

Cove SIA Grant Application

Part One: General Information

Applicant

School District: [Cove School District](#)

Institution ID: 2216

Webpage where SIA is posted: <https://www.cove.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.)

Cove K-12 Charter School within the Cove School District is a rural district located in Eastern Oregon in Union County. The school district operates on a four day school week. Cove School District enrollment was 292 students in kindergarten through 12th grade for the 2018-2019 school year. About 29% of students qualify for free and reduced lunch and about 13% are mobile students. The district is comprised of 1% black/ African American, 5% Hispanic/Latino, 4% Multi-Racial, and 90% white students.

Cove Charter School has smaller class sizes than the state average. It also outperforms the state average in regular attendance at 93%, 3rd grade ELA at 82%, 8th grade math at 46%, 9th grade on track at 88%, and 5-year completers at 89%. The small student enrollment allows for a school environment that genuinely focuses on the individual achievement of each child. The Cove staff is familiar with each student and family. As a result, students' progress and achievement is easily monitored and necessary interventions are provided.

Cove has a very low teacher turnover and 85% of teachers have more than 3 years teaching experience. Cove school district strives to retain high quality teachers and makes intentional efforts to support teachers in their success. As a result, Cove observes very little teacher turnover, and often teachers leaving the district are due to retirements.

Cove Charter School has strong community engagement and involvement. This is evident in the participation in school sponsored events and sports. The Cove School Board is

forward-thinking and makes genuine efforts to support all students, teachers, and families of the Cove Charter School.

Additionally, Cove strives to provide learning opportunities that are often absent from smaller school districts due to funding, capacity, or resources. There are extended learning opportunities for students including a robust music program, robotics club, drone program, and STEAM program. Students are frequently provided the opportunity to travel with school sponsored programs and clubs.

There are several challenges that have been identified through the needs assessment, engagement efforts, and data analysis. A primary concern is ensuring we are meeting the needs of students navigating poverty. These students are often students that are outside the district and attend Cove Charter School for the smaller class size, strong special education program, and for the extended learning opportunities. As a result, transportation for after school events is a challenge for students and families. This often results in their inability to attend after school learning opportunities and participate in school sponsored programs and clubs. Cove School District has made many intentional efforts to address disparities and barriers for our students navigating poverty. We anticipate that the SIA funding will allow our school to better meet the needs of all our students.

An additional challenge that our district faces, that is nearly impossible to overcome, is the fact that a state highway runs through the middle of campus. On one side of the highway is the elementary school and new cafeteria and on the other side is the middle and high school. This results in a serious safety concern for students needing to reach the other buildings. This also has resulted in minimal efforts to coordinate school functions between the elementary and middle/high school during the school days.

In 2018 Cove went through a strategic planning process to identify a district vision and mission, write goals, and develop strategies to meet our goals. The strategic planning process was designed to align with Cove School District's 2019 Continuous Improvement Plan (CIP). Many of the CIP goals were developed specifically with the SIA priorities and allowables in mind. These intentional efforts were performed to ensure that the Cove School District had a cohesive mission and process that was developed through the strategic planning process and directly flowed through the CIP and SIA process.

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).

The SIA priorities for the Cove Charter School are as follows:

- Modify facilities to accommodate a full-time counselor, full-time nurse, and space for extended day efforts and small group interventions. This effort is specifically targeted at meeting students' and families mental and behavioral health needs, as well as providing necessary academic interventions in efforts to improve academic achievement.

- Increasing mental and behavioral health services. This will be accomplished by hiring a full-time mental health counselor. This is a direct effort at meeting students' and families mental and behavioral health needs. This was a frequent expressed need elevated during our engagement efforts to students, families, staff, and community.
- Expand instructional time through extended day efforts, with an emphasis on increasing accessibility and participation for students navigating poverty. This effort is focused on increasing academic achievement by providing expanded instruction time for students who need additional support. We have identified an academic disparity among our students navigating poverty and the inability for many of those students to be able to access extended learning opportunities if they are offered outside of the regular school hours. As a result, we will focus on reducing the transportation barrier for access to extended learning opportunities by providing transportation for students. This effort will also require adopting additional curriculum and funding allocation for the additional worked hours for two certified teachers.
- Increase well-rounded learning opportunities for all students, with an emphasis on participation of students navigating poverty and students with disabilities. Engagement efforts revealed that students, families, and staff would all like to see an increase from current efforts for providing well-rounded learning opportunities. We anticipate adopting an Augmented Reality program that can be used K-12 to provide enriching and engaging learning opportunities that otherwise wouldn't be available to our rural school district. This program will also align with and build upon our current STEAM efforts.

