

LOWELL SCHOOL DISTRICT 71

Student Investment Account Grant Application

Part One: General Information (Application)	
School Year	2019-2020
District	Lowell School District 71 District # 2092
Webpage (<i>Where SIA Plan will be Posted</i>)	www.lowell.k12.or.us
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Part Two: Narrative (Application)

Brief Description of the Lowell School District and Needs SIA Funding will Address:

Located approximately 20 miles southeast of Eugene, Oregon, The Lowell School district currently serves 896 students. Lundy Elementary School serves students in grades K-6 and Lowell Jr. /Sr. High School serves students in grades 7-12. In 2014 the school district entered into a charter agreement with Mountain View Academy, a K-8 school with emphasis on traditional academics and character education. In 2016 Lowell entered into a second charter agreement with Bridge Charter School (with campuses in Lowell and Bend), a homeschool charter serving students in grades K-12. District demographics are listed in the table below:

Lowell School District Demographics	Lundy Elementary School K-6	Mountain View Academy K-8	Bridge Charter Academy K-12	Bend Bridge Charter Academy K-12	Lowell Jr./Sr. High School 7-12
Total Number of Students Served	163	138	297	111	187
Free and Reduced Lunch	74%	21%	17%	23%	65%
Homeless	10 students	0 students	0 students	4 students	22 students
Special Education	22%	5%	4%	3.6%	12%
Students of Color	22%	17%	12.5%	19%	24%

Since 2014, the Lowell School District has had increasing success in High School graduation rate and 9th grade on track rates. This is largely due to a GEAR UP grant that allowed the high school to spend funding on after school tutoring and credit recovery programs. Depending on the school and grade level, math and ELA essential skills scores have not been satisfactory to the district. While chronic

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absenteeism is about average by state comparison, we have noted our trend data indicates a need to focus on shoring up gaps related to our students navigating poverty, students of color and our students with disabilities. Trend data in 3rd grade reading proficiency also shows recent downward trends for our students navigating poverty.

In 2018 the Lowell school district, working in conjunction with our community and district leaders and Lowell/Fall Creek Education Foundation, was able to pass a school bond measure by 70% and receive matching funds to upgrade school classrooms, technology, infrastructure, campus safety, and new building projects.

Through the SIA plan and other district improvement plans currently being implemented, our goal is to focus efforts to address the disparities we see in the areas of graduation rates, 9th grade on-track data, 3rd grade reading proficiency, and chronic absenteeism. In doing so, we will increase our ability to improve all of our students educational experiences and post-secondary outcomes.

Using the SIA funding, the Lowell School District will:

- Lower the educator to student ratios to increase support to students with disabilities and students navigating poverty.
- Increase capacity and enhance quality of current elective programming.
- Increase resources to support student and family sense of security and their overall health and wellness.

Successful implementation of our strategies will help us meet our district mission which is to provide each student with a challenging and quality education in a safe and supportive small school environment. The Lowell School District is dedicated to the goal of ensuring educational achievement and the success of every student. The SIA funds will make it possible to fulfil our vision and mission in ways that were not possible in the past.

Part Three: Community Engagement and Input (Application)

Description of Lowell School District's Approach to Community Engagement

The community engagement and input involved the stakeholder groups of students, parents, community partners, and district staff. To date we have held eleven community engagement events. The engagement events, beginning in November, included surveys given to parents at parent-teacher conferences, and surveys given to staff members within the district. We also held "World Café" style meetings with our student focus groups and parent and community focus groups. Our superintendent intentionally met with the City of Lowell Leadership Team and held Community "Coffee Shop" meetings. Meetings were publicized using letters mailed home to families, and dates posted on our district Facebook page. Students were intentionally invited, as were parents of focal groups. Our charter schools both opted to use surveys for parent input because many of their students come from out of district and cannot come back into Lowell for meetings. The Mountain View Academy used digital and paper and pencil surveys and the Bridge Charter Academy used personal phone interviews.

The key information we took away from our meetings were that our stakeholders believed that our focus students would improve academically and social emotionally if we reduced class sizes to provide more individualized instruction, increased FTE in core areas such as reading, English, math, and science, expand elective offerings to promote student interest, increase professional development and teacher collaboration, and provide tutoring and credit recovery options. Our stakeholders also wanted to see continued efforts in school safety, student emotional health, and promoting a "college going" and career culture.

