

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	2019-2020
District	Sutherlin School District
Webpage (Where SIA Plan will be Posted)	https://www.sutherlin.k12.or.us/
Contact Person	Name: Terry Prestianni Email: terry.prestianni@sutherlin.k12.or.us Phone: 541-459-2228

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:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-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).

Sutherlin School District serves more than 1,400 students from kindergarten to 12th grade. There are two elementary schools and one middle school. Sutherlin High School boasts a robust and diverse course schedule in a small, rural school environment.

Of the 1400 students enrolled, 60% of the student population would be defined as economically disadvantaged as determined by the free and reduced lunch formula. There are 16 languages spoken in the district. 19% of the student population is students of color. Strengths of the district include: attendance, graduation rate, and 9th grade on track. Areas for growth are math and English language arts. Although students are out performing the state average in math, there is room for growth in this area.

The needs, issues and strategies outlined below are consistent with the SSA data gathered and will reinforce both district goals as outlined in the CIP.

- 1. Improve the mental, social and behavioral health of all students. In doing so, the culture and school climate will be enriched.*
 - a. Offer more therapeutic support*
 - b. Increase instructional assistant FTE in Kindergarten classrooms and invest in their professional development.*
 - c. Increase family liaison FTE across district.*
 - d. Hire a school nurse*
 - e. Hire staff to support mental and behavior needs of students*
- 2. Reducing disparities and increasing academic achievement*
 - . Increase CTE opportunities*
 - a. More technology available online*
 - b. More consistent communication strategies and platforms*
 - c. Time for teachers to collaborate/prep*
 - d. Hire P.E. teachers*
 - e. Increase instructional assistant FTE in classrooms and invest in their professional development.*
 - f. Reduce class size*
 - g. Improve attendance rates*
 - h. Invest in early learning strategies*
 - i. Invest in strategies for IEP meetings.*

The SIA plan and CIP are connected. Both plans include the creation of a culture that includes social emotional learning and trauma informed practices. The data for both plans revealed increase in frequency and intensity of behaviors in classrooms that has had an impact on student learning. Both plans seek to address the increase of regular attendance. The plans differ in that the SIA plan will seek to improve 3rd grade reading outcomes while the CIP plan will seek to improve math outcomes.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- 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

(250 words or less)

Over the course of two months, the Sutherlin School District engaged the required groups: community, staff, and students. The community was engaged in two community forums. One forum was located at the elementary and the second at the high school. All materials for advertising and sharing at the forums were made available in English and Spanish. In addition, the EL coordinator attended the session to support Spanish speaking families. The staff was engaged in two staff forums. One was located at the elementary school and the second at the high school middle school. A district leadership team and each school staff completed the Oregon Integrated Systems Framework so we could examine the systems health of our district. From this information, we generated a list of strengths and areas for growth. Each school staff reviewed their student data for attendance, behavior, academics, and school culture and highlighted strengths and areas for growth. Finally, we engage students through student focus groups. Groups of students representing the diverse population of Sutherlin were pulled together and asked age appropriate questions related to

IRRE student survey. Also, the student services coordinator reached out to foster and homeless families. Finally, all three focal groups were reached by an online survey on the district website. The SIA planning team used the data from all groups to inform their decision-making process. They performed a deep root cause analysis.

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)

The quality of data collected with families/communities was moderate to high. Of the data we collected it was high quality. The data was super useful in planning for SIA application. It informed the SIA planning teams decision making process. The area of improvement would be to continue to build a relationship and trust with the community to include more voices. The community focal group was not representative of the entire community. In the future, Sutherlin will work to develop and expand relationships to improve the quality of the representation of data.

The quality and nature of engagement with staff was high. Each principal took time with their staff to do the ORIS (Oregon Integrated Systems Framework). This tool is used to examine systems health in each building and district wide. We also had a district level team that completed the ORIS. Through this process, each team was able to determine the school and districts strengths, as well as develop a list of areas for growth. While each of the needs assessments were done separately, there were common themes that emerged. We followed the same process to examine data. The data reviewed were: state report cards, easyCBM and STAR data, behavior data from SWIS, attendance data, and IRRE data. Again, each team came up with areas for growth and as we examined this list, common themes were noted. The engagement of the staff was high.

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

Sutherlin will work to cultivate relationships and partnerships with community leaders. We want to find more opportunities to engage and implement a better method of reaching out to our focal populations. Sutherlin would like to access networks beyond social media to connect with families and community members. Sutherlin is committed to identifying community leaders who can help build relationships with focal group populations.

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

Allow use of SIA dollars for community engagement activities. In addition, professional development around best practices in community engagement would be useful.

