

Union School District SIA Grant Application

Part One: General Information

Applicant

School District: [Union School District 5](#)

Institution ID: [2213](#)

Webpage where SIA is posted: www.union.k12.or.us

Contact Person

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Part Two: Narrative

*Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs.
This is where it is suggested to discuss your CIP process alignment with the SIA process.*

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

The Union School District is located in Union County in Northeastern Oregon. The school district serves 359 students. The student population includes 94% White, 4% Hispanic/Latino, 1% American Indian/ Alaska Native, and 1% Multiracial. Additional student populations include 10% students with disabilities, 15% of the student population is considered mobile, and 43% of the student population qualifies for free or reduced lunch.

Union School District students are achieving above the state average in regular attendance, 3rd grade ELA, 9th grade on track, and on-time graduation.

Union has many strengths due to the small school atmosphere that allows where students are not numbers and do not fall through the cracks. We offer college courses at the high school. We also offer a Connections class for all high school students allowing them to have a small student to teacher ratio to begin their day to help ensure they are succeeding academically. Furthermore, our elementary begins everyday with an assembly where students are recognized for achievements and character values are taught to limit distractions in the classroom.

Union School District has two priorities, the need to update facilities and improve mathematics performance. We have recently passed a facilities bond and received a matching grant from the state. However, we are concerned about the financial commitment it will require to upgrade our buildings that are on the historical register to today's standards. We anticipate

that it may require a significant portion of the allocated bond funds.

Improving mathematics performance on statewide assessments and increasing student engagement in math courses at the high school is an additional priority for the Union School District. We are hoping to update our curriculum, evaluate approaches toward mathematics instruction, and adjust mathematics courses at the high school.

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.

Union School District plans to reduce class size in our lower grade levels (Kindergarten, first, and second grade). With this reduced class size we can focus attention on our third grade reading and English Language Arts state test results and improve these scores over time. This, however, creates a need to hire an additional teacher to teach a special to meet the contractual prep time in the elementary. To meet this need, we anticipate hiring an electives teacher that can fulfill the prep time requirements in the elementary and add additional electives at the high school.

Our engagement of students, staff, and families indicated the need to provide career and life-skill based courses. There was also a need to increase elective offerings. To meet both of these needs, we will be redesigning our master schedule to accommodate an integrated math program. We will need to hire a full time teacher to teach the new integrated math courses.

Part Three: Community Engagement

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

Union School District engaged multiple partners and stakeholders during our community input efforts. We engaged students, parents, staff, community members, and board members. We continually encourage and foster engagement efforts with our school district. We make regular announcements about our public meetings. We hand out surveys to patrons as they attend our district events. We encourage participation in our input surveys by making them available online by posting them on our school website and distributing them with district mailings. Staff were engaged during staff meetings to discuss the needs of the district with an emphasis on meeting the needs of our students navigating poverty and students with disabilities. There were targeted efforts made to engage our focal populations and their families by providing surveys and engaging in authentic in-person conversations.

Our engagement efforts elevated the need to increase career and life-skill based courses at the high school. Students, staff, and families alike expressed the interest in adding courses to the high school that would better prepare students with career focused and life-long skills. Engagement efforts also revealed the need to address our aging facilities and to provide space for the possibility of new electives and integrated learning courses at the high school. The facilities updates will be accomplished through the recent passing of a community bond project.

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)

We would like to build upon our current engagement efforts to include more voices and perspectives. We identified that the current mode of collecting input through surveys was not sufficient in gathering the depth and breadth of information that would be beneficial in decision-making. We did not receive the desired amount of returned surveys despite the multiple modes that surveys were shared.

We believe a barrier may have been the length of the survey and the time commitment they required to complete. Therefore, we would like to revise our surveys to be more specific to our school district efforts. We would also like to tailor the questions to the specific audience we are targeting to receive detailed feedback for increasing the academic achievement of our focal populations and the mental and behavioral health for all students and staff.

We found that the most effective way to gather input was engaging in authentic in-person conversations. As a result, our future engagement efforts will incorporate more in-person opportunities for engagement at school based events and community functions. This will require increased efforts for engagement by Union School District administrators and staff, as well as improved partnerships with community businesses and organizations. We believe that these efforts will strengthen the school and community connection and will increase the willingness to engage with the Union School District in the future.

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

Building relationships and partnerships will be essential for improving our strategies for engagement. Our emphasis on in-person conversations will require a broader effort by our staff to build deeper relationships with families and the community. We plan to build our capacity for engagement strategies and activities by having student and family engagement as a standing agenda item at our future staff meetings.

We would also like to foster relationships with community businesses and organizations to

help with organizing opportunities for engagement. We also would like to partner with organizations that work with our students and families to help provide feedback about our efforts as a school district to meet our students' needs. Partnering with community based organizations will help to strengthen our collaborative efforts for supporting our students and families.

