

**SIA Grant Application  
Rogue River School District**

**Part One: General Information**

**Applicant**

Rogue River School District

Institution ID: 2044

Webpage: <https://or02213019.schoolwires.net/domain/4452>

**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 section may be used to quickly explain investments to community, local legislators, media, and other partners.*

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

Enrollment: Total student enrollment is 1,103 students.

Demographics: RRSd is situated in rural, northern Jackson County. Geographically large, extending into a part of Josephine County. Made up of one elementary, one JR/SR High, one blended school of grades 3-12, and one charter school. Our free and reduced rate is 60%.

Percentage of students in special programs:

English Learner: .003%

Special Education: 17%

Foster families: .006%

McKinney Vento: 6%

TAG: 1%

**Strengths:** small class sizes, strong relationships between staff and students, close knit community, updated curriculum, 1:1 technology

**Challenges:** adequate staffing, limited hours for instructional assistants, training for staff (behavioral supports), half the teaching staff has five or less years of teaching experience, generational poverty

Based on the consensus activity that was conducted that involved all the stakeholders required, we will be using our SIA funding for:

- PE teacher for Rogue River Elementary School
- Additional full-time mental health counselor
- Upgrading two kindergarten Instructional Assistants to full-time
- Adding two Instructional Assistants at Rogue River Jr/Sr High School
- Adding one part-time Instructional Assistant at South Valley Academy
- Campus Liaison
- Behavior Support Specialist
- Elective teacher for Rogue River Jr/Sr High School
- Adding a fourth kindergarten teacher at Rogue River Elementary School
- Professional development for certified and classified staff
- Temporary behavior support at Rogue River Elementary School for the beginning of school
- Art support at Rogue River Elementary and South Valley Academy through community partners

**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).**

When we created the funding plan, we wanted to ensure our Student Investment Account (SIA) funds aligned with our Board Goals, district Continuous Improvement Goals, and SIA targets.

Board Goals: Rogue River School District believes in student achievement, supported through:

- Fostering Communication;
- Student Character and Well Being;
- Outstanding Environment;
- Pride and Image.

Approved Continuous Improvement District Goals, to be accomplished by 2022 school year:

<b>Goal 1</b>	Rogue River School District will increase overall attendance from 94% to 97%, increase regular attender rate from 82% to 88% and reduce chronic absenteeism from 18% to 12%
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<b>Goal 2</b>	Rogue River School District will increase four year graduation rates from 71.28% to 78%
<b>Goal 3</b>	Rogue River school district will improve academic performance: <ul style="list-style-type: none"> <li>● RRJSHS: Freshman on-track rate of 80%</li> <li>● SVA: course completion rate of 80%</li> <li>● REACH: writing assessment 9% increase from spring 2019 scores</li> <li>● RRES: DIBELS increase 9% (from fall 2019) of students performing on grade level</li> </ul>

SIA targets:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
  1. Students navigating poverty
  2. Students with disabilities

With these in mind, funding allocations will be distributed accordingly:

Activity	SIA Priority Area(s)	Alignment to Board Goal	Anticipated Cost
PE teacher for RRES	Well-Rounded Education Health and Safety	Outstanding Environment	\$97,000
Additional full-time mental health counselor	Health and Safety	Student Character and Well Being	\$80,000
Upgrade 2 kindergarten IA's to full time (6.5), add two IA's at RRJSHS, add one part time IA at SVA	Class Size	Outstanding Environment	\$148,000
Campus Liaison	Health and Safety	Student Character and Well Being/Outstanding Environment	\$62,000
Behavior Support Specialist (certified hire)	Instructional time Health and Safety	Student Character and Well Being/Outstanding Environment	\$77,000
RRJSHS elective teacher	Well-Rounded Education	Student Character and Well Being/Outstanding Environment	\$97,000

