

Ione School District SIA Grant Application

Part One: General Information

Applicant

School District: [Ione School District](#)

Institution ID: [3997](#)

Webpage where SIA is posted: <https://ione.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.)

Ione School District is a self-contained K-12 charter school on one campus in the rural North Eastern part of the state. Quite often, when locals refer to "Ione" they actually mean "Ione Community School" because the school is the absolute hub of the community. There is a strong Ed. Foundation supported financially by the community which has helped to ensure there is one teacher per grade level in the elementary school. Class sizes naturally fluctuate from year-to-year, and range from as low as six students to as high as the mid-20s or low 30s with a grand total of between 170 to 190 students on average.

A unique situation at Ione Community School is that 43% of the student population joins us from outside of the district boundaries. Many of these students do not start their education in Ione, but filter in throughout the years attracted by small class sizes and a reputation for caring staff. A large majority of those out-of-area students are bussed an hour from the northern end of the county. This poses some challenges in attempts to include those families in school events, conferences, and the like. Other student demographic factors include: 19% ELL, 21% students with disabilities, 46% free and reduced lunch, 30% Hispanic/Latino, 2% multi-racial, 1% American Indian/Native Alaskan, and 66% White/Caucasian.

Many of Ione's strengths are directly related to the small-school environment and strong community relationships that are organically developed as a result. The "on track to graduate" rates are well above the state average at 94%, with a similarly high four-year graduation rate. Class size is well-below state average, and at the secondary level teachers are engaged with students for multiple years. The small class sizes and consistent teachers at the high school contributes to overall positive teacher-student relationships. We believe this is what drives high graduation rates and continuing student success.

lone has made early childhood education a priority by supporting the local preschool and associated birth-age five programs such as monthly “Read and Play” activities where families are invited to bring their young children to hear a story, engage in various hands-on activities, and opportunities for socialization. Additionally, Kindergarten “Jump Start” runs for two weeks in August, giving incoming kindergarteners the opportunity to prepare socially, behaviorally, and academically to enter Kindergarten. Additionally, Lone Community School district engages the local Educational Service District to ensure proper interventions and supports for all children in the community.

A recent initiative generated by staff suggestion is the adoption of “The Leader in Me,” a social/emotional and life skills program based on *The Seven Healthy Habits of Highly Effective People* by Stephen Covey. This program aims to develop leadership skills in all students and prepare them to be successfully contributing citizens to our community and the world. In year one of this program, staff participated in intensive training to learn and model the Seven Habits in their own lives. Currently in year two, we are in full implementation K-12. Students in the lower grades are living the habits both in and out of the classroom, sharing ideas like “win-win situations” and “being proactive” with their families, while secondary students are creating their own leadership groups outside of the usual “ASB” and class officers. The intention--which is being realized--is to pull in all students, even those who would not usually choose to participate.

lone Community School has developed a number of community partnerships to complement our educational goals. These would include: the Morrow County Health District, and more directly the Lone Community Clinic, Advantage Dental, and Community Counseling Services. By engaging in these partnerships, students have been given the opportunity to access health services, explore future careers in the healthcare field via internships, clinic tours, and develop personal relationships with local providers. Additionally, Lone Community Clinic supports the “Youth Advisory Council” which has recently been named “the most active in the state.” This council has allowed for hands-on leadership opportunities for high school students. The YAC regularly disseminates information to their peers through publication of health-related materials as well as coordinating events and activities that provide credible health information for the entire school.

Another branch of our community partnerships are the student internships. High school students are invited to apply to real world jobs at local businesses and receive high school credit and remuneration for doing so. Currently, these include everything from assisting a local Physical Therapist to administration at the local bank, and agricultural business and experience in the trades. To continue engaging students in this way, we regularly invite local professionals to speak to our students about their careers and the associated expectations. The process to be awarded an internship is stringent and students engaged in this process are expected to maintain an acceptable level of attendance and better-than-average grades.

We recognize that although we have a number of strengths, there is always room for improvement. Therefore, we maintain a volunteer “School Improvement Team” which includes teachers, administrators, support staff, and community members. This group meets regularly to discuss ways in which our school can grow and strategies to support district goals.

