

SIA Grant Application Preview

Part One: General Information

Applicant

School District or Eligible Charter School Name:

Institution ID: 1995

Webpage (where SIA Plan will be posted): <https://www.camasvalley.k12.or.us/>

Contact Person

First Name: Don

Last Name: Wonsley

Email: don.wonsley@camasvalley.k12.or.us

Phone Number: 541-733-5447

Part Two: Narrative

Plan Summary

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

Camas Valley School District is located in a rural community in Douglas County. We have grades of PreK-12 offering education to a variety of ages on one campus. Camas Valley has about 800 residents with a convenience store, restaurant and several churches. The school district is about 20 miles away from a town of any substantial size. Winston is 20 miles away with a population of about five thousand people. Our school district is a charter school district and many of our students live outside of Camas Valley in areas such as Tenmile, Winston, Green, Lookingglass, and Roseburg.

Our school district is proud of our small class sizes, strong connections to the community and amazing technology offered in all of our classrooms. Our district has approximately 210 students from K-12. Our district has a strict policy of having about 20 students per class which provides small class sizes at all levels. Like most of the county, many of our students identify as White, Hispanic and Multi-racial. 80.9% of our students identify as white, 10.2% of our school identify as 2 or more races and 7.4% of our students identify as Hispanic. The main building in our school district was built in 1928 and is one of the oldest school's in Oregon. This building and our gym, recently received a seismic rehabilitation in 2020. Our district, has drastically been growing for the past couple of years. Ten years ago the district had approximately 160 students and now there is about 210.

- 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).

Our school district is working on expanding well-rounded education as well as providing more opportunities for mental health services. In expansion well-rounded education, our district has invested in Music and FFA. Both of these programs have been beneficial to our students and we plan to use SIA funding to expand these programs in the future. It was clear that "well-rounded education" is a strong

priority from all the stakeholders. This was a common theme in all forms of feedback (in-person, survey, gatherings). We also plan to use SIA funding to create a new metals workshop and add a .5 FTE metals teacher to the district.

In terms of mental health, this has been voiced by students and staff as a need for the district. We have improved access by increasing our counselor time at our school district and providing more therapeutic opportunities to students and staff. The district will continue to expand our options for mental health services in the next couple of years. The need is there. We have ten percent of our students requesting a form of therapeutic services.

Facilities improvement is necessary to help expand more educational options to our students. Within the next couple of years, the district plans on adding a metals shop to our school district as well as expanding the quality of outdoor facilities. The district has spent significant funds on football, softball, track, outdoor classrooms, greenhouse, and the barn. All these improvements will need further care and additional help to provide a high level of education for our students.

In core academic achievement we are creating individual supports for students at all levels in academic and behavioral skills conducive to creating a strong student. Through EIS and HSS we have created strong RTI systems driven by data to support all students at our school district. This means that we have strong intervention systems for all the students in our district. Improvement in facilities and extra-curricular activities are tied into many of the interventions offered to students at our district.

Part Three: Community Engagement and Input

The assessments used both quantitative and qualitative feedback from survey monkey and face-to-face interactions with the Superintendent. This clearly pointed away from emphasizes such as a longer school year (in terms of extra days) or an emphasis towards smaller class sizes. The quantitative feedback also gave a strong emphasis towards focusing on better facilities and a focus on extra-curricular programs. This feedback gave a strong direction on the logistics towards spending the SIA money. The survey brought up an emphasis for mental health services in both staff and student surveys.

Our largest barriers were parent feedback from people who live throughout the county. Many of our families live a significant distance from the school. It is not uncommon for students to live 20 or more miles away from the school. We tried to limit this barrier by having an online option posted on our website through survey monkey. In the future we may use sporting events, parent-teacher conferences, and other extra-curricular activities in order to get ideas from families.

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

We are not marketing experts. Any help with marketing our gains as a school would be incredibly helpful. We have seen huge academic growth in the past couple of years and we would appreciate help with marketing.

Strategies and Activities for Engaging Focal Student Populations and their Families

Our two focal groups are students in poverty and students who have a disability. Being proactive for both of these focal groups were our focus as a district. We focused on completing empathy interviews with students and using a variety of feedback (surveys and small group discussions) to understand the how to help these groups at our school district. We also broke up the groups in IRRE surveys and compared them with ODE indicators of success.

The district will have interviews with our focal group students. (students with disabilities and students from poverty). These interviews will involve some one-on-one empathy interviews between the administrator and students in these focal groups. The opportunity lens is used as a guide of questions when asking questions during the interviews and openly asked to the student and families. We have a specialized list of questions for reference which was created with belief of creating equal opportunity for all students. We also have a specific set of questions which we will use to interview and work with students in a specified focal group. We are focusing on the needs of the students to create programs for a more equitable education for our school. Submitted with the application is the tool used for evaluating the opportunity lens and prompts used to help guide the empathy interviews with the students.

Strategies for Engagement

Community-

We reached out to our community in several different ways. We have parents and community members that live a great distance from the school so we offered an online survey to parents. This was posted on Facebook and on our website. We also had monthly meetings at the local restaurant with the community to discuss SIA spending (Donuts with Don) and a meeting with the purpose of only discussing SIA in our community. All three of these involved the Superintendent and was discussed by the leadership team in the district.