4th Kindergarten teacher at RRES	Class size	Outstanding Environment	\$97,000
Professional development for certified and classified staff – CPI	Instructional Time	Outstanding Environment	\$18,000
Temporary behavior support for beginning of year – RRES	Instructional Time	Outstanding Environment	\$10,000
Art support at RRES and SVA through community partners	Well-Rounded Education	Outstanding Environment	\$5,000
Community Engagement Opportunities	N/A	Fostering Communication	\$6,000
Administrative cost (up to 5%)	N/A	N/A	\$18,000
Anticipated total			\$715,000
Anticipated allocated funding			\$715,000
Difference			0
Begin intercom system upgrades for RRJSHS and RRES			\$20,000
Added item if total is \$735,000			
Complete intercom system upgrades for RRJSHS and RRES			\$20,000
Added item if total is \$755,000			
Increase Summer Opportunities			\$12,000
Increase supports for Youth Transition Program			\$8,000
Added items if total is \$775,000			

### Part Three: Community Engagement and Input

#### 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

Multiple community efforts were developed to ensure all voices were heard and represented. Specifically, Rogue River School District needed to hear from our marginalized groups, which are students of poverty and students with disabilities.

Who we engaged:

In addition to a series of six listening sessions and a survey posted for the entire community on the Rogue River SSA webpage, we engaged our community in feedback/brainstorming opportunities through:

Students: 13 sessions engaging students from 4<sup>th</sup> grade to 12<sup>th</sup> grade.

Community: one survey posted on website, one survey sent to local business owners, attending local Kiwanis meeting and chamber meeting to gather input

Parents: one parent survey

Foster families: phone call to families to gather input

Special education families: survey designed for them

Homeless students/families: when Maslow went to check on families, they asked questions from a survey designed for them. They input the feedback into the survey.

Siletz tribe: survey designed for them

Staff: listening sessions (for both certified and classified), surveys designed for them

Church: survey distributed to local church member

Community Input Loop

Date	Activities
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<p>Fall 2019 (Sept – Dec)</p>	<ul style="list-style-type: none"> <li>● Community input listening sessions <ul style="list-style-type: none"> <li>- Three scheduled in September</li> </ul> </li> <li>● Staff input sessions</li> <li>● Student input sessions (13 sessions)</li> <li>● Parent survey</li> <li>● Staff survey</li> <li>● Rogue River businesses input/survey</li> <li>● Monthly SSA updates to school board</li> <li>● SSA updates posted to website</li> <li>● SSA updates posted to Facebook pages</li> </ul>
<p>Winter 2020 (Jan – Mar)</p>	<ul style="list-style-type: none"> <li>● Community input interactive planning sessions <ul style="list-style-type: none"> <li>- To take place in February</li> </ul> </li> <li>● Monthly SSA updates to school board</li> <li>● Community listening sessions</li> <li>● Staff listening sessions</li> <li>● SSA updates posted to website</li> <li>● SSA updates posted to Facebook pages</li> <li>● Identifying major themes (items that have been presented over multiple input sessions and surveys)</li> <li>● Creating consensus teams/prioritizing themes</li> </ul>
<p>Spring 2020 (Apr – Jun)</p>	<ul style="list-style-type: none"> <li>● Community input listening sessions <ul style="list-style-type: none"> <li>- To take place in June</li> </ul> </li> <li>● Staff input sessions</li> <li>● Student input sessions</li> <li>● Monthly SSA updates to school board</li> <li>● SSA updates posted to website</li> <li>● SSA updates posted to Facebook pages</li> </ul>

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**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)**

Rogue River School District facilitated various community sessions and surveys to share and gather input. This process was thorough and allowed multiple engagement opportunities.

Date	Activity	Major Outcomes/Comments
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Aug 2019	Board meeting information session	Shared SSA information
	REACH presented initial school Continuous Improvement Plan to staff	Gathered feedback to refine/complete plan
Sept 2019	Board meeting information session	Shared SSA/SIA/CIP information
	Rogue River Elementary Open House	Shared SSA information
	Community Input Sessions – open to all	Gathered input
	Community Input Session – local Kiwanis meeting	Gathered input
	District administration input session	Gathered input
Oct 2019	Staff input sessions – open to all staff	Gathered input
	Survey to staff	Gathered input
	Board meeting information session	Shared District CIP/initial results of input
Nov 2019	Survey posted on website for everyone	Gathered input
	Survey sent to McKinney Vento families	Gathered input
	SIA update to school board	Shared additional results from input
	Rogue River Chamber Mixer	Gathered input
Dec 2019	SIA update to school board	Shared SSA information/progress
	Conducted gap analysis	Determine missing input
	SVA student listening session	Gathered input
	RRJSHS student listening sessions	Gathered input
	DPDC review of input	Sorted suggestions into priority areas
	RRES student listening sessions	Gathered input