Who was engaged, and how did you engage them? 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
- 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.)

Other _____

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)
- Website
- Email messages
- Social media

Evidence of Engagement

Upload your top five artifacts of engagement.

Evidence of Engagement

The artifacts selected show evidence of engaging focal student populations, their families, and the community.

- a. The feedback tool we used to collect data from community and staff.

OUR STUDENTS. OUR SUCCESS.

Community Input Session

[Date] [Time] [Location]

Priority Area for Your Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?	What suggestions do you have for improvement?
1. Reducing Academic Disparities			
2. Meeting Students' Mental & Behavioral Needs			

OUR STUDENTS. OUR SUCCESS.

Community Input Session

[Date] [Time] [Location]

Priority Area for Your Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?	What suggestions do you have for improvement?
3. Providing Access to Academic Courses			
4. Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate.			

OUR STUDENTS. OUR SUCCESS. Community Input Session [Date] [Time] [Location]			
Priority Area for Your Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?	What suggestions do you have for improvement?
5. Establishing and Strengthening Partnerships			
Other questions or comments about Student Success?			

b. Flyer Invitation for community engagement events.

c. The website posting to demonstrate the wide-reach of the district to connect with community and invite them to participate in both the survey and community forum events.

STUDENT SUCCESS ACT | sutherlinsdnew

English

HOME
ABOUT
SCHOOLS
PARENTS & STUDENTS
STAFF
NEWS & EVENTS
DEPARTMENTS

STUDENT SUCCESS ACT

The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. Sutherland School District could access an indeterminate amount of funds through a state application process.

School Districts will be required to apply for funds. Districts must demonstrate engagement of the community in a needs assessment process prior to the application for funds. The needs assessment includes the District's existing Continuous Improvement Plan (CIP) and an expanded public engagement process with multiple and diverse stakeholders.

Districts are allowed four broad uses for the grant proposals:

1. Increasing instructional time
2. Addressing student health and safety needs
3. Increasing adults/decreasing class size
4. Expanding well-rounded learning opportunities.

Programs must also meet students' behavioral and mental health needs and increase academic achievement as well as reduce disparities among student groups.

Phase I community engagement will seek input on what is working and what improvements are needed.

Your voice matters! We welcome your perspective and opinion. Take our SHS Needs Assessment Survey!

SHS NEEDS ASSESSMENT SURVEY

Download the SSA Flyer

La Legislatura de Oregon aprobó y el Gobernador firmó la Ley de Éxito Estudiantil de \$ 2 billones (HB 3427) en la primavera de 2019. Esta es una inversión histórica y muy necesaria en las escuelas K-12. El Distrito Escolar de Sutherland podría acceder a una cantidad indeterminada de fondos a través de un proceso de solicitud estatal.

Se requiere que los distritos escolares soliciten fondos y deben incluir a su comunidad en un proceso de evaluación de necesidades antes de la solicitud de fondos. Organizaremos una serie de conversaciones comunitarias para que de su opinión sobre el Éxito Estudiantil, en varios lugares del BSD. Las escuelas también incluirán a sus comunidades en estas conversaciones durante septiembre y octubre.

Los distritos tienen cuatro usos generales para las propuestas de subvención:

1. Incremento del tiempo de instrucción
2. Abordar las necesidades de salud y la seguridad de los estudiantes.
3. Aumento de adultos/disminución del tamaño de las clases
4. Expandir las oportunidades de aprendizaje.

Los programas también deben de satisfacer las necesidades de salud mental y de conducta de los estudiantes y aumentar el rendimiento académico, así como reducir las disparidades entre los grupos de estudiantes.

La fase I de participación comunitaria buscará aportes sobre lo que está funcionando y las mejoras que se necesitan.

¡Su voz importa! Agradecemos su perspectiva y opinión. ¡Por favor complete nuestra encuesta de Evaluación de Necesidades del Distrito Escolar de Sutherland!

d. [Sutherlin Online Survey](#)

e. Student focus group Questions

Focus Group Questions:

1. What working well for you at school?
2. What kinds of things are hard?
3. What does high expectations for learning look like?
4. What's interesting about school work?
5. Any ideas for how the school could improve?

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? (250 words or less)

The artifacts selected show evidence of engaging focal student populations, their families, and the community.

