

Part One: General Information

Applicant

Dufur School District # 29

Institution ID: 2229

Webpage (where SIA Plan will be posted): www.dufur.k12.or.us

Superintendent: Jack Henderson

K-12 Principal: Jenny Collins

Contact Person

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Part Two: Narrative

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners.

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

Dufur School District is a small, rural K-12 school district located in north central Oregon. The district is the result of several small one-room school districts consolidating to form Dufur School District 29. The school district now serves not only the small town of Dufur, but also 500 square miles of Wasco County including Celilo Native American Village. Dufur School currently has approximately 330 students enrolled in K-12. In addition, the district operates two preschool programs, the Dufur Sprouts pre-school is operated on the Dufur School campus. A second pre-school is operated in the education building in the Celilo Indian Village.

Dufur currently operates mainly on one campus located within the city of Dufur. Although it has recently added a satellite preschool in Celilo Village. Dufur offers a pay preschool to the community and currently has 35 children enrolled and 6 children enrolled in the free Celilo preschool. The school district has had consistent growth over the last few years reaching an all time high of 340 students during the current school year, 2019-2020. The student population of Dufur School is currently a majority of white students, but does have a significant number of American Indian students. This marginalized population represents 12.6% of the total enrollment, with the total students of color representing 22.5% of Dufur Students. 14.4% of Dufur students qualify for Special Education services. 6.3% of students qualify for homeless services under the McKinney-Vento Act. 100% of students qualify for free lunch as the district participates in the Community Eligibility Provision program (CEP)

The strengths of Dufur School include a sense of community, small classes, "larger small school," and strong community support. Dufur students routinely exceed state academic standards.

Challenges faced by the Dufur School District include socio-economics, community growth, access to services, academic apathy, and meshing strong academic standards with a sense of community. The vast array of challenges that students present on a daily basis has created greater challenges in classrooms.

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).

Part Three: Community Engagement and input

Overview of Community Engagement

Describe your approach to community engagement.

- 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

We have engaged parents, staff and community members both through focus groups as well as online surveys. The same is true for students of Dufur School. We have met with our staff at each grade level and taken input from them. We have had multiple community input sessions, both at Dufur School, as well as at the Celilo Village Education Center. In addition, we have held multiple focus groups with students at Dufur School, including with Native American students. Public Meetings have been held on January 8, January 27, January 30, February 10, a final community meeting will be held at Dufur School on March 11. The District Board of Directors has had the application on their agenda since December 2019. Multiple focus groups made up of Dufur students were held in January and February 2020.

We have insured the participation of staff by including the development of this plan during each of our meetings. Each of our employee groups have been involved in focus groups in January and February 2020. Each group of employees meet once per month, and the SSA development has been on the agenda during each of their meetings.

We have collected written and online surveys and met face to face with our stakeholder groups. From the survey data we learned that people in Dufur do not feel it necessary to add additional school days, there is interest in modernizing and expanding curriculum including college level courses, there is strong support for updating and expanding technology instruction, increasing educational opportunities in the arts, increasing physical education opportunities, investing in career and technical education, increasing school security, increase supports for student behavior, and expanding supports for student mental health counseling.

Key information collected to date:

1. Being an agricultural community respondents have very limited interest in an extended school year.
2. Our already robust after school program offerings lead to little interest in expanding the programs.
3. Respondents show strong support for modernizing and expanding existing curriculum.
4. Expansion of Education in Technology was strongly supported.
5. Increased opportunities in the arts are strongly supported.
6. Investment in STEM education held a high level of support.
7. Investment in Career Education also held a high level of support from respondents.
8. Expanded Mental Health services for students held a high level of support.

Partners in this process have been:

1. The Dufur School District Board of Directors
2. Dufur School Staff Members,
3. Residence of the Celilo Indian Village,
4. Residence of the Community of Dufur,
5. Students of Dufur School
6. Columbia Gorge Educational Service District

Self-Assessment of Community Engagement

Please 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?

Thus far information has been gathered online. Students have had the opportunity to participate in the survey during the school day. We held Community Meetings at the Celilo Village Educational Center, as well as Dufur School to maximize the information gained for the process. Community involvement in a rural area can be difficult as families are spread out and running in many directions. We are using many forms of communication (online, paper pencil, in person) to reach our stakeholders. Our online survey has been accessed by 165 stakeholders; this response is the best response we have had in surveying the community in my years in the district.

