**SIA Application Template**

***\*\*Specifics to the application requirements can be found in the guidance packet pages 12-21***

***\*\* Written portion required word amount and DRAFT of Longitudinal Performance Growth Targets Chart can be found below application***

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| **Part One: General Information** |
| **Applicant**  School District: Paisley School District 11C  Institution ID:  Web page (Application will be placed on March 31): paisleyschooldistrict.com |
| **Contact Person**  First Name: Paul  Last Name: Hauder  Email: p.hauder@paisleyschooldistrict.com  Phone Number: 541-943-3111 |
| **Part Two: Narrative (3-6 Paragraphs)** |
| **Plan Summary**  Paisley School District has several on-going and long-standing needs to be addressed by this grant. These needs have been identified across time using several feedback and information-gathering tools. Beginning in 2018, and continuing through 2020, our accreditation review process has included stakeholder feedback--from parents, staff and students--which provides a robust look at how we are doing in terms of focused review categories. Additionally, in preparation for our Continuous Improvement Plan, our staff responded to the ORIS framework, which reinforced these needs. The goals of this grant will support our CIP and add resources to our work in meeting these goals.  The plan will focus on student mental health needs, contracting with a provider to work with classes, individuals and small groups. This need has consistently been represented in our stakeholder feedback, at all levels. The plan will also focus on providing support for teachers to collaborate with their peers, providing release time for peer and lesson observation as well as data analysis and planning. It will also bring staff development to our district, allowing all teachers to share the same learning.  Student academic needs will include an articulated writing program for grades K-8, with staff development incorporated at the beginning of the year, and follow-up across the three year grant period. Opportunities for tutoring support for students needing extra help will also be funded through this grant. A summer program will focus on literacy and mathematics. After school programs in areas of student need as well as interest, will be a new feature at Paisley School. |
| **Part Three: Community Engagement and Input** |
| **Overview of Community Engagement (250 words or less)** |
| Community engagement included three parent meetings (November, December and January), two response fliers sent home with updates and opportunity for additional input, our annual stakeholder surveys (parents, staff and students, completed in January, 2020) and all staff meetings beginning in October and including an SIA update at each monthly meeting. A Regional Educator Network survey and ORIS framework survey as part of our CIP process add confirmation for our plan goals. |
| **Self-Assessment of Community Engagement (500 words or less)** |
| Community engagement is one of our CIP goals. While we have terrific response to events (plays, sports events, open houses, conference times) it has been difficult to draw substantial support for this sort of input. Our parent events included 4-6 parents at each evening--all with questions and suggestions for our plan--and representing well over half our student body. We are enlisting the support of a parent advisory this year--as part of our CIP--the first meeting to be held in March. It is apparent, however, that some new models of engagement are necessary. We will continue to strive for a broader engagement. |
| **What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)** |
| We plan to continue work on our community engagement, beginning with the establishment of an advisory committee. We will also explore avenues of engagement to expand participation. These avenues will likely include a parent education strand, with input and feedback as a critical component. |
| **What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)** |
| Share ideas regarding community engagement. Sometimes we become myopic and need a fresh perspective. It would also be helpful if funds could be used to provide food and/or parent resources at our engagement events. My experience is that a meeting during typical dinner times are better attended when you take that concern out of the equation. Everyone loves to leave an event with something to help them take action. |
| **Who was Engaged?**  Select all of the community members/groups you engaged for this process:   * Students of color * Students with disabilities * Students who are emerging bilinguals * Students navigating poverty, homelessness, and foster care   Families of students of color   * Families of students with disabilities * Families of students who are emerging bilinguals * Families of students navigating poverty, homelessness, and foster care * Licensed staff (administrators, teachers, counselors, etc.) * Classified staff (paraprofessionals, bus drivers, office support, etc.)   Community-Based Organizations (non-profit organizations, civil rights organizations,   * community service groups, culturally specific organizations, etc.)   Tribal members (adults and youth)   * School volunteers (school board members, budget committee members, PTA/PTO members, * booster club members, parent advisory group members, classroom volunteers, etc.)   Business community   * Community leaders   Other: business owners; local ranchers; community volunteer agency; service groups; student leadership |
| **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) * In-person forum(s) * Focus group(s)   Roundtable discussion   * Community group meeting   Website   * Email messages * Newsletters * Social media * School board meeting * Partnering with unions * Partnering with community based partners * Partnering with faith based organizations * Partnering with business * Other: Staff meetings |
| **Evidence of Engagement (Upload 5 artifacts of engagement)** |
