

**Scio Public Schools**  
**Student Investment Account Application**  
**April 2020**

**PART ONE: General Information**

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Scio Public Schools, District 095  
38875 NW 1st Ave  
Scio, OR 97374  
Superintendent Gary Tempel  
Assistant Superintendent Steve R Martinelli

**PART TWO: Narrative**

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**Brief description of your school district/eligible charter school**

Scio School District has approximately 800 students enrolled in three in town schools and one charter school. Thirty-nine percent of the students are experiencing poverty (qualify for Free & Reduced Lunch Program), 92% of the population is white with nearly 8% Hispanic, and 13% qualify for Special Education Services.

The strengths of the community include a high 4 year graduation rate and 5 year completer rate. Students in the Scio School District are monitored closely and due to our size, interventions are implemented quickly to ensure they are on track to graduate on time. In addition, our High School has well established CTE programs which, we know from research, increases our students' engagement resulting in more students graduating on time. We have high volunteer support in our elementary programs. In addition a strong community support for all the schools exists. There are strong partnerships between the City of Scio, our rural fire department, the Scio Youth Club and other community organizations.

Students and families in Scio School face several challenges. We are seeing a trend of incoming elementary students struggling with behavioral challenges and often not prepared for the school setting. Students across our system are needing additional mental health and behavioral supports. We have seen an increase in suicide screenings, an increase in the number of bullying incidents reported, and an overall increase in behavior incidents reported in all buildings. A need for additional trauma informed practices and mental health supports is crucial for improving the academic success of our students.

**Exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental & behavioral health needs and reducing disparities and increasing academic achievement)**

Our student data and the information we received from our community input clearly identified areas of need. There were four distinct areas that developed. These areas included items of an academic nature, career and technical education nature, a behavioral/social/emotional nature, and student engagement. The needs identified were:

- Academic:
  - Increase literacy skills (particularly by increasing reading skills by 3rd grade, w/ and emphasis in SPED populations)
  - Increase mathematic skills (particularly by increasing 6-11 skills, w/ and emphasis in SPED populations)
- Behavioral/Social/Emotional:
  - Provide additional behavior support systems
  - Increase counseling/mental health support
- Career/Technical/Life after K-12 schooling:
  - Providing multiple opportunities for well-rounded education through elective and advanced course offerings
  - Increase students' preparedness for life after school through the continued implementation of the employability skill development
- Student Engagement:
  - Increase regular attenders rate
  - Provide well-rounded educational opportunities through electives, clubs, activities, etc.

Our three year plan will address the mental and behavioral needs of our students as well as address academic disparities. Resources will be allocated to address both of these.

- Mental and Behavioral Needs
  - Addition of School Counselors/Behavioral Specialists
  - Addition of a SEL Curriculum
  - Addition of a SEL Assessment system
  - Implementation of a multi-tiered behavior system
  - Creation of a Sensory Room space
- Academic Disparities
  - Addition of an assessment system
  - Addition of a multi-tiered academic support and intervention system
  - Addition of reading specialist support
  - Addition of instructional assistant support to reduce class size and offer additional targeted intervention groups

### **PART THREE: Community Engagement and Input**

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**Describe your approach to community engagement. Include who you engaged, frequency/occurrence, how you ensured engagement of staff and focal student groups, key information you collected, who you partnered with in the engagement efforts. (250 words or less)**

The community engagement process was key to the development of our program. Key stakeholders involved in the process included the following...

- Presentations of the Student Success Act components and focus group discussion about how Scio School District should invest to improve our schools (these included four presentations one at each school and a second follow up at the elementary school)
- Community/Parent survey data collected on District Website, distributed to all parents and many community members
- Individual student surveys completed during their mentor/mentee class
- Administrator leadership meetings
- Monthly Board of Director Meetings reports and requests for input and feedback
- School level CIP plans developed by SITE Council teams at each location including parents, staff members, community members and administrators on each team
- District SITE Council meeting to discuss Student Success Act and Student Investment Account process as well as reviewing data and making recommendations for CIP plan

Our partnerships included the City of Scio, the local Fire Department, and local preschool programs in the area. Although we didn't present as often as we wanted to these groups and plan to make this a regular activity in the future. We received feedback from over 250 community members/parents by survey, over 50 people attended the four group sessions we organized, nearly 200 students completed the survey and all 101 staff at Scio School District completed the ORIS systems assessment and many completed the survey. In addition we made over 300 phone calls to our families in the district.