	Survey to local businesses	Gathered input
	Survey sent to transportation	Gathered input
Jan 2020	SIA update to school board	Shared additional results from process
	Survey to sped families	Gathered input
	Survey sent to families of students of color	Gathered input
	Survey sent to Siletz	Gathered input
	Survey sent to local church	Gathered input
Feb 2020	Consensus team activity	Determined priorities
	Presentation of SIA plan to board	Time for public input/board review Post proposed plan to SIA website
Mar 2020	Approval of SIA plan	Post approved plan to SIA website

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

Future relationships and partnerships to be garnered would be with local agencies that work with the homeless, like Maslow. We would like to partner more effectively with other services that work with students and families that are impoverished. For example: Local food banks, early childhood providers (like Head Start) to find ways to help these families more effectively.

We would like to encourage our transportation and food service department to participate more effectively in this process as they are an important link between school and home when transporting students and we want to hear their voices. We are interested in having these groups participate in district trainings to help support positive student behaviors.

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

Rogue River School District would like support from ODE in inclusionary practices. We have seen the benefits of moving towards more inclusive practices over the past five years:

Pre-2015

- Students receiving extensive services sent to other districts
- Rogue River Jr high student missed out on core classes/electives to make room for sped



services

2015/2016

- Life Skills classrooms established. Students brought back to their home schools

2017/2018

- Inclusion work begins at Rogue River Elementary School.

2018/2019

- Resource rooms dissolved at Rogue River Jr/Sr High School

2019/2020

- Over 96% of students in Rogue River Students participate in the general education setting more than 80% of their day

We would like to move our work further and welcome ODE to provide supports and guidance.

#### WHO WAS ENGAGED?

**Select all 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.*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Students of color   | <input checked="" type="checkbox"/> Community-based organizations (non-profit       |
| <input checked="" type="checkbox"/> Students with disabilities  | Community-based organizations, civil rights   |
| <input checked="" type="checkbox"/> Students who are emerging bilingual                                     | organizations, community service groups,  |
| <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care              | culturally specific organizations, etc.)  |
| <input checked="" type="checkbox"/> Families of students of color   | <input checked="" type="checkbox"/> Tribal members (adults and youth)               |
| <input checked="" type="checkbox"/> Families of students with disabilities                                  | <input checked="" type="checkbox"/> School volunteers (school board members,        |
| <input checked="" type="checkbox"/> Families of students who are emerging bilinguals                        | budget committee members, PTA/PTO,  |
| <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care  | booster clubs, parent advisory group  |
| <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.)             | members, classroom volunteers, etc.)  |
| <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc.) | <input checked="" type="checkbox"/> Business community                              |
|   | <input checked="" type="checkbox"/> Community leaders                               |
|   | <input checked="" type="checkbox"/> Other <i>Southern Oregon Early Learning Hub</i> |

#### 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 checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e. Thought Exchange) | <input checked="" type="checkbox"/> School board meeting                          |
| <input checked="" type="checkbox"/> In-person forums   | <input checked="" type="checkbox"/> Partnering with unions                        |
| <input checked="" type="checkbox"/> Focus group(s)   | <input checked="" type="checkbox"/> Partnering with community based organizations |
| <input checked="" type="checkbox"/> Roundtable discussion  | <input checked="" type="checkbox"/> Partnering with faith based organizations     |
| <input checked="" type="checkbox"/> Community group meeting  |   |

- ✓ Website
- ✓ Email messages
- ✓ Newsletters
- ✓ Social media
- ✓ Partnering with business
- ✓ Other: *Southern Oregon Early Learning Hub*

**EVIDENCE OF ENGAGEMENT**

*You will upload your top five artifacts of engagement. **Artifacts** may include, though are not limited to survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.*

**Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).**

Communication Plan: this tool was used to ensure we created a system of feedback and input that will be continuous and ongoing. This artifact was chosen because it demonstrates the development of ongoing systems.

Meeting minutes from community input sessions: these minutes show the conversations that took place at the input sessions. This artifact was selected to show the level of input that we gathered throughout our data gathering process.