| 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)  Our staff, student and parent surveys were selected because we do these surveys every year and, thus, have longitudinal data to support some of our goals. The REN teacher survey, likewise, offers support to goals related to teacher identified needs. Input documents from parent meetings, student meetings and staff meetings were selected because they “operationalize” some of the activities to support our goals. During these meetings discussion was robust and related to the “what” and “how” questions specific to our community and program. The work our staff participated in last fall to create our CIP included focus on several areas identified previously in our accreditation process. We evaluated critical elements of our program using the ORIS matrix, the results of which are also included. What all of these data points reinforce is the need for action in several areas: teacher support--particularly in the areas of collaboration and staff development; student mental and behavioral support; community engagement; providing support for students struggling academically; providing access to high quality learning experiences. These areas are addressed in this plan, as well as in our CIP. |
| **Strategies and Activities of Engaging Focal Student Populations and Their Families** |
| **Strategies (500 words - at least 2)**   1. Engage students and families by providing opportunities for dialog and input regarding our goals and aspirations; 2. Continue to administer, analyze and plan using feedback tools (surveys) across time. 3. Seek out other opportunities to engage families and community members in particular. 4. Tie events with other engaging activities; for example, a family reading night with dinner, some parent education and engaging activities for students. |
| **Activities (500 Words - at least 2)**   1. Curriculum-focused events (family nights centered on learning) 2. Student performances with critical information wedged into event 3. Improved on-line presence 4. Coffee with the superintendent (monthly) 5. Community advisory committee with regularly scheduled meetings 6. Student advisory connected to student government |
| **Strategies and Activities for Engaging Staff** |
| **Strategies (500 words - at least 2)**    **Paisley School District will:**   1. Provide opportunities for staff to take leadership role moving our plan forward. 2. Continue monthly teacher meetings to discuss challenges facing our students 3. Continue to brainstorm interventions for students 4. Provide opportunities for staff in plan, observe and review data 5. Provide on-site professional development opportunities for teaching staff |
| **Activities (500 words - at least 2)**   1. Teachers will sign up for peer observation release time. 2. Teachers will meet during grade days to review and analyze student data. Plans will be developed to use this information to support students. 3. Twice monthly teacher meetings to support students will evolve into part of Multi-Tiered Support System 4. Professional development opportunities will be responsive to teacher needs |
| **Collecting and Using Input (250-500 words)** |
| Data will continue to be collected at consistent intervals. This will include: attendance data, reviewed monthly; formative assessment in math and reading, fall, winter and spring collection for grades K-8; academic performance data collected via grade reports, report cards and monitored weekly for at-risk students for grades 9-12; work samples at grades 7-12; weekly teacher meetings to discuss individual student challenges, academic and social/emotional/behavioral.  These data will be reviewed as described. It will also be the focus of non-student “grade days” connected to report card grade submission. Individual student data will promote and support interventions in any of the data categories described above. |
| **Part Four: Data Analysis** |
| **Data Sources (150 words or less)**   1. Student, parent and staff survey data collected across three years (2018, 2019, 2020). 2. State assessment data 3. Attendance data 4. Graduation data 5. Interim assessment data 6. Interim grade reporting (every six weeks and weekly for at-risk students) |
| **Part Five: SIA Plan** |
| **Written plan be between 5 and 20 pages; 3 year plan**  **Complete and Submit SIA Integrated Planning Tool & SIA Budget**  **Include Key Elements of SIA PLan: Outcomes, Strategies, Activities and Priorities** |
| **Upload Equity Lens or tool (250 words or less)** |
| **SIA Equity Lens Overview - Paisley School District**   |  |  | | --- | --- | | **Addressed/Considered** | **Description** | | Yes | **1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**  Students experiencing poverty, Hispanic/Latino, and students with disabilities are the groups who are affected. The potential impact of resource allocation and strategic investment will have greater positive impacts due to the district being located in a rural area where resources are already minimal. Bringing more resources to the district will benefit ALL students. | | Yes | **2. Does the decision being made to ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**  Decisions towards allocations of funds and where supports need to be in place have been considered in order to minimize disparities that already exist. Providing supports more consistently will allow for equal opportunity for all students to achieve and work towards eliminating the opportunity gap. | | Yes | **3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?**  Providing mental and behavioral health will allow for students to be productive in academics as their other needs are being met through quality social and emotional learning. Staff members will also be able to support students academically and be culturally responsive to their mental health and emotional state. | | Yes | **4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**  Barriers towards the outcomes are directly influenced by financial stability once funds are available and in the future as resources fluctuate year to year. Paisley School District is located in a remote and rural area which is a barrier in what funds the school district potentially could receive based on policies and new legislation. Another barrier is the ability to sustain particular supports based on the location and necessity of certain programs and services. | | Yes | **5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2), and (3)?