Self-Assessment of Community Engagement: (Was it meaningful, authentic, and ongoing? What barriers existed and how will we resolve those issues in the future?)

In the process of obtaining authentic, meaningful and ongoing community engagement we are pleased with our initial efforts. In past times, we only involved school personnel and board members in decision making process and had little student, parent and community input except through student leadership, PTO and Site Council. With the current process we had substantially more community voice and input. Use of outside facilitation from the ESD was very valuable so we did not guide and possibly exert undue influence on our focal groups.

We believe that one of our biggest successes was the student focal group meeting. We were pleased with the student input and their ability to connect data with varied solutions to increase student achievement.

We did run into the barrier of not having more people attend the scheduled meetings. We attribute this to parents and community members being largely satisfied with decisions the district makes on behalf of the students at Lowell. In the future, to overcome this barrier, we plan on reaching out more to people individually to ask them to attend meetings. We also have seen success by using

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survey questions and we believe we can better design our survey, in order to increase community input.

While we are pleased with our first efforts at authentic community engagement, we do feel that we can improve our community input efforts in an ongoing process. For example, when our SIA plan is approved, we will inform stakeholders about where the funding is being used and how the SIA outcomes connect to our goals in the District Continuous Improvement Plan and the District Strategic Plan. We will demonstrate how focal group input helped inform the SIA plan. Rather than community engagement as a “one-time” event, we are approaching community engagement as a long-term process. We have plans to continue to engage our focal groups using their input and feedback as we implement the SIA plan.

What Relationships and/or Partnerships Will We Cultivate to Improve Future Engagement?

At this time, we believe we have reached out to many diverse focal groups. While our charter schools were able to reach out to Tribal members, Lundy and Lowell Jr. /Sr. High have not reached out to any Tribal members, or faith based members. These focal groups represent a portion of our population that we would like to engage in the future. We have a small population of emergent bilingual students who did not attend focal group meetings. In future focal group meetings, we will work to personally reach out and invite our bilingual students to the meetings.

What Resources Would Enhance Our Engagement Efforts and How Can ODE Support Our Continuous Improvements?

We appreciate the efforts of ODE to supply the LESD funding to support an advocate to help districts meet the requirements of the SIA application. We were able to receive one-on-one assistance and had help implementing our community meetings. This was very valuable support and we hope that type of support continues to be offered in the coming years. We also had the chance to examine practice of other school districts which helped inform our practice.

Often times some of our more reluctant participants respond well to incentives to attend school meetings and focus group sessions. We will look at providing incentives and personal invitations to our more reluctant participants. ODE can help with this by continuing to providing translated material and perhaps helping with an allowable budget item for meeting incentives.

Who We Engaged in the Process:

- Students of color
- Students with disabilities
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders

How We Engaged Our Community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with business
- Site Council Meetings and ESD Facilitated Meetings

Evidence of Engagement

(See Uploaded Artifacts)

We chose the artifacts listed below because they represented engagement from our charter and non-charter schools. They show evidence of breadth and depth of our engagement efforts. They also demonstrate a commitment to make sure our focal groups were given opportunity for authentic input in the SIA decision making process.

Artifact #1: Picture of Student Focal Group: The members of this focal group included students of nearly all focal areas. This group had insightful comments and suggestions to the group facilitators and provided excellent feedback and productive ideas within the group.

Artifact #2: Letters to parents: The letters informed parents about the student focal group meeting so that both student and parent were aware of the purpose of the meeting. The second letter was to specifically inform parents concerning the parent focal group meeting. The letter went out to every family by mail at the high school and was “hand carried” by students at Lundy. Lundy parents have folders the student bring back and forth that parents check nightly.

Artifact #3: Sample copy of survey phone calls conducted by Bridge Charter Academy: This artifact shows the details around the phone calls to focal group parents and comments and suggestions from the parents.

Artifact #4: World Café Prompts: The Prompts help demonstrate that district leaders did not simply bend conversation to get answers they wanted to hear but demonstrated real listening to community, parent, and student focal groups.

Artifact #5: Sample of notes from a staff meeting examining the outcomes against the equity lens tool: During a staff meeting in March, the entire staff cross-walked the equity lens with the outcomes to determine if the outcomes would reach the intended traditionally underserved student population.

