

Part Two: Narrative (Application)

Part One: General Information (Application)	
School Year	2019-2020
District	Reedsport School District 105
Webpage (<i>Where SIA Plan will be Posted</i>)	www.reedsport.k12.or.us
Contact Person	Jon Zwemke

Part Two: Plan Summary (3-6 paragraphs):

Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students.

Reedsport School District serves approximately 650 students in Douglas County. There is a K-6 elementary and a 7-12 Community Charter School. The highest concentration of students in the district is at Elementary School with approximately 350 students.

The student body demographics are:

- White 81%
- Hispanic/Latino 9%
- Multiracial 7%
- Black/African American 0%
- Asian <1%
- Native Hawaiian/Pacific Islander <1%
- American Indian/Alaskan Native 1%.
- Students with disabilities 23%
- Economic Disadvantaged 89%
- Ever English Learners 1%
- Shelter Deprived 25%

The Reedsport School District student enrollment has gradually decreased for the last five years. Special Education, poverty, family mobility, and low-income housing numbers remain consistent or have grown slightly. Our students across all subgroups have underperformed in ELA and math over the same five-year period of time. Regular attendance for all students has demonstrated growth.

In reviewing our student achievement data from 2018/19, we have determined that our 9th grade on track has increased slightly, graduation rate increased slightly, and both ELA and math increased slightly in 2018/19. All of these categories are still below the state level and in need of additional improvement. Through the SIA plan, the CIP plan and other district improvement initiatives we have developed targets and strategies to address student achievement gaps and disparities for underachieving student groups and especially those groups named previously who have historically performed lower than their peer groups. We are determined to improve our ability to teach and support all students, thus we are seeking to develop multiple pathways, K-12, to each student's success for postsecondary education, careers and life readiness outcomes.

Based on the student achievement data and the survey feedback we received through community engagement, the School District has identified the greatest needs for additional resources in the areas of mental health counseling, social/emotional counseling, parent/community communication, and improving the positive school environment. One major area of academic improvement for the District is math achievement of our students. Their scores lag behind the "all" state average significantly. Investing in improving outcomes in math is critical to the success of our students. In addition to math, disparities in achievement exist in nearly every measure of achievement. The time has come to eliminate these disparities. One major challenge we are facing is student social/emotional/mental health needs. Supporting our students' mental health and providing additional supports for behavior will be important to improving academic outcomes, including reading. Supporting mental health should also improve other key metrics such as 9th grade on track and on-time graduation.

To accomplish this, the district needs a strategy to employ these new resources effectively. The District's overarching strategy for improving achievement and mental health outcomes is to update, expand, and/or develop targeted systems for support that encompasses mental health, academics, and behavior. While there are some elements of support in place for behavior and academics, systems need to be improved, implemented more consistently, and require more resources to adequately support students. The District has few existing supports for students' mental health. We need to add to what is in place and develop a support system that effectively and systematically deploys resources.

Finally, with the COVID pandemic impact on the community, child care has become an important need. Families cannot take time from work to stay at home with children who are attending school remotely in their homes. This has created an absence of adult presence in many cases to children while they attempt to attend school. This has largely been anecdotally realized through social media, email, and phone calls to school offices.

Part Three: Community Engagement and Input (Application) Describe your approach to community engagement. If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

The District engaged families, students, staff and community members in a variety of ways over a time period of fifteen months (June 2019-August 2020) . We conducted surveys during district-wide events, staff meetings at each building, social media interviews, school board meetings, and work sessions. The goal of each of our engagements was to evaluate our situation, identify barriers to academic success and root causes of academic disparities, as well as ideas for addressing these barriers and best supporting our students. The key information consistently aligned between our strategic planning process, community forums and surveys.

Through partnerships with ESD, multiple programs under guidance of ODE, the Rural Schools Network, Family Resource Center, and Homeless Liaison we engaged staff, community, families and students including: students and parents with disabilities, students and parents navigating poverty, LGBTQ+ students and parents, homeless families and foster care parents and students. We are approaching community engagement as a long-term relationship building process. As we implement our action plans, we will continue to engage students, families and staff in ongoing feedback to ensure programming and supports meet their needs.

