

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	2020-2021
District	SILETZ VALLEY SCHOOL
Webpage (Where SIA Plan will be Posted)	www.siletzschools.org
Contact Person	Name: SAM TUPOU Email: stupou@siletzvalleyschools.org Phone: (541) 444-1100

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:

[Siletz Valley School is a K-12 public charter school serving 235 students within the Siletz-Logsden communities in the Lincoln County School District. On July 1, 2019, Siletz Valley School \(SVS K-8\) added Siletz Valley Early College Academy \(SVECA 9-12\) to form the current K-12 school.](#)

[Throughout this planning process, two \(2\) priority needs emerged to the surface: 1\) The need for drastic approaches in addressing the critical mental health and rising behavioral health needs of our students; and 2\) the need to reduce the disparities and to increase the academic achievement of our historically underserved student populations, which in our case, are mostly the Siletz Tribal Native American students. Additionally, we plan on expanding our limited curriculum options in order to create a relevant and well-rounded educational experience for all our students. In light of the school closure due to COVID-19, we realized just how woefully](#)

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ill-prepared we were to maintain the continuity of education and the same level of standard we expect our students to have.

Need to add demographics info here

Exact Needs: We have identified and focus on two critical needs that the SIA Grant can support:

- 1) Increasing support for meeting students' mental and behavioral health needs, and
 - 2) Reducing disparities and increasing academic achievement of all students through a well-rounded educational experience, including technology and Distance Learning.
- 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).

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- Who you engaged
- Frequency / occurrence

First, we engaged our school board members to understand about the opportunity in order to advocate for it and to share that information with community members and partners. In doing so, board members were able to field questions from the community, and acted as liaison between the Siletz Tribe, City of Siletz and the Lincoln County School District.

Next, we informed our parents via **OneCallNow** phone call program, via the school's website (www.siletzschoools.org), and during public charter school board meetings. In addition, we held several informational gathering and sharing and informational gathering from the community parents, staff and students.

Additionally, we developed a 10 items questionnaire survey, which we made available to our constituents in paper form and also via Google Docs. We surveyed our staff at school, parents during school board meetings and family and literacy engagement activities, as well as students during their Advisory periods. Lastly, we gathered parent input from the Lincoln County School District's Title IV-Indian Education Program meetings.

The key information we collected revealed an overwhelming desire to 1) address students' mental health and behavioral health needs, and 2) increase elective course options to engage and to challenge all our students, including technology and distance learning.

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- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected

(250 words or less)

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)

Setting the goals were easier than anticipated because the survey data (from parents, staff and students) and community feedback (mostly anecdotal) consistently landed on the two priority goals previously described **(1) address students' mental health and behavioral health needs, and 2) increase elective course options to engage and to challenge all our students.**

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

The school has strong relationships with the Confederated Tribes of Siletz Indians (CTSI), the Lincoln County School District (LCSD) and the City of Siletz. The school has quarterly meetings with the Tribal Council to improve communication and to share information (needs, challenges, successes, etc.) and the same with the Lincoln County School District (sponsoring district).

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

More funds is always an excellent option.

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

- ✓ Students of color (69% AINA, 32% Multi, 3% Hispanics, <2% Blacks, <1% Pacific Islanders?)
- ✓ Students with disabilities (24% SPED)
- ✓ Students who are emerging bilinguals (<2%)
- ✓ Students navigating poverty, homelessness, and foster care (32% McKinney-Vento)
- ✓ Families of students of color (60%)
- ✓ Families of students with disabilities (5%)
- ✓ Families of students who are emerging bilinguals (<1%)
- ✓ Families of students navigating poverty, homelessness, and foster care (?)
- ✓ Licensed staff (administrators, teachers, counselors, etc.)

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- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)(Student transportation through First Students Bus Co.)
- ✓ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)(Partnership Against Alcohol and Drug Abuse - PAADA), Dee Ni Cultural and Language Program, Tribal Attendance Promising Practices (TAPP), Tribal CARE Program, Title IV- Indian Education)
- ✓ 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 (Tribal Council)

- ✓ 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)
- ✓ In-person forum(s)
- ✓ Focus group(s)
- ✓ Roundtable discussion (staff input on survey format, contents and suggested focus needs)
- ✓ Community group meeting (two parent sessions, two school board meetings, two Indian Educ. meetings)
- ✓ Website (siletzschools.org)
- ✓ Email messages (To Staff and community via OneCallNow email)
- ✓ Newsletters (Warrior Weekly)
- ✓ Social media (OneCallNow phone, text and email)
- ✓ School board meeting
- ~~Partnering with unions (Charter school does not have a Union)~~
- ✓ Partnering with community based partners i.e. Partnership Against Alcohol and Drug Abuse (PAADA), Siletz Tribal CARE Program
- ~~Partnering with faith based organizations~~
- ~~Partnering with business~~
- ✓ Other -- Tribal Council

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)

- 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)

Siletz continues to have an open door policy in terms of families are always welcome to come in, sit down on a bouncy ball with an administrator and ask questions or give input.

