

**Not an ODE provided template\***

**SIA Grant Application Response Template  
for recording district information prior to uploading  
into ODE Portal**

**\*Created from Section Two (p. 12-21) of the ODE Guidance for Eligible Applicants by Madi Koenig, InterMountain ESD, revised by SOESD**

**Part One: General Information**

**Applicant**

School District or Eligible Charter School Name: Armadillo Technical Institute

Institution ID: 3247

Webpage where SIA Plan is posted: [www.armadillotech.org](http://www.armadillotech.org)

**Contact Person**

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Phone Number: 541-708-3696

**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.)**

Armadillo Technical Institute (ATI) is Southern Oregon's oldest Public Charter School and one of the first twelve schools chartered in Oregon. ATI is open to grades 9-12. Though we are part of the Phoenix-Talent School District, our students come from the entire Rogue Valley. We serve approximately 130 unique students during the year but, due to early graduation, student mobility, and transfers, we serve approximately 85 students at a time. Our population is made up of the following: 1% Black/African American; 1% Asian; 9% Multiracial; 20% Hispanic/Latino; 69% white; 26% on IEP or 504 plans; 28% McKinney-Vento; 100% no cost meals; 31% working full or part-time; and 34% student mobility.

ATI serves students who struggle as well as those who exceed grade level. We have students who have never experienced difficulty in school and students who are considered at risk. We offer a stimulating flexible curriculum and special education support that enables our students to get involved in their learning. Our strengths include an average class size of 17 students, a 1:1 student to computer ratio, and personalized programs for student success. We believe our

size is optimal to foster school improvement and create opportunities for students and staff to improve. We are a school that is focused on positive relationships with students, staff and community. We have 6 teachers with a 100% retention rate moving into next year. Our executive director and assistant director have a combined 12 year tenure at ATI, and that continuity is helping our school meet the challenges.

Our challenges include getting students to attend school regularly (60%) graduate on time (44%) or in 5 years (24%). 32% do not graduate within 5 years. Approximately 38% of students attend regularly prior to enrolling at ATI, and 33% of enrolling students are more than one year behind in credit. Additionally we take on the challenging task of supporting and providing care to students who are not yet able to self-regulate or have challenges with mental or behavioral disorders.

We are excited to independently apply for SIA funds and the opportunity to address the challenges stated above. Because we are a small school, we will receive limited funds. In 2019, as part of the Phoenix-Talent School District, we received approximately \$39,000. We used those monies to contract with LaClinica to have a QMHP on site every day students were present. We also contracted for an SBHC nurse to be on site two days/week. Staff, students, families and focal groups would like to see those services continued. We also plan to use SIA funds to develop a more well-rounded curriculum, offering a variety of learning experiences students and parents have indicated are high interest and relevant.

**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).**

Our 3-year plan is designed to address students' mental and behavioral health, and provide a more well rounded education for students that feels relevant to students and encourages regular engagement. SIA funding will provide a full-time counselor who will be available to students each school day, and a part time school nurse. In addition, the funding will help pay for a community learning coordinator who will help identify and schedule new community based learning opportunities for students. Finally, funding will pay for expenses such as transportation and entrance fees related to quarterly community based learning (field studies) for all students.

## **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

Throughout the year, we had 6 formal and informal meetings with parents, students, staff, and community partners. We used that input to develop our SIA plan.

**Staff** - At staff meetings, staff reviewed goals and priorities:

- 1) Retain new counselor;
- 2) Provide new learning experiences that earn credit (field studies, collaboration with community partners rather than build new facilities)
- 3) Increase support for remedial reading skills. (address with HSS funds)

**Families and Community Partners:**

- 1) We sent a survey out to all families via our ClassTag messaging app and followed up with invitations to parents of students impacted by fires and/or who have IEPs/504s. We also sent invitations to our community partners: Project Youth+, Phoenix Community Council representative, Department of Health & Human Services representative. Finally, we followed up with interviews of parents of our LGBTQ+, IEP/504, ELL, and McKinney-Vento students as well as a neighbor to the school. Team leaders called families monthly.
- 2) Project Youth+ input meeting following staff and student input to gather input on expanding their current college & career readiness position at ATI to include community learning.

**Students:** We surveyed 85 students and 41% responded. Class time was provided, and it was posted in Google Classrooms.