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

Utilizing a survey platform that would allow for enhanced analysis would be beneficial in identifying themes and intersectionality of data gathered.

Continued support from the Intermountain Education Service District will be helpful in future engagement and data analysis efforts.

It would also be helpful to continue to have the 5 year trend data provided from ODE in order to have a consistent format to analyze data and develop future growth targets.

WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

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

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the strategies/activities you deployed to engage your community:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Survey(s) or other engagement apps | <input checked="" type="checkbox"/> School board meeting |
| <input checked="" type="checkbox"/> In-person forums | <input type="checkbox"/> Partnering with unions |

- ☐ Focus group(s)
- ☐ Roundtable discussion
- ☒ Community group meeting
- ☒ Website
- ☐ Email messages
- ☒ Newsletters
- ☐ Social media

- ☐ Partnering with community based organizations
- ☐ Partnering with faith based organizations
- ☐ Partnering with business
- ☐ Other _____

EVIDENCE OF ENGAGEMENT

You will upload your top five artifacts of engagement.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).

Summary of stakeholder feedback

- The summary of stakeholder feedback highlights the key themes identified from survey data and in-person conversations. The themes will help guide our SIA planning and allocation of resources.

Staff meeting minutes

- The included staff meeting minutes serve as evidence for our staff engagement. During the staff meeting, the student investment account was discussed with all present staff. Certified and classified staff participated in discussion about the Student Success Act and the Union School District's plan for the Student Investment Account. They expressed that they appreciated that their input was received and represented in the anticipated plan.

Student navigating homelessness narrative

- The narrative written by a student navigating homelessness captures the positive environment that we strive for in the Union School District. The student's narrative provides a positive perspective about being a Union Bobcat and the welcoming and supportive learning environment that Union provides students.

Board member feedback

- The board member feedback illustrates the influence of engagement feedback on our SIA planning. The board members discussed a common theme throughout all input about the need to provide educational opportunities and skills for non-college bound students. This will be an emphasis in our plan to provide additional electives and integrated math courses at the high school.

Stakeholder feedback

Negative feelings about mathematics district wide have occurred since the change in Oregon mathematics standards roughly five years ago. Many stakeholders described this feeling to the district. This standards adjustment has impacted staff by a change in curriculum and the adoption of new materials. This has impacted students to the point of making comments such as "I can't do math", This has shown the district a need for a math coach for the elementary and high school to change the way we view mathematics.

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).

Utilized already established communication networks to share access to surveys

- We utilized multiple communication networks to share information with families and community members about engagement efforts, Student Investment Account spending allowables, and access to our feedback survey. We used the school website, newsletters sent home with students, emails, and information mailed to community members. Utilizing a variety of communication methods allowed for the engagement of students and families from all focal populations. This method was effective at sharing information and will be beneficial in using for future engagement efforts

Utilized pre-established times when families are on campus

- We identified when focal families were on campus during pre-established meeting times, school related events, and pick-up and drop off times. We intentionally engage focal students and families during these times because it was already an established time for our families to be on campus and it provided the opportunity to engage families in non-formal, in-person conversations. This effort proved to be an authentic way to engage all families, and was specifically helpful in ensuring the engagement of our focal populations.

Leveraged school and community/family relationships

- Union School District administrators, teachers, and staff make intentional efforts at fostering positive relationships with families and community members. Administrators found that this strategy was essential in authentically engaging focal populations for Continuous Improvement Plan and Student Investment Account. We found that leveraging our community and family relationships was beneficial in receiving engagement participation that may have been lacking in the attempt to administer our survey. We would like to adjust our future practices to intentionally use our relationships with families and the community to elicit feedback and input.

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).

Website, newsletters, and emails

- We used a variety of communication methods to share information about the Student Success Act and Student Investment Account, as well as share how to access our school district feedback survey. We used the school website, newsletters sent home with students, emails, and information mailed to community members. Using a variety of communication methods was intentional in engaging our focal students and families. We felt that providing information and access to our survey in a single mode of communication would not reach all our families. Instead, we elected to share

information in the modes that have proven to be the best approach to reach different families. For some, a newsletter in their child's backpack is appropriate, while others prefer to access information from social media platforms.

Meetings with families with students with disabilities

- We made intentional efforts to engage families of students with disabilities during eligibility or yearly IEP update meetings. Switching conversations to focus on engagement and seeking input adjusted how staff and families typically interact during special education related meetings. Families were provided the opportunity to give feedback and input regarding what they believed the school district was doing well or could improve upon for supporting their child. Families expressed that they appreciated the opportunity to provide feedback and engage in conversation in this format. We anticipate continuing this engagement activity and continuing to revise the effort to be reflective of the input we receive.