**  Community members have had multiple opportunities to provide input towards what supports and services are needed for the district. Paisley School District has held several community input sessions to allow community members time to share their ideas. Staff members have been provided a survey along with gathered data from REN. Local partnerships were also made aware of the legislation and provided time for input. | | Yes | **6. How will you modify or enhance your strategies to ensure each learner and communities’ individual and cultural needs are met?** | | Yes | **7. How are you collecting data on race, ethnicity and native language?**  .Data is collected through Surveys, REN, district-wide assessments, and attendance registrar. | | Yes | **8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?** | |
| **DRAFT Longitudinal Performance Growth Targets - FOR REVIEW ONLY** |
| **Paisley School District SIA DRAFT Longitudinal Performance Growth Targets**  **Four-Year Graduation**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Stretch Target** | 63.85 | 64.1 | 64.35 | 64.6 | 64.85 | | **Baseline Target** | 63.7 | 63.8 | 63.9 | 64 | 64.1 |   **Focal Student Groups**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Gap Closing** | 63.7 | 63.8 | 63.9 | 64 | 64.1 |   **Five-Year Completion**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Stretch Target** | 87.2 | 87.7 | 88.2 | 88.7 | 89.2 | | **Baseline Target** | 86.95 | 87.2 | 87.45 | 87.7 | 87.95 |   **Focal Student Groups**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Gap Closing** | 86.8 | 86.9 | 87 | 87.1 | 87.2 |   **3rd Grade Reading (ELA)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Stretch Target** | 57.7 | 58.2 | 58.7 | 59.2 | 59.7 | | **Baseline Target** | 57.3 | 57.4 | 57.5 | 57.6 | 57.7 |   **Focal Student Groups**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Gap Closing** | 52.1 | 52.2 | 52.3 | 52.4 | 52.5 |   **9th Grade On-Track N/A**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Stretch Target** | n/a | n/a | n/a | n/a | n/a | | **Baseline Target** | n/a | n/a | n/a | n/a | n/a |   **Focal Student Groups**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Gap Closing** |  |  |  |  |  |   **Regular Attenders**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Stretch Target** | 88.05 | 88.3 | 88.55 | 88.8 | 89.05 | | **Baseline Target** | 87.9 | 88 | 88.1 | 88.2 | 88.3 |   **Focal Student Groups**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **20-21** | **Year 2**  **21-22** | **Year 3**  **22-23** | **Year 4**  **23-24** | **Year 5**  **24-25** | | **Gap Closing** | 78.1 | 78.6 | 79.1 | 79.6 | 80.1 | |
| **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.  X Increasing instructional time  X Addressing students’ health and safety needs  Evidence-based strategies for reducing class size and caseloads  X 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.  X Increasing instructional time  X Addressing students’ health and safety needs  Evidence-based strategies for reducing class size and caseloads  X Expanding availability of and student participation in well-rounded learning experiences |
| **Describe how you will utilize SIA Funds (500 words or less)** |
| Student Investment Account funds will be used to:   1. Improve academic outcomes for all students by providing tutoring, summer and after school learning opportunities, and implementation of a research-based instructional program; 2. Provide social/emotional/behavioral supports for students through direct services, research-based instructional programs and establishment of other supports for all students, including targeted supports for students identified with more intense needs; 3. Improve academic outcomes for all students by providing teachers opportunities to review data and plan instruction based on data; 4. Improve academic outcomes for all students by providing teachers with peer supports, including on-site mentoring, peer observation and opportunities for collegial planning and other peer supports; 5. Improve academic outcomes for all students by providing site-based professional development opportunities--to be determined by site needs, which will inform and support teacher growth. |
| **Addressing the Needs and Impact on Focal Student Groups** |
| Describe potential academic impact for all and focal student groups (500 words or less) |
| All students will benefit from the SIA funded programs and activities. All students will have access to resources provided. Particular targets identified for additional services include:   1. students in need of social/emotional/behavioral support; 2. Students in need of additional academic support; 3. Students in need of additional learning opportunities; 4. Identified learning needs of all students in the area of expository writing |
| What barriers, risks, or choices are being made…. (250 words) |
| The primary barrier to success in implementation of these goals and actions is securing staffing for some of the specific programs--particularly in the area of social/emotional/behavioral needs. We will work with other local school districts, health authorities and the ESD to ameliorate this challenge. The choices we are making are attempts to address long-standing needs, based on on-going feedback from all stakeholders. |
| **Part Seven: Documentation and Board Approval** |
| **Evidence of Board Approval (upload meeting minutes, notes, etc.)**  **Provide a link where plan exists on a public website** |
| **Part Eight: Public Charter Schools (if applicable)** |
| Do you sponsor a public charter school(s)?  X Yes   * No |
|  |
| Did any public charter school(s) you invited to participate in your SIA plan decline to participate?  X Yes   * No |
| **Collaboration (150 words or less)** |
| **Agreements**  Upload charter school SIA specific agreements |
| **Applicant Assurances**  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. |