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

Who did you engage:

- 2018 strategic planning effort included 25 individuals that were representative of students, families, staff, and community members
- Cove Charter School Board
- Site Council - Charter Council
- 7th-12th grade student leadership group
- Staff K-12
- Families with students with disabilities
- Families navigating poverty
- Above 90% of all families during student-teacher-family conferences

Frequency:

- Site Council - Charter Council met monthly
- School Board met monthly
- Staff meetings - Weekly with continuous discussion of SIA priorities
- Student leadership group met once to specifically discuss SSA/SIA

Focal Groups

- Families of students with disabilities were consulted
- Families navigating poverty were intentionally engaged at drop-off and pick-up times

Key information

Partnered efforts

- Student leadership groups
- Charter council

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)

Cove Charter School already has many well-established family involvement events that occur throughout the school year. Yet, it was recognized that engagement efforts may need to transition from family participation events to authentic engagement efforts.

A primary barrier identified through this process was the limited time to engage families in authentic and culturally responsive ways. As a result, we did not get the breadth of participation that we would have liked in our engagement efforts. We found that our engagement often included the same families and staff that are actively involved already and often have strong opinions regarding our charter school. We recognize that these families and staff do not always represent our students, staff, families, and community as a whole. We would like to make sure that future engagement efforts make intentional efforts at capturing more of our focal populations and is more representative of the diverse perspectives of our school and community.

We would also like to find better ways to authentically engage our families navigating poverty. Many of these families are from outside of our district and are unable to attend engagement activities held at our schools. We will have to develop a better system for engaging the families that do not attend functions at school and do not access our forms of communication.

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 anticipate using the student leadership group to increase student engagement and feedback in grades 7th through 12th grade.

We also would like to use the Cove Charter School Council for more intentional efforts of engaging the community as a whole. We would like to leverage their communication efforts outside of the school setting to engage families and community members about current and future Cove Schools efforts.

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

Establishing a dedicated engagement coordinator would be beneficial in developing an engagement calendar and organizing engagement efforts. They will help to coordinate engagement efforts for students, specifically focal student groups. They will also work to collaborate with staff in supporting engagement efforts and leveraging the staff-family relationships. The engagement coordinator will also have the role of organizing engagement efforts and events. Finally, the coordinator will help to improve communication efforts by having a designated person to share common messaging with staff, families, and the community. We anticipate that the coordinator will be responsible for managing communication networks.

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 bilingual
- Students navigating poverty, homelessness, and foster care
- 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, booster clubs, parent groups, classroom volunteers)
- Business community
- Community leaders
- Other _____

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 apps | <input type="checkbox"/> School board meeting |
| <input checked="" type="checkbox"/> In-person forums | <input type="checkbox"/> Partnering with unions |
| <input type="checkbox"/> Focus group(s) | <input checked="" type="checkbox"/> Partnering with community based organizations |
| <input type="checkbox"/> Roundtable discussion | <input type="checkbox"/> Partnering with faith based organizations |
| <input checked="" type="checkbox"/> Community group meeting | <input type="checkbox"/> Partnering with business |
| <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Other _____ Phone calls |
| <input checked="" type="checkbox"/> Email messages | |
| <input type="checkbox"/> Newsletters | |
| <input type="checkbox"/> Social media | |

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).

Site council meeting minutes

- The included site council meeting minutes serve as evidence for the engagement of multiple stakeholders. The site council is composed of charter school staff, parents, administrators, school board representation, and community members.

Picture at staff meeting

- Staff working in meeting during discussion of mental health service needs and facilities required in order to provide these services.

Student Council Minutes

- Reflect discussion and student input in setting priorities.

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 Cove Charter School's plan for the Student Investment Account.

Summary of feedback from talking with students with disabilities

- Includes discussions at student pick up / drop off and comments made during IEP meetings

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 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 engaged focal students and families while they were already on campus because it was an opportunity to authentically engage families

- 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.