**Self-assessment about the quality and nature of your engagement of focal students, families and staff. 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 engagements? (500 words or less)**

We feel our initial engagement has been very effective. We received a great deal of information from many groups of students, families, staff and community members. But as we self assess our struggle has been to maintain focus on the engagement process. We have embedded a standing SIA agenda item during our regularly scheduled Board of Directors meetings which has helped us to keep the dialogue going on a regular basis, but the community representation at these meetings is often minimal.

Our main barrier to the community engagement process has been finding an event that gathers a large group of people to receive feedback from. We started with dedicated SIA engagement meetings. These meetings were not very well attended and we struggled to get the message out of the importance of the meetings and the feedback we sought out. It took very little time for us to realize we needed to focus on events already happening and infuse the community engagement. Once we went to the parent/teacher club

meetings and events like the senior night basketball games with an information booth, we began to really gather meaningful feedback. To continue this momentum we plan to have a regular SIA engagement agenda item at all of our Parent Club meetings much like the Board Meetings.

In addition to incorporating agenda items into established meetings we know the most effective feedback we received was through the personal phone calls. Our district will continue to have a standing committee made up of teachers, classified employees, an administrator, parents, and community members that will serve as the SIA engagement team. This committee will conduct phone surveys twice a year to ensure we are still hearing the need from the community. We know an online survey can be more efficient but the personal contact is what we feel is a must.

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

We learned through our engagement strategies that many families and community members wanted the face to face communication. They liked the ability to be heard and have their questions answered. Although we received a great deal of information with our surveying of individuals, we will look to increase our presence in the community to ensure more face to face connections. Partnering with the City of Scio to present at local city council meetings, partnering with our local fire department to present information at some of their board meetings, and increasing our social media presence with the addition of some live feeds to engage the community with question and answer sessions and/or opportunities to provide live feedback regarding school related information.

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

We are fortunate enough to live in a small, fairly engaged community. We have been able to personally contact each family directly to ask them questions regarding how they feel the Scio School District is doing and how we can improve. The main resource we need to make this happen is the continued funding of the Student Success Act. With these dollars we are able to dedicate time to our employees to develop a committee to conduct this work. Without the additional funding it would be difficult to find the funds to the amount of time needed to get this level of engagement. We know regardless of funds community engagement is important to our success but to the level of personal phone calls to each family would be difficult to manage.

**Districts are required to upload 5 artifacts of engagement (survey data, meeting minutes, photos, other documents, etc.). Why did you select the artifacts you did? How do they show evidence of engaging student populations, families and the community? (250 words or less)**

**Artifact 1- SSA/SIA Presentation PowerPoint.** The provided template from ODE was very useful in getting some of the initial messaging out to our families and community members. This was presented at a variety of meetings throughout the district and community.

**Artifact 2- Website Open Ended Survey Link.** This survey allowed us to collect feedback throughout the community engagement process. On a regular basis we would share the survey link and seek

additional input. Staff and students completed the survey as well. The survey was anonymous but did ask for demographic information so that we would be able to disaggregate our data and ensure we were reaching all demographic groups.

**Artifact 3- February Parent Club Presentation.** We engaged the parent club at the Elementary school in a focus group discussion. We shared our draft SIA plan and asked for feedback. Attendance was high and this was another time when we realized the importance of the face to face interactions.

**Artifact 4- February Board of Directors Meeting.** We shared our SIA draft plan and engaged the school board and community members present to gather feedback and thoughts regarding the plan.

**Artifact 5- Senior Night Basketball Information Table.** The Assistant Superintendent manned a table at the last home basketball games. Being Senior night we knew the attendance would be high. We were able to get feedback on our proposed draft SIA plan.

**Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families. Your response should include why the strategies were used. (500 words or less)**

Our primary strategies included

1. Community listening type events. These included information sessions as well as focus group type session gathering input. After a draft plan was developed from the initial data these sessions moved to a feedback and input format regarding the draft plan.
2. One large open ended survey was developed and posted on the district website. This survey was sent out to multiple groups over the course of the planning period. The survey requested demographic data to ensure we were getting input from all represented groups. The survey continues to be live and we continue to send out the link on a regular basis to receive additional input and feedback.
3. Personal individual phone calls were made to all families in the district to provide information and ask if they had any input they wished to provide. Families not wishing to engage in a conversation were provided the survey link to ensure they knew their voice could be heard anonymously.
4. Established building level SITE Council teams including membership of staff, administration, parents and community members complete school improvement planning and provide input into the SIA plan.
5. Student survey data was collected from nearly all high school and many middle school students to ensure student voice was included in the SIA planning stages.

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

1. All high school and most of the middle school students in the district were surveyed during their mentor/mentee classes (advisory groups). The open ended survey was presented to them by their

advisor during an advisory period. This ensured all students were informed why the school district was asking for their input and how to get to the link to find the survey. This also provided an allotted time for students to complete the survey. We were concerned if we were to leave it up to the students to complete on their own time they may elect not to or other barriers such as access to the internet may impede their ability to complete it.

2. The individual phone calls worked very well for engagement of all focal student groups and their families. Since we called everyone directly and asked the same questions, it allowed for us to make sure no one was left without an opportunity to give their feedback and input. Moving forward we will focus more attention on this strategy. We felt the information we received was authentic and very helpful to our decision making process.

**Describe the STRATEGIES (at least two) that you used to engage staff. Your response should include why the strategies were used. (500 words or less)**

1. Staff at school sites all completed the ORIS School Systems Health Needs Assessment. This strategy allowed us to compile baseline data and give us a snapshot into the effectiveness of our systems. Completing this assessment provided essential data to complete our district and individual school improvement plan documents.
2. Each school has an established, high functioning SITE Council in place. This committee is made up of licensed, classified and administrative staff as well as parents and community members. These committees are active throughout the school year helping to decide school improvement decisions and staff professional development. These committees are very aware of the strengths and weaknesses of their individual schools and are valuable sources of data, input and feedback in regards to how decisions affect those buildings directly. These groups were hugely important in our review of the drafts of our plans. Since they included members of the community and parents, we were able to get the perspective of all staff as well as others. These committees meet monthly and report back to all staff upon the completion of each meeting.

**Describe the ACTIVITIES (at least two) that you used to engage staff. Your response should include why the activities were used. (500 words or less)**

1. After staff completed the ORIS Needs Assessment they were all included in building level staff meetings to discuss the results. The assistant superintendent then met with them to discuss the SIA funding and the plan writing timeline. Each of them were then engaged into a conversation regarding their thoughts and input. Upon the completion of these staff meetings a link to a digital survey was distributed to all employees. We received feedback from 100% of our staff members, answering the two question open-ended survey to provide feedback on those things they perceive the district is doing well and those areas in which we need improvement.
2. Once the first completed draft SIA plan document was completed, each building conducted individual staff meetings to review the plan. Upon completion of those staff meetings additional professional learning community time as given to allow staff to engage with the document and provide feedback and input. Feedback was provided in person, by email and through written documentation.

**Describe and distill what you learned from your community and staff. What you learned or are actively learning. How you applied the input to inform your planning (250-500 words)**

Our process of community engagement has informed us that our community is very supportive of our schools and are wanting to have input into the planning we do for school improvement. They have shown us that they truly want to engage with us at a deeper level than just a parent teacher club. Our parents and community in particular are wanting to be informed. Even though we struggle at times, feeling as though our parents and community members don't seek out the readily available information, we were surprised at their level of desire to interact with the information when provided. It has informed us that we need to continue to be creative in our delivery of our information and we must spend the time and effort to meet them where they are. Our largest complaint we learned from parents was they felt we have a customer service issue at one school in particular of our three in the district. This was crucial information and has allowed us to implement changes to our practice to ensure that school becomes more welcoming and inviting to its customers, the parents of our students.

**PART FOUR: Data Analysis**

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

Our teams looked at data from multiple sources both qualitative (interviews and survey questions) and quantitative (academic, attendance, behavior, etc.)