We also surveyed students on campus with a Consensogram poster to capture feedback from students who arrived later in the year. The poster was placed in a location that all students pass, so all 53 students who attend in-person classes had access to it for 4 days. This added responses from 27 new students. Four of the five students identifying as hispanic participated in the survey and two in the consens-o-gram.

The priorities are mental health and wellbeing- keeping a full time counselor and part-time nurse; and offering a well-rounded education.

## 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)**

Our engagement with multiple stakeholders is continually improving. This year, we received more responses from parents and improved our outreach to focal students and their families. We also reached out to families of new student groups such as those impacted by local fires, LGBTQ+ students as well as existing focal groups, such as students on IEP/504's, English Language Learners, and McKinney-Vento students. We also used a greater variety of activities to get input: survey, personal contacts, Consogram, and interviews. Because we are a small school, some of our focal groups are only 2-3 students. Our students as a whole, however, represent a very important focal group: students who seek an alternative learning environment and have not experienced success in traditional schools. We need to continue to

disaggregate student and family responses but cannot forget that our students come to ATI for a common reason and each student represents multiple focal groups.

One barrier this year was the tight timeline in completing and submitting our SIA Plan. Due to not being notified by ODE that ATI was eligible to apply independently for SIA funds until late in the school year and with COVID limiting opportunities to virtual only, this was very challenging to gather feedback from all students, families and community partners. ATI did implement a variety of methods and tools as stated above but looking forward, these opportunities will be offered throughout the year and more targeted engagement will be utilized when more time is available. Given this compressed timeline, limited staff and the unique school year, we feel that ATI did an outstanding job in gathering input from a large representation of our students, families and community. Using tools familiar to our families and staff was integral in gathering the input that we did.

Finally, expanding our SIA planning team to include students and parents will be helpful.

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

We believe creating partnerships is the road to more engagement. One goal is to build community partnerships to provide a variety of new learning experiences that earn credit. Local professionals/businesses could offer new learning experiences or provide staff training. We also would like to partner with community members who have the expertise and desire to mentor students. Both of those partnerships would improve and broaden our community engagement. Finally, our relationships with Project Youth+, and LaClinica, and Maslow Project help our students to receive mental and physical support, basic living support, and some job opportunities.

In order to create a more inclusive SIA Leadership team, ATI will reach out to families and students to encourage interest in joining an Advisory Team that meets quarterly. This will ensure voices from more of the focal groups, families and staff are all part of the decision making process.

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

In 2019, we struggled with engaging parents. We tried using in-person listening sessions and provided interpreters and food for four listening sessions that we had planned; however, no parents participated. ATI families also did not participate in the district's surveys. By applying as our own entity, we will be leading our own engagement efforts, and we will be able to better tailor our engagement strategies to the needs of our staff, students, and parents. ODE has been incredibly helpful in providing us one to one support through the SOESD and through the updated engagement guide. We hope that will continue for 2021-2023. Finally, we could use assistance from ODE in using the correct assessment tools for short-term goals outside

of the longitudinal growth targets.

## WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process: Groups highlighted in green are ones that were engaged with.

*This is for reference only. We anticipate check boxes on the actual application document or submission platform.*

- |  |  |
|--|--|
| <input type="checkbox"/> Students of color   | <input type="checkbox"/> Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input type="checkbox"/> Students with disabilities  | <input type="checkbox"/> Tribal members (adults and youth)   |
| <input type="checkbox"/> Students who are emerging bilingual                                     | <input type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.)   |
| <input type="checkbox"/> Students navigating poverty, homelessness, and foster care              | <input type="checkbox"/> Business community  |
| <input type="checkbox"/> Families of students of color   | <input type="checkbox"/> Community leaders   |
| <input type="checkbox"/> Families of students with disabilities                                  | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Families of students who are emerging bilinguals                        |  |
| <input type="checkbox"/> Families of students navigating poverty, homelessness, and foster care  |  |
| <input type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.)             |  |
| <input 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 type="checkbox"/> Survey(s) or other engagement applications (i.e. Thought Exchange) | <input type="checkbox"/> School board meeting                          |
| <input type="checkbox"/> In-person forums -   | <input type="checkbox"/> Partnering with unions                        |
| <input type="checkbox"/> Focus group(s)   | <input type="checkbox"/> Partnering with community based organizations |
| <input type="checkbox"/> Roundtable discussion  | <input type="checkbox"/> Partnering with faith based organizations     |
| <input type="checkbox"/> Community group meeting  | <input type="checkbox"/> Partnering with business                      |
| <input type="checkbox"/> Website  | <input type="checkbox"/> Other_Consensogram, ClassTag                  |
| <input type="checkbox"/> Email messages   | <input type="checkbox"/> Messaging Application, and personal           |
| <input type="checkbox"/> Newsletters  | <input type="checkbox"/> monthly phone calls to families,              |
| <input type="checkbox"/> Social media   | <input type="checkbox"/> Interviews                                    |