First, in June 2019, we gathered a staff team consisting of a blend of admin, classified, and certified members to analyze our needs for the district. We operated under the comprehensive improvement framework and did a district level needs assessment. Nearly all categories scored very low which indicates there are multiple opportunities for us to grow and expand our service to improve student's achievement and outcomes. In January 2020, we reopened our elementary school building with staff members at the Re-Opening School Event. The focus of the was to visit with community, staff, and students about needs of the district to determine what supports we needed most. (Over 100 results were recorded.). In June and August 2020, we again surveyed community wide to learn the newest needs to our school as the COVID pandemic had set in and changed our school programs. While generally asking for the same supports, we did observe a decrease in some family's willingness to return to the school building with a preference to access learning remotely. Surveys were advertised across a variety of platforms and remained available for one week in each case. (200+ results each)

What relationships and/or partnerships will you cultivate to improve future engagement?

The District's intent is to bolster relationships with all stakeholders, and to specifically improve channels of communication with our traditionally underserved populations. Improving services for families navigating poverty or homelessness and understanding their needs is critical. Part of our SIA investment is expanding communication through different access methods for families.

Additionally, we will continue to work in partnership with our ESD to develop communication strategies for engaging our community. The District also recognizes one of the areas that could be

improved upon is creating a better understanding of equity within our community. Support from ODE or through ESD about how to conduct that level of instruction with these families and students is critical.

Finally, there was clear need for childcare in the community realized as a result of the COVID outbreak. Working with ORCCA in the neighboring county and several community business partners (Lower Umpqua Hospital, City of Reedsport, Central Lincoln Public Utility Board, etc.) we hope to rebuild a connection and create support for a child care system in Reedsport. The school district has space available for this to occur but needs time plan and develop a program with the help of these partners. It is likely to be a 2-3 year process to establish and roll out this level of support. Working with these partners will require time but will increase the likelihood of success.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements?

As mentioned previously, professional development from ODE or through ESD related to informing and instructing our community about equity is an area in which support and additional resources are needed. As a side project, we installed a new SIS for the district and our hope is to leverage that as an additional tool to communicate with families. We are aware that our district's geography creates barriers to families being able to access typical technology and we must continue to use a wide variety of tools to gain access to families and learn their needs (mailings, emails, phone calls, social media, etc.)

Once the SIA engagement process has been executed during this initial year of funding, the District will benefit from learning more about the successes of other districts. We will have an invaluable opportunity for our own growth and development by learning "best practices" related to stakeholder engagement from colleagues around the state and ODE.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

Our data shows that the following categories of individuals were included in our research and data collection about the district needs.

- Students of color, with disabilities, who are emerging bilinguals, and those navigating poverty, homelessness, and/or in foster care.
- Families with students of color, with students with disabilities, with students who are emerging bilinguals, and with students navigating poverty, homelessness, and/or in foster care.
- Licensed and classified staff
- Community Based Organization, School volunteers, community business members, and community leaders

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- Surveys

- Community meetings
- Email and in-person feedback
- Social media posts and responses
- Regular staff meeting feedback

Evidence of Engagement

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

These artifacts demonstrate community input and evaluation of the current state of the district. There is opportunity to grow in pretty much any area we wish to pursue. Community, staff, students, and all subgroups are represented in one artifact or another.

First - This survey was an initial request to learn the needs within the community. It was conducted in January 2020 with over 100 responses and indicated several specific needs for the district to focus on.

Second - This weblink goes to Survey Monkey analytics and is the June 2020 data showing need under the current COVID conditions. We learn that child care and support for students at home is a high need from this data. (200+ responses)

Third - This weblink goes to another Survey Monkey analytic tools and is the August 2020 data showing need under the current COVID conditions. We learn that child care and support for students at home is a high need from this data. (200+ responses)

Fourth – The District’s June ’19 CIP self-evaluation. A staff team of admin, licensed, and classified members (13% of our staff participated) self-evaluated the district’s performance for the purposes of identifying areas of need. We learn that we have growth opportunities in all areas.