- 3 year SBAC averages broken down by demographics data, (subgroups)
- School Comprehensive Improvement Plans
- Staff, Parent, Community and Student surveys (posted on the district website, presented at community meetings, etc.)
- District level assessments in Core Academic Learning (SOI/MOI, grades, DIBELS, etc.),
- Stretch Learning (dual credit enrollment, advanced courses enrollment, enrichment courses enrollment, etc.),
- Student Engagement (attendance rates, regular attenders, tardiness, etc.),
- School Climate and Personal Skill Development (school club/activity/sports participation, parent participation in conferences, referral data, employability scores, etc.)
- Federal programs CIP budget narrative and student outcomes
- High School Success data- freshman on-track, on time graduation rates, college going rates, etc.

All of the data collected was disaggregated to ensure all represented groups were present. The sub group data was then analyzed to look for opportunity and achievement gaps.

**EQUITY LENS: Describe how you used the equity lens or tool (250 words or less)**

Scio Public Schools has used their equity lens throughout the SIA planning process. This has been a very useful tool as we have moved forward. Traditionally in Scio there has been little ethnic diversity so staff at times has become a bit immune to considering equity from a cultural perspective. We have engaged in professional learning around implicit bias and discussed equity from a number of perspectives. The equity lens has been brought out during each of our planning sessions and referred to regularly. The equity lens is now used when making any policy or procedural decisions.

## PART FIVE: Student Investment Account (SIA) Plan

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### Outcomes:

**Outcome #1:** Increase academic achievement for all students, including reducing achievement and opportunity gaps for identified student groups

**Outcome #2:** Providing a well rounded, whole child approach to instruction resulting in a more positive school climate where students are engaged in their learning

**Outcome #3:** Meeting students' mental and behavioral needs which results in them being able to access academic instruction

Under these three outcomes, we have identified four target areas listed below. We recognize that the 5 areas identified by the Oregon Department of Education will be measured regardless of our focus but we recognize by focusing on the identified efforts then we will see increases in all targets. Our SIA application resources are focused mostly on the areas listed in bold below.

ODE Required Targets	District Identified Targets
● Attendance	● Social Emotional Learning
● 3rd Grade Reading	
● 9th Grade On-Track	
● 4-year Graduation	
● 5-year HS Completion	

### Priorities:

#### 1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

All of the resource allocations chosen directly relate to the outcomes we are trying to achieve. Each of these allocations are described below and the descriptions clearly articulate how they are related to our three outcomes. We have five strategies we will be implementing to achieve our three outcomes. Each strategy will incorporate a number of activities, all focused on our three outcomes.

#### 2. Where do you expect to put most of your focus, resources and energy in the first year?

The focus for the first year is to provide additional mental health and behavioral support to our students, work to close the achievement and opportunity gaps that exist within our student populations, and increase student engagement. To achieve this we will focus on developing a data rich environment that



will allow us to develop effective, efficient systems of intervention. An investment in proven data systems will allow us to get information valid, reliable data in a timely manner. Teacher professional development in the use of the systems will be crucial in our development. In addition to data systems we will put our energy on developing reading skills in our K-3 students, increasing engagement strategies for our students, getting tools in the hands of our students that increases their access to learning, and providing class size relief for our lower grades.

**3. In what ways might your priorities shift within your plan based on resource availability?**

If we fall short on available resources our priorities will shift to investing in infrastructure that will be supportive of the future investment into our priorities. We would invest in systems, such as the data systems and professional development, development of a sensory room to accommodate the behavioral needs of our students, etc. These systems pieces would allow us to input the next pieces to ensure an effective program moving forward with additional future investments. Our year one plan does include FTE resources. Some of these may be hard to fill positions. With that in mind we have a plan to put allocations into additional structural support in case we can't fill the positions.

## **Student Investment Account: Year One, Plan A (2020-2021)**

### **Strategy #1: Increase access to valid, reliable and timely data to ensure our teachers are prepared to diagnose gaps in their students learning and provide quality interventions to ensure student success (\$26,800 total strategy #1)**

As a School District, Scio is aware of the importance of data in decision making and long term improvement planning. After a number of targeted staff conversations and analyzing the data from staff surveys it became apparent that our current assessment systems were not being used to drive instructional decisions. In fact they were often seen by staff as a necessary step that really had no impact on their planning or future decisions. Thus the administrative team set out to put together a group of staff to review current assessment systems and how they are being used by staff at other districts. In the beginning of March a pilot was conducted. It was determined by staff that investment in new systems would provide for timely data and an important additional piece of some targeted intervention that could be used in conjunction with their own differentiation. Assessment systems for student's social emotional learning needs were also identified.