DPDC sorting activity: The District Professional Development Committee (DPDC) sorted through every suggestion and idea that was discussed during our input sessions. This information was sorted into each of the four “buckets” approved for SIA funds. This artifact was selected to show the detail and thought we provided when sifting through our feedback.

Gap Analysis (Artifact 4): In December a gap analysis was conducted to look for any missing feedback. Through this process we discovered our foster family and sped family input was lacking. This artifact shows how we ensured all of our community groups have been represented during the data gathering process.

Consensus team activity (Artifact 5): four groups were created to evaluation the major themes that emerged through all the input sessions and surveys. The groups consisted of students, classified staff, parent/community members, and certified staff. One administrator was assigned to each group in case there were questions or concerns. Each group prioritized the major themes to determine how our SIA funds should be distributed. This activity shows how we intentionally moved through the analysis process and ensured different strategic partners where invited and valued throughout the SIA process.

**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).**

*Strategies may include, though not limited to leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.*

Strategies:

- Planning Sessions with District Professional Development Committee on whom to engage. Members of this committee are instructional assistants, teachers, union members, and administrators. This strategy was used to ensure no voices went unheard.
- Planning Sessions with SIA Coordinator and LEA and Regional Coach for Timeline. This strategy was used to gain a broader perspective of engagement opportunities.

**Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words).**

*Activities may include, though not limited to social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.*

Most of the community is very engaged in improving outcomes for their students and families. We attempted to reach every facet of our tight-knit community. We intentionally attempted to reach out to previously less involved groups: McKinney Vento families, foster families, and special needs families. Specific surveys were sent out to marginalized groups: Special education, survey for students of families identifying non-white, and foster families. We will continue to work on engagement strategies for these groups as this work moves forward. In addition, we plan to talk to kinder families with young students coming up to help develop relationships early so we can plan for early interventions as necessary.

Activities included:

- Open forum input sessions at local restaurant
- Surveys designed specifically for special populations
- Postings on website with contact information
- Emails designed for specific groups
- **School board meeting with opportunity for public comment.**

The activities used to engage our focal groups consisted of email feedback direct from the families, phone conversations, meetings, surveys, and input sessions. This variety of activities were used to reach our target groups in a way that was most comfortable for them.

#### 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.*

- Strategy: Union meetings were held, and Union leadership met with the district SIA coordinator to review and discuss suggestions. Why: To ensure that ALL staff was extensively involved and had their input included in the SIA process.
- Strategy: Certified staff were involved with the sorting of major ideas. This was done through our District Professional Development Committee (DPDC). Every suggestion was reviewed and categorized. During this process staff were encouraged to ask questions regarding the suggestions we were sorting. Why: To ensure that our Certified staff could see that they are an intrinsic part of the work we are doing to build success with this plan.
- Strategies: Engagement activities were scheduled during times when staff could attend. This

included before work, after work, and on an in-service day. We also made sure to send out a survey for those unable to attend one of the input sessions. Why: To ensure ALL staff had the opportunity to participate in the SIA process.

- Strategy: When asking questions, both during listening sessions and surveys, we deliberately designed the questions to be open-ended, allowing for authentic responses. Why: We as a district wanted to make sure that this would be an authentic process with no stakeholder having more power than another in the way that the funds were going to be dispersed with our SIA Plan.

**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.*

Activities used with staff:

- Surveys
- Input sessions
- Union meetings were held, and Union leadership met with SIA coordinator to discuss results
- Census team
- DPDC

These activities were chosen to allow staff a variety of options to provide input.

#### COLLECTING AND USING INPUT

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

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

What we learned: After feedback was analyzed, major themes were defined in each of the SIA priority areas. Each suggestion was costed out, if possible. We realized that parts of our learning community are not active partners at this time (food service/transportation/maintenance). We have not offered trainings to them and will look to address this in the future. We found a need for educating our community and staff on the opportunities currently available within the district. We also learned the community is interested in safety and behavioral supports. This was brought up in every listening session as well as surveys.

How we applied the information: we have created an information loop that will include specific quarterly activities to continue the sharing of information. We sorted all the ideas into major themes to allow the hundreds of thoughts to be easily digested by the consensus team.

This input was used in conjunction with our approved Continuous Improvement Plan to align our efforts.

