

Student Investment Account Grant Application Template (Optional)



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2019-2020
District	Blachly School District
Webpage <i>(Where SIA Plan will be Posted)</i>	http://www.blachly.k12.or.us
Contact Person	Name: Adam Watkins Email: awatkins@blachly.k12.or.us Phone: 541-925-3262

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

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

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement).

Blachly School District serves approximately 230 K-12 students in rural, unincorporated Blachly, OR located in Lane County’s coastal range. 72 of our students are from local communities, while the rest commute from surrounding districts. Our district has operated as a single charter school for the past ten years. Our student body is 87% White, 7% Hispanic/Latino, 3% Multiracial, and 2% American Indian/Alaskan Native. In

addition, 25% qualify as students with disabilities and 57% of students are navigating poverty.

Our district governing structure is unique, including both a governing school board and a charter school board. Both entities are in the process of renewing our charter agreement. We have operated with a half time Superintendent who retired Spring 2020 and a full time K-12 principal/special education director. The COVID pandemic impacted the ability to complete this plan and our new Superintendent is connecting 2019-2020 community engagement efforts with input received during Summer and Fall 2020, in an effort to complete this plan in a way that gets to the intent and requirements of the legislation. Charter priorities have included emphasis on Health and Wellness and Natural Resource and Technology education, with a goal of providing every student an individualized learning experience. We are working towards implementation of robust career-connected programs of study.

As a small rural district, we face regular teaching and administrative turnover and we have a committed local workforce of classified staff. A challenge of our district is balancing the needs and interests of the local community with those of students and families who commute from outside of the area. Obviously, the impact of COVID-19 and the shift to comprehensive distance learning has impacted our entire community greatly, and has shifted priorities, needs, and the way we operate. Last year's 2020 SIA process provided us the opportunity to hear from every 4-12 grade student and individually from every family of students with disabilities, students navigating poverty, and students of color. Recognizing disparities in academic, attendance, and graduation rates for these student groups and between our students and students across the state, our overall plan aims to increase mental health and academic supports for students. Similarly, through increased career-connected learning experiences, our ultimate goal is a rigorous, engaging, individualized learning plan for every student. We recognize, that in doing so, we will improve our ability to teach and support every student, thus providing a better educational experience and post-secondary outcomes for our community.

At Triangle Lake (Blachly SD), we care. Working in concert with our families, students, staff, and community, we will meet our district vision of ensuring every student is nurtured and challenged towards balance and excellence in their individual learning.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

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

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- Key information you collected
(250 words or less)

Throughout the Spring 2020, we engaged our community through an iterative process of community, youth, and staff engagement activities and personalized outreach to our families of students with disabilities, students of color, and students navigating poverty. We began our engagement process in the Spring of 2019 with our accreditation process and throughout the year, have linked our continuous improvement planning process and goals (Data Team Protocols, Diversification of Curricular Programming, and Leadership Capacity building) to the SIA priorities. Our most successful activities were our youth engagement sessions and our personalized phone communications. The goal of each of our engagements was to identify barriers to academic success and root causes of academic disparities, as well as ideas for addressing these barriers and best supporting our students.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

With a change in leadership and emphasis on providing high quality, comprehensive distance learning for every student, we have prioritized engagement efforts to focus on in the moment problem solving and input about how to meet the needs of students and families now. While this feels different than the previous engagement efforts, focus groups, surveys, and personalized calls about opportunities to improve the overall learning experience, we have elevated the feedback and learning from these connections to inform our priorities and initial phase of spending. We can't wait to shift from crisis planning mode and into authentic partnership with our students, families, and community!

Last Spring's engagement efforts really focused on student voice, with focus group sessions with every classroom group. The former Superintendent also hosted multiple community input sessions and the artifacts collected have been passed to our new leadership. When the district shifted to distance learning, the previous Superintendent decided to wait and have the new leadership complete the engagement process in order to best meet the shifting needs. We continue to identify and implement new ideas for connection and feedback, and ensuring that we are hearing from students and families from our focal groups. We are partnering with Lane ESD to identify ways to embed community engagement into the continuous improvement process, including hosting virtual (and hopefully in person soon!) World Café listening events.

We are approaching community engagement as a long-term relationship building, at the individual and community building levels. As we implement our action plans, we will engage students, families, and staff in ongoing feedback to ensure programming and supports meet their needs.

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

This process and plan were supported and informed primarily by student and family voice. As a charter district, attended by students both locally and from afar, our new leadership aims to increase partnerships with the Triangle Lake and larger community. Some key groups we aim to cultivate partnerships with include: **Elevate Lane County, Lane County Educational Services, Drago Logging, University of Oregon, Ambient Technology Services, Hewitt Packard**

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

Our district would very much benefit from connecting the reporting requirements of the continuous improvement and SIA processes (and any other related reporting plan). With limited district level capacity, we would love to spend our time supporting students and families directly, and are often pulled to report writing. We have benefited from partnership with our Lane ESD Student Success Liaison and look forward to opportunities to grow our continuous improvement practices and to learn from our partner districts. These networked learning opportunities are in line with the Quality Education Commission's best practices from their 2018 report.

