a formal relationship with United Way. Another possibility is to partner with Prospect, a nearby small school district. We could join forces and resources, and plan community engagement activities together. Finally, it's

worth noting that with some of the new staff made possible with SIA funds (e.g. resource coordinator, full time counselor), reaching out to the community and building stronger partnerships will be more manageable.

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

One resource that helps us meaningfully engage with stakeholders is money to support the process. We appreciate receiving these new SIA funds, and anticipate using a small portion of them next year to continue to engage with our community. Continued regional support and funding by the Oregon Department of Education for Southern Oregon ESD would help it sustain its collaboration support for our district efforts. This ESD support comes in the form of sample surveys and other engagement tools, data computing and analysis services, and facilitators. Another area that would be helpful is to provide resources that help build strong relationships with higher education teacher preparation programs. We need more engagement with higher education programs in order to help us recruit and retain teachers.

**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 checked="" type="checkbox"/> Students of color   | <input checked="" type="checkbox"/> Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input checked="" type="checkbox"/> Students with disabilities  | <input type="checkbox"/> Tribal members (adults and youth)  |
| <input type="checkbox"/> Students who are emerging bilingual  | <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.)   |
| <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care              | <input checked="" type="checkbox"/> Business community  |
| <input checked="" type="checkbox"/> Families of students of color   | <input checked="" type="checkbox"/> Community leaders   |
| <input checked="" type="checkbox"/> Families of students with disabilities                                  | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Families of students who are emerging bilinguals                                   |   |
| <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care  |   |
| <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.)             |   |
| <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc.) |   |

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

We selected these artifacts because we feel they are representative of the work that was done.

1. Student Survey. This allowed us to collect input and feedback from our secondary students and informed our follow-up empathy interviews with a sample from our focal group of students with disabilities.
2. Parent Survey. This provided parents with a direct means for expressing their individual interests and concerns as well as providing feedback to us on our service and support for their student(s).
3. Agenda/Feedback Form from Staff Meeting. This documents the intentional effort to engage our staff in discussing the needs, concerns and priorities they see for our school and our students.
4. Pictures from community sessions. These provide texture to the community conversations that occurred both in Butte Falls for our local parents and in Eagle Point for our parents in distant communities.
5. Community Meeting Agenda/Feedback Sheet. These document the intentional effort to engage parents of our students in discussing needs, concerns and priorities they see that would help us better serve their student(s).

**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.*

One strategy that we used to engage parents was to bring activities to places and events that already exist and that typically get high participation. We hold Parent/Student/Teacher conferences in November each year, and get nearly all parents to show up. By providing space and time for parents to complete the engagement survey at conferences helped get high response rates. Similarly, we held the final community meeting at The Landing, a place that parents attend often. It is also a community space, not on school grounds, so that parents who might not feel comfortable attending a session at school could experience a safe, neutral space.

One strategy that we used to engage students was to create feedback avenues that were both general and specific. On the one hand, we needed to hear from as many students as possible in order to understand what overall themes emerged from their responses. A survey was created for this purpose that was given to all students as an assignment in November. On the other hand, it was important to hear from an individual perspective from some of our students from focal groups. In order to collect this feedback, empathy interviews were conducted with 15 special education and/or homeless students.

**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 mentioned above, all secondary students completed a survey, which gave us a response from the overall secondary student body. But in order to hear from students within our target populations, we conducted empathy interviews with 15 special education and/or homeless students.

We invited families to three community meetings held on October 11, January 23 and January 29. As mentioned earlier, our students come from two distinct geographic areas: Butte Falls and Eagle Point. In order to provide access to families from both areas the first meeting was held at a school in Butte Falls, the second meeting was in Eagle Point, and the last meeting was at The Landing in Butte Falls. The Eagle Point meeting was held at a restaurant where we could provide food and childcare for the participants. The Landing is part of the Butte Falls Community School Partnership, and houses the only pre-school in Butte Falls. There were 49 total participants in the meetings. They provided feedback as to what they perceived to be working well in the district, what are areas in which the district could improve, and offered ideas as to how the improvements could be made.

## 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.*

One strategy we used to collect staff input was to provide opportunity during contract time for staff to express their feedback. We understand that working in schools is demanding, and that most staff members feel as though there aren't enough hours in the day to do everything required to do a good job. To post a survey online and then expect staff to take it during their off hours is to ensure a low response rate, and probably one that is not representative of the larger population. Instead we held engagement activities during staff meetings that were already part of the staff's regular schedule.

