

**SIA Grant Application Response Template
for recording district information prior to uploading into ODE Portal**

Part One: General Information

Applicant

School District or Eligible Charter School Name:
Institution ID:4545
Webpage where SIA Plan is posted: www.ehsr3.org

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.)

EagleRidge High School is a Public Charter School located in Klamath Falls and is sponsored by Klamath Falls City Schools. We currently have 173 students from both the Klamath Falls City and Klamath County School Districts. Our student population consists of : 15% Hispanic students; <1% Asian /Pacific Islander; 12% Native American; 4% African American; 68% white. We have 24% of our population on IEP's and 8% on 504 Plans. 43% of our students are direct certification and 78% of our students are on Free/Reduced lunch. (We do offer free breakfast and lunch to all our students.) 1.8% are considered Homeless (McKinney Vento).

EagleRidge High School is representative of all focal groups in the Klamath Basin, as we draw from the entire county. The students that represent focal groups, are representatives of more than one focal group. EHS is strong in the representation and support of all focal groups to ensure equitable access and support in all programs offered at EHS and within the community.

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).

EagleRidge High's primary focus is cultivating positive relationships with our students. We value equitable opportunities for all students and work hard to ensure all students are provided with a safe environment to be who they are and get where they are going. Our small school environment provides this safety and security for our students. We nurture these relationships to ensure students not only gain confidence within themselves, but to gain the academic confidence to be successful in school and after high school graduation.

One of our challenges is providing different educational opportunities for our students. An additional challenge is recruiting, hiring, and retaining staff that have hearts for a charter school and its mission. Funding limits our abilities to provide additional elective coursework and funding also prevents us from retaining qualified teachers for extended periods of time. Due to the limited resources, we are prevented from consistently updating technology, providing additional accelerated learning opportunities, provide relationship building programs for staff to support students, and adding additional instructional platforms.

The SIA grant will provide the opportunity for us to hire an elective teacher; to provide upgraded technology for safety and instructional assessment platforms; to provide additional nursing services; provide additional accelerated learning opportunities and supplies for students; complete a Restorative Justice program implementation with all staff and students to provide additional equitable practices in our school; and to implement Sources of Strength to increase socio-emotional supports for students.

One of the main professional development opportunities that we will pursue is to implement a restorative justice system. Working with Resolve, located in Medford, we will train all staff for implementation of this sustainable program. Restorative Justice incorporates community circles, responsive circles and positive dialogue between students and staff. This allows for students to be heard and to meet their socio – emotional needs. It also builds a safe and connected community where community members can participate in the communication process, growing skills necessary for productive adult life.

Upgrading technology will allow for the deployment of additional assessment programs, such as APEX to use for credit renewal, Derivita to use as an online instructional tool for math and to include Tier 1 supports for our Learning Management System (LMS) Canvas. These programs will also serve to keep students on track to graduate and build educational foundations needed for academic success.

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

By sending out 10 surveys throughout the year, we engaged all stakeholders and focal groups involved with our school to provide input on our programs and provide feedback on the needs of our community. We engaged parents, staff, students, and community partners. We have reached out to parents with surveys, during re-opening planning in June, July, August and after school started in September, November, and again in December at the end of the first trimester. We reached out to our families for an end of the year survey in April. We also surveyed families after every home visit. During staff meetings, we met with staff and compiled feedback on what was needed to improve the educational environment at the school. Finally, we reached out to our community partners (local community college, industry partners and school supporters) virtually to receive their input on what their needs are for future employees and how our school could prepare our students. Depending on the survey we had anywhere from a 30% - 70% response. We realize that this seems like a broad range,

however, we noticed that with all of the changes throughout the year, families were getting survey fatigue! Many times, we called families individually.

When we surveyed parents, we were seeking information on various aspects of mental and behavioral health and academic needs including information on technology, mental health, educational supports, and meals and food box needs. This was important in our planning and adjustment processes for the school year. Data gathered included information on students' instructional and technology needs, determine what were strengths and areas for growth for Eagle Ridge's academic and mental and behavioral health programs and supports and to determine additional community engagement needs. This feedback was critical to our ability to plan, accommodate, and educate all our students and support families in equitable and efficient ways.