## 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 uploaded the following artifacts:

- 1) Parent Survey - Survey went to all parents via our ClassTag messaging system. Parents are used to this communication system. It also allowed us to disaggregate the data, so we could better learn the needs of our focal groups.
- 2) Focal Group Outreach List: This list shows focal group families we personally contacted to ensure they understood the importance of completing the survey. The outreach helped us to get more responses from our focal groups.
- 3) Consogram Activity - Surveyed students on campus with a Consogram poster to capture feedback from students who arrived later in the year. The poster was placed in a location that all students pass, so all 53 students who attend in-person classes had access to it for 4 days. Some specific categories were in response to the initial survey. For example, two initial responses talked about a welcoming environment specifically and so we added that particular take on mental health and well-being to the Consogram to see if that resonated with more of the student body. Similarly, we heard in interviews and informal conversations that the counselor added with 2019-2021 SIA funds was important to their success this year and would be important to keep. We added this specific topic to the poster as well. This added responses from 27 new students not previously surveyed.
- 4) Parent Interviews - This summary demonstrates efforts to reach focal group families, follow-up with specific questions and build relationships.
- 5) Staff Meeting Minutes - The uploaded meeting minutes show staff input.

## 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.*

- 1) **Development of an Engagement Plan:** Our first strategy was to develop a thoughtful, thorough engagement plan ensuring all focal groups were included in the outreach. Since we were not applying through the school district as we had done in 2019, we had to design our own engagement plan. The Community Engagement Plan included the: development of parent and student surveys in both English and Spanish to ensure equitable access for all focal groups, conducting targeted listening sessions ensuring all represented focal groups were provided opportunities, creating an SIA planning team, looking at disaggregated data representing all focal groups, identifying specific students, families and staff that represent each focal group to ensure the engagement plan is capturing their input, and developing ideas for ensuring a high rate of return.
- 2) **Existing Networks:** Our second strategy was to use existing networks such as our current communication systems that parents and students are familiar with to gather input from focal group students and families. For focal group families, we used our ClassTag communication system to solicit input. Parents were used to that system and appreciated the two-way communication it affords. To more fully engage focal group families, we also decided to directly invite focal group families via email and make monthly direct contact through Team Leaders. Interpreters were used to

communicate with families if needed, ClassTag automatically translates all message to and from families. After we sent out the survey through ClassTag, we followed up with phone calls to focal group families to make sure they received the survey and understood why it was important to fill out. Since parents were used to monthly calls from team leaders, it was a natural way to encourage input.

- 3) **Capture Student Input at School:** For focal group students, our strategy was to gather input while they were in school. This has been very effective in the past. Since so many of our students work or have conflicting pulls on their time away from school, providing class time is essential in ensuring participation. We used class time for them to complete a survey and to also participate in a Censogram activity designed to collect data in real time and could be adapted to student feedback as it was completed over several days.