The fifth artifact shows the level of need in the district through the academic outcomes we see. The at-a-glance report card is not atypical of the results we experience and indicates that all areas of education need to be served and improved. It does not show as clearly the amount of trauma of mental health need but we know this exists other data sources and surveys.

The sixth artifact contains the pre-approved school board meeting minutes where the South Coast ESD equity framework was shared with board and community for discussion.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used.

Strategy 1: Group Meetings

Several variations of this occurred. School Board meetings (both virtually and in-person) with community comment provided anecdotal information and data. Both licensed and classified meetings were also held to collect feedback and concerns. Stakeholder groups were also used to

discuss specific problems and consider possible solutions or generate ideas for future consideration.

Strategy 2: Anonymous Digital Connection

The second strategy we used was anonymous digital connection. Staff, students, parents and community members were involved in three separate needs surveys. This was important because not everyone can come to meetings, and we wanted to bring as many voices as possible to the table to help us develop the SIA plan. This method allows a sense of security in answering in the case that anyone might have felt uncomfortable speaking in front of other people. We also felt it was important to be able to disaggregate the data that was coming via electronic sources, so we could make sure students and their families were adequately represented. In all, over 500 responses were obtained in this manner.

Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used.

The District administered electronic surveys to all stakeholder groups resulting in over 200 students being represented from the results in addition to other stakeholder participation.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used.

The District used every opportunity possible to engage our 80+ staff members. Our first strategy was to reach out to them in ways/venues that already existed and would be most authentic. For example, Inservice events, community sporting events, and existing staff meetings and professional development days were used in various ways to deliver information and gather input. Additionally, representatives from various employee groups were selected to serve on committees and work groups (i.e Continuous Improvement Planning, School Improvement, and District Leadership Team) whose work directly informed our plan. We recently created virtual “Lunch with the Superintendent” as an open Question and Answering session to increase opportunities for people to participate with others in discussing relevant topics.

The second strategy involved electronic surveys. In an effort to engage all district staff in the need’s assessment, we did an electronic survey to distribute to all staff. These two strategies collectively allowed for the input of all staff and a deeper level of engagement for a large number of staff.

Describe at least two activities you executed to engage staff. Explain why those strategies were used.

Our Continuous Improvement Plan, School Improvement, and District Leadership Team referenced earlier in this application, are part of a process that ran simultaneously to our SIA input-gathering process. As is always the case, it was critical to the success of the process to have administration, certified and classified staff representatives on that focus group. Several staff members were active members of that work group and participated in the Strategic Planning Design meetings that were held June of 2019 through current.

In addition, we also sought input from all 80+ staff members of the District. We met with staff members in the inservice, staff meetings, virtual lunch with superintendent, and in small work teams. As needed to ensure full participation of staff, we provided extended pay to compensate those who would not be scheduled to work during staff meetings and meetings on early release days. The CIP survey was emailed surveys to every staff member in the District with the intent of getting 100% participation. The CIP team met to discuss the results of the survey and complete our district self-evaluation.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The needs of the staff and community have changed drastically in the wake of COVID. Where before, we saw a general need for SEL and Trauma informed care, we now see a strong call for student mental health, parent child-care support, and communication that overcomes all access barrier. Focusing on getting student back in the classroom and accessing supports is an urgent call from the community.

This is in juxtaposition with the concerns of staff returning to the buildings until the COVID crisis has subsided. Attending to a balance of safety for all which would require remote learning AND a need for all students to have access to supports which requires onsite learning is the important pair of learning we are dealing with at the moment

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making.

The Reedsport School District considered several publicly available data sources such as SBAC results, State Report Cards and Detail Sheets, chronic absenteeism, Oregon Healthy Teen Survey, discipline data, grades, and Community Needs Assessment data. One major source of data was the state report card for the district. We used this source because it contains a built-in equity lens. Another major source of data came from our extensive community engagement process that included students, staff, parents, politicians, secondary education representatives, business owners, and other community members. All of these data points were reviewed in summary, but were also disaggregated to highlight disparities between groups. From examining this data, and applying the SCESD’s equity framework to our thinking, our gaps and disparities in student achievement and success became obvious. The needs that were presented to us from our community engagement process largely mirrored the needs that emerged from reviewing data related to student achievement, behavior and mental health. That alignment provided clarity for our needs and our plan to improve district-wide. The identified needs, gaps and disparities are addressed in our Comprehensive Improvement Plan and our Student Investment Application.