Our staff feedback overwhelmingly agreed that there needs to be a better way to have equity and access to all programs. Staff are offered the chance to give input weekly at our staff meetings, and frequently bring up topics and needs for us to address. Staff have requested programs for suicide prevention, student success teams, tutoring, more non-academic clubs and groups, and updated technologies. Also, staff identified needs for training on identifying and removing barriers to success. Our community partners expressed the need for our students to work on their soft skills such as: work ethic, timeliness, and coming prepared to work.

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)

Our engagement with multiple stakeholders is continually improving. This year, we received more responses from parents and improved our outreach to focal students and their families. We also used a greater variety of activities to get input: survey, personal contacts, and interviews. Because we are a small school, some of our groups are only 2-3 students. Our students as a whole, however, represent a very important focal group: students who seek an alternative learning environment and have not experienced success in traditional schools. We need to continue to disaggregate student and family responses but cannot forget that our students come to EagleRidge for a common reason and each student represents multiple focal groups.

Throughout the year, we sent out surveys to families to get their feedback on many different things. We asked about technology needs, nutrition, family supports, home visits, etc. However, we believe that by the end of the year due to the many surveys that were sent out families were getting 'survey fatigue'. We are planning on having more live forums in the future to engage families, students and community members. We will hold them live and virtually to allow for participation from all members. We believe that having live forums will allow for authentic conversations and discussion of topics.

One barrier this year was the tight timeline in completing and submitting our SIA Plan. Due to not being notified by ODE that EagleRidge was eligible to apply independently for SIA funds until late in the school year and with COVID limiting opportunities to virtual only, this was very challenging to gather feedback from all students, families and community partners. EagleRidge did provide multiple surveys and implement a variety of other methods and tools as stated above but looking forward, these opportunities will be more targeted. Given this compressed timeline, limited staff and the unique school year, we feel that EagleRidge did an outstanding job in gathering input from a large representation of our students, families and community. Using tools familiar to our families and staff was integral in gathering the input that we did.

Finally, expanding our SIA planning team to include students and parents will be helpful.

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

We believe creating partnerships is the road to more engagement. One goal is to build community partnerships to provide a variety of new learning experiences and supports. We also would like to partner with Sources of Strength who have the expertise and desire to mentor students. These partnerships would improve and broaden our community engagement. Finally, our relationships with Sources of Strength, Restorative Justice, Take Root Parenting and Advisory Teams for CTE programming will help our students to receive mental and physical support, basic living support, and some job opportunities.

In order to create a more inclusive SIA Leadership team, EagleRidge will reach out to families and students to encourage interest in joining an SIA Advisory Team that meets quarterly. This will ensure voices from more of the focal groups, families and staff are all part of the decision-making process.

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

Continued funding to allow to have these forums and engagement opportunities without having to use the general fund which is extended due to additional expenses. Supporting efforts of non-traditional engagement and allowing schools and districts to share best practices with each other.

ODE has been incredibly helpful in providing us one to one support through the SOESD and through the updated engagement guide. We hope that will continue for 2021-2023.

Additional resources and tools for short-term goals outside of the longitudinal growth targets would be helpful.

WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

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

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

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the [strategies/activities](#) you deployed to engage your community:

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

- | | |
|--|---|
| <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 (Virtual) | <input 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 type="checkbox"/> Partnering with faith based organizations |
| <input checked="" type="checkbox"/> Community group meeting | <input checked="" type="checkbox"/> Partnering with business |
| <input checked="" type="checkbox"/> Website | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Email messages | |
| <input checked="" type="checkbox"/> Newsletters | |
| <input checked="" type="checkbox"/> Social media | |

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).