#### Part Four: Data Analysis

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

**(150 words or less).**

We used the data provided by the state (Student Investment Account Data). In addition, we used DIBELS, State SPR&I data, and our attendance data found on the WESD data dashboard. We disaggregated state and district data by special education, socioeconomic status, primary race/ethnicity, limited English proficiency, and gender. After analyzing our data, we identified some focal groups included in our data are made up of very small populations. Due to these small populations, the impact one or two students can make on the percentage of students meeting or not meeting a specific outcome can highly impact learning targets. The district is being very purposeful in monitoring the data in all focal groups so there are no unintended barriers or outcomes from the activities being implemented.”

### Part Five: SIA Plan

*The SIA plan must be for three years. **In this section, you’ll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision making.***

*There is not a firm limit on plan page size or word count. It is suggested the written plan be between five and 20 pages. Along with your written plan, a complete SIA Integrated Planning Tool and SIA Budget (template to be released in Jan. 2020) need to be submitted.*

#### KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

**OUTCOMES** *(the changes you are trying to cause):* **What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?**

Outcome 1: We hope that by increasing learning opportunities that support district and board goals, students will be able to explore wider educational and career paths, with anticipated increases in attendance and graduation rates.

Outcome 2: We hope that by focusing on class size reduction that it will support student success and will provide a positive impact on school climate, working and learning conditions, and academic progress. “For students from low-income homes, three years of small classes increased the odds of graduating by approximately 67%, and four years in small classes more than doubled the odds. Graduation rates for low income students with three or more years of small-class participation were at least as high as those of higher-income students, closing the income gap in graduation rates completely.” (Achilles 2012); (Wilson 2002).

Outcome 3: We hope that by providing a safe and secure campus and classroom environment, the Rogue River School District will meet students’ safety needs as noted in Maslow’s Hierarchy. This will allow students to focus on the higher cognitive demands that academic tasks require, which allows them to move higher up on Maslow’s hierarchy towards Self-Actualization (meeting full potential as a human being).

QEM model comparison was used to help develop a comprehensive and effective school environment. The prototypical school was considered as we prioritized our strategies, actions, and outcomes.

<b>QEM Prototype School</b>	<b>RRSD current model</b>	<b>RRSD with SIA additions</b>
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Adequate staffing	Already in place	No change
Added instructional time and activities for students having trouble meeting standards	After-school tutoring Summer opportunities	Increased summer opportunities
Curriculum development and technology support	Already in place	No change
On-site instructional improvement	Not in place	Trainings provided in district
Professional development for teachers and administrators	Partially in place	Additional professional development for all staff regarding behavioral supports
Adequate classroom supplies	Currently in place	No changes
Adequate funds for building maintenance	Currently in place	No changes
Each school has fast Internet access with adequate bandwidth.	Already in place	No changes
Students have access to technology.	1:1 Chromebook	No changes
Teachers are using technology effectively in the design and delivery of instruction.	Classroom have been standardized with technology	Training provided to staff
The schools have approximately 13 percent of their students identified for special education.	Currently at 17%	Increase interventions, hopeful reduction in sped referrals by 4%
The schools have approximately 11 percent of the students who speak English as a second language.	.003% (three students)	No changes
The principal is knowledgeable about education requirements and is supportive of state and district goals.	Yes	Yes

The principal is skilled as a leader and a manager.	Yes	Yes
Teachers are supportive of state and district education goals and the training necessary to support them.	Yes	Yes
Teachers possess content knowledge necessary to teach to applicable state standards.	Yes	Yes
<b>Elementary School – 340 students</b>	<b>486 students</b>	<b>486 students</b>
All day kindergarten	already in place w/part-time IAs	will increase IAs to full-time
Class size average of 20 in kindergarten/1 <sup>st</sup> grade, 23 in grades 2-3, 24 in grades 4-5	K/1 class sizes: 21 2/3 class sizes: 25 4/5 class sizes: 24	K/1 class sizes: 18 2/3 class sizes: 22 4/5 class sizes: 23
4.5 FTE for specialists in areas such as art, music, PE, reading, math, TAG, library, ESL, child development/counselor	Art/music: provided by high school art and music teachers PE: provide by general education teachers Reading/Math: no specialist TAG: district coordinators Library: district utilizes an Instructional Assistant ESL: only 3 ESL students Child development/counselor: one day a week	Art: provided by community partners PE: full-time PE teacher hired Development/counselor: full-time counselor added
<b>Middle School – 500 students</b>	<b>112 students</b>	<b>112 students</b>
Class size average of 22, max of 29 in core classes	Class size average of 22 in core classes	No changes
1.5 additional teachers for math, English, Science	Math: one teacher English: one teacher Science: one teacher	No additions needed
Alternative programs for special needs and at-risk students	District utilizes an inclusive model for student supports	Hiring additional instructional assistants