**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.*

- **Family survey through ClassTag** - Because of COVID, we decided to forgo in-person meetings and use a survey. Also, parents were used to using our ClassTag messaging system for two-way communication. Finally, the survey was provided in both English and Spanish. It allowed our data to be disaggregated, so we could better understand focal group needs. The survey was also located on our website with directions in English and Spanish
- **Community Member Survey** - This was the same survey tool as used for families but was sent out to representatives of community organizations we have partnered with in the past as well as volunteers and board members. Directions and questions were in English and Spanish.
- **Phone calls to focal group families to solicit survey participation** - This helped ensure that we were hearing from our focal groups. The phone calls were provided using their native language. We followed up with phone calls to focal group families to make sure they received the survey and understood why it was important to fill out.
- **Focal group family phone interviews with selected focal groups (LGBTQ+, IEP/504, ELL, MV)** - This activity complemented the survey and helped us to better understand the needs of focal groups who we wanted to hear more from. Again, interpreters were provided if needed. Phone calls allowed us to use follow up questions and probe responses.
- **Student Survey** - This activity was the first step in student input. It was provided through Team Leaders and students were given class time to complete it. It remained open and available to all students, both in-person and distance learners, for approximately three weeks.
- **Censogram activity** - We selected this activity because it reached more students, and new students that had joined ATI mid-year were able to respond. Finally, it was interactive and more engaging for students. Students could see what other students prioritized and could add new priorities. Students commented that they felt their ideas were valued.
- **Phone calls (or meetings) to all parents** - Calls or meetings were conducted in both English and Spanish to alert families to the survey and encourage families to complete

the survey. This was in direct response to the need identified in the 2019 SIA process of increasing community engagement participation. ATI feedback when conducted in concert with Phoenix-Talent School District was very low. This activity was implemented due to this need.

## 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.*

**All Voices Are Heard:** Our main strategy was to use small group discussions to solicit input and develop a plan. Because our staff is made up of only 6 teachers, 1 director, and 1 staff member, personal and on-going communication was possible. A comprehensive community engagement plan including all staff voices was one strategy that increased communication, cohesion and equity of voice.

**Put all staff on the planning team:** Our second strategy was to make our small staff the SIA planning team. Staff then could see and discuss input from students and families and meld that together with their own input to best decide how to spend our SIA and other funds.

**Common SIA planning time:** Since our staff met weekly, it was a consistent time for us to meet, review goals, look at data, apply our Equity Lens, and plan. In addition, because we are a small school, all teachers and staff had a relationship with each student and could provide unique insights into students' needs and ensure the SIA plan priorities addressed those needs.

**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.*

- 1) **Staff Training / Goal Review:** We have an all staff training at the beginning of each year, which included a review of SIA related goals (increased graduation/attendance/engagement through mental health support with our QMHP). This was also a time our staff brainstormed indicators of success we could look for throughout the year. 100% of staff, including contracted QMHP, participated in this activity.
- 2) **Staff Meetings:** We held twice-monthly staff meetings, using discussion and consensus building activities. Since staff were responsible for developing the plan, weekly meetings and effective communication were critical. Staff used their own experiences and input from parents, students, and community to co-create an SIA plan. Planning included prioritizing focus areas (H&S, WRE), and recommending strategies to address those areas. 100% of staff, including contracted QMHP, participated in ongoing planning, data analysis, and response.

## 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

Our staff priorities include maintaining our full-time counselor, increasing the variety of student learning experiences through community partnerships or staff training in teaching new subjects (i.e., small engine repair, construction, etc.) and increasing reading and math skills.

Family priorities were maintaining mental health support and providing a well rounded education. Reducing class size was not a priority because classes are already small. Extending after school learning opportunities received some support from parents though students indicated that a higher priority was adding options to the current curriculum. Students also wanted to keep the full-time counselor. Student focal groups expressed the same interests.

Given the input we received from staff, parents, students, and focal groups, our plan is centered on three areas:

- 1) Retain our new counselor to continue providing mental health supports to students. This position will be supported by whole staff training in a trauma informed “Positive Discipline” approach to student connection and growth. This training is not funded through SIA, but will support the work funded by the bulk of our allocated funds.
- 2) Add staff capacity or build community partnerships to provide a variety of learning experiences that earn credit (small motor repair, field-based science, internships/community-based learning) and are available to all students. Could be in or out of school hours, could complement our hybrid schedule to happen on asynchronous days.
- 3) Facilitate community based learning (field studies) with all students quarterly. These field studies must be credit earning, expand the repertoire of learning experiences offered at ATI, relevant and engaging to students. These may focus on traditional academic skills, CRLE / CTE skills, or success/executive functioning skills such as communication or resilience.

## **Part Four: Data Analysis**

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

The data sources, below, help us to track student attendance, on-track credits, and graduation rates. That information can be disaggregated, so that we can personalize support for each student and resolve learning issues in a timely manner.