Surveys

Open House video and list of Community Partners who attended

Home Visit

PPT to Board which is a Summary of Home Visits

Pre-apprenticeship Application

CTE Program of Study Application

Sources of Strength Mentor/Peer Mentor Program

The selected artifacts were chosen as evidence of the work has been done to engage families and community members. Our focal groups realistically represent all of our students. All of our students come to of in need of individualized alternative setting, engagement and support structures. Most of our students represent multiple focal groups. For example, may have an IEP, homeless and ELL student. Therefor the use of surveys, has given us diverse feedback on multiple topics from the overall population and focal groups of our students' families. Having in person/online events such as Student Led Conferences and Open House has allowed us to reach families in a way that is comfortable to them. Interactions with CTE Advisory and Pre- apprenticeships Community Sources was selected as examples of working with our communities and engaging them in the education of our students. Having community partners attend also was a great way for us to engage more families and to provide opportunities and services to them. Home visits engaged many families from our school, with every single family contacted and offered the option to have a home visit.

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.

- 1. Development of an Engagement Plan:** Our first strategy was to develop a thoughtful, thorough engagement plan ensuring all focal groups were included in the outreach. Since we were not applying through the school district as we had done in 2019, we had to design our own engagement plan. The Community Engagement Plan included the: development of parent and student surveys in both English and Spanish to ensure equitable access for all focal groups, conducting targeted listening sessions ensuring all represented focal groups were provided opportunities, creating an SIA planning team, identifying specific students, families and staff that represent each focal group/multiple focal groups to ensure the engagement plan is capturing their input, and developing ideas for ensuring a high rate of return.
- 2. Existing Networks:** Our second strategy was to use existing networks such as our current communication systems that parents and students are familiar with to gather input from focal group students and families. For focal group families, we used surveys and parent nights both virtually and when possible in person as our communication system to solicit input. Parents were used to that system and appreciated the two-way communication it affords. To more fully engage focal group families, we also decided to directly invite focal group families via email and make direct contact through home visits. Interpreters were used to communicate with families if needed. After we sent out the surveys, we followed up with phone calls to focal group families to make sure they received the survey and understood why it was important to fill out. Since parents were used to contacts from the school, it was a natural way to encourage input.

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.

Home Visits as a communications and engagement plan. We visited our families and provided support, nutritional resources, technology and engaged in conversations about what they families needed. We contacted all of our families and told them that we would be conducting home visits and when. Families did have the option to opt out of a home visit, however, very few did. Some of the feedback that we received from the Home Visit Survey was that the families appreciated the effort that teachers and staff made to connect with students face-to-face. We did realize on culturally relevant item, is that even though we were in the time of Covid and needed to socially distance, we should accept food and drink if it is offered. They even stated that in the home visit survey review! We were able to visit the majority of our students.

We held a Facebook live forum at the beginning of August to give families an opportunity to voice their concerns, get questions answered and we were able to provide information of what we were doing and give families a platform to ask questions and provide feedback. We had over 500 individuals view the Facebook live event and had over 50 question interactions with additional emails, phone calls and visits from families.

We held a back to school night for families. We scheduled different times on different days to accommodate families that had to work. We offered these during the day and in the evening. This provided assistance in helping the families help their students with technology, our LMS and what the schedule and expectations for attendance were. We had over 75% of our parents participate in the back to school night for families. We additionally scheduled 5 individual online sessions with families that did not feel comfortable coming into the building. As previous stated our entire population is part of our focal groups and most students are represented in multiple focal groups.

We also had several survey given to families to provide us with feedback on how we could improve our instruction and communication with families. The feedback we received was primarily gratitude for all that we were doing. However, we did receive feedback on how we could improve our communication channels to ensure that all families members were notified of potential changes. These included families with dual households or students that were within the foster care system and frequently changed homes.

Additionally, held information nights at the beginning of the year to help families understand how to use technology and how CANVAS was set up so that they could support their child. This video was posted on our website so that families could review it later as well. We continued to hold student-led conference both in person and virtually throughout the year.

We also sent out emails to families with seasonal letters about what was going on and different activities they and their students could be involved in.