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

- Students of color X
- Students with disabilities X
- Students who are emerging bilinguals N/A
- Students navigating poverty, homelessness, and foster care X
- Families of students of color X
- Families of students with disabilities X
- Families of students who are emerging bilinguals N/A
- Families of students navigating poverty, homelessness, and foster care X
- Licensed staff (administrators, teachers, counselors, etc.) X
- Classified staff (paraprofessionals, bus drivers, office support, etc.) X
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)

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- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) X
- Business community X
- Community leaders X

Other _____

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) X
- In-person forum(s) X
- Focus group(s) X
- Roundtable discussion
- Community group meeting X
- Website X
- Email messages X
- Newsletters
- Social media X
- School board meeting X
- Partnering with unions X
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

Artifact #1: **Pictures of public meeting inputs.**

This documentation was scribed during each of our public meeting sessions.

Artifact #2: **Survey Results to Staff and Community / Video Presentation**

We invited community feedback after presenting projected plan and expenditures. We also sought feedback from staff using an equity lens in our approach.

Artifact #3: **Public Meeting Fliers**

These serve as an example of the communications we sent inviting families and community to our public input sessions.

Artifact #4: **Survey results**

These are the results to the three surveys we used to engage our families in an iterative input process.

Artifact #5: **Youth Input Pictures**

We hosted youth listening sessions in each homeroom class, grades 4-12. These pictures show the documentation of input and ideas from our students.

- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

Example:

Strategy #1:

Iterative process of community engagement, including out of district and in district focus groups based on survey results.

Following our engagement in AdvancED accreditation, we began our CIP and SIA engagements. Through a series of three surveys, we solicited information about how we are doing as a district and where the community saw the largest need for investment and change. Staggered between surveys, we hosted a community forum for in district families and another for out of district families. The goal was an iterative and transparent writing process.

Strategy #2:

Individualized contact with each family from SPED, students of color, poverty

When turnout to the community was lower than anticipated, we took the opportunity to reach out to our families of historically underrepresented groups. We sorted the list of families and made personal phone calls to connect with and solicit input from our families of students with disabilities, students of color, and our many families navigating poverty. These conversations were not scripted, but focused on identifying what is working for their students and where we could improve in order to best meet their mental health and academic needs.

Connected to this, we conducted a listening session with every 4-12 grade homeroom. Again, we were able to make a personal connection with almost every student and their ideas informed our plan.

- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

Activity #1: **Personal Phone Calls**

As described above, we reached out by phone to every family of the SIA focal groups. As a small district, with majority commuters, this is doable and a better way to build relationship and true two-way communication. Calls were documented in a phone log, a picture of which is provided as Artifact #2. While much of the information logged is a FERPA violation (we have shown a generic picture to protect identifiable information), the information provided through these calls was quite valuable in forming our plan.

Activity #2: **Class meetings with all 4-12 grade homerooms.**

We engaged in a series of listening sessions with each grade level. Students shared what was working in the school and ideas they had for improving the learning experience. All input was documented and is provided as Artifact #5.

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

Strategy #1: **Use of staff meetings and board meetings for SIA updates**

Starting in the spring of 2019, we have utilized staff and board meetings to update and inform the AdvancEd, CIP, and SIA process and planning. The goal for March and early April was to process a drafted plan with our staff using the Equity Lens questions. Unfortunately, due to the COVID-19 pandemic, this step has not happened and staff voice and ownership of the current plan is not complete.

Strategy #2: **Opportunity for input throughout entire process.**

All staff were invited to participate in the various surveys and community engagements hosted throughout the SIA process. Additionally, the strategies and outcomes were chosen to leverage current initiatives, especially our attention to data team processes.

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

Activity #1: **Participation in iterative survey process**

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Our staff was invited to participate in all three community wide surveys. In the first, we had 100% participation; however, responses decreased to 40% of respondents by our third round. We believe this is due to survey fatigue and also a desire to respond to a plan rather than continue informing ideas.

Activity #2: **Staff meeting SIA updates and inputs**

As explained prior, we gave updates and solicited input through staff and board meetings. Recently, we invited the REN to do a listening session with staff and are hoping to utilize the results from those surveys to improve our plan. Additionally, in the late summer or early Fall, under the leadership of the new Superintendent, this plan will need to be processed and finalized with our staff. This was led by former leadership. Moving forward, we will be implementing a new leadership model and forming a district leadership team that will inform our practices and plan. This will include using an equity lens decision tool in our process.