- 1. The feedback tool we used to collect data from community and staff.*
- 2. The flyers used to advertise the events in both English and Spanish.*
- 3. The online survey used to collection data from community, staff, and students.*
- 4. The website posting to demonstrate the wide-reach of the district to connect with community and invite them to participate in both the survey and community forum events.*
- 5. Student focus group questions*

- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

Sutherlin School District designed a communications and engagement plan for community engagement. The plan included two activities to approach the student and family focal groups. The district used the district Facebook page to connect to existing networks and advertise community engagement events and the online survey. The community forums included childcare and dinner. In addition, the plan included approaching a student focus group representing a diverse population of students. The three different activities provided both a personal and group approach to connecting with students and families. This allowed the Sutherlin School District to reach a diverse group of students and families to collect data in environments that they were comfortable in.

- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

The Sutherlin School District utilized many activities to engage each of the focal student groups and families. The district utilized its existing network through social media to share information regarding community engagement events and social media. The district also utilized trusting relationships between students, families, and staff to personally connect and engage. Surveys, in-person forums, focus groups, community gathering, social media, and website were all activities used to reach focal student and family groups. The district strived to use an approach that was wide-reaching and personal to connect with focal group students and families. In addition, the district has worked with the Institute for Research and Reform in Education for several years to assist staff in developing strategies for student engagement and rigor. Students participate in a survey to share their thoughts about safety, engagement, and rigor. The data from this survey was used to identify student needs and helped to create the focus group questions for students.

- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Sutherlin School District utilized strategies to connect and engage staff. The district relied on existing relationships created between staff and the district to collect data. In addition, the superintendent sent a personal invite to all staff to participate in either the survey or in-person forums to share their thoughts. The district used regularly scheduled staff meetings for the in-persons forum to increase attendance of staff. These strategies were used as established and trust practices to meet with staff and collect data.

- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)

The Sutherlin School District used personalized emails, surveys, and in-person forums to collect data from staff. These strategies provided both personal and group settings for staff to share their thoughts and capture ideas.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

The community needs assessment data shared insightful thoughts regarding the needs of the district with regards to mental and behavioral health and reducing academic disparities. We learned that across focal groups the data was similar. The community, staff, and students recognized students in the district may need

additional support in order to successfully graduation. Below is a list of common themes between all focal groups:

- *More CTE opportunities*
- *More therapeutic support*
- *Technology online*
- *Increase communication platforms*
- *Prep time/collaboration for educators*
- *Additional P.E. teachers*
- *More Instructional Assistants*
- *Increased family liaison time*
- *Class size reduction*
- *Strategies to support student attendance*
- *Early learning/Preschool/Kindergarten Transition*
- *Additional administration*
- *Technology 1:1*
- *IEP meeting times*
- *Increase support for students*

The SIA team reviewed the community needs assessment data and identified common themes, ideas, and outlying ideas. The team grouped the ideas across focal groups to identify 15 ideas above. The next step was to prioritize the themes above by impact and effort. The majority of ideas were identified as high impact and high effort. Finally, the team prioritize the ideas into the first five to start with that would have a high impact for students in the district. Those ideas became the basis for the outcomes, strategies, and activities laid out in the SIA plan.

Part Four: Data Analysis (Application)

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

Sutherlin School District used the following data sources.

1. *District report card- ODE required report that shares with the community the “health check” of the district.*
2. *SIA Data from ODE- reported on the five goal areas by all students and focal groups.*
3. *IRRE Data- student survey data on engagement and safety at school.*
4. *ORIS Tool- (Oregon Integrated Systems Framework)- This tool helps us examine the overall systems health of district and determine the highest needs. We look closely at: leadership, talent development, stakeholder engagement and partnerships, well-rounded, coordinated learning principles and inclusive policy and practices.*

The data informed equity-based decision-making because both reports highlight all students and the individual focal groups of students. The data highlights the gap in performance between the two groups. The team did an analysis of the data to identify strengths and challenges then link the data to the community needs assessment themes.

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](#)

Outcomes:

1. *Increase access to well-rounded education programs across K-12 will increase learning opportunities to reduce academic disparities.*
2. *Increased access and readiness for kindergarten will reduce the disparity for students who have not had access to early learning experiences and will increase student's ability to self-regulate.*
3. *School climate will improve if we reinforce the district's mental and behavior health programs.*
4. *Administrators increase their focus on Instructional Leadership, student growth and equity as well as systems health, overall health and well-being of staff.*
5. *Families have increased access to resources to help them reduce barriers for their students, such as support to get basic needs met, food, clothing, housing, mental and physical health to support, etc. This will help reduce disparities for our students.*

Strategies

1. *Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success*
2. *Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture and social emotional learning with equitable learning supports and opportunities.*
3. *Provide academic and career & college readiness opportunities for focal groups.*
4. *Invest in early learning strategies to reduce academic disparities for focal group students.*
5. *Expand access for all students to receive a well-rounded education during K-12 experience.*

Evidence of strategy Impact:

Culture of safety and respect- in reviewing the What Works Clearing House research for high quality behavior programs, implementing programs to support social emotional learning has an impact on academic achievement, behavior, and social-emotional development.