A second strategy was to intentionally divide staff into diverse groups when having discussions and completing feedback forms. Even in a small district like Butte Falls, staff tend to collect themselves into like groups - elementary together, secondary together, certified together, etc. We intentionally set up group assignments so that each one had a diverse mix of staff members so that people could hear different perspectives from their own, and be able to better understand the workings of the entire district.

**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.*

An activity we used to engage staff was to hold engagement sessions during staff meeting time. As mentioned above, staff were intentionally divided into diverse groups. The activity included group discussions, brainstorming ideas for improvement and individually completing feedback forms. This activity was chosen in order to get full participation from staff, so we could see what themes arose from the entire staff.

A second activity we used to engage staff was to include them in a focus group discussion with community members. The group consisted of teachers, administrators, parents, school board members, and community members. This gave staff the opportunity to interact directly with community members in a fair discussion. In this way both district members and community members had the chance to respond to prompts, ask questions and hear firsthand from each other.

## 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

As part of the planning process, a series of community meetings were held. Teams of participants were asked questions around many different topics, the results of which were coded and analyzed.

Parent survey responses and comments showed continuous support of the quality and caliber of teacher at Butte Falls, but expressed concern about the amount of time and resources the teachers had access to. Many participants felt that teachers were simply spread too thin, with not enough time to collaborate. Some noted that the collaboration time allotted was not used effectively.

A large portion of the staff engagement time addressed student behavior concerns within the school. Teachers felt that their time spent attending to behavior issues would be substantially lessened with improved access to a full-time counselor and/or improved coaching with parents or community members.

A lack of elective offerings was frequently noted. Students, parents, and staff lamented the shortage of elective offerings (particularly foreign language and arts). A review of our course offerings indicated that limited teacher staffing was the primary factor limiting elective offerings.

Another finding was about communication. Though it appears that the school has several different avenues of communicating with parents and the community, participants did not feel that past communication had been effective. There was substantial support for communication improvements, including things like website updates and more community outreach/celebration of school achievements.

## Part Four: Data Analysis

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

Data sources the district reviewed were SBAC results, and district report card data such as chronic absenteeism, 3rd grade reading, and graduation rates. In particular, we looked for disparities between focal group students' performance compared to all students. In addition, the district used local data such as discipline referrals and course failures.

Another major source of data came from our extensive community engagement process that included students, staff, parents and other members of the community. 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—specifically, the need for more specialized and targeted support for students in core skills (reading, math) social-emotional learning (self-regulation, social skills) and mental health (counseling, social skills). 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?**

#### Outcomes:

- 1. Improving students' attendance and engagement to school.** A theme that emerged from our community engagement feedback, and is confirmed by district data, is that not all students feel closely connected to school. This is evidenced by regular attender rates below the state average. Providing a more well-rounded educational experience for students, improving student/staff/parent relations, and improving school climate are areas of focus for our plan. We hope to see our regular attendance rate increase to meet or exceed the state averages.
- 2. Increasing students' achievement in Math and ELA, while decreasing disparities.** In examining students' SBAC data it is clear that the district needs to focus on supporting students to perform better in Math and ELA. While that is true for the general student population, it is even more imperative that we find ways to better support our students with disabilities, who underperform compared to all students. Supports will include Math and ELA interventions for students and a more robust professional development plan for staff. We hope to see student achievement improve for all students and for the performance gap to decrease for students with disabilities.
- 3. Improving support for students' mental and behavioral health.** A consistent theme from the community engagement process – especially from students and staff – was that the district needs to bolster supports for students' mental health, and improve strategies for managing student behavior. Besides the obvious direct benefit to students, achieving this Outcome has widespread indirect impacts: improving student academic achievement, reducing stress on staff, and improving relationships between the district and families. Improving support for students' mental and behavioral health is a major focus of this act. We hope to see a reduction in disruptive student behaviors and improvement in student attitudes about themselves, their learning and the school community.
- 4. Improving early learning and early literacy.** We understand that students' ultimate academic success depends heavily on the skills and learning habits they establish in pre-school and in the primary grade levels. Our 3rd Grade Reading scores are below state average, and we need to improve on that. We see improving student-to-staff

ratio in the early grades, and building more supports for children to enter kindergarten well prepared to learn as important steps in achieving this Outcome. We hope to see all incoming kindergarten students reading at or above grade-level when they complete second-grade.