A primary challenge faced by the Lone School District is the isolation from other community based resources. There are no large grocery stores, gas stations, department stores, or entertainment/social activities outside of the school itself. This often results in a barrier in recruiting and retaining licensed and/or highly qualified staff who do not have an established connection to the Lone community. Because of the extremely rural nature of our community and lack of opportunities outside of the working day, many potential applicants do not consider Lone a realistic living situation and therefore do not apply.

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.

Lone School District has identified a number of needs in our school community which would be directly addressed by SIA funding. First and foremost, our students would greatly benefit from a dedicated, onsite mental health professional. Currently, Lone Community School receives services from Community Counseling Services on a limited basis. Staff and community agree that although that service is wonderful, it is insufficient. Secondly, we would like to increase our course offerings, particularly at the secondary level to include more well-rounded, hands-on learning opportunities with a real world focus. Currently, we have teachers on staff with the skills to do this, but not the time in our schedule. Additionally, we are aware that in the next few years, the state requirements for Elementary PE time will increase. Therefore, we plan to add a dedicated K-12 Physical Education teacher to help open our Secondary Schedule, as well as to meet the new PE time requirements.

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

In order to inform our decision making process, we administered a number of surveys and public meetings. Staff, students, parents, and community members alike were given a voice in both open sessions, and anonymous written form. Key information collected was almost identical from all stakeholders: our community wants the school to provide a mental health counselor, and more real world courses for secondary students such as Career Tech Education, Home Economics, and the like.

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 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)

Students attend lone from all over Morrow County, some traveling 45 miles to school or further. Therefore, it can be difficult to engage parents from the furthest reaches of our attendance. When we held a community meeting, only nine people attended. One proposed solution to this problem is to “go to them” or rather to hold multiple meetings, one in each of the communities we serve and invite parents to these on a more individualized basis. Additionally, many of our staff members have connections within the communities we serve, and we plan to look at leveraging those relationships to increase engagement.

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

- Leverage teacher relationships with families.

Through the engagement process, several partnerships were identified as necessary to foster future engagement efforts. The lone school district needs to coordinate engagement efforts with the CARE coordinator, school counselor, and student based health center staff to be more responsive to families.

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 for 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:

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

- 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
- 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 _____

- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc)

HOW DID YOU ENGAGE YOUR COMMUNITY?

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

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- | | |
|--------------------------------------|---|
| • Survey(s) or other engagement apps | • School board meeting |
| • In-person forums | • Partnering with unions |
| • Focus group(s) | • Partnering with community based organizations |
| • Roundtable discussion | • Partnering with faith based organizations |
| • Community group meeting | • Partnering with business |
| • Website | • Other _____ |
| • Email messages | |
| • Newsletters | |
| • 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).

1. Notes of family and community feedback notes
2. Family and community newsletter (English and spanish versions)
3. Family and community meeting flier (English and Spanish)
4. Community Input Session sign in
5. Staff meeting feedback notes

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).

We utilized multiple communication networks to share information with families and community members about engagement efforts, Student Investment Account spending allowables, and access to our feedback survey. We used the school website, school district Facebook page, newsletters sent home with students, emails, and information mailed to community members. This method was effective at sharing information and will be beneficial in future engagement efforts. We specifically reached out to SPED families at IEP meetings and via phone/email, and engaged ELL families at existing club and family events.

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).

Communication Methods

We used Facebook, school website, mailed monthly newsletters, Remind, and all call systems to inform families about engagement efforts and opportunities to provide feedback through surveys. Information about the SSA/SIA allowables and opportunity to provide feedback via survey was sent home with students in K-5 students and information was mailed to families of students K-12. Families were also contacted via a Robo call to remind them about the survey and that their participation would add value to the SIA planning process.

In-person conversations

Leveraging pre-established family engagement activities and meetings allowed the opportunity to specifically engage our focal students and families at our ELL Student and Family Club nights. The size of our district allows for close relationships with students and families. As a result, we know each student and whether or not they are within a focal population. At the engagement activities we focused our engagement efforts on students and families that are within our focal populations to receive their specific feedback in a comfortable and authentic way. We were able to communicate with families during in-person conversations. We were also able to use the interactions to guide families towards taking our survey to capture additional feedback not provided during conversations.