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.*

Collaborative decision-making process: From the very beginning using our in-place collaborative decision-making process, staff was involved in the planning of how funds are spent, not only with the SIA grant, but other grants as well. After reviewing student and family surveys, we discussed what we heard from our families, students and also our staff.

Put all staff on the planning team: Our second strategy was to make our small staff the SIA planning team. Staff then could see and discuss input from students and families and meld that together with their own input to best decide how to spend our SIA and other funds.

Common SIA planning time: Since our staff met weekly, it was a consistent time for us to meet, review goals, look at data, apply our Equity Lens, and plan. In addition, because we are a small school, all teachers and staff had a relationship with each student and could provide unique insights into students' needs and ensure the SIA plan priorities addressed those needs.

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.*

Restorative Justice Community Circles: Allowing staff to talk about how they were feeling, and level of anxiety of re-opening. We used this activity to give the staff an opportunity to be heard, but to also hear how their peers felt. We already have a culture of safety, so staff felt comfortable expressing their feelings.

Staff work sessions: These work sessions were used to analyze the data received and discuss what we heard through the data. Staff members were also free to share experiences, new digital tools, struggles and victories in the implementation of the digital tools.

We will be conducting individual empathy interviews with the staff in the fall. The Circles and Sessions during this past year were powerful tools to bring forth transparency and authenticity to our conversations about re-opening and the needs of the staff.

COLLECTING AND USING INPUT

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

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

We have realized that we will continue to actively learn as we circumnavigate all that we face. We developed that plan knowing that we would continue to need additional electives for students. In a survey that we gave in November of 2019, families stated that they would like to have additional electives, specifically a foreign language. Due to an IT transition, I no longer have access to the exact percentage of responses that wanted a foreign language to be taught, however, the responses were a catalyst for us to pursue this in the initial SIA grant request. We also knew that would need to increase our skillsets in Restorative Justice to help with the re-integration process with our students back to full-time school. Although it is not re-integration in a criminal way, the techniques used in the Restorative Justice process will allow for us to develop open communication channels with our students as they come back to school.

Consistency in our digital platform is the key to help our students make the transition back to in-person learning. The consistency is needed by families, students and staff to prevent confusion and the unnecessary stress of learning something new every year. One of the things we learned is even though we provide a stable platform and the technology to be successful, we need to ensure parents and families understand how to use it and how to navigate the systems effectively. The engagement sessions at the beginning of each term were very helpful in fostering this learning curve for families.

Over 50% of our families stated that their students need supports in dealing with stress, building self-confidence, setting goals and being more organized. We believe that through this information, there is a need to foster and support family engagement and supports for home and family supports. There will be parenting programs, parent forums, opportunities for families to learn (hand's on) Canvas and other digital programs, student led-conferences and open houses for our families. These opportunities will also include local community support representatives available for questions, resources, and support for our families.

Part Four: Data Analysis

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

After reviewing the data from all of our sources we extracted these key points:

1. It was noted that overall, EHS was a safe and respectful environment. It was also noted that families felt welcomed and included.
2. Continue to provide additional electives.
3. Develop and clearly defined career pathway for students to be included in curriculum 9-12.
4. Provide additional socio-emotional supports for students and families.
5. Continue to provide accelerated learning opportunities for students.
6. Continue to update and support technology needs (i.e., new computers, offer hotspots for internet connectivity, etc.).
7. Provide in-person learning opportunities when possible.

Based on our report card data, our on-time graduation rate has dropped by 7% and our 9th grade on track is below 80%. Using this data guided our decisions to use our SIA funding to provide additional

engaging electives, provide additional support in socio-emotional, health and technology. Additionally, using restorative practices to keep students in school and engaged.

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?**

EagleRidge High School would like for our students to have equitable access to additional learning opportunities. It is necessary to ensure students have the appropriate guidance to access these courses and a defined pathway to give them access to their future. Additionally, provide online learning opportunities for credit renewal, with instructional supports for families to help them understand and navigate these programs.

