

Student Investment Account Grant Application Template (Optional)



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020-21
District	Riverdale School District
Webpage (Where SIA Plan will be Posted)	https://www.riverdaleschool.com/SIA
Contact Person	Name: Jim Schlachter Email: jschlachter@riverdale.k12.or.us Phone: 503-262-4840.

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. 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. Please include:

- The 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 and behavioral health needs and reducing disparities and increasing academic achievement).

The three-year Riverdale SIA funding plan is aligned with the district's 2024 Strategic Plan, the 2020-23 Continuous Improvement Plan, the expectations communicated for appropriate uses of SIA funds and the input received and evaluated by the SSA Advisory, district administration and Riverdale School Board.

Of the four areas identified for SIA fund use, student, community and staff input identified Health and Safety and Well-Rounded Education as the two appropriate areas for the students in the Riverdale School District.

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Within the roughly 650 student population of our district, students with disabilities and also students on 504 plans were identified as those in need of support around academic performance. To that end, support for these students, as well as any student struggling academically have been identified and prioritized.

The area of behavioral and mental health is a K-12 concern that we are addressing at both of our schools. The student perception data collected through the YouthTruth survey administered in January 2020 supported the observations and data that our school administration, counselors, parents and teachers provided regarding the increased unmet needs of our students in the area of social-emotional, mental, physical and behavioral health.

The academic success of our focus population, as well as all students in the district, will be greatly enhanced through needed curriculum renewals that provide resources that support students with disabilities and those struggling academically. Support for curriculum renewal and associated staff development is an important part of our efforts to meet identified student needs.

At the high school level, we identified the need to advance career readiness for our students. Currently, a primarily college focused advisory program does not meet the career and non-college pathways exploration needed by our students. Support for career exploration will be supported with our SIA funds.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- 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

(250 words or less)

Riverdale School District received community engagement by connecting with groups and populations that make up different components of the district. Groups the district engaged with were students with disabilities and their families, licensed staff such as administrators, teachers and counselors, classified staff such as paraprofessionals and office support, as well as community leaders, community-based organizations and school volunteers such as school board members and PTC members. Feedback was captured by the YouthTruth Student Survey, social media, in-person forums, emails, district website, unions, school board meetings, community-based partner FACT Oregon and the Student Success Act Advisory Group to the School Board. The SSA Advisory Group is made up of a variety of stakeholders such as board members, RSD staff, students and parents. Collected YouthTruth Survey information from school community members was frequent and completed from December 2019 to January 2020. To ensure engagement by staff, the survey was given out during an all staff meeting in January 2020. For students, remaining staff and community members, there were reminders

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sent via email to complete the survey. Two pieces of key information stood out when we received the results of all the feedback. Across all groups surveyed, they identified improvements in health and safety and well-rounded education as increased needs for Riverdale School District.

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? (500 words or less)

The Riverdale School Board established in January 2020 an SSA Advisory to the Board. The Student Success Act Advisory is charged with:

1. Reviewing the ODE information related to the Student Success Act and Student Investment Account application,
2. Reviewing the Riverdale School District Strategic Plan and Continuous Improvement Plan in preparation for use in the SIA application,
3. Reviewing the community, staff and student input collected in January/February 2020.
4. Providing administration with feedback on SSA and SIA draft proposals
5. Providing the school board with a review of the SSA Advisory's work and advisory recommendations.

During the four meetings held to date, the advisory;

1. was educated on the use of the SIA funds and process needed to develop an SIA plan,
2. reviewed all community, staff and student input/data,
3. reviewed disaggregated district student performance data,
4. applied the QEC recommendations and Oregon's Education Equity Lens in a five-meeting process that identified the outcomes for Riverdale's SIA application.

Our plan for the future is to continue to engage with the SSA Advisory members to gather feedback on improvements for the advisory's work in future years. We anticipate convening an SSA Advisory annually to review data and make recommendations for the best use of SIA funds. The district has also utilized the YouthTruth Survey of students, staff and parents in an effort to gather data on the social-emotional and mental health of our students. We will utilize this data in our current SIA application and will be collecting data annually to inform our progress on our outcomes. At this time, we do not see any barriers to our plans to foster ongoing community engagement.