- 5. Students and staff will experience an equitable increase in feeling safe, connected, supported, and valued.** This outcome relates to the culture and climate we establish in our schools, and impacts students, staff, parents, and community members. And while we realize that we never fully “arrive” at creating the perfect school climate, we are committed to improving from our current position, and have made this a central piece of our plan. We hope to see student attitudes about their individual and collective safety, connectedness, support and value improve.

**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?**

**Strategies:**

- 1. Provide academic and college/career readiness supports for students with disabilities.** This Strategy targets our one distinct focal student group: students with disabilities. By building in better supports for students in that group we will improve their academic performance (Outcome #2), including at the early grade levels where grade-level literacy is paramount (Outcome #4). This Strategy indirectly advances Outcomes #1 and #5, since as students find academic success they feel more connected and valued at school, and improve their attendance.
- 2. Expand and strengthen the district's RTI (Response to Intervention) system.** A district-wide Strategy is to strengthen, or at some levels expand, an effective RTI system. The district has some elements of RTI in place for academics and behavior, but it is not consistently implemented. Establishing an effective, district-wide RTI system will support all five Outcomes by providing interventions for academics (#2, #4), supporting students' mental and behavioral health (#3, #5), all of which will help students be engaged in school and attend more often (#1).
- 3. Provide staff with support and professional development on positive discipline and trauma informed practices.** The district has already provided extensive and excellent professional development to all staff in regards to these two important aspects of education, but feels it critical to continue the process. Providing staff with professional development in these areas helps them feel supported and valued (Outcome #5). And it directly translates into improving students' mental and behavioral health, and their engagement to school (outcomes #1, #3).
- 4. Create a culture of safety and respect that supports the social, emotional, and physical well-being of students and staff that is critical to academic and professional success.** This Strategy has far-reaching effects on every person in the district, and in the community, and directly or indirectly supports all five Outcomes. It directly advances Outcomes #3 and #5. As students feel safe and more connected to

school, they perform better in class (Outcomes #2 and #4), and attend more regularly (Outcome #1). A safe, respectful school culture also benefits staff members greatly by improving working conditions and building their sense of efficacy (Outcome #5).

5. **Improve the student-to-staff ratio in Pre-kindergarten through 3<sup>rd</sup> grades.** The district recognizes the importance of students' establishing academic success at early grade levels. Correlated to this success is making sure there are enough adults (teachers, EA's, counselors, etc.) in the system so that each student gets the support they need to succeed. This is especially important for students with disabilities. Adding staff at the Pre-K through 3<sup>rd</sup> grade level will improve students' math and literacy skills (Outcomes #2, #4), improve their mental and behavioral health, and will increase both students' and staff members' sense of feeling supported and valued (Outcome #5).

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

Based on the feedback from our students, families, staff and community, we see our best hope for improving outcomes for our focal students (and all of our students for that matter) lies in several key investments.

1. Additional specialized staff to respond to mental health/behavior needs of all students.
2. Additional specialized staff to provide more support for Special Education students and their teachers.
3. Permanent staff to provide college/career guidance and encouragement for all secondary students.
4. Additional generalized staff to expand individual and small group skill building in core academics and behavior.
5. Additional support to stabilize the community's preschool program to help students entering kindergarten have sufficient pre-learning skills and development to ensure healthy academic and social development in school.
6. Investment in infrastructure to provide a healthier and safer learning environment for all students and staff.
7. Investment in processes that include regular community engagement with the school.

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

Oregon's Quality Education Model includes specific actions that rural schools should pursue to ensure our highest needs students are not left behind. These include the following:

1. Starting early to assure all students read at grade level by third grade by utilizing best practices.

2. Providing more individualized instruction time particularly for struggling students.
3. Providing a culture of learning that is responsive to the needs of minority students and students of low-income families
4. Increasing efforts to recruit teachers of color.
5. Seeking out community partners that can assist with challenges students face outside of school.
6. Increasing efforts to improve attendance by working with families and by increasing efforts to improve student engagement.
7. Adding ESD and state support for collaboration.
8. Building on work done to improve outcomes for historically underserved student populations.

Simply stated, our plan builds on these QEM recommended actions and considers research related to the impact of poverty and trauma on student learning. It recognizes that attending to fundamental needs identified by Abraham Maslow (*Hierarchy of Needs*) can lessen or mitigate barriers to student learning.

If we provide more mental and behavioral health counseling and coaching, our students will be better equipped to focus on academic learning. Our plan also invests in additional academic interventions (RTI) which provide individualized instruction and support to bridge gaps in skills and knowledge. We believe these investments will accelerate learning for our focal students.