We will partner with Klamath Falls City Schools to provide additional nursing services for our medically fragile students. This will ensure our students receive the necessary medical supports to ensure they are safe at school.

EHS will partner with RESOLVE for Restorative Justice Training. This will be a three-year process to allow for full integration of the program within our school and for it to become a part of our culture.

Outcome: Provide additional electives for students to lower class sizes and provide additional course opportunities.

Theory of Action: If we provide more electives for students, THEN teachers will have lower class sizes and be more able to provide additional educational opportunities, AND students will be more engaged in their learning.

Tied to Activity: 1: Hire a .5 Foreign Language Teacher

Outcome: Provide equitable access to learning opportunities.

Theory of Action: If we create career pathways for students, THEN teachers can guide students in exploring areas of interest, AND students will have a broader more meaningful educational experience

Tied to Activity: 4: Provide tuition, books and fees for increased attendance at local colleges.

Outcome: Invest in technology to provide assessment tools to evaluate the needs of our students and provide appropriate interventions to ensure academic success. Increase availability of technology as a tool of learning for all students.

Theory of Action: If we provide assessment tools to evaluate the needs of our students, THEN teachers will be able to offer appropriate interventions, AND student learning outcomes will improve.

Tied to Activity: 5- Digital licenses for online learning modules: Dervita, Canvas, Pear Deck

Outcome: Provide additional accountability and recording of health and medical well-being for all of our students, especially our medically fragile students.

Theory of Action: If we provide additional services for our complex and highly complex students, THEN teachers will have more support, AND complex and highly complex students will be more successful in their learning.

Tied to Activity: 3- Add .05 FTE Nursing services

Outcome: Develop and implement strategies for student engagement that is culturally responsive with an empathetic, equitable lens and develop common language and practices.

Theory of Action: If we create a culture of safety and well-being for all adults, THEN teachers will provide the same safety and well-being for students, AND student mental health and academic achievement will improve.

Tied to Activity: 2- All Staff to be trained in Restorative Justice and additional PD related to the restorative justice process

Outcome: Develop and implement strategies for student and adult engagement that is culturally responsive with an empathetic, equitable lens and develop common language and practices.

Theory of Action: If we provide strategies and resources for the parents/guardians of our students, THEN parents/guardians will have the tools to cultivate positive relationships with their child, AND school will see a transformation in parent and student engagement.

Tied to Activity: 6: Stipend to Staff to provide after school and evening learning opportunities for students and families.

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 provide more electives for students, THEN teachers will have lower class sizes and be more able to provide additional educational opportunities, AND students will be more engaged in their learning.

If we provide additional services for our complex and highly complex students, THEN teachers will have more support, AND complex and highly complex students will be more successful in their learning.

If we provide assessment tools to evaluate the needs of our students, THEN teachers will be able to offer appropriate interventions, AND student learning outcomes will improve.

If we create a culture of safety and well-being for all adults, THEN teachers will provide the same safety and well-being for students, AND student mental health and academic achievement will improve.

If we create career pathways for students, THEN teachers can guide students in exploring areas of interest, AND students will have a broader more meaningful educational experience.

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

1. **Employ a Foreign Language Teacher**
2. **Train Staff in Restorative Justice**
3. **Provide tuition, books and fees for all students to attend local colleges.**
4. **Digital Licenses for online learning frameworks and learning tools**
5. **Provide after school learning supports**
6. **Provide engagement opportunities for families**
7. **Add .05 FTE Nursing services for our medically fragile students**

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

1. **Employ a Foreign Language Teacher:** the study of a foreign language not only teaches

students new communicative skills, but also provides a learning experience of a different culture and society. It will move the students through projects beyond the classroom and help to understand the different cultural experiences around them.