Volunteer coordinator and community outreach worker	Not in place/not needed	No change
One counselor for every 250 students	One full-time counselor on staff	No additions needed
Adequate campus security	Support provided through Jackson County Sheriff	Campus Liaison to be added
<b>High School - 1,000 students</b>	<b>220 students</b>	<b>220 students</b>
Class size average of 21, with a maximum of 29 in core classes	Class size average 23	No change
3.0 additional teachers for math, English, and science	Two math teachers Two English teachers Two Science teachers	No change
Alternative programs for special needs and at-risk students	District utilizes an inclusive model for student supports	Additional in-class staffing supports
Volunteer coordinator and community outreach worker	Not in place	No change
One counselor for every 250 students	One full-time academic counselor on staff, part-time mental health counselor	Full-time mental health counselor
Adequate campus security	Support provided through Jackson County Sheriff	Campus Liaison to be added
School-to-work coordinator	Not in place	No change

**STRATEGIES** (*inform long-term goals have a theory of action or impact, and consider resources, context, people and timeline.*): **What means (strategies) will be used to create change in your district or eligible charter school?**



If we improve security measures/practices, then we will create a culture of safety and well-being in which students' basic needs are met, and students will be able to focus on higher cognitive demands that academic tasks require.

If we increase educational opportunities by broadening our venues (electives, after school programs, summer school), through recognizing individual student needs, then we are providing support for student growth, then we through additional learning opportunities, and students will receive more supportive well-rounded education

If we maintain and improve small learning environments in which staff is trained to design and implement instruction and activities that target individual student's needs (UDL), then we will increase the sense of connection that students will feel, and this will allow them to envision/reach their long term goals.

**STRATEGIES: What spending priorities have you decided to focus on for the next three years?**

- Behavioral/mental health supports
- Additional educational supports

**STRATEGIES: What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?**

By providing additional supports in the classroom and in the schools, staff and students will navigate a safer environment which will allow for the focus to be on academic demands opposed to behavioral stressors.

**ACTIVITIES** *(more concrete and are oriented to smaller steps or shorter-time frames...specific actions, activities and investments.): (This is considered your budget narrative)* **What activities and investments are you planning to make to advance your priorities?**

- PE teacher for RRES. Student input from all three schools reported a need for the elementary school to have a PE teacher.
- Additional full-time mental health counselor. As stated by a family with special needs students "In order to meet student's mental and behavioral needs we would like to see more counseling, support groups for students either during or after school and group/individual counseling before and after school."
- Additional IA support: upgrade three kindergarten aides to full-time, add fourth full-time kindergarten aide, add two full-time IAs at RRJSHS, add part-time IA at SVA. As stated by a parent, "It would help staff to plan better instruction if the district could hire more IAs."
- Campus Liaison
- Behavior Support Specialist for RRES
- Elective teacher for RRJSHS. From our diverse populations survey it was reported that adding electives would enhance the educational experiences for our students.

**ACTIVITIES:** *(This is considered your budget narrative)* **What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?**

Professional development for all staff (CPI training)  
Elective teacher for Rogue River Jr/Sr High School  
Two additional full-time Instructional Assistants at Rogue River Jr/Sr High School  
Adding a fourth kindergarten teacher  
Behavior Specialist for Rogue River Elementary School  
Campus Liaison  
Move two part-time kindergarten instructional assistants to full-time  
PE teacher for Rogue River Elementary School  
Temporary behavior support for kindergarten during first month of school  
Part-time instructional assistant for South Valley Academy  
Mental Health Counselor  
Grant administrator  
Funding for community engagement activities  
Art support at Rogue River Elementary School and South Valley Academy through community partners

**ACTIVITIES:** *(This is considered your budget narrative)* **Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?**

The district Student Success Act coordinator will oversee the activities. Each principal is responsible for SIA activities/investments taking place within their building. Changes in strategy are planned for quarterly discussions.