Intentionally targeted focal population families

- Our engagement plan focused on intentional efforts for engaging our focal population students and families. We felt that the established relationships we already have with the majority of our focal population families made the targeted efforts genuine.

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).

In-person discussions

- Knowing individual families allowed for the intentional use of in-person conversations at school related events, sporting events, and 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.

Phone calls

- Administrators and teachers have placed a focus on improving communication efforts between school and families. As a result, more of an effort on communicating with families with students with disabilities about their progress and areas of improvement. Implementing intermediate phone calls between IEP update or reevaluation meetings provide parents with a continuous monitoring of the progress of their child. We elected to utilize the established phone calls home to our families with students with disabilities to receive feedback about the Student Investment Account and how they perceived the funding could support the Cove Charter School and their child.

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.

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 Cove 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 Cove Charter 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.*

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. Staff meeting discussions. 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

Taken collectively, feedback reflected the common themes of improved student health/mental health services, engagement through expanded use of current technology, and extended learning opportunities through after school programs and expanded activities. All groups identified our highest priority of providing improved counseling or mental health services.

Families and staff were especially advocating for improved mental health, counseling, and health services. They indicated concern for student learning with the feeling that a student is unable to achieve if these basic needs are not attended to. Besides academic achievement, absenteeism is also stated to be a problem related to the District's lack of services in this area.

Identified by all but more relevant from the feedback of students and staff, the District lags with the application of current technology. It was stated that virtual reality or augmented reality would better engage students who are already using such technology outside of the classroom.

The community and parents also advocated for expanded learning opportunities outside the regular classroom. Activities and tutoring were at the forefront of this feedback with the intent to improve student sense of belonging and general engagement with school which also may impact attendance. A deliberate and consistent after school program was discussed as an option to meet this identified need.

Part Four: Data Analysis

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

The following data was reviewed for our strategic planning, CIP process, and SIA planning:

- Graduation rates
- Chronic absenteeism data
- Statewide assessment results
- Post-graduation outcomes
- Community survey data
- Participation in extended learning opportunities and school sponsored programs

The data analysis revealed:

- Student achievement needs to be improved in the areas of mathematics for all students, with an emphasis on students navigating poverty and students with disabilities.
- Improve regular attendance, specifically of students who are out of the district

- Improve home and school communication

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.
ODE will release and 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).

The equity lens guiding the SIA decision-making process was adapted from InterMountain Education Service District Equity. 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.

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.

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.
-
- Modify facilities to accommodate a full-time counselor, full-time nurse, and space for extended day efforts and small group interventions. This effort is specifically targeted at meeting students' and families mental and behavioral health needs, as well as providing necessary academic interventions in efforts to improve academic achievement.
 - Increasing mental and behavioral health services. This will be accomplished by hiring a full-time mental health counselor. This is a direct effort at meeting students' and families mental and behavioral health needs. This was a frequent expressed need elevated during our engagement efforts to students, families, staff, and community.
 - Expand instructional time through extended day efforts, with an emphasis on increasing accessibility and participation for students navigating poverty. This effort is focused on increasing academic achievement by providing expanded instruction time for students who need additional support. We have identified an academic disparity among our students navigating poverty and the inability for many of those students to be able to access extended learning opportunities if they are offered outside of the regular school hours. As a result, we will focus on reducing the transportation barrier for access to extended learning opportunities by providing transportation for students. This effort will also require adopting additional curriculum and funding allocation for the additional worked hours for two certified teachers.
 - Increase well-rounded learning opportunities for all students, with an emphasis on participation of students navigating poverty and students with disabilities. Engagement efforts revealed that students, families, and staff would all like to see an increase from current efforts for providing well-rounded learning opportunities. We anticipate adopting an Augmented Reality program that can be used K-12 to provide enriching and engaging learning opportunities that otherwise wouldn't be available to our rural school district. This program will also align with and build upon our current STEAM efforts.

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).

With the focal group of lower socio-economic students and SpEd students, the addition of mental health counseling and removal of transportation barriers will have significant impact upon overall student academic outcomes and especially outcomes for this focal group.

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)

Parental or community support may be a barrier as we move forward. Despite transportation being provided and services being available and encouraged, some parents will refuse the available services generally not recognizing the educational impact of such services.

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

If applicable, upload charter school SIA specific agreement(s). Upload multiple relevant.