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

From staff and community, we have heard a strong need for individualized mental health and academic intervention supports. Additionally, our community has a strong desire for career-connected learning, which aligns to our district vision of Natural Resource and Technology Education. Our students are very interested in career-connected, CTE learning experiences. The interests of the community and staff are aligned and we are working to approach these investments in ways that avoid burnout of our staff, administration, and our board. While we have not increased our administrative capacity in our ten years as a charter (despite doubling our student population), we believe this is necessary in order to increase attention to serving our special education students, building out our CTE programs, and continuing authentic community engagement and continuous improvement efforts. Our new Superintendent will take on many roles that previously fell to our Principal, in order to increase her time for supporting comprehensive distance learning, data teams and implementation of tiered supports, and writing and implementing individualized learning plans.

For phase 1 of our implementation, we believe that purchasing Fuel Ed curriculum builds our capacity to provide individualized learning opportunities (and distance learning), expanding our CTE culinary program expands our career-connected and hands-on learning focus (and provides opportunities to connect core content), and increasing staffing for our Superintendent (only a small portion will come from SIA) will increase capacity to meet the mental health and academic needs (through tiered system of supports) for each and every student, with extra attention to our special education students.

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Describe the data sources you used and how that data informs equity-based decision making.

(150 words or less)

Substantial preparation for the CIP and SIA was completed during the second half of the 2018-19 school year. Additionally, 2018-19 was an accreditation year. We analyzed diverse stakeholder input via survey, conducted a systems review internally, hosted an AdvancED team visit during April, and received the subsequent accreditation certification report. Biannual CRDC data was collected last year; in this small district that does not involve aggregated statistics, it involved administrators viewing each student listed in each required category. An ORIS assessment was completed last spring, and was reviewed and updated by administration during September. Additionally, disaggregated state data aligned to the five longitudinal performance growth targets was analyzed and formative assessment and MAP interim benchmarking have guided our regular school data team protocols. We have solicited feedback and connected personally with students and families throughout the transition to comprehensive distance learning and have used collected data to revise our systems and provide technical and wrap-around supports for families as needs were identified.

Our emphasis on individual student performance, growth, and needs allows us to meet each student where they are at. Additionally, we have identified gaps for our students with disabilities and our student navigating poverty and have prioritized our SIA planning around their needs.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

Our 3 Year SIA Plan aims towards the following four outcomes, which we feel will increase math and ELA achievement, regular attendance, 9th grade on-track, and 4 & 5 year graduation rates. Central to these outcomes is a focus on mental health and wellness and career-connected learning. We believe that engaging learning opportunities and increased opportunities for relationship building between schools-teachers-students-communities will promote school climate, community connections, academic outcomes, and post-secondary success.

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Student Investment Account		Relevant Strategy		
		S1	S2	S3
Outcome	Blachly school district communicates a sequentially coordinated curriculum in which each student develops a career-connected and wellness focused individual learning plan.	X		X
Outcome	All K-12 educators engage in data team protocols in order to provide timely interventions and necessary mental health and wrap around services.		X	X
Outcome	Every student graduates as a career-connected program of study completer.	X	X	
Outcome	Health and wellness programming can be linked with positive changes in academic success, social emotional well being, overall school and community climate.		X	X

Blachly School District will meet these outcomes through the following three strategies, alignment to the outcomes is noted in the above table. These strategies are aligned to our CIP goals and allow us to leverage CTE and HSS funds as well.

Strategy #1	Provide career connected learning through high-wage, high-demand CTE Pathways
Strategy #2	Increase mental and behavioral supports and programming for students.
Strategy #3	Increase capacity for curriculum embedded intervention and enrichment, including data literacy and maximizing use of technology.

Our overarching Theory of Action can best be stated as:
 IF we provide an aligned career-connected learning experience, with robust systems for personalized academic and mental/social emotional interventions,
 THEN we will have capacity to develop individualized education and health/wellness plans for every student, providing them opportunities to graduate prepared for and connected to high-wage, high-demand, post-secondary opportunities.
 THUS increasing student achievement in ELA and math, closing disparities for our special education students and students navigating poverty AND increase student mental health and wellness.

In the first year, our first steps include the following activities. Due to reduced funding (due to economic downturn connected to the pandemic), we have prioritized the following three

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activities. Our new leadership will use the community engagement process of the four year plan writing process to identify a larger set of activities aligned to the above outcomes and strategies.

This plan includes the position or team that will plan, implement, and ultimately be responsible, as well as a description of metrics and artifacts to serve as initial evidence of activity completion and impact. Throughout the year, we will partner with Lane ESD to develop an evaluation plan, identifying leading indicators, qualitative and quantitative data, and progress markers to be collected, analyzed, and communicated publicly. We will engage in quarterly progress review of our CIP, SIA, and HSS plans, asking 1) What is working and what needs improvement?; 2) How do we know?; 3) What should our next steps be?; 4) What supports/resources are needed?