**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?**

**Activities**

**Hire a 0.5 FTE school psychologist/counselor; aligns with Strategies #1, #2, #4, #5.**

The district currently receives one day per week of mental health support from its partner Community Health Center and has temporarily contracted with the SOESD for an additional day. This would permanently fund two days for a school psychologist/counselor. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

**Hire a 0.5 FTE SpEd teacher; aligns with Strategies #1, #2, #4, #5.**

The district currently has a 1.0 FTE SpEd teacher with a caseload of 55 students with IEPs (approximately 24% of the total school population). This would add 0.5 FTE to provide additional support for students and classroom teachers. The superintendent and school principal are responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

**Hire a 1.0 FTE EA at grades K-1; aligns with Strategies #1, #2, #4, #5.**

This person will be assigned to work in the kindergarten and 1<sup>st</sup> grade classrooms to improve student-to-staff ratio in those grades. The school principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

**Hire a 1.0 FTE RTI educational assistant (classified); aligns with Strategies #1, #2, #4.**

This person will support the expansion of the District RTI (Response to Intervention) Program in Reading and Math. The superintendent is responsible for hiring this person. This investment is for school years 2020-21, 2021-22, and 2022-23. Priority level: High

**Hire a 0.5 FTE elementary behavior specialist; aligns with Strategies #1, #2, #4, #5.**

This is a certified position, and will provide behavior interventions for elementary students. The superintendent and school principal are responsible for implementing this Activity. It may be accomplished by contracting with a regional service provider. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

**Hire a Family Resource specialist; aligns with Strategies #1, #2, #4.**

This person will help connect students and families with resources in the community. The superintendent and school principal are responsible for implementing this Activity. This may be accomplished by contracting with a regional service provider. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

**Community Engagement Resources; aligns with Strategies #1, #4.**

This investment is to help support the district's annual community engagement process. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, and 2022-23. Priority level: High

**Provide positive discipline/trauma informed practices PD for staff; aligns with Strategies #2, #3, #4.**

The district has provided intensive PD in these areas for the past few years. This Activity would build on those experiences, and help orient new staff. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21. Priority level: Mid

**Supplies for professional development; aligns with Strategies #2, #3, #4.**

The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, and 2022-2023. Priority level: Mid

**Hire a 1.0 FTE EA; aligns with Strategies #1, #2, #4.**

This person will provide academic and socio-emotional support to students in grades 2-6. The school principal is responsible for hiring this person. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Mid

**Fund College/Career counseling; aligns with Strategies #1, #4.**

This person provides college/career readiness support for students in grades 7-12. It is currently a contracted service with College Dreams and is supported with Measure 98 funds, but could be funded by SIA dollars. The service may be expanded to follow up with recent graduates. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, and 2022-23. Priority level: Low

**Campus safety and security improvements; aligns with Strategy #4.**

The district's physical assets are dated and could use a number of safety and security upgrades (e.g. new fencing, security cameras, card lock doors, etc.). This Activity will address those needs as funds allow. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, and 2022-23. Priority level: Low

**Support the community's Preschool program; aligns with Strategies #1, #4, #5.**

Currently students who attend Preschool do so at The Landing, a community-based organization also known as the Butte Falls Community/School Partnership. The district has a strong relationship with The Landing, but does not provide funds to support the program. This Activity would financially support The Landing as funds allow as well as coordinating activities involving the kindergarten and first-grade teacher. The superintendent is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, and 2022-23. Priority level: Low

**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?**

As noted above, our primary focused way of improving student performance is through the addition of specialized/focused specialists and para-professionals. We will seek to expand the efficacy of this investment by leveraging other grants and funding streams like Measure 98 and Chronic Absenteeism.

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

Primary responsibility for implementing and monitoring the efficacy of these activities and investments lies with the superintendent and building principal. While student progress is regularly measured, changes in the strategies will be considered once enough trend data is collected. Strategies will be reviewed at least annually.

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

We will continue to monitor on a monthly/quarterly basis student attendance, student behavior, and student academic achievement based on (1) state and local assessments, (2) grades/credits earned, and progress toward graduation.

**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?**

Our investments are prioritized to align with items that we believe will make the greatest impact on our focal student populations.