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

We are planning to continue and expand our relationship with FACTS. The goal of this relationship is to provide the families of students with disabilities the opportunity to connect with peers in the district and to provide an avenue for them to communicate and contribute to our ongoing SIA funded work.

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

Continued ODE guidance and interpretation of the SSA law will be critical for our effective use of the SIA funds. As a small school district, there may be a need for added support in the application and reporting expectations. The support made available by the MESD has been very helpful.

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

- Students with disabilities
- Families of students with disabilities
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organization FACTS
- School volunteers (school board members, parent-teacher club members, parents who volunteered to be on an Advisory committee)
- Community leaders (foundation leaders)

How did you engage your community?

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

- Survey(s) or other engagement applications (YouthTruth) (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Website
- Email messages
- Social media
- School board meetings
- Partnering with unions
- Partnering with community based partners
- Other: Creation of an SSA Advisory to the School Board

Evidence of Engagement

Upload your top five artifacts 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? (250 words or less)

1. SSA Community Input January 13, 2020 Agenda
Three meetings with the community provided the opportunity to explain SSA and SIA funds and explore for Riverdale how we might be able to use the added funding to meet RSD students.
2. SSA Staff Input January 8, 2020 Agenda
The meetings with approximately 80% of our staff provided the opportunity to explain SSA and SIA funds and explore for Riverdale, how we might be able to use the added funding to meet RSD students. In particular, the challenges faced in the district for our students with disabilities were explored and ideas collected.
3. Dec. 2, 2019 Regular Board Meeting Item - SSA Advisory
At the December 2, 2019 board meeting, action was taken to establish an advisory committee to the board. This details the charge given to the advisory, the support provided to assist them in their work.
4. Riverdale FACT Oregon Community Engagement
Families with students having disabilities were invited and attended a meeting facilitated by FACTS. This summary report details the feedback provided at the FACTS community meeting.
5. SSA Survey Invitation
Community members were invited through email and social media to complete an on-line survey. This invitation demonstrates the purpose of the survey and the manner we used to encourage their participation. With a student population of 645, we received on-line input from 396 people representing parents, community members, students and staff.

(1) 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. (500 words or less)

Strategy 1: We provided an on-line survey opportunity sent through email and supported by social media that provided SSA and SIA fund information and collected input from survey participants. 396 individuals provided input data through the on-line survey. We included the invitation sent to encourage participation as an artifact.

Strategy 2: Three all-district parent and community member meetings on January 14, 2020, that allowed for the provision of information on the SSA and SIA application and provided the opportunity for group discussions and feedback. Included in these parent and community

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meetings were discussions of the identification of students who would be identified as needing added support. Through this conversation, multiple suggestions surfaced regarding focal group students. An agenda for the meetings is included in the artifacts.

Strategy 3: Our high school provided all high school students with dedicated time in their advisory class to complete an on-line survey opportunity sent through email and supported by social media that provided SSA and SIA fund information and collected input from survey participants. The survey questions provided the opportunity for students to give feedback that would be used to identify needs or improvements in the school.

Strategy 4: Through the assistance of FACT Oregon, families of students with disabilities were invited to a focus group meeting at our high school that was designed to provide SSA and SIA fund information and collected input from survey participants. A detailed report of the outcomes is included as an artifact.

(2) Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Strategy 1: All-staff meeting on January 9, 2020, that allowed for the provision of information on the SSA and SIA application and provided opportunity for group discussions and feedback. 80% of our staff attended the meeting. An agenda for the meetings is included in the artifacts. The all-staff strategy was used so that we could get a high level of response from all district staff - providing equitable opportunities for all staff to participate. The all-staff strategy also allowed district leadership to explain and respond to questions asked by staff to ensure their engagement in the process was fully informed.