In-person discussions

- Knowing individual families allowed for the intentional use of in-person conversations at school related events, sporting events, pick-up and drop off times. These interactions have been essential in cultivating relationships between our schools and families. We were able to identify when students and families from our focal populations were on campus and intentionally engage them in providing feedback and input. We found this non-formal approach to engaging our families to be beneficial in collecting insightful feedback. We also found that the in-person discussions on topics specifically related to the Student Success Act and their perceived thoughts of the successes or failures of Union School District, to engage families in new conversations. We hope that continuing to use in-person conversations will help to encourage communication with and engagement of families, especially of our focal populations. We are hoping that our in-person engagement efforts will help to dismantle barriers certain families may have for communicating with the school and staff.

Family Home Visits

- We were able to visit several families in their homes as an intentional engagement activity. Visiting homes has been an activity for supporting families and an opportunity to receive feedback. Our school and family relationships make these efforts non-threatening. For example, we visited the family of a student navigating poverty who had a significant injury. We used the opportunity to check on the child's well-being and any needs the family may have as a result. In addition, we were able to continue cultivating our relationship with that family and engage them in an authentic and genuine way.

Surveys

Surveys were sent out to stakeholders throughout the district in paper form through newsletters and posted to the web site. Many came back and the information helped guide us through this process.

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.*

Utilized already established communication networks to share access to surveys

- We utilized multiple communication networks to share information and collect input and feedback from staff. Multiple communication networks were used to engage staff to ensure that information was shared and all staff had the opportunity to provide their input and feedback.

Leveraged pre-established meetings with staff

- We elected to use our established staff meeting times to incorporate engagement efforts directly related to our Continuous Improvement Plan (CIP) and Student Investment Account (SIA) application efforts. CIP and SIA become standing agenda items at our staff meetings. This format allowed all staff attending to hear common messaging, the opportunity to discuss related topics, and provide authentic feedback.

Engaged certified and classified groups

- Our engagement efforts intentionally included engaging and collaborating with the Union School District certified and classified unions. Administrators communicated with representatives about the Students Success Act (SSA) and the SIA to ensure that staff were well informed about the legislative efforts and the intentions of the law. We focused communication on the priorities of the law and the spending allowables. Representatives were able to communicate with their union groups and discuss at their monthly union meetings. Representatives were then tasked with sharing the feedback gathered at their union meetings with administrators. In this process, it was important to intentionally partner with certified and classified staff organizations and task each group with discussing related topics in their union meetings. This process helped promote communication and engagement efforts between school administration and staff union groups. This strategy also demonstrated the necessity for engaging staff in engagement efforts in order to develop an understanding of key components of the legislation and why or why not decisions were made based upon the feedback provided by each union group.

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.*

Staff Survey

- Each teacher was given a hard copy survey in their school mailbox or at a staff meeting. Teachers were encouraged to fill out the survey to provide feedback and input about Union School District and how they believe the SIA funds would be best used to support the needs of all our students, with an emphasis on improving achievement of our focal population students.

In-Person Discussion

- Frequently, staff and administrators engaged in authentic in-person conversations about the staff survey feedback and ideas regarding SIA allowables. The informal conversations were helpful in collecting ongoing feedback about the Union School District SIA plan.

Staff meeting discussions

- Staff meeting times were utilized to facilitate staff specific focus groups about the Student Success Act and receive input about the SIA allowables in relation to the needs of Union School District. Staff members were provided the opportunity to provide input about their perceived needs and feedback on the anticipated use of SIA funds. The Continuous Improvement Plan and SIA will remain standing agenda items on staff meeting agendas to facilitate ongoing communication and engagement of staff.

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

These are the themes that were elevated in the responses to the following questions:

What does the Union School District do well?

- Provides access to college prep. classes
- Provide a welcoming environment for elementary students
- Quickly address issues at all levels
- Always looking to improve
- Strenuous hiring practice, equals a strong teaching staff
- Provide extracurricular activities

2. How could the Union School District improve?

- Increase electives all levels
- Make math relevant to all students
- Reduce class size in elementary

- Update and improve facilities
- Provide K-12 PE
- Change culture in regards to mathematics

Part Four: Data Analysis

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

Quantitative Data: 2018-2019 SBAC academic achievement for all students and special student populations, Union High School current course offerings, 9th grade on track, regular attendance report, Union School District class size average by grade, and ORIS Needs Assessment tool results

Qualitative Data: stakeholder feedback, community input, student success stories

Inequities were analyzed through a comparison of student performance on assessed content in relation to special population identifiers. The analysis revealed the need to focus on improving the academic success of students receiving special education support and students experiencing poverty. Specific grades were also identified as needing improvement.