Description of Strategies Executed to Engage Focal Student Populations and Their Families:

There were three main strategies our district implemented to engage focal groups. The strategies are describe below:

Strategy One: It was important to our district that we collaborated and partnered with our charter schools (Mountain View Academy and Bridge Charter School, who represent 60% of our student population) to ensure that we all engaged our focal groups. We met with the charter schools to assess progress and share ideas four times in person and also communicated electronically. One meeting with the charter schools include an ESD student success liaison to help clarify questions. By working together, we had more success at reaching out to our community focal groups.

Strategy Two: The members of the student focal group were contacted individually and intentionally invited to attend the focal group meeting. Participation was encouraged through providing lunch and allowing invitation of a friend to the meeting.

Strategy Three: Lundy and Lowell co-sponsored a parent/community meeting that was facilitated by ESD partners. Our focal parents were intentionally invited by our superintendent.

Both the youth and the adult meetings were designed for opportunities to promote dialog around inequities that might be producing disparity in student achievement and to identify ways we can close these gaps.

Description of Activities Executed to Engage Focal Student Populations and Their Families:

Activity One: All schools initially began with surveys to parents. Surveys were independently designed by the two charter schools (Mountain View Academy and BCA) and co-designed by Lundy and Lowell with ESD support. The Limitation of the surveys, with the exception of BCA, was that they were anonymous so we really could not determine if we were getting the information we needed from our focal group. But, the benefit of the survey was that when we asked parents to rank programs they felt were useful for students, they did provide us with some “big ideas” around where we might focus our efforts. BCA’s survey was one-on-one phone conversations so focal groups were able to be identified. As noted above, we plan to improve our surveys for future community engagement. After the survey, we began the “World Café” style meetings. We used data and prompts generated by our ESD liaison. The parent meeting was also facilitated by the liaison.

Activity Two: The student group meeting was held at school during lunch with lunch being provided in a comfortable setting (school library) that promoted group dynamics and discussion. Initial information was provided to students through handouts that included school performance, disaggregated data and a description of the Student Investment Act. In case the student felt awkward about coming to a meeting by themselves, he/she was invited to bring a friend to the meeting. This helped reduce shyness in speaking out and helped with more open dialog. A student in the focal group recorded the responses of the students to prompts created by the SIA team and our ESD liaison (included in table below).

Description of Strategies Used to Engage Staff:

Strategy One: The staff were included in a two way communication with the district leadership team. This communication include survey and whole group debrief of the survey. Additionally staff have been debriefed about the SIA plan and worked with administration to apply the equity lens tool to the SIA outcomes.

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Strategy Two: The district partnered with union leadership to provide opportunity for staff to identify needs and brainstorm ideas without district facilitation and oversight.

Description of Activities Used to Engage Staff:

Activity One: The staff activities included a survey and then whole group debrief of the survey responses. The SIA leadership team then reviewed the information generated from the whole group meetings and used the input to define our strategies, outcomes, and activities.

Activity Two: The staff union officers facilitated a union only meeting to discuss district outcomes based on allowable SIA funding. Then, the facilitator of the union meeting provided the superintendent with the staff generated ideas. District leadership then reviewed the ideas. Staff union generated ideas were in line with the findings from other focal groups and are represented in the plan.

Key Outcomes of Community Engagement Meetings:

Through the use of focal group meetings across the four schools, (Lundy, Lowell Jr./Sr. High School, Bridge Carter and Mountain View Academy Charter) the Lowell School District collected a tremendous amount of information from students, parents, staff, and other community members. The information provided in the focal group meetings were tabulated and the district schools then looked at and organized the ideas by commonalities. The ideas that surfaced were then used by the district schools to generate the SIA plan. The summary of the ideas that surfaced at the meetings is below:

1. Parents and students wanted to see class sizes either reduced and/or kept small. Special emphasis was placed on keeping the lower grades, K-1, small or having dedicated aides in those classes. The other class size reductions were focused on the English and Social Studies classes.
2. Students and parents wanted to see that tutoring continued in order to help struggling pass classes and increase skill level.
3. Credit recovery options were important to families and the community in order to maintain high graduation rates. These credit recovery options were identified as being needed during the school year as well as during summer school.
4. Focal groups were interested in maintaining, and adding to the current CTE programs available at the high school.
5. Safety was a priority with suggestions of adding more cameras and improving security perimeter doors throughout the district.
6. After looking at school assessment data, focal groups wanted to add staffing to increase reading and math scores. In particular focal groups pinpointed the need for improved reading at the 3rd grade level and hiring a dedicated person for the Title 1 interventions to improve group instruction and data monitoring. The notion of adding specialists in reading, math, and writing was important to focal groups.