2. **Train Staff in Restorative Justice:** The Restorative Justice process seeks to strengthen relationships and build community by encouraging a caring and community climate. These relationships are instrumental in building resilience and establishing social responsibility.
3. **Provide tuition, books and fees for all students to attend local colleges:** Equitable access for all students to accelerated learning opportunities is essential for a student's growth and future. Providing equitable, personalized learning experiences enables students to collaborate with our Graduation and Student Success Coach and take ownership of these learning opportunities through flexibility and choice without being deterred by absence of resources. This provides students with the specific guidance and tools they need to be successful.
4. **Digital Licenses for online learning frameworks and learning tools:** Solid digital frameworks are essential to provide consistent delivery of instruction and efficient communication. It is also important to not only provide these digital frameworks but ensure students are proficient in using them AND so are their families.
5. **Provide after school learning supports:** Unfinished learning and the need for credit renewal, as a school we need to provide additional time after school for students to build on skills, resources and lived experiences over the past year to show proficiency in unfinished learning and credit renewal opportunities.
6. **Provide engagement opportunities for families:** It is important to partner closely with our families and community to build empowering and equitable relationships to support our students. We will engage our families with a program, Take Root Parenting, which provides tools, resources and training to promote positive Communication between a parent and a teen. There has been a decline in parental involvement, especially with families that are experiencing poverty. The key to improve parental engagement is to provide assistance in helping parents understand what their student needs to be successful, how to effectively communicate with their teen, and what they need to be able to successfully complete high school.
7. **Add .05 FTE Nursing services for our medically fragile students:** There is a need to ensure our medically fragile students have developed individualized healthcare plans and to have a qualified nurse to develop and monitor the plans.

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?**

Employ a .5 Foreign Language Teacher:

All Staff to be trained in Restorative Justice and additional PD related to the restorative justice process

Provide tuition, books and fees for increased attendance at local colleges.

Digital licenses for online learning modules: Dervita, Canvas

Provide after school and evening learning opportunities for students and families.

Add .05 FTE Nursing Services

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?**

We will be continuing to employ a .5 FTE Spanish teacher and have established a sustainability fund for future employment without using grant funding.

The Restorative Justice process will be combined with ESSER II funds, Title IV-A funding and general funds for implementation and three year sustainability.

Providing books, tuition, fees and resources to all students to attend local colleges will be combined with Measure 98 funding and general funds if necessary.

Digital licenses for online learning: We will continue to use Derivita, and Canvas (Tier 1 support).. This is not combined with any other funding.

Afterschool unfinished learning and credit renewal opportunities. This will be combined with ESSER II funds and Measure 98 funding.

Parental Engagement Forums, trainings and learning opportunities. This will be combined with ESSER II and ESSER III funds.

Nursing Services: This is not combined with any other funding.

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

We will be continuing to employ a .5 FTE Spanish teacher. This activity will be supported by the high school and administration. This will be an on-going program that will increase in FTE as the need for upper level Spanish is required. We will monitor the program each year to determine student interest and engagement.

The Restorative Justice process will be combined with ESSER II funds, Title IV-A and general funds for implementation. This process will involve the entire staff at EHS. Resolve Center for Dispute Resolution and Restorative Justice will be implementing the activities. This process will be implemented over three years. After the end of each year, there will be a reflective piece to determine how we will move forward in the process the following year.

Providing books, tuition, fees and resources to all students to attend local colleges will be combined with Measure 98 funding. The Graduation and Student Success Coach (funded by Measure 98) is responsible for ensuring that all students have equitable access to courses at KCC or OIT. The coach will also ensure all students have the necessary resources to be successful in those classes. Students are monitored throughout the semester to ensure they are being successful in their classes. If needed, they are coached to access the tutorial resources available at the colleges, or to come into the high school for additional supports.

Digital licenses for online learning: We will continue to use Derivita, Canvas (Tier 1 support). This is not combined with any other funding. The Dean of Curriculum and Instruction is responsible for ensuring the teachers and staff are using the programs with integrity. The Dean is continually working with staff to ensure the effectiveness of the use of the digital platforms.