**\*\*\*\* Below is a reference of written portions required word counts. Specific questions that need to be answered for each section can be found in the Guidance for Eligible Applicants starting on page 12 and continuing through page 21.**

**Written Portion of SIA Application**

(500 words=1 single-spaced page, 250 words=½ single-spaced page)

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| --- | --- | --- |
| **SIA Application Part** | **Task** | **Words/Paragraphs** |
| **2 Narrative** | * Description of district and needs or issues SIA funding will address | 3-6 paragraphs |
| **3 Engagement** | * Describe your approach to community engagement * Share self-assessment of quality and nature of engagement * What relationships/partnerships were cultivated * What resources would enhance your engagement efforts * *Upload 5 artifacts of engagement* * Tell why you selected the artifacts you did      * Describe the strategies you executed to engage each focal student group and families and why * Describe the activities you executed to engage each focal student group and families and why * Describe the strategies you executed to engage staff and why * Describe the activities you employed to engage staff and why * Describe and distill what you learned from community and staff engagement | 250 words or less  500 words of less  150 words or less  150 words or less  250 words  500 words  500 words  500 words  500 words  250-500 words |
| **4 Data Analysis** | * Describe the data sources used and how data informs equity-based decision making | 150 words of less |
| **5 SIA Plan** | * SIA written plan - Outcomes, Strategies, Activities, and Priorities * SIA Integrated Planning Tool (optional) * Upload Equity Tool * SIA Budget * Describe how you used the Equity Tool * LPGT -Provide ODE Worksheet | 5-20 pages  250 words or less |
| **6 Use of Funds** | * Describe how you will utilize SIA funds to meet mental and behavioral health needs and increase academic achievement and reduce academic disparities for focal student groups * Describe potential academic impacts for all students and for focal students to meet longitudinal growth targets * What barriers, risks, choices being made could impact potential for focal students to meet longitudinal growth targets | 500 words or less  500 words or less  250 words or less |
| **7 Documentation and Board Approval** | * *Upload evidence of board approval and share link where SIA plan exists - website* * Describe the process used to collaborate with charter schools * *Upload Charter SIA Agreement* | 150 words or less |