

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
District	Echo School District
Webpage (Where SIA Plan will be Posted)	Echo.k12.or.us
Contact Person	Name: Raymon J Smith Email: rsmith@echosd5.org Phone: 541-376-8436

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:

Echo School District is a rural, K-12, single building school district. Our student count is 281 students, with about 35% of our students transferring in from neighboring districts. We have a small student population of students of color with about 8% Hispanic students, however we are over 60% free and reduced lunch count. So our major concern is students of poverty.

Our district strengths are our strong teacher base, stable funding, and strong community support. We just finished an 8 million dollar bond project and added 30,000 square feet of instruction and community use space. We have had consistently rising state test scores and have seen our student's number increase from 236 to current number over the past 8 years. We continue to struggle to get students of poverty to reach the same standard in math and ELA as their peers and need to see an increase in our post-secondary and trade school going

numbers. Our final issue of need is school security, being a small remote school the older buildings and facilities were not designed to keep people out and over the course of time different door lock systems were put in place. If you wanted to get into every classroom and outside door as it is currently it would take 58 different keys.

The exact needs addressed in our three year plan are to address facility safety for grounds and building access and security. Hire staff to address at risk students of poverty and special education students at a young age and get the families actively engaged in the education system and hire staff to provide 6-12 students consistent exposure to post-secondary, trade opportunities, and work force skills during their time in school.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- Echo School District engaged, parents, community members, and community partners throughout the planning process.
- Being a small district where we base our success on person connections this engagement occurred almost on a daily basis through conversations with parents and community members and partners. We posed questions during PTO meetings, Title I parent meetings, did a parent and community survey, and while having breakfast at the dinner talked with members of the community.
- During weekly staff meetings we would provide updates about the SIA process and provide time for open conversation with the staff about what they see as needs and listen to suggestions. We would also continue to run drafts of the plan by the staff for continued feedback. Echo has been working to establish and extended summer school for our target populations. This has been done in part by meeting with the parents of these students. We used the same process with these parents as we did with the staff.
- The key evidence that we collected was as follows:
 - All parties were concerned with school safety in terms of perimeter fencing and door access.
 - The need for consistent communication with families of students in target populations and increased support for them to better help their own children.
 - Access to knowledge and exposure to options past high school.
 - We have created a great safety net emotionally for our students need to provide that same feel of “can do it attitude” when the leave the building.

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)

We have established a good working relationship with parents and students in our target population. We have staff ready and willing to be a part of a plan to close the gap for these students. Being a small district where we all already wear many hats our barriers are time and dedicated staff to carry out the plan and provide that consistent process, planning, action, and

communication required to be successful at our goals. The resolution to these barriers is the hiring of dedicated staff to address our needs and achieve the goals.

What relationships and/or partnerships will you cultivate to improve future engagement?

- We need to cultivate deeper relationships with local and regional business and industry partners. Have regular meaningful opportunities with regional trade schools and post-secondary educational options. There is also a continued need to improve the communication and overall engagement of a greater number and diversity of parents in our school district.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements?

- I find the best resource to improvement of our engagement efforts is collaborative work with like size school district from across the state. Where we can look at what works in larger districts and see how we could make that work in our unique situation. These work groups would also allow like size district to show best practices in our districts and collaborate on how to mimic those efforts.

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

- Students of color – Met with our ASB and Class Officers to talk about needs, where they like the school and where they feel left behind. This group has a good cross section of our student populations.
- Students with disabilities – Talked with parents of students with disabilities at the conclusion of IEP/504 meetings to get a feel of what they need to better support them and their student in our school and community.
- Students who are emerging bilinguals – We only have 3 students in this demographic.
- Students navigating poverty, homelessness, and foster care – Used our district school counselor to discuss with students what they feel would help them better find success in school.
- Families of students of color – Are represented in our PTO group and Title I parent group that we completed surveys with and held open conversations about the SIA process and plan.
- Families of students with disabilities – Same as above and see “students with disabilities”
- Families of students who are emerging bilinguals - NA
- Families of students navigating poverty, homelessness, and foster care – Worked with our extended school year parent group and had personal conversation with parents in this group.

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- Licensed staff (administrators, teachers, counselors, etc.) – All staff from classified classroom aides to teachers and office staff. During regular staff meetings and individual conversations.
- Classified staff (paraprofessionals, bus drivers, office support, etc.) – See above
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) – Echo is such a small community many of these people are the same people in PTO, on the school board and even on the staff.
- Tribal members (adults and youth) - NA
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) – It was a standing agenda item at school board meetings, PTO meetings, FFA Alumni Meetings.
- Business community – Very small number of businesses in Echo so personal conversations where the best course of action, and two of the largest business owners are also on the school board.
- Community leaders – Same as above

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)
 - Did a parent/community survey monkey
- In-person forum(s)
 - Had great number of personal conversations with parents and community members. With under 300 kids, district administration knows all the parents and community members. The personal conversation were the most valuable aspect of the plan.
- Focus group(s)
- Roundtable discussion
- Community group meeting
 - PTO, Title I, and FFA Alumni Meetings
- Website
 - Posted information and asked for input
- Email messages
- Newsletters

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- Social media
 - Very active Facebook, again posting questions and asking for response
- School board meeting
 - Standing monthly agenda item
- Partnering with unions
- Partnering with community based partners
 - Through personal conversations
- Partnering with faith based organizations
 - Through personal conversations
- Partnering with business
 - Through personal conversations

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?

- We are not a large district with a wide range of demographics. Surveys and meetings only go so far and get limited response. I could write here about all these meetings and committees that we held and or could have held. The truth is the most valuable, authentic feedback and evidence we gained was from the over 200 personal conversation our staff and district administration had with parents, and community members. I hear over and over how much they hate the surveys and don't want to come to meetings. But sitting next to them at a ball game and talking about what the needs of students are, going to their house and really seeing how poverty affect their lives, sitting at the lunch table with students and just talking has provided us with the meaningful engaging evidence needed to truly develop a successful plan. You can see from our upload we did the parent/community survey, we sent fliers about it to each house, posted in on Facebook, and did a district all call about it and only received a hand full of responses. The personal touch is what gets results and is why our school and students find the great success they do.
- We made a point to reach out in our personal conversation to demographics in our school and community. Our staff were asked to talk to students and parents as well as complete a district all staff survey.
- Community groups and the school board had standing agenda items to discuss the SIA process and provide constant feedback and suggestions.

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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?
 - Our district distilled that our parents and community were concerned with the safety of the school grounds.
 - Parents of our students in poverty and students with disabilities need us to reach out and provide them with one on one supports and help specific to their student and there situation(s).
 - Out students are scared to leave after graduation. They feel supported at school and don't have the exposure and confidence outside our wall, especially our target student populations.

Part Four: Data Analysis (Application)

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

Echo used our demographic break down data, state test data as it relates to demographics, graduation demographic data, post-secondary success data, recent graduate conversations, and comparative district level data to like state level data. It inform equity-based decision making as it is not using whole number data. If you look at our district level ELA data it is actually very good. However, you break that data down into demographical data and we had issues to address as it relates to students of poverty and student with disabilities.

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](#)

Equity Lens

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

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.

Echo.k12.or.us

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

Do you sponsor a public charter school? No

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

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

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

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