Part Five: SIA Plan

- Three Year Plan		
Plan Year	Strategies	Activities
Year 1	<ul style="list-style-type: none"> • Create a Student Support Specialist role and SEL system • Engaging Community partners • Hire Nurse & Contract Teletherapy • Continue SRO 	<ul style="list-style-type: none"> • Partner with UO and SCESD SEL training program to increase age appropriate skills • Partner with Head Start to engage parents – especially those of preschoolers as we plan for year 2 • Provide staff training in SEL • Engage families in services provided by the school and/or community
Year 2	<ul style="list-style-type: none"> • Start a preschool program 	<ul style="list-style-type: none"> • Expand a system for SEL/Mental Health pk-12 • Additional time for learning/SEL support
Year 3	<ul style="list-style-type: none"> • Assess the success of our SEL program • Provide focused interventions based on student needs 	<ul style="list-style-type: none"> • Develop a short-term data evaluation cycle tool with agreed upon formative assessments • Utilize attendance, behavior and learning data to select student focused interventions

Outcome: Improve the mental and behavioral health of ALL of our students and their academic outcomes by providing SEL and health support in a trauma informed system and adding extra educational time and opportunity by starting a pre-school program.

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work.

The SCESD Equity Framework has been a part of the discussion throughout the process, and guided our decision making throughout the community engagement. We have and will continue to ask which stakeholders have been included in feedback and planning. We want to increase our capacity to engage and listen to how best serve our underserved students. Authentic feedback is important as it help us identify and address root causes for disparities, as well as unintended consequences or bias in our planning and implementation.

Part Six: Use of Funds

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

- Increasing instructional time
- Addressing students' health and safety needs
- Expanding availability of and student participation in well-rounded learning experiences.

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Our primary effort in this plan will be to identify and support students who are struggling using SEL trained staff, nursing and SRO services, and a staff culture of reconnecting and re-investing students in school, themselves, and as part of the broader community. We must quickly make progress on our academic goals but that will not be successful for all students until we have them engaged with the school. WE will also use the first year to work with ORCCA and community partners to reestablishing pre-school and early childhood programs within our community.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan.

There are many aspects of the plan that support all students while significantly impacting the focal students. A universal approach will be developing guidance for multiple pathways to success to support each student from grade 6-12. In another area, we will develop plans with supports and celebrations at all levels of the K-12 system. Our data reveals the biggest schoolwide gains we need to achieve are in the area of math --therefore we have targeted supports to begin at this level. It is our goal to close achievement gaps via our implementation of best practices, supports for students, and attention to every student's need.

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?

There are many barriers and risks to effectively serving the focal students. Focusing on students SEL, mental, and behavioral wellbeing might indirectly reduce the value of academic rigor that the school district has attempted to demand. We can see from our results that the demanded rigor has not been successful and we need to return to a caring, supportive role with our students before we can push them forward along rigorous paths. We are also assuming the we will be able to find and hire a nurse with this investment.

Another risk would be not executing the plan properly. It is a big undertaking to add new staff members to a small district, in high demand positions that don't currently exist. Another risk is not maintaining the focus on our students who accelerate in learning and need to be challenged. While we focus on underachieving student groups, we must also provide supports for our students in the middle and on the highest end of student achievement as well. This leads to political risk, which is always a potential barrier to serving the focal students. There are many voices with significantly more social capital than some of the focal students and their families that may put barriers in place to serving students who most need support. And finally, we must all believe that each student can and will be successful when given the opportunity. Being able to overcome our own implicit bias, both for us as individuals and as an entire district and community. Implicit bias is subconscious and often runs counter to our conscious beliefs or intentions. People often struggle to see that their bias is impacting their actions. We will need to focus on our individual backgrounds and beliefs and why we act or respond the way we do to others in order to understand when and how we will connect to others backgrounds and beliefs in a positive and productive manner.

Do you sponsor a public charter school? Yes. Reedsport Community Charter School is our only 7-12 grade offering for the district.