### **Theory of Action: (Outcomes #1 & #3)**

If we provide researched based assessment systems that will give reliable, valid and immediate feedback, with targeted intervention built into it, and we provide the professional development for staff to implement it effectively, then students will learn the necessary skills and student academic achievement will increase. In addition measuring student social skill development will give us data to determine students strengths and areas needing improvement to allow us to better support a student's needs to ensure their ability to be ready to learn.

### **Measures of Evidence for Strategy #1:**

1. i-Ready diagnostic benchmark data collected three times a year
2. Devereux Student Success Assessment data collected three times a year
3. Teacher feedback on the effectiveness of the professional development
4. Additional professional development determined from identified holes in student data is provided

### **Activity 1.1 (\$23,000)**

**Investment in the i-Ready diagnostic and i-Ready instruction systems:** Upon completion of a pilot conducted in March it was determined that the i-Ready assessment systems would provide timely, valid and reliable data which would help us focus on intervention groupings and supports. The diagnostic would be conducted three times a year and the instruction component would be an additional intervention support in addition to the teacher's differentiation in the classroom.

### **Activity 1.2 (\$1,800)**

**Investment in the Devereux Student Success Assessment (DESSA):** The DESSA was determined to be one of the few systems that provided valid, reliable data in the area of Social Emotional Learning. CASEL (Collaborative for Academic, Social, and Emotional Learning) has identified the DESSA as an effective assessment system to determine the SEL needs of our students. In addition to the diagnostic

portion of the DESSA it provides a link to several curriculum resources based on student assessment results. It also provides for better intervention grouping based on SEL needs and strengths.

### **Activity 1.3 (\$2000)**

**Professional Development:** Professional development in both the use of the i-Ready Diagnostic, i-Ready Instruction and DESSA assessment systems along with how to interpret the results produced and target specific interventions to help plug the skill gaps of their students. In addition the diagnostic results collected three times a year will help to identify common holes in our instruction and allow for the planning of future professional development around instructional strategies.

### **Strategy #2: Provide additional targeted Reading support to K-3 classrooms and other elementary classrooms with large class sizes to allow for research based reading group and language arts instruction (\$227,326 total strategy #2)**

Our data clearly indicates a need to increase our K-3 reading and language arts instruction and support. SBAC scores and locally scored assessment have demonstrated a slight decline in performance over the past few years. In addition to reading scores our writing scores continue to be a struggle. We know reading by 3rd grade is a strong indicator of student future success in school.

### **Theory of Action: (Outcome #1)**

If we provide targeted reading and language arts support to K-3 classrooms and additional class size reductions support to allow for research based reading/writing group instruction then we will see the achievement of all students increase and the achievement gaps of student groups close.

### **Measures of Evidence for Strategy #2:**

1. 3rd Grade SBAC ELA scores by student and subgroup
2. iReady Reading Scores by student and subgroup
3. Development of reading and writing group structures based on research based workshops
4. Development of multi-tiered system of interventions

### **Activity 2.1 (\$38,346)**

**Investment in .42 Reading Specialist to pick up targeted intervention groups for K-3 grade students.** This licensed position will provide an additional tier of intervention for our K-3 reading students. We have special education services, Title IA instructional groups, and this will provide for an additional layer of support.

### **Activity 2.2 (\$188,980)**

**Investment in 5.0 Instructional Assistants to provide small group intervention support at the elementary classrooms with a focus on K-3 grades.** These positions will provide additional adult support and will deliver instruction within sight and sound of the licensed teacher. All planning for these intervention groups will be provided by the licensed teacher.

**Strategy #3: Provide multiple targeted and tiered supports for students' mental and behavioral health needs (\$193,661.66 total for strategy #3)**

The most indicated need from our focus groups and surveying of our community and family members was behavior and mental health support for our students. Staff also clearly stated this as their number one concern. Students are coming to us with more significant trauma and behaviors are on the rise. Our data has indicated the number of significant behavior incidents has doubled in the past two years. We all know (staff, families, community, etc.) we must come up with a better system to support our students with their behavior and mental health needs.