Afterschool unfinished learning and credit renewal opportunities. This will be combined with ESSER II funds and Measure 98. There are three teachers that will be providing these after school learning opportunities. These opportunities will be offered three times per week. This strategy will be monitored yearly by identifying those students that have unfinished learning and are in need of credit renewal opportunities. Additionally, students that are in need of additional learning time will be invited to attend these after school learning opportunities. Bi-yearly reflective analysis of the program will be completed by the teachers involved and shared with the staff for input and feedback on how the program can improve.

Parental Engagement Forums, trainings and learning opportunities. This will be combined with ESSER II and III funds. The Home and Family Engagement Coordinator will be responsible for scheduling forums, Take Root Parenting classes and learning opportunities to educate parents on school tools and resources. This is a continuous process of evaluation based on the expressed needs of our families and their needs.

Nursing Services: This is not combined with any other funding. The Klamath Falls City Schools is responsible for the implementation of this service. It is strictly based on what the district expects our school to fund for the services to medically serve our medically fragile students.

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

We will monitor the foreign language class yearly to determine student's engagement and desire to continue with the program.

The impact of the Restorative Justice process will be measured (upon completion of the program) by the decrease in suspensions, disruptive behavior and the building of positive communication and culture within the school. We will continually look at the data surrounding referrals, suspensions, etc. However, in the future, we will also evaluate the impact of this process through empathy interviews with our staff and students.

As students access the classes at the local colleges, they are monitored throughout the semester to ensure they are being successful in their classes. If needed, they are coached to access the tutorial resources available at the colleges, or to come into the high school for additional supports.

The Dean of Curriculum and Instruction will continually work with staff to ensure the effectiveness of the use of the digital platforms.

A bi-yearly reflective analysis of the after-school program will be completed by the teachers involved and shared with the staff for input and feedback on how the program can improve. The program will also be evaluated during the Student Success meetings to determine how it can increase supports with our students that are needing additional encouragement.

The evaluation of our family programs will happen after every event. This is a continuous process of evaluation based on the expressed needs of our families and their feedback on the programs and information we are providing.

The nursing services that are provided by KFCS will be evaluated by the district with input from the EHS administration.

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 intended cause has and will always be to equitably support our students, staff and families and provide them with the best resources, opportunities, and encouragement as possible. This funding will help us to do this better and provide more opportunities and programs than we have previously. Therefore, our intended cause would be to ensure the culture of safety, respect and hope is maintained.

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

The resources that are allocated in our plan supports our overall continuous improvement plan at EHS and are aligned to the Quality Education Model goals. Therefore, the primary focus will be on all activities to ensure they are implemented with integrity.

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.

Employ a .5 Foreign Language Teacher: This will be continuous over the first three year.

All Staff to be trained in Restorative Justice and additional PD related to the restorative justice process. This will be continuous over the first three years. It is a three-year integration process.

Provide tuition, books and fees for increased attendance at local colleges. This will be continuous over the first three year.

Digital licenses for online learning modules: Dervita, Canvas, Pear Deck. This will be continuous over the first three year.

Provide after school and evening learning opportunities for students and families. This will be continuous over the first three year.

Add .05 FTE Nursing Services This will be continuous over the first three year.

All of these activities need to be sustained throughout the three-year timeline.

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)?

If there was a need to shift funding, we would continue with those services that supported students: Opportunities for access to KCC and OIT; After school learning opportunities; Digital platforms; and nursing services.

We would cut back: Restorative Justice Process (spread training over 5 years); Have more family engagement opportunities that do not require funding or limited funding; cut back foreign language teacher to .4 FTE.

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional [SIA Integrated Planning Tool](#) as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

BUDGET

*Upload a completed SIA budget template.
ODE will release an SIA budget template in late January 2020.*

EQUITY LENS OR TOOL

Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.

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

EagleRidge High School used the Oregon Equity Lens to inform and clarify its plan. The Oregon Equity Lens was used to inform priorities, matching data to the selected strategies and activities. The EHS administrative team and staff worked together with families and community members, that represented focal groups, to answer all of the questions on the Equity Lens. EHS team determined these questions would best determine if the proposed activity would decrease the achievement gap for focal groups and eliminate the barriers. EagleRidge High School is moving forward with investments that work to eliminate opportunity gaps for focal groups, reduce academic disparities and allow for modifications or enhancements so that the individual learner’s needs are met for all of our students.