- Internal attendance (PowerSchool)

- Internal credit earning by term
- State Report Card data (grad rate)
- WESD Dashboard - regular attender
- Cohort Completion data (provided by ODE annually)
- Parent, Student, Community and Staff feedback (survey, consensus-ogram, interviews)
- Phone calls and focal group qualitative data
- LaClinica use data (student access of QMHP or SBHC)

During staff meetings, individual student academic and personal growth data is discussed and supports are identified that will ensure each student is making progress toward their goals. This approach ensures an equity-based decision making process is implemented because each student receives individualized support, connection and communication with families, staff and students themselves. This same approach was taken during the SIA process. Priorities were identified through data analysis, SIA Planning Team discussions and input from students and families.

## 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?**

Over the next three years, we hope to see an improvement in student attendance, rate of credits earned, success skills, and graduation rates. The full-time counselor and part-time nurse, funded by last year's SIA grant, have been well received by students, parents, and staff. Staff report that students seem more engaged and attendance and retention has improved, particularly among students who have been disengaged due to conditions such as anxiety. The data supports mental health services to continue.

Our plan also includes offering a more well rounded learning experience by directly funding travel and fees associated with those experiences and adding a part-time community learning coordinator, which would increase student engagement. This would add staff capacity or build community partnerships to provide a variety of learning experiences that earn credit such as small motor repair, field-based science, internships/community-based learning.

**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?*

Strategy 1: If we continue to provide a full-time mental health counselor, THEN students will have access to qualified mental health support and resiliency skill building, AND students will feel safer and more positive about school, leading to higher engagement and graduation rates.

Strategy 2: If we provide a more well rounded education for students, then teachers will offer high interest classes and coordinated community based learning experiences, AND students will be more engaged leading to improved academic skills, increased attendance and higher graduation rates.

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

1. Maintain one full-time counselor to provide mental and behavioral support;
2. Add a community learning coordinator to develop and facilitate well rounded learning through community partnerships.
3. Add new credit earning learning experiences to increase student engagement and provide a well rounded educational experience;

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

Our plan's Theories of Practice are based on the 2018 Quality Education Model (QEM) recommendations:

**Counselors:** Oregon should work to reverse the trend of declining numbers of counselors in its schools. This is particularly important in high schools, where counselors help students stay in school through graduation. Research suggests reducing the ratio to one counselor for every 250 students in schools where it is higher than that can reduce disciplinary problems and improve student outcomes.

**Culture of Learning:** A positive school culture that is welcoming, focuses on learning, and successfully engages students will improve attendance, student achievement, and graduation rates.

**Career and Technical Education:** Continue to improve and expand Oregon's CTE programs and the partnerships with employers who need skilled workers.

Specific to high schools:

- Provide student support in the ninth grade to make sure all students earn enough credits to be on track for graduation upon entering the tenth grade.
- Provide more counselors to assist students with academic and personal needs and to set goals for both high school and post-graduation. Helping students think about their post-graduation goals, and the importance of completing high school in order to achieve them, can increase graduation rates.
- Promote activities that foster student engagement, such as extracurricular activities, which can improve attendance and promote a positive school climate.

**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?**

Our top priority is to provide for the mental well being and safety of our staff and students. Our primary activity is to contract with LaClinica to rehire the full-time counselor paid from last year's SIA funds. That person will continue the work started last year. To support that work, we will braid ESSER and HSS funds to continue having a part-time nurse and offering a skills based, self-paced learning program.

The second priority is to hire a part-time community learning coordinator. This would add staff capacity or build community partnerships to provide a variety of learning experiences that earn credit such as small motor repair, field-based science, internships/community-based learning.

The third priority is to directly fund the expenses such as transportation or fees associated with providing well rounded learning experiences through community partnerships and service learning.

**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?**

- 1) Contract with La Clinica to hire a full-time counselor (SIA)
- 2) Hire a part-time coordinator to coordinate field based learning (SIA, braided funds)
- 3) Pay for transportation, fees, and materials/supplies required to provide well rounded learning experiences through community partnerships and service learning (field studies).

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

The SIA planning team expanded to include students and parents and community members will be responsible for implementing the activities and investments. Though the investments will be evaluated continually, it will take 3 years before determining a change in strategy.

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

Use the data sources below to track student retention including on-track to graduate, remaining in school and student attendance. Use surveys and interviews to regularly receive student, parent, and staff input on the investment activities and possible new activities.