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7. The focal group focused on adding a part-time Spanish teacher which would have the effect of increasing offerings in science and math.
8. Adding additional teacher aids in the primary and middle school grade levels was a priority at the charter schools which would have the result of teachers being able to more effectively design individual instruction for students and increase collaboration time for teachers.
9. Hiring a part time music teacher at the elementary school was discussed as a way to increase teacher collaboration time and improve electives at the high school.
10. One charter focal group identified the need of adding FTE to their Pre-School in order to increase Kindergarten readiness.
11. Maintaining funding for a behavior and mental health specialist was identified as necessary to help the Lowell Family Resource Center and student mental well-being.

Part Four: Data Analysis (Application)

Data Sources Used to Inform Equity-based-Decision Making:

The data sources we used to help inform our SIA Plan included:

- Data provided by the State including disaggregated trend data in 3rd grade reading proficiency, 9th grade on track, four and five year graduation rates, and regular attenders
- Kindergarten readiness
- State assessment data in grades 3,4,5,6,7,8, and 11 in math and ELA
- Disaggregated data (SPED, low socio-economic, traditionally underserved populations)
- Easy CBM data and GEAR UP data

The data we found the most helpful for this process, related to equity based decision making, was the trend and disaggregated data provided by the state and our local ESD. In a small district, it is not always easy to get data synthesized in this manner so that is one of the reasons this was so helpful. With this data we were able to easily show our stakeholders the upward and downward trends of our students by focal group which can be enlightening to people not used to seeing data displayed in this manner. This allowed us to use the equity lens to determine if the ideas and suggestions for improving student achievement lined up with what we believed were equity-based decisions.

Part Five: SIA Plan

Key Elements of the 3-Year SIA Plan: Outcomes, Priorities, Strategies and Activities:

Our three year SIA plan aims towards the following three outcomes which we feel will increase reading and math achievement, regular attendance rates, 9th grade on track, and 4 and 5 year graduation rates. The district and charter schools have aligned their strategies and activities to these three outcomes. Additionally our plan will make it possible for improved academic and mental health support for our students, specifically for our students of color, students with disabilities, and students navigating poverty and homelessness.

		Relevant Strategy				
		S 1	S 2	S 3	S 4	S 5
Lowell School District Outcomes						
Outcome	Educators provide small group differentiated instruction aligned to individual needs.	X	X			
Outcome	Music and physical education programs can be linked with positive changes in school climate, educator-student-family relationships, community engagement, and academic achievement.		X	X		
Outcome	Lowell SD provides elementary teachers additional collaboration and planning time, thus increasing academic rigor and relevance for students.	X	X			

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Based on the input at Lundy Elementary and Lowell Jr. /Sr. High School, these are the strategies we have identified that best support the outcomes.

Strategy #1	Lower the educator to student ratios to increase support to students with disabilities and students navigating poverty.
Strategy #2	Increase capacity and enhance quality of current elective programming.
Strategy #3	Increase resources to support student and family sense of security and their overall health and wellness.

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The Activities We Have Identified for the First Year Include the Following for Lundy Elementary, Lowell Jr./Sr. High School, Bridge Charter Academy, and Mountain View Academy (Charter):

Lowell School District Strategies and Activities for Lundy Elementary and Lowell Jr./Sr. High