Our school has a Tribal Attendance Promising Practices (TAPP) family liaison and other advocates specifically for Tribal students which gives students and families an opportunity to speak with someone with whom may be a preferred choice when concerning school matters. Along with this, our tribal families meet once a month in the evenings with our Indian Education Specialist to discuss the school environment and give input.

We also meet weekly with our district provided student advocate who works directly with students in need of community services and supports. Often families look to her as a liaison if they are unsure of who to go to directly at the school with questions or concerns.

By utilizing these resources and allowing these persons readily available, students, families and community members are ensured someone is always in the building or at school functions with whom they feel comfortable speaking with.

- 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)

One activity we facilitated, which had the largest turnout, was by providing a Family Engagement night. We not only invited students and families from our school, but opened it up for anyone in the community. We tied it in with our Literacy night which included free dinner fun activities, games and art projects. When families walked into the event we had a booth set up to explain, ask questions, provide materials and give input through a survey about the SIA grant. For many people not directly associated with the school, this was the first they had heard about it and so this gave us an opportunity to ensure multiple areas of the community were

informed including: small business owners, tribal members, retired persons as well as people unable to attend other school functions due to schedules. Each person, including children, had the opportunity to receive information and give input through our survey and/or verbal conversations about their ideas for school improvement. This was a fantastic opportunity for anyone to be able to participate with the plan while getting a chance to meet staff members and other community members in the process.

The school also conducted community input and information sessions after school hours. These included a slideshow with detailed information explaining the outline of the grant, areas of focus as well as the application process. People were given the opportunity to ask questions, give input, then fill out a paper survey or an online survey. This time gave families a chance to have a very concentrated discussion on their thoughts, not only as parents/families of students, but also as a community member.

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

Staff members not only have the opportunity to communicate with the given formats of email, phone and documentations, but the administration also allows all staff; classified and certified, to be involved in the planning of the educational setting for our students. We hold weekly staff meetings in which all staff members attend and are given opportunity to brainstorm solutions, analyze intervention data and give feedback to the ongoings of the school as a whole. There is a lead teacher at each level to give staff an opportunity to communicate within their departments before bringing a situation to the table. Administration meets with teams individually during PLC times in order to analyze data and problem solve for increased academic achievement. This constant flow of communication is critical when asking for input from staff members on a larger topic such as the strategic plan for the SIA grant.
- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Administration had a staff meeting specific to providing outlines of the grant and application processes as well as an opportunity to give input both verbally and through the online survey.

Our staff also have an ongoing document in which they can add in ideas, requests, suggestions or concerns which can be done anonymously or not. This form goes on throughout the year and is available at any time for staff members to add onto. Administration has access to this document and analyzes input quarterly in order to make any necessary changes and/or needed areas of support.

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

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

Along with data taken from community, parent, student and staff surveys; the school has also used academic based data. This information is resourced from our school wide assessment tool, STAR, which is taken three times per year. This is our school's primary resource for quarterly formative assessments. Teachers use this as a baseline for unit lesson plans and more frequent formative assessments.

We also focus on Behavioral and Attendance data. Teams analyze daily, quarterly and annual attendance numbers through our WebSis and Argos programs. The Student Services Team meets once a week to monitor these numbers and make adjustments to individualized plans as well as forecast for future scheduling and intervention strategies. The team uses an equity lens when determining solutions of disparities in these three primary areas of Academics, Behavior and Attendance to determine adjustments and ensure a conducive learning environment for all students.

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.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

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)

Part Six: Use of Funds

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

- ~~● Increasing instructional 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 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)

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)

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

Part Seven: Evidence of Board Approval

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

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

Do you sponsor a public charter school?

N/A - we are a charter school

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

YES. December 17, 2019, January 28, 2020, February 25, 2020, March 10, 2020, March 17, 2020, March 30 (input on completed plan), April 7 (board approval of revised plan).

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

N/A

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Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)

N/A

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

Ok