Pedagogy and Standards-based curriculum- In reviewing John Hattie's research and effect size impact on high quality teacher strategies, the use of these strategies can increase student academic success significantly.

College & Career Readiness- In Oregon, students engaged in CTE programs graduate at a higher rate than students not enrolled in CTE programs. In addition, upon reviewing research in What Works Clearing House, the use of college and career readiness improves rates of completing school, progressing in school, and staying in school.

Early Learning Strategies- In reviewing What Works Clearing House Research, early learning strategies have a powerful impact on K-12 experiences. Early learning programs increase cognition, social-emotional development, and literacy and math skills. It is a critical strategy in reducing academic disparities for focal group students.

Well-rounded education- In reviewing John Hattie's research, activities like integrated curricula programs (.47), information communication technology (.47), motivation (.42), music programs (.37), and other well-rounded education activities have strong effect size on student achievement.

Activities

Strategy 1	Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.					
Strategy 2	Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture and social emotional learning with equitable learning supports and opportunities.					
Strategy 3	Provide academic and career & college readiness opportunities for focal groups.					
Strategy 4	Invest in early learning strategies to reduce academic disparities for focal group students.					
Strategy 5	Expand access for all students to receive a well-rounded education during K-12 experience.					
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Who is responsible for implementation
1	Hire 5 part-time Educational Assistants for kindergarten classrooms.	S1	x			Elementary Principals
2	Explore and write a plan to increase access to kindergarten preparedness.	S4	x			Director of Special Programs
3	Utilize the Perkins local needs assessment to identify and/or expand CTE programs.	S3	x			High School principal
4	Hire full time Family Liaison	S1	x			Superintendent
5	Hire a vice principal and/or dean of students for each school.	S2	x			Principals
6	Hire physical education teachers at East and West elementary.	S5	x	x		elementary Principals
7	Hire full time music teachers for each school in the district.	S5				
8	Hire a librarian/behavior monitor at the middle school.	S5	x			Middle School Principal
9	Hire a 1.0 FTE Director of Student Engagement	S5	x			Superintendent
						Timeline
						Measures of Evidence
						August 2020 Execute the hiring process for classified employees; Develop a schedule; analysis of kindergarten data for growth in focal groups; increase in attendance rates.
						Nov-20 Plan for implementation
						Spring of 2021 Plan for implementation
						August 2020 Execute the hiring process for classified employees; Develop a schedule; increase in
						August 2020 Execute a contract with 1.0FTE qualified individual; develop a schedule that allows the counselor to meet with students requiring behavior health support. Especially student focal groups; analysis of focal group data in 3rd grade reading, 9th grade on track and attendance.
						August 2020 Execute a contract with 2.0FTE qualified individual; develop a schedule that allows teacher to provide physical education; increase in student participation in well-rounded learning experiences especially for students in focal groups.
						August 2020 Execute the classified hiring process; develop a schedule; analysis of behavior data; increase student attendance.
						July 2020 Execute a 1.0 FTE contract with Director of Student Success; oversee implementation of SIA activities; monitor progress towards longitudinal growth targets; collaborate with educators to increase academic achievement and reduce disparities for focal groups; facilitate ongoing stakeholder engagement.

11	Explore increasing CTE opportunities at middle and high school.	S3	x			Secondary principals	Nov-20 Plan for implementation
12	Invest in professional development for education staff (teachers and IA's) Topics: Brain Science and social emotional learning.	S1	x	x	x	Director of Student Engagement	August 2020 Schedule PD opportunities related to brain science and SEL; dedicate time for staff to attend PD; implementation of strategies by staff members; evidence of an educational environment that is supportive of SEL especially for focal group students.
13	Develop and implement a plan to support school staff health.	S1		x		Director of Student Engagement	August 2021 Plan for implementation
14	Increase school base mental health contract to provide mental health counseling to students onsite.	S1	x			Director of Student Engagement	August 2020 Execute a contract with mental health provider; develop a schedule for provider; evidence of providing offering mental health services; increase in attendance rates and in access to mental health supports for students especially for focal group students.
15	Perform a communication audit/needs assessment.	S1	x			Superintendent	December 2020 Develop needs assessment/audit tool; execute needs assessment/audit tool; develop plan for communication.
16	Enclose a physical education facility to increase access to physical education.	S5	x			Superintendent	Summer of 2020 Engage in appropriate procedures to hire a contractor using district policies; hire contractor; build facility.
17	Hire 2.0 FTE for PAW room	S1	x			Elementary Principals	August 2020 Execute contract with 2.0 FTE qualified individuals; develop a schedule; evidence that PAW room is supporting student behavioral health needs; increase in attendance especially for focal group students.
18	Add a PAW room at West	S1	x			Elementary Principals	August 2020 Set-up classroom space at West Elementary; staff is hired for classroom; develop schedule and communicate it with school staff; evidence that PAW room is supporting student behavior needs; increase in attendance especially for focal group students.
19	Develop and implement a plan for instructional assistants to be provided training. Topics Brain science and social emotional learning.	S2	x			Director of Student Engagement	August 2020 Develop a PD schedule inclusive of instructional assistants; execute PD with instructional assistants; increase in 3rd grade reading and attendance for students especially for focal group students.
21	Add a behavior support room at secondary level	S1	x			Middle School Principal	August 2020 Set-up classroom space at ; staff is hired for classroom; develop schedule and communicate it with school staff; evidence that room is supporting student behavior needs; increase in attendance especially for focal group students.