Staff-

Staff involvement was completed in a couple of ways. SIA was discussed in full staff meetings, all staff were offered an online survey directed at SIA funds and all staff took an IRRE survey. This information was analyzed by the leadership team in the district. The annual IRRE survey uses the information to help with understanding the needs for school environment and instructional support in the school. This outreach for information was used to get responses from staff members. Teacher and IA surveys tell us more about how teachers and instructional staff perceive the quality of their supports available to them. Having more than one type of survey and having group conversation about SIA funds was helpful to see correlate some similar responses between the two surveys.

Students-

The students were asked to complete survey while at school from grades 6-12. There was systematic process of interviewing students in our focal groups. This was done in an interview process

with students willing to complete the process. The Superintendent also went to all of the HS students asked their thoughts on the spending of SIA money in person during the school day. The school district used surveys similar to staff input, individualized interviews based on students in focal groups and group discussion with our educational leader about SIA spending. Along with our SIA directed survey, the district reviewed IRRE data from students. IRRE student surveys were specific on students' thinking about their own motivations, their perceptions of safety and how they view their relationships with adults.

Collecting and Using Input Describe and distill what you learned from your community and staff. Ensure your response includes:

- What you learned or are actively learning

We learned that both students and staff believe that we should expand our mental health services in the school. We also reaffirmed that a high percentage of people agree with our current spending of the previous SIA money. The emphasis is also similar the previous outreach where people want the school district to focus on a well-rounded education and better facilities at the school.

- How you applied the input to inform your planning (250-500 words)

The school district leadership team discussed the results of all the outreach to the community, parents and students. There is open communication to the community and staff about implementation of the information in the following year.

Part Four: Data Analysis Data Sources Describe the data sources used and how the data informs equity-based decision-making. (150 words or less)

Our data collections involved the focal groups and used a lot of qualitative information. This information was analyzed by the leadership team with the purpose of having equal opportunity for all students.

Part Five: SIA Plan Your SIA plan must be for three years.

SIA Plan

Well Rounded Education-

We plan on expanding our extra-curricular programs at the school. This is the implementation of FFA and Music at our school district. Both of these programs involve local community members and involving input from students and staff about how to implement this in our school. All data points towards wanting a well-rounded education at our school. The next moves are looking at expanding our woods and implementing a metals program at our school. Music start focusing on starting younger students in instrumental and choir to help build a higher amount of HS students who participate in the program. FFA will continue to expand their animal and forestry programs at the school. Within the past

couple of years, we have built a barn and industrial greenhouse to expand this program and eventually allow all students K-12 benefit from the program. Our expansion to woods and possibly a metals program is the next logical step to provide more opportunities for students.

Mental Health services-

Our district has expanded the amount of counseling services and proactively looking on expanding therapeutic services. The need of services for mental health has been clear. There has been a problem with getting a therapist at our remote location we are utilizing telehealth and outside agencies to continue mental health services for our district.

Systems of Interventions-

Students at all levels have a team of adults working on their academic skills. We have intervention teams at every grade level who regularly meet and discuss how to work with students to improve their academics. Each system is set into an RTI model with systematic intervention for each student. We plan on expanding this model and use successful interventions more often in the future. This is a huge investment in the district and we have already seen a significant increase in both reading and number of Freshmen on track.

Outcomes Your SIA plan will likely have multiple outcomes.

Outcomes

There are three different measures we hope to improve from SIA and other fundings. We hope to bring up our 4-year graduation rate, attendance rate and Freshmen on-track rate. We have seen these numbers increase over the past couple of years and we believe the implementation of the SIA plan will continue with these tracks. We are partnering up with IRRE and the local ESD to look at data and see improvement in the metrics. The next three years we look to focus on individualized interventions through systematic interventions for students. We also plan on have explicit instruction to help keep fidelity in the interventions and create a strong module no matter which staff leads it. Along with successful systems our district has new interactive programs which involves the community and promote a higher engagement with our school.

We plan on seeing improvement with student outcomes across more than just the three different measures used as a screener for a successful program. We working with IRRE to have multidimensional analyses of academic and behavioral outcomes for individuals and student groups. Reporting applies quality thresholds on a set of core metrics assessing students' academic performance and commitment, including

- a) What each student is accomplishing in terms of their academic performance and commitment and
- b) How each student and groups of students are progressing over time with respect to these key accomplishments and challenges.

Working with IRRE advisors, student outcome data are identified and data files, prepared by district staff, are generated and shared through secure data transfers. IRRE data specialists prepare custom

reports. Results are reported as displays of numbers and identities of students and outcomes meeting various quality thresholds both for student outcomes.

We plan to use SIA funds for the major expenses in expansion of a well-rounded education. This will cover the most expensive salaries and facilities projects. HSS, EIS, Title, and General funds will be used to pay for our RTI intervention model for each grade level. Our Administrative team of Don Wonsley and Tyler Ochs will make sure the SIA plan and creation of interventions will be completed on time with a high level of proficiency.