In addition we have surveyed our staff on multiple occasions, and held fruitful discussions around results and potential ways to best reach our students through this program.

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

We will continue to reach out and engage all populations through open houses, parent student conferences, after school program parent/student activities, outreach to our Native American population through the use of the Celilo Village Educational Center. Our District Board of Directors has been involved in our process and will continue to be moving forward. We are confident in our partnerships with each of our stakeholder groups in our district, and the information that they have provided to date in the development of this plan.

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

Additional community partnerships with Tribal members, as well as, english as second language students. Our district enjoys a great deal of trust throughout our community. Many times it is difficult to get stakeholders to participate in a critical review of what is currently in place programmatically in the district. Our ethnic groups are few in number, which makes it difficult to get accurate data many times in our district.

Who was Engaged? Select all of the community members / groups you engaged for this process:

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Staff Meetings/Focus Groups
- Individual interviews with staff
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders
- One on One interviews with teaching and classified staff

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

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with community based partners
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Evidence of Engagement

Upload 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 the community? (250 words)

Artifact One: Board Minutes verifying the review/discussion that has occurred on multiple Board Meeting dates, spanning the period of four months.

Artifact Two: Copy of Community / Staff Survey, an open survey was posted on the district website and advertised through e mails. We have reached over 500 people through our outreach efforts. Hard copies of the survey have been made available to people during focus groups and at the school office.

Artifact Three: Staff sign in sheet, this sheet represents one of the five sessions that were held with staff.

Artifact Four: Celilo Village Sign in sheet, This artifact represents the number of Celilo Community Members who attended the focus group session in the Celilo Education Center.

Artifact Five: Picture of Dufur High School Focus session, Artifact five is a photo of the Dufur High School Focus Group that met in January.

Strategies and Activities

Strategies inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.

Activities are much more concrete and are oriented to smaller steps or shorter time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called *initiatives, tactics, investments or work plans.*

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. *Strategies may include, but are 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. Students completed the survey during school hours, as part of their regular school day.
2. We held multiple parent and community meetings to engage our focal groups in discussion as well as offer access to the online survey. As we are a rural district, we feel that it is important to give students, families and the community multiple options for engagement. Access to the internet is not available for all families in their home so offering times for parents and community members to interact with school staff in person or to complete the survey online while attending another school function gives us an opportunity to reach more of our stakeholders or focal groups.
3. Additionally, based on cultural processes for communication, it was important that we provide our Native American population the opportunity to speak with us to provide input and not rely solely on an electronic survey or even a paper pencil survey.

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.*

Activities that we employed to to gain the best information possible included the following:

1. The districts website was used to push information out to all stakeholders concerning the development of our

SSA plan. This included encouraging district patrons that aren't in the school on a daily basis to complete the on-line survey that has been available for all to provide input through. The use of our website has been, and will continue to be a very useful tool in communicating with each of our stakeholder groups through this process. We have worked diligently to improve our website and to make it as user friendly as possible.

2. Social Media, including a. Thrillshare, b. Facebook, c. Twitter.
3. Written surveys have been used to reach people that aren't comfortable with or have access to on-line surveying. People appreciate the opportunity to participate even if they aren't on-line. This method was used to ensure that we reached as wide of a group as possible, and that people weren't left out simply because of technological challenges.
4. Focus Groups with the following groups:
 - o Residents of the Celilo Indian Village participated in a focus group held in the Celilo Village Educational Building.
 - o Dufur students participated in multiple focus groups
 - o The District Board of Directors have been engaged during each of their meetings in December, January, February and March. This has proven invaluable in the review of available data, and in the development of the plan as it has evolved.
 - o Each staff meeting has included data gathering, as well as consideration of plan development, consideration of potential challenges and opportunities dealing with the development of the districts SSA plan.
 - o The Dufur School District is a district that strives to meet the needs of each of the groups present in our district. We pride ourselves in having a personal touch in working with our students and our staff as a whole. The focus groups provided a nice setting for discussion and the exchange of ideas on how best to meet the needs of the students in the district. Patrons of a small district like Dufur appreciate the personal touch that small groups provide. Patrons are very appreciative of having face to face communication with the people that are running the school district.