2	.3 Culinary/Visual Arts Teacher from charter registry	S1	x	x	x	x	\$ 40,000.00	\$ 120,000.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Principal, Business Manager	contract, class schedule, number of participants and completers, student work products, individual student learning plans, student and family surveys, advisory board feedback									

This hire will increase our capacity to provide CTE Programs of Study. Culinary ties to Health/Wellness and provides opportunity to emphasize Natural Resources, and connect to core curriculum projects long term.

1	Online Learning Curriculum (FuelED) contract services	S1	x	x	x	x	\$ 23,236.00	\$ 69,708.00	curriculum	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Principal, Business Manager	contract and receipt, participation data, grades, course counts, curriculum maps, individualized learning plans, data team notes, student and parent surveys									

This purchase help us provide our teachers, students, and families with resources for comprehensive distance learning, provides increased elective choices for our students, and supports development of individualized wellness and career-connected plans.

3	.13 Superintendent Position	S1	x	x	x	x	\$ 19,000.00	\$ 57,000.00	administration	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Board of Directors and Charter Board, Business Manager	contract, job responsibilities, oversight/implementation of HSS, ESSA, SIA, general fund budgets, continous engagement and continuous improvement artifacts, communications and artifacts for school / district mission and goals development. **We are shifting Admin responsibilities (CTE District Coordinator, Extended Learning Opportunities) so that our Building Principal can provide increased support/focus for our Special Education Students and									

Finally, increasing administration capacity at the district level (mostly paid for out of general fund) will increase our district’s capacity to develop and implement individualized learning plans, with increased focus on supporting our special education students. By shifting

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administrative responsibilities (CTE District Coordinator, Extended Learning Opportunities), our building Principal can provide increased support/focus for our Special Education Students and families, as well as lead the data teams which identify how to support the social, emotional, mental wrap-around supports of all students. The addition of the Superintendent FTE will provide us the administrative oversight to manage the CIP, SIA, ESSA, HSS, and CTE plans. Until now, we have operated with a K-12 principal and a half-time Superintendent position. While our attendance has doubled since implementation of the charter ten years ago, we have not increased administrative capacity during this time. With the

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

Equity lens questions guided our decision making throughout the community engagement and plan writing process. Going forward, we asked, and will continue to ask, which stakeholders have been included in feedback and planning and how we can increase our capacity to engage and listen to how to best serve our underserved students. Our goal is authentic feedback that helps us identify and address root causes for disparities, as well as unintended consequences and bias in our planning and implementation.

While our previous leadership used these questions throughout the process, we are emergent in our use of the equity lens as a community, board, and staff planning tool. We did utilize these questions explicitly in determining the priorities presented in this plan. As we engage the community in developing the four year SIA plan, we will center the equity lens in community and board engagement protocols.

Part Six: Use of Funds
(Application)

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

(Erase any x's that do not apply)

- Increasing instructional time
- Addressing students' health and safety needs
- x[Evidence-based strategies](#) for reducing class size and caseloads (special education oversight)

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- xExpanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

Our SIA plan strategies align closely with the overarching goals of the SIA legislation. Specific to closing academic disparities, we have increased our capacity for providing individualized and specific interventions and offering students engaging, career-connected CTE learning experiences. As we develop and communicate our K-12 health and wellness and academic learning plan, we will be better positioned to define available enrichment opportunities and necessary interventions. Leveraging our existing data team systems, we will use data to identify students who need additional supports to meet their personalized learning goals, and to have the people and resources in place to provide immediate interventions.

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

While our plan was designed with our students with disabilities and students navigating poverty at the center, we feel strongly that, with our individualized approach to teaching and learning, it will benefit all Blachly students. Our academic achievement data for math and ELA shows disparities between our students and the state average. Through a commitment to data teaming and individualized education plans that is prevalent through our CIP, SIA, and HSS plans. We are excited to provide increased career-connected pathways, as our students have communicated this as an interest and need for their secondary and post-secondary success.

Part Seven: Evidence of Board Approval (Application) (Application)

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

Updates on community engagement and plan development processes were shared with the Boards throughout the previous year. This finalized plan has been approved by both Boards, with opportunity for public comment at the *** Board meeting. Minutes and the complete plan are available on our website at ***

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

Do you sponsor a public charter school? Yes, we operate as a single charter school district.

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

Did any public charter schools you invited to participate in your SIA plan decline to participate?
N/A

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less) The process outlined is representative of our district's one operating charter school.

You will be asked to upload any SIA charter school SIA specific agreements.