- Internal attendance (PowerSchool)
- Internal credit earning by term
- State Report Card data (grad rate)
- WESD Dashboard - regular attender
- Parent and Staff Survey results
- Phone calls and focal group qualitative data

**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?**

We are budgeting for a full time counselor to help improve student well being; hiring a part-time coordinator to arrange community learning experiences; and purchasing a computer based remedial skills software will all support the changes described in the SIA plan.

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

High Priority: Hiring a full-time counselor to improve student and staff mental health.

**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.**

Hire a part-time coordinator to organize field based learning experiences for students.

Select and purchase a computer based learning program to improve students' basic skills.

**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)?

We are hoping that we will receive our full allotment of SIA funds this year. If we do not or if we cannot find a qualified counselor, we may need to partner with the SOESD to contract for services. If we are not able to hire a counselor, the funds will be utilized in the other two priority areas.

#### 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).**

This year ATI opted to apply a combination of tools in relation to equity, specifically the Be Human Centered (CommunityDesignPartners) framework to collect input and the 5 Ps (Multnomah County Office of Diversity and Equity during data analysis and decision making. From the Be Human Centered framework we utilized building an inclusive table to help ensure many perspectives were involved in decision making, and empathy interviews and observations to gather robust input in stakeholders' authentic voices to help vet, supplement or clarify survey results that have greater opportunity for interpretation. Those observational interview data points, including stories and responses to open ended prompts were analyzed along with quantitative data when determining goals and strategies. The 5 Ps (People, Place, Process, Power, Purpose) structure was applied in SIA team discussion to vet decisions throughout the planning process, particularly in regards to People and Process.

From the input we gathered from staff, students, and families, including student and family focal groups, we learned that our priorities from last year were the same: Support student and staff mental health and safety; provide a well-rounded education; and develop a strategy for improving basic skills. Our planning team applied the Equity Lens to those goals wanting to ensure that all students would have access to mental health support, an opportunity to participate in well rounded community based learning experiences. By using an equity lens, our SIA planning team ensured that the decisions were designed to achieve equitable outcomes.

**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.

By utilizing ATI's SIA funds to rehire the full-time counselor, we will be able to support our top priority of providing for the mental well being and safety of our staff and students. Our primary activity is to contract with LaClinica to provide the full time counselor and school based health clinic nurse who will continue the work started last year. These two positions will ensure the students' mental and health needs are being met.

Funds will also be used to hire a part-time community learning coordinator. This would add staff capacity to build community partnerships to provide a variety of learning experiences that earn credit such as small motor repair, field-based science, internships/community-based learning. The community learning coordinator will support the increase of credit earning choices which will increase student engagement, attendance and reduce academic disparities for the focal groups which identified this as a priority during the community engagement conducted this year. It is also strongly felt that this will also meet students' mental and health needs.

The third priority is to directly fund the costs associated with community based learning (field studies) such as transportation, fees, curriculum, materials and supplies.

### 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).**

Our process follows the Student Success Act's “targeted universalism,” an approach that aims for universal student success by addressing disparities in opportunities among targeted populations. We did this by:

- Disaggregating data to better understand achievement and opportunities gaps. Include demographic data such as LGBTQ+, homeless, adjudicated, and work status in disaggregation of data where possible.
- Give voice to traditionally marginalized students and families; allowing representatives to safely discuss concerns and suggest ideas to raise achievement and growth with targeted populations.
- Recognize that all students attending ATI represent an important focal group: those who have been traditionally underserved by their previous schools, students who arrive at ATI at risk for dropping out. Our intervention strategies should therefore be directed toward all students while ensuring they are designed for other focal groups named in the grant.
- Reflect on outcomes, strategies, and activities through an equity lens. Giving “weight” to targeted populations.

**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)**

Students in alternative schools have less social capital, educational and job opportunities, and services. By focusing our plan on providing health services, creating a well rounded education, and life success skills, we plan to reduce those disadvantages. Our hope is that we

see accelerated academic and social growth from our students who have been underserved and underperforming for most of their school lives.

Barriers to success could be staff biases, student confidence, competing needs such as work, and low expectations from parents and community. The goal of our plan is to eliminate academic disparities and opportunity gaps. We want every student and family to know and feel that they are safe, valued and significant at ATI.

## 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

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)**

## 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.