**Theory of Action: (Outcome #3)**

If we develop a system of behavioral and mental health support for our students allowing them to regulate their emotions, then we will be able to better prepare them to access their education thus producing greater academic achievement for all students.

**Measures of Evidence for Strategy #3:**

1. Development of multi-tiered system for behavior interventions
2. Number of behavior incidents
3. Number of check ins to sensory room

**Activity 3.1 (\$172,396)**

**Hire 2.0 FTE Licensed School Counselors/Licensed Behavioral Specialists.** These positions will be crucial in the development of our behavioral support systems. They will act as the hub of the program, analyzing the data collected and leading the behavioral support teams in determining next steps and interventions for students. They will also provide small group and individual counseling sessions when appropriate.

**Activity 3.2 (\$10,725.66)**

**RULER implementation and professional development.** RULER is a CASEL approved Social Emotional Learning curriculum developed by the Yale Center for Emotional Intelligence. This curriculum will be used as tier one instruction which all students receive from their classroom teacher. Year one of RULER implementation involves training all the adults in the system. This includes the development of a school RULER team, including the building administrator, teachers, classified staff and in our case the counselor will lead the team.

**Activity 3.3 (\$10,000)**

**Sensory room development.** A key to the behavioral system we are looking to develop is having the spaces necessary to help head off students escalating to the height of the crisis cycle. A sensory room is a key which will allow students to choose break activities to avoid hitting peak behaviors. It is a proactive approach as opposed to our current reactive model.

**Strategy #4: Implement proven research based instructional strategies that increase student engagement and help to develop relationships with our students (focused at the Middle and High School level) (\$86,474 total strategy #4)**

We understand the importance of relationship building and how closely it relates to student success. When students know that there is a caring adult they simply perform better. Student engagement is also a key to success. If students are not engaged in their school their attendance drops and performance suffers exponentially.

**Theory of Action: (Outcome #2)**

If we use research based, high pay off instructional strategies then we will see increased student achievement. If we focus on building relationships and using high engagement strategies we will see improved student engagement resulting in a more positive school climate where students are engaged in their learning.

**Measures of Evidence for Strategy #4:**

1. Attendance data: percentage of chronic non-attenders
2. GPA of targeted student groups chosen for AVID elective classes vs. their peers
3. 9th grade on-track data
4. Student participation in activities, clubs, sports, etc.
5. CTE course attendance, GPA, etc. vs. their peers

**Activity 4.1 (\$44,429)**

**Hire a .8 FTE AVID Elective Teacher.** This will allow us to expand and implement an AVID elective class at each grade level 9-12. AVID is a proven program that incorporates a number of research based student engagement strategies to a targeted population of students. This will help us to close the achievement gap for some of our students fighting poverty sub-group.

**Activity 4.2 (\$8,000)**

**AVID Schoolwide training.** As our High School moves towards a schoolwide AVID approach getting staff trained in the schoolwide system is key to its overall success. AVID has an effective training model. This activity would help to increase capacity within the High School staff and allow us to begin to train our Middle School staff as we move toward implementation there in the future.

**Activity 4.3 (\$3,060)**

**Purchase the yearly AVID curriculum subscription.** To implement the AVID elective it is imperative that the yearly website curriculum resource is purchased. It provides the full year's materials for the elective class as well as a wealth of resources for the school wide approach. It also contains a number of professional development resources that can be used in conjunction with the regular PD model to enhance previous learning and provide additional learning for new staff.

**Strategy #5: Provide tools to students to increase their access to learning. (\$66,767 total for strategy #5)**

We recognize that to ramp up our quality data collection we will need to include the investment in digital tools for students. These tools will provide them with access to learning as well as the assessment systems. In addition an investment in a system for students to track their career related learning will provide them with information for life after K-12 schooling.

**Theory of Action: (Outcome #1)**

If we provide the necessary tools for students to access varied learning options digitally then we will get better data to ensure we are able to provide them with targeted interventions resulting in higher student achievement. In addition giving students digital tools to track their career related learning and develop a portfolio for life after high school will allow them to be more engaged in their learning resulting again in increased academic learning.