22	Adopt and implement social emotional learning curriculum at secondary level.	S1	x			Director of Student Engagement	February 2020 Review, select. And purchase SEL program; implement SEL program; evidence of an educational environment that is supportive of the social emotional well-being of students especially focal student groups.
23	Explore how to enhance emotional/behavioral health services	S1	x			Director of Student Engagement	Jan-21 Plan for implementation
24							

Student Investment Account Grant Application Template (Optional)

Tiered Plan

1. Implement all budgeted and non-budgeted Year 1 activities. If district is unable to hire the additional staff for year 1, the district has priorities the following activities to start in year 1 in this order.
 1. Explore how to enhance emotional/behavior health services
 2. Increase school based mental health contract
 3. Hire full time music teachers for each school in the district.
2. Implement all budgeted and non-budgeted Year 2 activities. If district is unable to implement year 2 activities, the district has priorities the following activities to start in year 3 in this order.
 1. Explore how to enhance emotional/behavior health services
 2. Increase school based mental health contract
 3. Hire full time music teachers for each school in the district.
3. Implement all budgeted and non-budgeted Year 3 activities. If district is unable to implement year 3 activities, the district has prioritized any remaining activities to start.

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)

The Student Investment Account Team approved an equity lens to use for the SIA application. After accessing the strengths and challenges of the activities, the team used the equity lens to determine if all voices were represented and burdens for students were being reduced.

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)

The use of SIA funds were priorities to meet students' mental health needs and increase academic achievement and reduce academic disparities for focal groups. The data overwhelming support ideas/themes/activities to meet students' mental health needs. The remaining activities support the reduction of academic disparities for the focal groups.

Mental Health- The plan seeks to increase educator understanding of student mental and behavior health needs. In addition, it seeks to create more access for instructional assistants

Student Investment Account Grant Application Template (Optional)



to knowledge regarding instructional behavior strategies used to increase prosocial skills in schools. Second the plan seeks to increase highly trained professionals to provide immediate access to students who are struggling with mental and behavioral health needs. By increasing student access to highly trained staff, student engagement and ability to self-regulate will increase. Finally, the plan seeks to create a mental and behavior health system with the school districts to support student and family mental and behavioral health needs. In order to truly improve students' ability to self-regulate and engage in instruction a system must be in place to support the needs of the students. The system includes staff professional development, hiring highly qualified staff, family liaison to connect with focal group families, and two additional classroom rooms to provide safe spaces for students who are struggling to self-regulate.

Academic Disparities- The plan seeks to reduce academic disparities by offering a more well-rounded education to all students, but especially focal group students. The plan seeks to better understand the early learning needs of the community, the career technical education needs for middle and high school students to support career readiness, additional positions in physical education and music (more than three years out), hire a director to oversee the SIA plan and monitor progress of longitudinal goals to reduce academic disparities amongst focal groups, increase communication and engagement with community. In addition, the plan will invest in facilities to create additional space for physical education activities. Research supports the idea that physical activity increases self-regulation skills and academic learning.

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)

The potential academic impact for all students and focal student groups is significant. By designing and creating systems targeted for focal group populations it will have a universal impact on all students. Please see below for additional impact information, along with the longitudinal goals.

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)

Choices are being made to impact focal group populations longitudinal growth targets. The district hopes the significant investment in a mental and behavioral health system will support students struggling with self-regulation and increase engagement in the academic setting. The district hopes the significant investment in a well-rounded education will increase student engagement in academics and create a sense of belonging.

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.

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

Do you sponsor a public charter school?

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.