The review of data elevated a need to focus on elementary ELA achievement, high school math achievement, ELA and math achievement for economically disadvantaged students and students with disabilities, elementary regular attendance, 9th grade on track for economically disadvantaged students. The data review revealed the need to further evaluate district wide supports for mathematics achievement and supports for improving achievement for special populations.

Part Five: SIA Plan

The SIA plan must be for three years. There is not a firm limit on page length or word count. It is suggested between five and 20 pages.

**KEY ELEMENTS OF YOUR SIA PLAN:
OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES**

See uploaded Integrated Planning Tool

BUDGET

Upload a completed SIA budget template.

[See uploaded budget template](#)

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).

The uploaded equity lens guiding the SIA decision-making process was adopted from InterMountain Education Service District Equity Lens. The adopted equity lens served as a tool to guide the SIA process in analyzing data, developing our community engagement plan, drafting the SIA plan, and establishing use of funds. The guiding questions included in the equity lens were read prior to each SIA discussion and planning meeting to help focus conversations on equitable decision-making. The lens was reviewed throughout the application development process to help ensure that decisions and actions aligned with considerations outlined in the equity lens.

After completing the first draft of our application, a district committee comprised of superintendent, school board members, administration, certified staff, classified staff, and parents met with other school district committees within the IMESD region to collaboratively review applications for equitable practices, considerations, and investments. Each district provided their application drafts and equity lens they applied during the application development process. Each application was reviewed and discussed as a collective body and adjustments were made with an emphasis on alignment with the guiding questions in each equity lens and to ensure that the application and investments were helping reach the goal of a more equitable education system.

LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE has asked for drafts of the growth targets at the time of submission, but ODE will co-development them once the application has been determined to meet all requirements.

[See uploaded Longitudinal Performance Growth Targets](#)

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 law.

Meeting students mental and health needs

- Reducing class size in our second grade will increase students' social-emotional support in the classroom. Teachers will be able to provide more one-on-one support and identify individual student needs.

Increase academic achievement and reduce disparities

- Having a dedicated math instructional coach will directly impact our academic achievement for all students. The coach will provide instructional support specifically for meeting the needs of students with disabilities and students who may need intervention. Additionally, the math coach will help monitor student achievement and help identify student groups who may need additional support.
- Implementing a new integrated math approach will help improve the math achievement of students at the high school. The hope is that we can offer math courses in a more interesting and applicable way so students who have historically struggled in traditional math classes will be provided another option for achieving their math credits. We also hope that the approach will help build the math foundation that many career fields need for students who choose a career-based pathway instead of a college pathway after college.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL 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).

All students will be positively affected by the updated curriculum, math instructional coaching, reduced class size, and increased electives. This will give our focal groups greater access to material that will increase student learning. We hope that this will increase student achievement for all students, with an emphasis on improving the academic achievement of our focal student populations.

Elementary achievement will increase with access to updated math curriculum and reduced class size. We will closely monitor third grade reading and mathematical results and will follow the focal groups in the areas to assess the success of the implementation.

The Math Coach will impact students with disabilities by working with teachers and implementing the new algebra and geometry course at the high school this will increase access for our focal groups allowing students to connect with the material in a different non-traditional manner which will create more success for these students. Also, this will limit mathematics as a gatekeeper for high school graduation.

Improve well rounded education for all students with increased electives and reduced class size at the elementary allowing younger students to make connections with staff and other students which we believe will increase their attitude toward school impacting their desire to attend. Ultimately, increase their access to learning and improve their results in the classroom.

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)

3rd grade reading -

- We are hoping that hiring an additional 2nd grade teacher to reduce class size will have a direct impact on 3rd grade reading proficiency. Having two teachers in kindergarten through 2nd grade will allow for individual interventions to meet the academic needs of all students, with an emphasis on the needs of students with disabilities and students navigating poverty.

Attendance -

- Improving regular attendance will be approached from multiple strategies. First, hiring a second grade teacher and reducing class size will improve student and families relationships with the teacher and school. We understand that there is a correlation between strong relationships and communication efforts and attendance. This will be increasingly important to improve relationships with all families, with an emphasis on students navigating poverty. We are aiming to improve attendance by improving relationships in elementary classrooms.
- Second, increasing our electives and integrated math approach at the high school aims to improve attendance by offering engaging and well-rounded learning opportunities.

4 year graduation & 5 year completers -

- The barrier of essential skills will be addressed through an updated curriculum in mathematics which will increase scores on nationwide assessments allowing more students to receive a standard diploma with their 4 years graduation cohort.
- Revise high school schedule to allow for the integrated math courses in a block format and to ensure that course offerings were available to the highest need students.

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)