**Measures of Evidence for Strategy #5:**

1. Number of student portfolios developed in Naviance
2. 9th grade on track data
3. Student iReady reading and math data
4. Number of students with a dedicated chromebook

**Activity 5.1 (\$61,567)**

**Technology investment of 60 chromebooks.** Thirty chromebooks will be deployed to AVID elective students and 30 deployed to the elementary school on a classroom cart to be used for the new iReady digital assessment system. Students having this technology will allow us to gather data quickly and assess student needs.

**Activity 5.2 (\$5,200)**

**Technology investment in the Naviance system for our high school students.** Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

**PART SIX: Use of Funds**

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**Describe how you will utilize SIA funds to meet students mental & health needs and increase academic achievement and reduce academic disparities for focal student groups (500 words or less)**

Decisions made to fund strategies and activities came from two main sources of information. The first source of information was the collection of student data. This collection came from a number of student data collections and was disaggregated by student demographics. The data indicated a clear need for K-3 literacy improvement and support for student mental and behavioral needs. It also clearly demonstrated a need to make improvements in our student engagement as overall attendance needs improvement. These

indicators areas become even more critical when we break the data down into our subgroups. The disparities become larger.

The second source of information was gathered from our community engagement efforts. This data clearly indicated a need for both academic improvement, but indicated even more a need for additional mental health and behavioral support. When we heard from our subgroup populations their needs regarding these types of supports it became clear there are definite disparities even in the access of mental health and behavioral supports to our varying subgroups of students. Our plan directly uses the SIA funds to address both of these areas based on the data we collected.

- Mental & Health Needs
  - Addition of School Counselors/Behavioral Specialists
  - Addition of a SEL Curriculum
  - Addition of a SEL Assessment system
  - Implementation of a multi-tiered behavior system
  - Creation of a Sensory Room space
- Academic Disparities
  - Addition of an assessment system
  - Addition of a multi-tiered academic support and intervention system
  - Addition of reading specialist support
  - Addition of instructional assistant support to reduce class size and offer additional targeted intervention groups
- Increase Academic Achievement
  - All of the proposed activities above will promote increased academic achievement for all students when funded by the SIA.

**Describe the potential academic impact for all students and the focal student groups based on your plan to use funds (500 words or less)**

As listed above the activities described to increase the academic impact of all students and those focal student groups will be substantial. The development of multi-tiered systems of interventions will benefit all students. Those needing additional support, both academically and mental/behavioral health, will obtain it at the level they need. It will be based on individual students and when an intervention is not working we will have the necessary systems and support in place to provide an additional layer of intervention. The level of behavioral support put into the elementary will provide a significant boost to our most vulnerable populations and give them the strong start needed to help them all succeed. The support being provided to the K-3 for literacy will give them the tools they need to become successful readers. Each level of support in our plan is focused and targeted to directly provide the most support to those needed it the greatest. Our equity lens has allowed us to truly think about how each and every student will access the support written into our plan and we plan to continue to monitor our effectiveness and make necessary changes as we move forward.

**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 support or changes you hope your plan causes ? (250 words)**

We have made some clear choices to fund targeted interventions for our students using these funds. Not all projects and desires were met with this plan. There will be groups and individuals that felt their input or feedback was not heard or seen as valuable. It will be important to continue to provide communication and accept input and feedback as we move forward with our plan. We are also concerned with the amount of engagement from our families struggling to make ends meet, those living in poverty. These are at times the families we struggle to keep engaged. We plan to be intentional moving forward in seeking out this group's input and feedback. Student engagement will be key to ensure we are meeting our longitudinal growth targets. When students miss school they don't perform as well. Intentional efforts will be made to make progress in our chronic absenteeism rate.

### **PART SEVEN: Board Approval**

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The Scio School District Board of Directors approved our SIA Plan during their March 18, 2020 Board meeting.

### **PART EIGHT: Public Charter Schools**

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#### **Describe the process you took to collaborate with public charter school(s) in doing community engagement (150 words or less)**

Our District shared all community engagement materials with our local charter school. We offered to complete presentations to their community in various forms but they felt presenting the material themselves would be more effective due to the relationships they already have with their parents and community. Our leadership met with the charter school administrator to help with review of the feedback received. We have received their plan and feel confident in their approach moving forward.

We have a signed agreement with Lourdes charter school. Our virtual charter schools are not eligible for the SIA grant dollars.

### **PART NINE: Performance Growth Targets**

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In draft format. These will be updated as we move forward with our plan.