**ACTIVITIES:** *(This is considered your budget narrative)* **What is your model for continuous evaluation of the return on investment or impact of this investment?**

Evaluation schedule developed for quarterly analysis:  
Summer – analyze data, analyze current practices, ensure SIA plans in place  
Fall – analyze data, analyze current practices, conduct input sessions with community members  
Winter – analyze data, analyze current practices, develop proposed shift in plan and present to community during input sessions  
Spring – analyze data, analyze current practices, prepare for implementation of plan changes for following year

**ACTIVITIES:** *(This is considered your budget narrative)* **How are the resources allocations in your budget reflective of the changes your planning is intended to cause?**

Our resource allocations directly meet the wants of the community. One expected change is for students to be at school ready to learn. We have focused our allocations around behavioral supports to meet an uncovered level of support. Another allocation of funds will support a more diverse, well-rounded educational environment. The expected outcome for this will be improved student and teacher morale, increased attendance rates, and increased graduation rates.

**PRIORITIES:** *(For tiered planning)* **Where do you expect to put most of your focus, resources, and energy your first year?**

Behavioral supports will be our focus for year one. This community has limited resources for

mental health supports. The addition of a full-time mental health counselor, behavior support specialist, and additional classroom support will have the largest immediate impact to our community.

**PRIORITIES:** *(For tiered planning)* Using “high/medium/low” or “A/B/C” please provide a narrative description of your priorities over the first three years.

High priority: secure additional mental health support and behavior support.  
Medium priority: increase classroom supports (instructional assistants, elective teachers).  
Low priority: develop/improve security systems/security alerts (digital locks, complete intercom system).

**PRIORITIES:** *(For tiered planning)* In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

Plan A – current plan as listed in activities.

Plan B – if staff positions go unfilled for behavior specialist contract a third counselor through Options. If campus liaison goes unfilled, contract with local youth authorities’ program. If new instructional assistant positions go unfilled, we will look at making some current part-time staff full time. This will not provide immediate support in the areas we are needed, however, would allow us flexibility to adjust class and school schedules throughout the day.

Plan C – contract with local security company for campus support.

SIA INTEGRATED PLANNING TOOL  
*SIA Integrated Planning Tool (Artifact 1)*

BUDGET  
*Rogue River School District Budget Template (Artifact 2)*

EQUITY LENS OR TOOL  
*Inclusive Table (Artifact 3)*

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

Clarifying point: “community” is defined as all populations impacted by district initiatives; students, families, business owners, district staff, foster families, special education families, McKinney-Vento families, and other focal groups.

Initial information sessions were scheduled to determine the community authentic level of engagement and understanding of the SIA intent and process.

As information was shared, a gap analysis was conducted (*Artifact 4*). Through this process additional community partners were strategically invited to ensure their feedback was captured and validated. In the gap analysis we identified three focal groups that were underrepresented (foster families, Emerging bilingual families, and McKinney-Vento families). We then reached out

directly to these groups through surveys. We made personal phone calls to these groups asking for their feedback and encouraged them to complete the survey. They were given the option of completing the survey on-line, completing a paper survey, or sharing directly with the SIA coordinator via phone conversation or email. We enlisted the support of our Maslow contact to help in gathering this information.

An SIA information website was established to ensure a constant flow of information was available. In addition, and SIA email group was established to gain input from specific focal groups.

We created a consensus building team to consist of homogeneous groups; students, parents/business owners (specifically inviting a special education family and a foster family), classified staff, and certified staff. District administrators were assigned a group to be on hand to answer clarifying questions (**Artifact 5**).

**DRAFT LONGITUDINAL PERFORMANCE GROWTH TARGETS**

*ODE has asked for drafts of Longitudinal Performance Growth Targets and the ODE Worksheet (p. 57 in Guidance) at the time of submission, but ODE will co-development growth targets once the application has been determined to meet all requirements.*

Include in this section:

- **Drafts of Longitudinal Performance Growth Targets**
- **ODE Worksheet**

Longitudinal Goals - Draft

**3<sup>rd</sup> Grade Reading (ELA)**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	53%	56%	59%	62%	65%
Baseline Target	46%	49%	52%	55%	58%