		YEAR 1 BUDGETED COST				PROJECTED 3-YEAR COST			
Strategy 1	Lower the educator to student ratios to increase support to students with disabilities and students navigating poverty.	\$ 299,723.00				\$ 899,169.00			
Strategy 2	Increase capacity and enhance the quality of current elective programing.	\$ 75,950.00				\$ 227,850.00			
Strategy 3	Increase resources to support student and family sense of security and their overall health and wellness.	\$ 31,844.00				\$ 95,532.00			
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire 1.0 FTE for Middle and High School English and Social Studies Classes	S1	X	X	X	\$ 87,308.00	\$ 261,924.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
HS Principal and student success team	Hiring FTE in this area will reduce class sizes, allow for full time counseling (currently the counselor is .5 teacher and .5 counselor), and provide for support/credit recovery classes in English. Evidence of successful implementation includes lower failure rate of core classes, 9th grade on track data at 90% and on track graduation rates at 93%.								
2	Hire 1.0 Elementary Title I Teacher	S1	X	X	X	\$ 87,308.00	\$ 261,924.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Elementary Principal, Title I Coordinator, and Teachers	Hiring the Title I teacher will allow for students in our focal groups to have more individualized instruction. Student reading groups will be structured to serve students with the highest need. Successful implementation will be evidenced by closing the achievement gap in 3rd grade reading by 2% per year beginning in 2021.								
3	Hire a .5 FTE SPED Director	S1	X	X	X	\$ 50,950.00	\$ 152,850.00	Personnel	High
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
SPED and Student Services	Hiring a .5 SPED Director will allow the Student Services Director to increase capacity to provide individual instruction and supports needed to address the learning gaps of the focal groups. The SPED and Student Services Director will provide assessment and data analysis assistance to teachers so more targeted								

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Director, and Teachers	interventions can be put in place. Success will be evidenced by closing the reading gap by 2% per year and closing the math gap by 2% per year.								
4	Hire .5 FTE HS Spanish Teacher	S1	X	X	X	\$ 50,950.00	\$ 152,850.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Lowell Principal, HS Counselor, Math/Science Teacher	Hiring a .5 Spanish teacher will allow for a decrease in class sizes for math and science (currently the math and science teacher is also a Spanish teacher). Reduced class sizes will allow for more individualized instruction for focal group students. Evidence of successful implementation will be evidenced by a 5% increase in 9th grade on track-data and maintaining a 93% or greater 4-year graduation rate.								
5	Hire .5 FTE Elementary Music Teacher	S2	X	X	X	\$ 50,950.00	\$ 152,850.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Lundy Teachers, Principal and Student Service Director	The hiring of a .5 elementary music teacher will open up collaboration time at the elementary school to examine school data and manage learning groups for focal students. Successful implementation will be evidenced by 100% of teachers managing student academic growth progress in reading, writing, and math.								
6	Hire .75 Elementary K-1 EA	S1	X	X	X	\$ 23,207.00	\$ 9,621.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Lundy Principal and K-12 Teachers	The .75 K-1 elementary aide will work in grades K-1 to help target specialized instruction for focal students in reading and math. Successful implementation will be evidenced by 85% of focal groups meeting academic growth rate targets as designed by the teacher based on student data.								
7	Provide Healthy Moves Partnership for Elementary PE Instruction	S2	X	X	X	\$ 25,000.00	\$ 75,000.00	Contract	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Lundy Principal and Teachers	Healthy Moves will provide added opportunity for students to have a high quality physical education program centered in health and wellness. Evidence of successful implementation will be demonstrated by 100% of students developing physical education goals and working to reach those goals.								
8	Purchase 5 Security Doors for Added School Safety	S3	X	X	X	\$ 31,844.00	\$ 95,532.00	Capital Improvements	HIGH

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Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Lowell Superintendent and Facilities Director	Added security doors with help families and students feel safe in the school environment. Currently many campus safety features have been added and the additional doors will enhance the security features that already exist.								
9	Invest in Family Resource Personnel and Student Materials	S3	X	X	X	\$ 0.00	\$ 0.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Family Resource and Student Behavior Specialist	Currently the Family Resources personnel is funded by various grant funds. There is not a budget for student materials. We also hope this position to be sustainable. Successful implementation would be evidenced by secure funding for this position so that student health and wellness needs can continue to be met.								

Lowell School District Strategies and Activities for Bridge Charter Academy

						YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST		
Strategy 1	Lower the educator to student ratios to increase support to students with disabilities and students navigating poverty.					\$ 233,000.00	\$	699,000.00	
Strategy 2	Increase capacity and enhance the quality of current elective programing.					\$ -	\$	-	
Strategy 3	Increase resources to support student and family sense of security and the overall health and wellness.					\$ -	\$	-	
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire an intervention coordinator at 1.0 FTE	S1	X	X	X	\$ 60,000.00	\$ 180,000.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Executive Director and BCA Principal	The purpose of this position will support students in focal groups to increase student academic achievement to be at grade level as well as help 9th grade remain on track 90% and increase graduation rate to 93%.								

