Student Investment Account Grant Application Template (Optional)

This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	20/21
District	Eola Hills Charter School
Webpage (*Where SIA Plan will be Posted*)	https://www.eolahillscharterschool.com/news-and-events
Contact Person	Name:Lindsay Coombes Email: coombesl@eolahillscharterschool.com Phone: 503-437-9138

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

We are Eola Hills Charter School, we serve at-risk youth from primary school through high school. We have been located in several different, temporary places due to a school fire years ago. However, we are currently, and permanently, located in Ballston Oregon, Polk County. We currently serve 26 students. Our population is 73% White, 15% Hispanic/Lantix, 3% Black/African American, and 3% Native/Alaskan Native. Our special education students make up 39% of our population. We are a small school with only a few staff members and have small class sizes. We believe every student learns differently and we work with the students and their families to develop student attributes into strengths.

Having an understanding of our students' traumatic life experiences and challenges has transitioned our school to a trauma informed model. Most of our students enroll in our school after negative experiences at their past placements, or in their personal life, and are wanting to give education a fresh start. Helping at risk youth

emotionally regulate throughout the day can look different from student to student, yet, students in class are expected to attend and put forth their best effort. Having a trauma informed approach has helped students achieve some success.

However, as the science for trauma informed schools expands, so do the resources and programs available. With our current funding we would be unable to access current training, equipment, and educational opportunities. Our goal with the SIA funding, is to help better train staff for best practice in the classrooms, implement student regulation programs school wide, and help students access mental health support by way of local, family and youth services.

Part Three: Community Engagement and Input

Our community engagement included a student and families survey that was sent via email as well as offered in person. We also asked our staff to complete a needs assessment survey and discussed results in several of our daily staff meetings. The survey questions for students, families, and staff were centered on feelings of our school culture, our discipline process, physical and emotional safety, varying classroom environments and safety of relationships between staff, students and families.

Our goal is to continue this type of survey gathering as we work to improve our school culture and implement trauma informed practice. We are planning to make contact with local mental health services in the various areas our students come from. In order to support the mental well being of our students and families, as well as include their professional insight into future goals and development. A barrier we acknowledge is the physical distance between our school and the number of places our students come from. We will need to work diligently to monitor their ease of access to services and resources.

As we are. In the beginning stages of developing these community connections we are looking forward to promoting more community involvement in our board meetings where we will discuss the progress of this funding.

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 navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)

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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)
- Roundtable discussion
- Email messages
- Verbal one-on-one conversation
- School board meeting

Evidence of Engagement

Upload your top five artifacts of engagement.

I uploaded the three survey questions that were offered in three different methods. I also uploaded the two follow questions that were offered via one on one calls. I uploaded my notes summarizing the results of these communications.
The results were used to directly influence the plan for the SIA grant monies. We elected to use our funds to directly address concerns and struggles. (250 words or less)

- Students and parents were given three virtual survey options, students were given the same survey via their Google Classrooms. Students and families that didn't respond were called for a one on one verbal interview. Students were also given the option to answer questions independently during a virtual conference. All students and families were invited to attend the monthly board meeting to hear and share thoughts. (500 words or less)

- A three question survey was offered in three different formats. Families and students who did not immediately respond to the first activity were offered virtual conference time or a one on one phone call. We always like to give our families the option to respond via email when it is convenient for them. We offered the virtual conference to our students to piggy back off of their presence online already with classes. We offered our parents one on one phone calls that they could schedule when it was convenient for them. (500 words or less)

- Staff were invited to the school board meeting to engage in the discussion there. They were also engaged in discussion via virtual staff meetings. We opted for both round table discussion activities to remain virtual to respect social distancing needed by some of our staff members.(500 words or less)

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- Staff participated verbally via round table style discussion. They were also offered the same three question survey given to students and families.(500 words or less)

- We learned that students feel disconnected from our school community while families feel it difficult to communicate with staff because of scheduling and communication preference barriers. (250-500 words)

Part Four: Data Analysis

Students and families were sent an email asking them to opt into one of three survey options. They could have the questions emailed to them, they could take the survey on Survey Monkey OR they could access the survey on Google Forms.
Google Forms was the chosen method for many, especially after it was added to the student's Google Classroom for access.
Several families still did not reply to the initial email so phone appointments were set up.
They were asked the same three questions from the virtual survey as well as two additional follow up questions.
It became clear that our demographic of families needed a means of communication that recognized the manifestation of their trauma, as well as conformed to their lifestyle of revolving schedules and family obligations.
Many families didn't know how to connect with us at the school because of unfamiliar schedules, schedule conflicts, and our reduced staff on campus being available. Some families even expressed how nice it would be to have a text message program they could download to receive and send information.

The overwhelming response to the initial survey from the students was feeling disconnected to the school and the community we have here. Distance learning had isolated our students from the one area of consistent socialization they had. They expressed an interest in being able to spend time on campus, with their peers, or even in a relaxed academic setting like a field trip.