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.

While asked for at the time of submission, ODE will not consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met. ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.

Include in this section:

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

Part Six: Use of Funds

ALLOWABLE USES

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

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

- 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

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

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

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

- 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

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.

EagleRidge High School will use the SIA funding to reduce class sizes by increasing available electives for students. We will also be expanding the availability of an equitable learning experience by providing opportunities for all students to be involved in taking career pathway courses of their choice. These courses, fees, transportation, and all costs associated with these classes and/or certifications will be paid for by EagleRidge High School. This removes any barriers for students of not being able to participate. It also provides opportunities for the trades to be explored for our students. There was a 22% increase in students attending classes at Klamath Community College and Oregon Institute of Technology in the 20-21 School year.

Adding committed nursing services, two hours per week, will help in the collection of data and assisting in any training of staff necessary to better serve our student population.

The implementation of Restorative Justice with our students will provide socio-emotional support and increase the skill set needed to be productive in our community. It will further solidify our culture of relationships and respect with our school.

Increasing the use of technology in our school will better prepare our students for the workforce after graduation. Technology is one of the largest growing industries globally. Teaching our students to appropriately use technology, develop skills, and earn the certifications that will equip them to become fluent in this industry will benefit them.

We are a small school and the changes that we implement with the funding will affect all our students. We identify the needs of our students through data, communication between teachers, families, and with student input. We can individualize our curriculum and educational opportunities to meet the needs of our students. The additional funding will allow us to expand these opportunities and be able to prepare all our students, especially the ones in the identified focal groups.

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).

The academic impact for all students is that it will provide access to additional supports and engagement opportunities. Even though ODE wants specific information on students that represent specific focal groups, inclusively ALL OF OUR STUDENTS are representative of focal groups. The majority of our students represent multiple focal groups within our population, therefore focal group representatives are not entirely separate students.

In the CTE courses provided at EHS in the 20-21 school year, over 50% of our students enrolled in those classes. Of those 50% of students 41% of those students were on IEP's and/or a 504 plan. 60% of those students were students of color. As we reviewed our data, we noticed that historically our students of color fell well below 80% for being on track after the 9th grade. Since our numbers can fluctuate with just one or two students, it is important to ensure that all of our students of color are monitored for success. In the 20-21 school year, our students of color that were on track to graduate was at 55%. We will use the SIA funds to track these students and encourage them to attend the additional academic support that we will provide in after-school programs. We believe that early identification and placement of support will have a positive impact on students' academic success. Another focal group that we have is a large number of students on IEP's and 504's. Of the students that accessed the CTE courses, 12% of those students were not successful in the classes. Although this does not seem to be a large number, ensuring those students have access and the support needed to be successful is a priority.

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)

Students in many charter schools have less social capital, educational and job opportunities, and services. By focusing our plan on providing health services, creating a well-rounded education, and life success skills, we plan to reduce those disadvantages. Our hope is that we see accelerated academic and social growth from our students who have been underserved and underperforming for most of their school lives.

Barriers to success could be staff biases, student confidence, competing needs such as work, and low expectations from parents and community. The goal of our plan is to eliminate academic disparities and opportunity gaps. We want every student and family to know and feel that they are safe, valued and significant at EagleRidge High School.

Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL

1. *Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.)*
2. *Share the link where the plan exists on a public website.*

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

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

- Yes
 No We are a public Charter School.

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 We are applying on our own as a public charter.

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

- X Yes
- No We are applying on our own.

COLLABORATION

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

There was no outside engagement with other charter schools while developing this plan.

AGREEMENT(S)

If applicable, upload charter school SIA specific agreement(s). Upload multiple relevant.

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 recommendations from the Quality Education Commission](#) (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.