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2	Hire a writing teacher for 1.0 FTE	S1	X	X	X	\$ 43,000.00	\$ 129,000.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal	The purpose of this position is to provide students with writing tutoring to increase writing proficiency. Evidence of success will be an increase of students meeting writing essential skills scores by 10% in grades 3-8.								
3	Hire an elementary intervention coordinator at 0.5 FTE	S1	X	X	X	\$ 30,000.00	\$ 90,000.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Executive Director	The purpose of this position will support students in focal groups to increase student academic achievement to be at grade level as well as help 9th grade remain on track 90% and increase graduation rate to 93%.								
4	Hire a .5 FTE K-2 Reading Aide	S1	X	X	X	\$ 15,000.00	\$ 45,000.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal	The purpose of this position is to improve 3rd grade ELA assessment scores and ensure students are at grade level for 3rd grade reading. Measure of successful implementation will be 3rd grade scores moving from the bottom 50% range to top 25% range.								
5	Hire a .5 FTE 3-4 Classroom Aide	S1	X	X	X	\$ 15,000.00	\$ 45,000.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal	The classroom aide will make it possible for the content teacher to provide expert help in small group and individual settings. Successful implementation will increase student proficiency in math and reading (with main focus on math) This will be evidenced by increased essential skills growth rate for students.								
6	Hire a .5 FTE 5-6 Classroom Aide	S1	X	X	X	\$ 15,000.00	\$ 45,000.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal	The classroom aide will make it possible for the content teacher to provide expert help in small group and individual settings. Successful implementation will increase student proficiency in math and reading (with main focus on math). This will be evidenced by increased essential skills growth rate for students in focal groups.								
7	Hire a .5 FTE 7-8 Classroom Aide	S1	X	X	X	\$ 15,000.00	\$ 45,000.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal	The classroom aide will make it possible for the content teacher to provide expert help in small group and individual settings. Successful implementation will increase student proficiency in math and reading (with main focus on math) This will be evidenced by increased essential skills growth rate for students in focal groups.								

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8	Hire a .5 FTE 9-12 Classroom Aide	\$1	X	X	X	\$ 15,000.00	\$ 45,000.00	Personnel	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal	The classroom aide will make it possible for the content teacher to provide expert help in small group and individual settings. Successful implementation will increase student proficiency in math and reading (with main focus on math) This will be evidenced by increased essential skills growth rate for students in focal groups								
9	Purchase contract services for i-Ready online instruction, standards mastery, and teacher toolkit	\$1	X	X	X	\$ 10,000.00	\$ 30,000.00	Contract	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Purchasing Coordinator									
10	Hire a .5 FTE Math Tutor contracted through LCC	\$1	x	x	x	\$ 15,000.00	\$ 45,000.00	Contract	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
BCA Principal and LCC Partnership	Evidence of success will be measured by demonstrating increased math scores with the goal being to increase meeting math standards by 5% for each grade level. Being successful in math will increase 9th grade on track data and help ensure students graduate in 4 year-cohort.								

Lowell School District Strategies and Activities for Mountain View Academy (Charter)

		YEAR 1 BUDGETED COST			PROJECTED 3-YEAR COST				
Strategy 1	Lower the educator to student ratio to increase support to students with disabilities and students navigating poverty.	\$	83,870.00	\$	254,514.00				
Strategy 2	Increase capacity and enhance quality of current elective planning.	\$	-	\$	-				
Strategy 3	Increase resources to support student and family sense of security and their own overall health and wellness.	\$	10,495.00	\$	34,485.00				
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Stipends for specialists in Math, Reading and Student Services Specialists	\$1	X	X	X	\$ 11,500.00	\$ 34,500.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
MVA Principal and School	Successful implementation of the use of specialists will be that 100% teachers will have the training they need to serve traditionally underserved focal groups in grades K-3 in reading, and math. Evidence of success will be that 80% of students being served will show yearly growth rates of 5% in reading and math based on DIBELS and i-Ready assessments.								