ELL Student and Family Focus Groups

In our engagement efforts, we facilitate monthly ELL student and Family Club meetings. These were instrumental in collecting information because it leverages an existing connection to the school community, and makes families feel that their opinion is valued and important.

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.

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. After each meeting, an email went out to elicit any comments that staff members were not able to share in the open forum.

Engaged certified and classified groups

- Our engagement efforts intentionally included engaging and collaborating with the lone 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 Lone 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.

Emailed staff about SSA/SIA information and allowables. Shared access to survey

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 Lone 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.

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 Lone School District SIA plan.

Monthly school improvement meetings

- The School Improvement committee met monthly to discuss the development of the Continuous Improvement Plan (CIP), efforts made towards meeting the goals of the CIP, and aligning CIP efforts with the SIA. School Improvement committee members provided continuous feedback and input throughout the development of the CIP and SIA applications. The School Improvement Committee will remain as an established committee and maintain monthly meetings. This specific engagement activity will be beneficial in future planning efforts.

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

After collecting information from the lone community and school staff, we found that all groups were in agreement as to the current needs of the school. All groups contend that the mental health and behavior of our students are top priority. Secondly, stakeholders agree that the elementary curriculum is solid, but students at the secondary level would benefit from increased opportunities for electives--specifically in hands-on and career-related disciplines.

This informed our decision to choose hiring an in-house mental health counselor as our top priority. Secondly, we deduced that having a second administrator on-site would improve our ability to manage student behavior and support teachers. During the process of collecting this information, our current part time Success Coordinator, part time PE teacher put in his resignation. We are aware that the requirements for daily elementary PE minutes is increasing, and we have no dedicated PE teacher at the secondary level, so content area teachers are asked to fill in. We determined that if we hired a full time PE teacher, we could fulfil the elementary requirements, absorb the secondary PE classes, and open the classroom teachers' schedule to offer more electives including those specifically mentioned by the community and staff in our data collection process (shop, technology, home economics, personal finance, etc.)

Part Four: Data Analysis

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

The Oregon Healthy Teens Survey provides clear-cut data about the needs of our students. We cross-referenced the information provided by the community, parents, and staff, and discovered that their ideas are supported by data. Many of our students need more social/emotional support which would be provided by a school based counselor, as well as by an additional in-house administrator.

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 Integrated Planning Tool](#)

BUDGET

[See uploaded Budget Template](#)

EQUITY LENS OR TOOL

Upload the equity lens or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words).

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

application development process to help ensure that decisions and actions aligned with considerations outlined in the equity lens.

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

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.

Our primary objective for SIA funds will be to hire a school based mental health counselor/behavior support specialist. It has come to our attention through recent incidents at our school that this is a necessity for our community. As per the surveys administered to staff, parents, and students, as well as comments at a community wide meeting, this is a top priority at this time.

Additionally, stakeholders contend that the school needs more in-house leadership, therefore we intend to split the responsibilities of the current K-12 principal into an on-site Superintendent/Secondary Principal. This would necessitate a new leadership position for the primary grades. Having two dedicated administrators would provide needed support to both students and school staff. Finally, a dedicated K-12 PE teacher would fulfill the increased requirement for elementary PE, and open the secondary schedule for classroom teachers to offer a larger variety of elective courses. If we are unable to fill any of these positions as a result of our remote location, we would like to reassign funds to update school technology, professional development, and a stipend for community engagement.

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).

The plan we have in place will affect all students in our school by providing additional support to the teachers and school staff. Students in focal groups will benefit greatly from the support of a school counselor who can focus on their individual needs outside of the classroom setting, as well as become another advocate for them. Finally, a K-12 PE teacher would open the schedule in such a way that the secondary teachers can offer a wider range of elective courses to meet the needs of any and all students.

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)

The primary barrier to our plan is our remote location. It is always challenging to find qualified candidates to add to our school staff, and even more difficult to keep them on staff long-term. Another barrier is that even if we open the schedule to provide more elective courses at the secondary level, we lack the facilities and supplies to teach many of the more hands-on classes that the community and students are asking for.

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.