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

**Our Tiered Plan**

**Plan A:** The following are our highest priorities for Year 1:

- Hire a 0.5 FTE school psychologist/counselor
- Hire a 0.5 FTE SpEd teacher
- Hire a 1.0 FTE K-1 EA
- Hire a 0.5 FTE elementary behavior specialist
- Hire a Family Resource Specialist
- Community Engagement supplies

**Plan B:** Should the district be unable to implement all the Activities listed above, some investments may include the following:

- Provide positive discipline/trauma informed practices professional development for Butte Falls staff
- Purchase supplies for professional development
- Hire a 1.0 FTE Educational Assistant

**Plan C:** Should the district be unable to implement all the Activities listed above, some investments may include the following:

- Contract with partner non-profit College Dreams for College/Career counselor
- Fund one-time Campus Safety and Security improvements
- Provide resources to complement community' pre-school program

**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.

Priorities are differentiated in response above.

**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)?

Our biggest challenge will be finding qualified specialists. If we are not able to fill all the positions, we will look to our Plan B and Plan C items.

#### 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).**

In developing this SIA Plan, we have considered the eight (8) questions provided in Oregon’s Educational Equity Lens. Below is a synthesis of our conclusions.

1. Our focus groups are Special Education students, Homeless students, and students of Poverty. We believe by making these investments, these students will show increases in attendance and annual academic progress.
2. We believe these investments will narrow achievement gaps between these students and the regular student population.

3. This plan makes specific investments in student mental/behavioral health and wellbeing and college/career counseling to advance the 40/40/20 goal.
4. Our biggest barrier to more equitable outcomes is geographical. We serve two distance communities; one within walking distance and the other spread out across multiple neighboring communities up to 30 miles away.
5. We have intentionally involved stakeholders who are also members of the communities affected by these investments. We know this base on the analysis of our survey data, our follow up meetings, and empathy interviews.
6. We will adjust our strategies based on student performance and feedback from our stakeholders.
7. Our data on race, ethnicity and native language is collected via our Student Information System registration process which connects with the regional data warehouse
8. We are committed to professional learning for equity. Our plan includes PD investments in Positive Discipline and Trauma-informed practices.

### 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.

The district intends to use a large portion of our SIA funds to hire new staff; a variety of certified, classified and contract personnel. A small portion of funds will be used to continue the good work the district has done the last few years to provide staff with professional development in the areas of positive discipline and trauma informed practices.

The new staff hired with SIA funds will provide a wide range of support for students' mental and behavioral health, and academic success. New personnel include counselors, a behavior specialist, a family resource specialist, an RTI educational assistant, an additional part-time SpEd teacher, and additional educational assistants.

Depending on the availability of qualified new staff members, SIA funds might also be used to support the district's college/career guidance counselor, strengthen community partnerships, and/or increase the safety and security of the school facilities.

## 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).**

The term "targeting focal student groups" is a relative term. In larger districts, supporting certain groups of students might mean investing funds on programs, or even in schools, that are made up of a particular type or group of students. That leads to the impression that all the other students are short-changed, or miss out on extra resources. In Butte Falls, it is a different matter. Since we have 230 total students, creating new programs or adding staff benefits all students just by the nature of scale. For example, hiring a new SpEd teacher certainly benefits students with disabilities, but that teacher interacts with all

students and provides support to anyone who needs it, including staff. In fact, we often do not designate staff to be assigned to one student group, but as generalists. For example, an Educational Assistant provides intervention support to all students in an intervention group. The group may include some students with disabilities, some students living in poverty, some homeless students, some ELL students. All benefit from the intentional targeted intervention.

In addition, many of our SIA investments can be described as district-wide, including the school psychologist/counselor, RTI specialist, and Family Resource specialist.

**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)**

We have identified three risks that could impact the potential benefit for focal students.

1. The small size of our school and, consequently, the very small size of many of the focal subgroups of students, factors such as homelessness or mobility can exaggerate the longitudinal statistical measures of improvement within those subgroups.
2. The remoteness of our district makes it challenging to attract, recruit, and retain qualified staff members to fill some of the specialized support roles we have identified.
3. The growth in district enrollment is due to greater numbers of out-of-district families choosing to send their children to our school. It is more challenging to grow strong relationships with this long-distance constituency, many of whom are isolated from each other as well.

Nonetheless, we believe the input from our students, staff, families and patrons reinforces the need for the investments included in our SIA Plan.

## 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 We are a single school district  
 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)**

Because our District only has one school and that school is Butte Falls Charter School, all of our planning as a District has been focused on engaging the students, parents, staff, school leadership of Butte Falls Charter School.

**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)

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