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Improvement Coordinator										
2	Two .5 FT aide positions (2 X .5)	\$1	X	X	X	\$ 23,328.00	\$ 75,328.00	Personnel	HIGH	
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Classroom teachers, Data team, School Improv. Coordinator	Aides will provide supplementary assistance in reading, math, and writing in grades K-3. This assistance will be delivered in small groups. DIBELS, i-Ready and SBAC. The California Achievement test will be used to track students in K-3. By 3rd grade students data will show 1-2% incremental increases every year beginning in 2021									
3	One .5 FTE aide to be placed in the pre-school to support the classroom teacher.	\$1	X	X	X	\$ 6,000.00	\$ 19,000.00	Personnel	MID	
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
School Improvement Coordinator	This position will help pre-school students be Kindergarten ready. Assessment of effectiveness will be measured by the state Kindergarten test given at the beginning of the school year. Success will be measured by having 80% of the students Kindergarten ready.									
4	One .5 School Improvement Coordinator	\$1	X	X	X	\$ 27,500.00	\$ 85,500.00	Personnel	HIGH	
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Improvement Coordinator, MVA Principal	This position will track all student progress and data related to progress. The position will oversee teacher duties related to student progress and ensure there is fidelity to data tracking. Evidence of success will be that quarterly meetings are held with 100% of teachers where student data and plans are put into place for students needing extra support in reading, math, and writing.									
5	Progress tracking supplies (Computers, progress tracking assessments)	\$1	X	X	X	\$ 8,514.00	\$ 19,442.00	Supplies	HIGH	
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
MVA principal, Improv. coordinator, aides, and teachers	Computers will help EAs to track student progress and data. The assessment tools will be used to monitor student progress in grades K-3. Successful implementation will be that teachers will have the data they need in a timely manner to improve student instruction and implement real-time education plans to improve student academic growth.									
6	Materials and supplies (Learning Alive and Letters Alive Journal)	\$1	X	X	X	\$ 5,528.00	\$ 16,244.00	Supplies	HIGH	
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Early Reading Specialist, School Improv. Coord. and classroom teachers	These materials and supplies will be used to supplement student reading remediation. Successful implementation will be that 50% of students receiving remedial help will be at grade level based on DIBELS and/or i-Ready assessment.									

Student Investment Account Grant Application Template

7	Curriculum Development/Training	S1	X	X	X	\$ 1,500.00	\$ 4,500.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Reading and Math Specialist and MVA Principal	Teachers will be trained by the reading and math specialist to work with focal group students to close the reading and math gaps of students in grades K-3. Successful implementation will be that 80% of students being served will show yearly growth rates of 5% in reading and math based on DIBEL and i-Ready assessments.								
8	SEL Coordinator Stipend. This position will track student health and wellness based on the habitudes class for grades 6-8	S3	X	X	X	\$ 2,000.00	\$ 6,000.00	Personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
SEL Coordinator and MVA Staff	Successful Implementation will be evidenced by reduced student conflicts and behavioral referrals. 80% of students receiving referrals at the beginning of the year will demonstrate a 90% decline in referrals over time.								
9	9. SEL Curriculum/Training	S3	X	X	X	\$ 8,495.00	\$ 28,485.00	Supplies	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
SEL Coordinator and MVA Staff	SEL will be weaved into MVA's character education. Funds will be paid to a teacher who will create the SEL curriculum. Evidence of success is that 100% of staff is trained in the SEL program and that the SEL Program will be delivered to 100% MVA of students in grades K-8.								

Equity Lens

Description of How We Used the Equity Lens Tool in Creating Our SIA Plan: **(Equity Lens Will Be Uploaded)**

Ten teachers and one administrator for the Lowell School District applied the Equity Decision Tool to the SIA plan to determine if the outcomes of the SIA plan were going to serve the intended focal group students. The tool was used by addressing the equity principles found in the tool asking the questions of if we had identified and engaged our stakeholders and if we had clearly identified and documented the inequities we were trying to address. In the staff meeting discussion ensued around the other components of the equity lens of examining causes that produce disparities and determining if the plan addresses those causes. Through the lens the staff also provided input regarding if the plan will reduce disparities and advance equity of the focal groups. The last areas the staff examined through the tool was identifying possible adverse impacts, determining lasting impacts and sustainability and identifying indicators that would help measure success of the plan. The specific staff input related to the equity lens can be found in the uploaded equity tool.