**Focal Student Groups: Poverty**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	44%	45%	46%	47%	48%

**9<sup>th</sup> Grade On-Track**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	81%	82%	83%	84%	85%
Baseline	78%	79%	80%	80%	80%

Target					
<b>Focal Student Groups: Poverty</b>					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	64%	66%	67%	68%	69%

**Regular Attender**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	87%	89%	90%	92%	92%
Baseline Target	86%	87%	88%	89%	90%

**Focal Student Groups: Kindergarten**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	60%	65%	70%	75%	80%

**Four-Year Graduation**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	78.5%	80%	81%	83%	85%
Baseline Target	76%	78%	79%	80%	80%

**Focal Student Groups: Students with disabilities**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	61%	62%	63%	64%	65%

**Five-Year Completion**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	80%	82%	83%	84%	85%
Baseline Target	79.2%	79.4%	79.6%	79.8%	80%

<b>Focal Student Groups: Students with disabilities</b>					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	54%	55%	56%	57%	58%

**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.**

- X Increasing instruction time
- X Addressing students' health and safety needs
- X Evidence-based strategies for reducing class size and caseloads
- X Expanding availability of and student participation in well-rounded learning experiences

**Identify which allowable use(s) will be designated to meet student mental and behavioral needs.**

- Increasing instruction time
- X Addressing students' health and safety needs
- X Evidence-based strategies for reducing class size and caseloads
- X 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 the law.

Distribution of funds were developed through community input and consideration of the district Continuous Improvement Plan to ensure alignment of efforts.

Meet students' mental and health needs:

- Behavior Support Specialist for Rogue River Elementary School (RRES) to support improved attendance and academic success
- Adding an additional full-time mental health counselor to support improved attendance and academic success
- Temporary behavior support for beginning of year at RRES to support student success for kindergarten students while they navigate the unfamiliar environment of public school.

Increasing academic achievement:

- Upgrade two kindergarten Instructional Assistants to full time

- Adding a PE teacher for Rogue River Elementary School
- Add two Instructional Assistants at Rogue River Jr/Sr High School
- Add one part-time Instructional Assistant at South Valley Academy
- Adding an elective teacher at Rogue River Jr/Sr High School
- Adding a fourth kindergarten teacher at Rogue River Elementary School

All the academic supports align with school improvement plans and the district continuous improvement plan. The community has voiced these areas as needs to support our students.

#### ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

**The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student 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 additional behavior supports we will gain educational time back due to a decrease in student off-task and disruptive behavior. Every student receiving PE from a licensed teacher allows them to experience structured team activities, resulting in the ability to work together. This will support improved classroom behaviors. Academically our focal student groups will see improved attendance, increased graduation rates, and increased academic success with the staffing additions planned through SIA funding. All sub-groups will benefit from these supports. Additional behavior supports will provide access to the opportunity to engage more effectively in their education. Consistent PE opportunities allow for a whole body approach to learning.

**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)**

Barriers: inability to hire/contract with staffing needed to fulfill desired positions.  
 Risks: we are trying a new level of support within the classroom. This will rely on a strong training program and professional development plan.  
 Choices: Our choices were made with the focal students in the forefront. We believe supporting our focal students will support all students. It is not necessary to build a system *for* them. We want to build a system *with* them.

### Part Seven: Documentation and Board Approval

#### EVIDENCE OF BOARD APPROVAL

The SIA application was uploaded to the district website on February 13, 2020 for public review

and feedback.

Rogue River School District submitted the SIA plan to the school board on February 18<sup>th</sup>. Public comment was accepted and discussed.

The school board approved the SIA plan on March 3, 2020 (*Artifact 6*).

The approved plan is posted on the district website:  
<https://or02213019.schoolwires.net/Page/5058>

### 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)

The REACH director was involved in the SIA planning process from the beginning. She was part of the SIA committee and participated in ESD SIA workshops. REACH staff and families were included in all input activities.

### AGREEMENT(S)



*RRSD and REACH agreement (Artifact 7)*

APPLICANT ASSURANCES

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

By checking the boxes below, the school district or charter school assures: (check each box)

- X Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- X Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- X Disaggregated data by focal student group was examined during the SIA planning process.
- X The (QEC) were reviewed and considered.
- X The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]
- X Agreement to provide requested reports and information to the Oregon Department of Education.