Strategy 2: An on-line survey opportunity sent through email and supported by social media that provided SSA and SIA fund information and collected input from survey participants. This survey took place in advance of the January 9, 2020, all-staff meeting and effectively prepared staff for in-depth conversations. The on-line survey with staff was used to provide the on-line survey completed by the community and student to be compared. Having all Riverdale stakeholders respond to the same on-line questions provided data that was fully representative of our community.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

The SSA Advisory provided an opportunity for a representative group of students, parents and staff to review all of the data collected and to discuss how it informs the development of outcomes, strategies and activities. The SSA Advisory participated in multiple prioritization activities and worked as teams to develop the language that best defined our ideas for best use of SIA funds. As a result, our SIA application closely reflects the qualifying activities that were collected from our community and staff input.

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

The data collected from the community engagement opportunities provided was tabulated and then shared with the SSA Advisory for consideration in their assigned task of advising administration in the development of the SIA application. The data was disaggregated to provide insight into the thoughts and opinions of the contributing demographic groups. Accompanied with our use of the Oregon Equity Lens, we were intentional in addressing our SIA application conversations with equity-based outcomes in mind.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

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. (250 words or less)

The SSA Advisory utilized the Oregon Department of Education “Oregon’s Education Equity Lens” provided in Appendix B. As an intentional activity at several of the five SSA Advisory work sessions, the eight questions provided in Appendix B were discussed by the Advisory members.

Part Six: Use of Funds (Application)

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](#)

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- ~~Evidence-based strategies for reducing class size and caseloads~~
- 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. (500 words or less)

The Riverdale School District has identified five outcomes that are focused on addressing the identified needs of our focal students with disabilities subgroup, other students experiencing academic challenges and all students impacted by mental health needs. Those outcomes are:

- **Academic Growth** - Increased academic supports and targeted interventions for:
 - A. Students with disabilities and students performing in the yellow zone academically (Tier Two Academic Interventions)
 - B. All students in the area of literacy, math, science and behavior
- **Student Well-Being** - Increased overall social emotional, mental, physical and behavioral health supports across the district
- **College and Career Readiness** - Increase career exploration supports and balanced (emotionally, socially and academically) readiness for college
- **Quality Curriculum** - Improved research-based curriculum for students K-12
- **Equity** - Every educator and district leader analyzes and reviews school culture information and student learning data with an equity lens and applies equity-based understanding to decision-making processes

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

The SIA funds used to address these five outcomes will have the impact of increased academic success for students with disabilities and those experiencing academic challenges (needing tier two academic and behavioral support). We believe that our focal group of students; students with disabilities will have added support through the increased professional development for staff in the area of meeting the needs of the range of disabilities addressed through student IEPs. Academic impact for focal group students will also benefit all students by providing more targeted supports for all. Additionally, student achievement will be addressed by maintaining our ability to thoroughly embark on curriculum adoptions, inclusive of professional development that is designed to meet the needs of students at all ability levels . Increased intervention opportunities for students will provide the needed time to address the individualized needs of students and a concentrated targeted effort for both tiers one and two.

The social, emotional, mental, physical and behavioral health of all students will be addressed resulting in increased responsiveness to student well-being and academic success. In response to clear needs made evident in our surveys and experience, added staff training around best

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practices in matters related to social and emotional health and the addition of staff positions that are focused on mental, behavioral and physical health.

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 or less)

The challenge of selecting qualifying strategies and activities from a generated list of more than we can cover with allocated funds is our largest issue. We have prioritized our strategies and activities according to those that we believe have the most promise for success in improving academic success and support social, mental and behavioral health. We are hopeful that the state identified targets combined with self-selected goals will adequately demonstrate that our selected investments meet our expectations.

Part Seven: Evidence of Board Approval (Application) (Application)

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

Part Eight: Public Charter Schools (Application-If applicable) (Application) (Application)

Do you sponsor a public charter school? NO

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan? NA

Did any public charter schools you invited to participate in your SIA plan decline to participate? NA

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less) NA

You will be asked to upload any SIA charter school SIA specific agreements.