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. *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

Being a small school it is easy for us to assemble our staff to deal with whatever tasks are needed to be dealt with. Throughout this process our staff is engaged in crafting the best possible plan for our school district. We have made this plan development a priority during our monthly staff meetings, and have gleaned valuable data through these monthly meetings.

Describe the activities (at least two) that you employed to engage staff. Your response should include why the strategies 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.*

We held an informational lunch session including powerpoint to inform teachers about the process for the SIA/SSA, we offered an online survey to specifically directed at the needs outlined in the SIA/SSA and also included survey data from our Continuous Improvement Plan and our State Personnel Development Grant. We are now including plan development anytime we meet with staff. This includes during formal and informal gatherings of staff.

Collecting and Using Input

Describe and distill what you learned from your community and staff. (250-500 words) Ensure your response includes:

- What you learned or are actively learning
- How you applied the input to inform your planning

We have learned and continue to learn what our community feels that they would like to see. Our findings to date are as follows:

- The community as a whole doesn't feel an increase in the number of school days is an attractive option in our district. Our already robust after school program leads our community to not support an increase in after school programs.
- As Dufur is an agricultural community, a majority of students obtain summer jobs immediately after school is out for the summer, making an extended school year unattractive.
- The survey showed solid support for modernizing and expanding the curriculum.
- Our survey showed strong support for an increase in courses in the arts, as well as increased opportunities in Physical Education.
- Significant support was given to an increased STEM Education presence in Dufur School
- A very strong interest in Career and Technical Education expansion was communicated by a majority of respondents to the Districts survey.
- Moderate support was shown for an increase in school security. This is ironic since the district is nearing the end of a capital improvement project which will provide a major investment in this area.
- Increasing support for student behavior was an item on the survey that received strong support, as well as increasing support for student counseling.

Part Four: Data Analysis

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

The data sources used by the district have included the following:

- Online survey open to all residents of the Dufur School District.
- Multiple focus groups for Dufur School Students.
- Multiple focus Groups for Dufur School Staff Members.
- School Board Member participation on a monthly basis.
- Individual interviews with students.
- Individual interviews with district patrons.
- Individual interviews with district staff.

We have reached out to students and patrons of all demographic groups represented in the district. Each group participated at a level that insured the best information possible for the development of the plan. Dufur School District students, families, and patrons have had ample opportunity to share their feelings on the needs of the Dufur School District.

Equity was insured by reaching out to each of the stakeholder groups in the Dufur School District and providing multiple means for each group to provide input to assist in the development of this plan.

In addition to the above mentioned information the following data sources were used in the development of this plan:

1. Unsuppressed data
2. District Report Cards
3. The Existing CIP Document

Using parent feedback and data the following strategies and activities were developed.

Part Five: Student Investment Account (SIA) Plan

Outcomes:

Outcome 1: Increase Third Grade Reading scores across the spectrum, and specifically with our Native American population

Outcome 2: Meet students mental or behavioral health needs across the K-12 spectrum

Outcome 3: Increase Fifth Grade Reading Scores across the spectrum, and specifically our Native American population

Under these three stated outcomes, we have identified five target areas. The five target areas will receive resources for the SIA grant.

1. **Third Grade Reading**
2. **Fifth Grade Reading**
3. **Social Emotional Health for all students**
4. **Continued growth in students attendance**

5. 9th grade on track to graduate

Priorities:

1. **How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?** Our resource allocations are focused on best meeting the challenges that we have listed in our five identified targets. Additional personnel coupled with high quality professional development in reading instruction should improve our approach, and in turn reading test scores Kindergarten through fifth grade.
2. **Where do you expect to put most of your focus, resources and energy for the first year?** Our focus for the first year is to provide 2.0 FTE additional teachers in our lower elementary grades, reducing class size to facilitate the best environment for reading acquisition. Our intent is to improve the learning environments for each of our demographic groups. We also are planning to provide a .5 FTE Student Success Coordinator, as well as a .5 FTE Wellness Coordinator.

Student Investment Account: Year One.

Strategy #1: 3rd and 5th grade reading in Dufur Elementary School. K-5 reading acquisition is a focus area for our district. This strategy is focused on reaching each demographic group present and increasing their reading acquisition.

Theory of Action (Outcome 1): If we decrease class size in Dufur Elementary and provide high quality, research based curriculum for all students and targeted interventions for struggling readers, students will more efficiently develop foundational reading skills and student literacy will improve.