Part Six: Use of Funds

We are using the following allowable categories in our SIA Plan:

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Description of How We Will Utilize SIA Funds to Meet Students' Mental Health Needs, Increase Academic Achievement and Reduce Academic Disparities for Our Focal Students:

We are excited for the opportunity to provide targeted class size reduction that will increase our capacity for small group, differentiated instruction and expanding our music program into the elementary grades. Doing so will provide more opportunity for teachers to collaborate, design tiered interventions and use data to assess ongoing progress.

Currently, Title 1 interventions are led by our elementary principal. While she does a great job, administrative duties can limit her ability to serve our students with the highest academic need. Similarly, our half time Director of Student Services is also our Director of Special Education. The addition of a title teacher and a .5 Director of Special Education will increase our capacity to provide individualized instructional supports and address learning gaps earlier.

We believe strongly that high quality physical education is a key part of mental health and overall wellness. SIA dollars will support a Healthy Moves instructor, who will partner with our classroom teachers (who teach physical education to our students) to improve physical education instruction and physical literacy outcomes. Music education is a strength of the Lowell SD, with over 50% of students (with strong representation of the focal groups) performing in our music program in grades 7-12. Every K-5 student currently attends music class 30 minutes a week, the goal is to increase this to 2-3 times per week for every student. Our community is excited for the opportunity to expand music in our earlier grades and for the teacher collaboration time this will provide. We feel strongly that the benefits of music impact academics, relationships, and school connectedness, all focus areas of our continuous improvement plan.

Description of the Potential Academic Impact for All Students and the Focal Student Groups Based on Our Use of Funds in Our Plan.

Through targeted class size reduction and increased intervention supports, we feel strongly that this plan will increase academic outcomes for our students with disabilities, our students navigating poverty and homelessness, and every student who needs extra support to meet grade level standards. Additionally, lowering class size at our earliest grades, will ensure every Lowell student transitions to school age, developing the early literacy and numeracy skills required for success in later years.

In our district, providing every student high-quality music and physical education is a key strategy for centering health/wellness and celebrating various forms of learning and success.

Additionally, Spanish is currently taught by our math and science teacher. Hiring a .5 Spanish teacher will open his capacity to teach more math and science courses, decreasing class size and increasing diversity of course offerings. Additionally our principal, who is science endorsed, has had to pick up a science class in order to reduce class sizes. This is a “stop gap” measure and cannot be sustained. Additionally, our counselor has had to teach English and social science classes. By hiring a certified teacher in English and social science, we will be able to pull out counselor out of classroom teaching and into more hours devoted to counseling helping in the areas of high school graduation, 9th grade on track, and attendance. Student mental wellness will also be more adequately addressed with this shift.

Possible Barriers That May Impact the Potential for Focal Students to Meet Longitudinal Growth Targets:

The barriers we anticipate relate to perhaps not being able to hire the specialists we need to in order to fully implement the plan. While currently we have an outstanding staff, because we are rural, the amount of work needed to recruit talented staff to our district is intense. With the number of other districts now competing for the same positions we are hoping to add, this will be an even bigger challenge than usual. The hardest positions to hire for are in Special Education and with our desire to hire only a .5 position, this will be a very difficult position to fill. Hiring Title positions are also difficult and we worry that we will possibly need to hire an inexperienced person requiring a lot of training to be effective in his/her job.

Part Seven: Evidence of Board Approval

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.

The SIA team has been working with the board concerning the SIA plan since the August board meeting in 2019. Since that time, we have had monthly updates with a broad overview presentation given in March 2020 meeting. The final application, plan and budget were formally approved on April 27, 2020. All board agendas and approvals can be found at the district website. (lowell.k12.or.us)

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

Do you sponsor a public charter school?

Yes

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

Yes

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

No

Description of the Process We Took to Collaborate with Public Charter School(s) in Our Community Engagement Efforts:

Four meetings were held with the public charter schools. The first meeting revolved around the need for each charter to update their continuous school improvement plan. The second meeting helped charters to learn about the possible funding they could apply for with the SIA Grant. The third meeting was held with an ESD representative to clarify questions related to the SIA. Lastly the charter schools were invited to present their SIA plans to the district leadership team so that their plans could be incorporated within the district SIA grant application. Each Charter was required to go through the same process as the non-charter schools in terms of data analysis and community engagement.

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