Part Five: SIA Plan

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Outcomes are the changes you are trying to cause:

Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be measured.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc.

Outcome 1: Students and their families will be able to more consistently communicate with the school and administration

Outcome 2: Reengage students, families and community through community building events

Priorities:

1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?
The entirety of our $1,000.00 will be allocated to purchasing mobile devices, and the service plans, to allow for a variety of ways to reach a staff member more consistently. The remaining $6,000.00 will be allocated to several family and community engagement events

2. Where do you expect to put most of your focus, resources and energy in the first year?
Advertising the new methods of communication, as well as establishing the devices as a mobile office. We will also coordinate several family and community events to promote a sense of community with our school families.

3. Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.
High: Establish consistent, and a variety of, communication with students and families that meets their needs as well as plan and host community. Engagement events to reengage families.
Medium: Use improved communication to increase feedback responses and school community involvement. Collect feedback on the engagement events to improve. Future events
Low: Collect data towards the next area of need to allocate future funding.

Strategy #1: Increase reliability and consistency of communication with students and families.

(Designed to achieve your outcomes)

Which outcome(s) will Strategy #1 address, and how?
If we provide a wider variety of communication methods that are consistently staffed, then our students and their families will be able to communicate with us more reliably and this will increase their sense of community and belonging.

#1: Purchase mobile device to be used as a mobile office. Establish and maintain a service plan that allows communication to be routed to the mobile device

#2: Track the fluctuation of communication to and from families using the newly implemented device and methods over the summer and during preparation for the new school year.

Specific Activities that will support Strategy #1
(See budget for specific cost information)

Activity 1.1 Activity 1.2
- Research and purchase of device and service will be completed by administration
- Mobile devices that will support a mobile school office, Google Classroom and add-ons, as well as verbal and visual communication will be purchased and set up and functioning prior to the conclusion of the 3rd quarter

Activity 1.2
- Administration will track outgoing communications and received communications to establish effectiveness of implemented methods
- Data tracking sheet will monitor the increase of communication and returned communication via implemented methods.

Activity 1.3

- Administration will track outgoing communications and received communications to monitor the effectiveness during non-traditional school hours.
- Data tracking sheet will monitor the increase of communication and returned communication via implemented methods.

Strategy #2: Reengage families within the school community through community building events

(Designed to achieve your outcomes)

Which outcome(s) will Strategy #2 address, and how?
Strategy 2 address outcome 2, reengaging students and families within the school community.

#1: Plan and host several community engagement events

#2: Collect feedback on each event to determine effectiveness and necessary changes.

Specific Activities that will support Strategy #2
(See budget for specific cost information)

Activity 2.1

- *Plan community engagement event during off school hours that promotes community among students and families*

Activity 2.2
- *Collect feedback on event offerings and activities to prepare a more efficient and success event in the future*

Activity 1.3

- Use engagement events to connect with families and foster communication and support

Equity Lens

We used the Decisions Tree map from the Department of Education to prepare for and implement our data collection and survey. We were able to assess that our survey questions were not only accessible to all our focus groups, but were not leading questions or impeded by bias or presumption.
Our survey was implemented via email to families, Google Classroom survey to students, as well as in open dialog to students and families via a virtual open forum.

Part Six: Use of

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Which of the following allowable use categories is your plan designed to fund within? Select any or all.

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)

We will use our funds to create more accessible pathways for communication. This increase in communication with our students and families will create space for more awareness of student academic success and barriers, communication of needs, and overall academic success.

When our students are able to communicate with us in a way that best supports their needs we are more likely to communicate with our students consistently. During the times of distance learning, successful communication is a high priority. With nearly all of our students identifying as low-income, the data suggests that text is the preferred form of communication. If we can provide that method of communication we are able to keep our students on track, accountable, and part of our learning community.

We will also be using funds to host social distant, engagement events to build and repair a sense of community within our school. When students feel connected to their school they have pride in their school and their educational opportunities there.

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)

Students and families who are able to be in regular communication with their school are more likely to stay on-top of academic responsibilities, communicate needs, and ask for assistance. Attendance matters for academic success and distance learning has drastically altered what attendance looks like. For many of our students, the lack of consistency, and the need to be self directed, has negatively impacted their academic success and participation.

With more equitable communication options, we can communicate regularly with our students and their families.

Hosting community engagement events. Establishes and repairs a sense of community within the school, with students, and with families.

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)

A lack of access to a device or service could be a barrier to all forms of communication. We already have landline calls, various emails, and social media messaging available to students and families for making contact with us. However, these all require a device and service connection, or a landline. If a student is

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experiencing homelessness, and doesn't have access to a mobile device, communication would be cut off. We have a responsibility to bridge those potential gaps in communication to ensure academic success to all students.

Students and parents may not have transportation or the availability to attend events that are farther away from their home or during working hours.

Part Seven: Evidence of Board

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.*