Measures of Evidence for Strategy # 1:

1. Purchase and implementation of evidence-based curriculum.
2. Teacher feedback on the effectiveness of professional development.
3. Easy CBM will be used to provide benchmark data in reading for grades K-5.

Activity 1.1

Fund 2 licensed Elementary Teachers. These teachers will be trained in RTI and ECRI as well as differentiated instruction.

Activity 1.2

Professional Development: Professional Development will be provided in reading acquisition for all teachers K-6, including the use of Journeys, RTI and ECRI.

Activity 1.3

Fund a .2 FTE **Reading Specialist Position** to work as part of the **Celilo Indian Village after School Program**, a program aimed at assisting K-3 students develop reading skills as part of the Celilo Indian Village after School Program.

Strategy #2:

Ninth Grade in Track at Dufur High School

Measures of Evidence for Strategy # 2

1. Disaggregated grade data for freshman in all content areas
2. Percentage of 9th grade students on track in Dufur High School

Activity 2.1

A .5 FTE **Student Success Coordinator** position is being implemented. The **SSC** will meet with all incoming freshmen to develop individual success plans, and meet periodically with students as well as their parents to ensure to the greatest degree possible that Freshman are all on track to graduate.

Activity 2.2

Design of a **high school entry program** to chart a course for high school success for each student entering high school.

Activity 2.3

Develop a 6th through 9th grade faculty cadre to work together to chart individual plans for students building toward being on track to graduate.

Strategy # 3:

Supports for Students' Mental and Behavioral Needs

Theory of Action

When we provide students and teachers with support for socio-emotional and behavioral health supports and provide quicker access to mental health services, students will then be better able to develop positive peer relationships, and their sense of belonging to Dufur School.

Measures of Evidence for strategy # 3

Activity 3.1

Student data taken from surveys

Activity 3.2

Streamlined access to outside Mental Health resources for all district students. This will be in the form of a close partnership with The Mid Columbia Center for Living.

Activity 3.3

Hire a .2 FTE Wellness Coordinator to develop a program to better meet the escalating Mental Health needs of all Dufur School District students. This position will interact with all staff to assist in the development of positive relationships for all in the Dufur School District.

Activity 3.4

Hire a .5 FTE Student Success Coordinator who will assist in the development of a more positive self concept for all students. This person will also work closely with staff members in the development of a more positive learning environment.

Activity 3.5

McKinney Vento Advocate-We will fund our McKinney Vento Coordinator position through this grant program.

Activity 3.6

Develop a student success team, the team would include the following positions:

1. Student Success Coordinator
2. District Wellness Coordinator
3. School Nurse
4. Students Classroom Teacher.
5. Dufur School Counselor
6. Dufur School Principal

This group will be charged with the development of individual plans for students that are struggling in any area of their school program. Using implementation science, regularly reviewing and adjusting plans as needed.

Part Six: Use of Funds

Describe how you will utilize SIA funds to meet students mental and health needs and increase academic achievement and reduce academic disparities for focal student groups.

We will be creating a network of support for our students' mental and health needs by developing a network of support for the individuals in greater need, as well as for all district students. This will include the following positions:

- Student Success Coordinator
- District Wellness Coordinator
- Reading Specialist
- School Counselor

In addition, we will be developing a close partnership with The Mid-Columbia Center for Living to best provide quality services for our districts' students.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds .

The focus on Elementary Reading improvement will benefit all Dufur Students, and especially our Native American Population and other students in poverty. With our reduction of class sizes, as well as additional support for all students should lead to better scores on all assessments. In addition, each students' improvement in reading should guide them to greater academic performance in each academic area.

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 support or changes you hope your plan causes.

This application is the culmination of a robust process of surveying our community, staff, and students. Reviewing available data, reviewing the survey results and in person interviews strengthened our initial thoughts on areas that are in need of additional resources/improvement in the Dufur School District. Our plan places resources in the acquisition of early reading skills to best meet the overall academic expectations for each student. Further we are targeting our population that traditionally has lagged their classmates in academic success, our native American Population. Our goal of closing the achievement gap with each sub group will become a reality with this plan.

Part Seven: Board Approval

Dufur School District Board of Directors will approve the SIA application in a public meeting on April 6.

The application is on the district website at: www.dufur.k12.or.us

Part Eight: Public Charter Schools

There are no Public Charter Schools in the Dufur School District.

Part Nine: Performance Growth Targets

Attached