

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) | |
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| School Year | 2019-2020 |
| District | Yamhill Carlton School District |
| Webpage (Where SIA Plan will be Posted) | https://www.ycsd.k12.or.us/ |
| Contact Person | Name: Charan Cline Email: clinec@ycschools.org Phone: (503) 852-6980 |

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:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- 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 Yamhill Carlton School District is small district in northern Oregon educating about 1050 students. We serve the students of the City of Yamhill and the City of Carlton as well as the extensive surrounding rural area. We have 3 schools: Yamhill Carlton Elementary (K-4), Yamhill Carlton Intermediate (5-8), and Yamhill Carlton High School (9-12). There are no charter schools located in our district. Our local economy is dominated by agriculture, construction, and the production and sale of wine, but many people commute to other communities for employment. We are rapidly becoming a destination for retired people to

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live, and so new housing is not bringing in a corresponding influx of students. We have experienced numerous budget reductions as our student count has declined, thus precipitating loss of services to students and increased class size. The demographics of the school district are 85% white, 9% Hispanic/Latino, 4% Multi-racial, and 1% Asian. Other demographic considerations: our free and reduced lunch percentage is 36%, our Special Education population is 14% of our students, and 14% of our students are considered to be mobile.

Our SIA application will focus on issues that have been made worse by reducing the budget over the last few years. Four years ago, the Yamhill Carlton School District replaced its single Academic Counselor at the Elementary and Middle level with two mental health specialists from Yamhill County. While the tradeoff helped to build a robust mental health system in our schools, we lost some important academic and behavioral services that our counselor provided. Therefore we will add a counselor to our Intermediate School while retaining the mental health specialists. We have experienced an increase of students with mental health issues at all levels. The counselor will help with this situation and the mental health specialists will be able to focus their efforts on the highest level of need. At the elementary, we will add a classified aide to monitor a safe space for agitated students to regain control of their emotions before returning to class. At the intermediate level, we will add a half time special education teacher to specifically work with students that need to develop prosocial skills.

Our school district has made great strides in improving all student outcomes in language arts, however we have experienced lackluster success in math at the secondary level. Our growth at the elementary has brought us to the state average, but our economically disadvantaged and special education students still remain frustratingly behind. To combat this, we will reduce class sizes in the elementary by adding a teacher in the 4th grade. Our elementary school's instructional spaces will be overwhelmed by the increase in classrooms, so the 4th grade will be moved to our intermediate school where space is available. Consequently, we will need more FTE for PE, Music, and other specialized classes. We will need to add an Assistant Principal to YCIS to assist in the management of the program. We will add a half-time instructional coach to work with our K-8 teachers on improving our cooperative learning strategies. We are beginning a trial on a new K-6 math curriculum that incorporates progress monitoring assessments.

At the secondary level, we must lower class sizes in math and create interventions for students who need them. We will add a new math teacher at the secondary level. This will allow our teachers to work with smaller groups of students and schedule intervention classes. We will also add a Home Economics class that has been specifically requested by parents. Parents, teachers, and students have requested an afterschool program that provides help with math, so we will implement one at all levels that are attended by designated instructional aides and have rotating teaching staff. Afterschool transportation will be provided between the two towns.

Last year YCSD employed a part time ELL family liaison that was funded through an expiring grant. This position has been helpful in connecting with families that have found it difficult to navigate the school system. A weekly phone call that helps troubleshoot problems that a student is experiencing has gone a long way in reducing barriers to

achievement. On the suggestion of one of our towns mayor, we are going to expand the position to connect to parents who are navigating poverty. We know that many people who are economic disadvantaged experience the school system as a barrier to their child's progress and we want to help them use it effectively. This position will not be funded with SIA dollars, but with other funds.

These series of targeted investments have been calculated to provide the most impact possible with the approximately \$790,000 SIA budget provided to the Yamhill Carlton School District. Our goals are reduce the achievement gap between all students and economically disadvantaged and special education students. We are also making a significant investment in resources that will help improve the mental health of students.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- A focus group meeting was held with Hispanic families before the Intermediate School open house on September 17th to begin the data collection for the SSA.
- The school board held a town hall style meeting on Oct 29th where the SSA was explained to the participants and school data was presented. Participants then met in small groups with board members to discuss their ideas.
- In mid-October an online survey was sent out to all parents, staff members, and students. The e-mail with the SSA description and survey link was sent out to all groups six weeks in a row.
- At parent conferences on November 25th and 26th, parents were personally invited by teachers to fill out the survey and a QR code was given to each so that they could access the survey on their mobile phone.
- Over the next two weeks, secondary students were given the survey in their Advisory class.
- The Superintendent presented the SSA information at the Carlton Business Association quarterly meeting on December 17th and participants were given the link to take the survey.
- At the Future Farmers of America (FFA) Alumni monthly Meeting on December 16th a short focus group session was held and the survey link was given to participants.
- A focus group was held with the Superintendent's Advisory Council on January 6th.
- On January 9th a focus group session was held with the leadership of the local classified and teacher's union.
- The District School Improvement Team analyzed survey data on December 19th and did their own focus group on January 16th.
- The school district administrative team held a focus group on January 20th.
- The Superintendent held a focus group on January 27th with parents of Title 1 students.

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Key information:

- 1) Students who are Economically Disadvantaged are performing worse on average than the whole student group.
- 2) Stakeholders desire smaller class sizes at the elementary and middle level.
- 3) All of our students need to do better at achieving in math.
- 4) Stakeholders desire afterschool academic intervention programs for students, with transportation.
- 5) Stakeholders desire more counselors in our schools.
- 6) Stakeholders desire more Career Technical Education in our schools.

(250 words or less)

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)

Representatives of the Yamhill Carlton School District worked diligently to engage the community in this process. While we managed to connect with various groups of people, we also encountered a number of barriers to our outreach.

The community engagement process was pursued using two different strategies: The first was to piggyback on community and school events that are regular scheduled and where people are liable to attend. The communities of Yamhill and Carlton are rural and have few civic organizations that come together to develop action. The ones we do have were attended by school officials and questions were asked of how to change the school system to help improve the outcomes of students. As the SSA was not the focus of those pre-scheduled meetings, the SSA was explained to the gathering and people were given links to surveys to fill out.

The second approach was to create events and surveys that were specifically focused on the SSA. School district representatives created meetings and surveys that were sent out to stakeholders. The school board held a town hall style meeting to explain the SSA and listen to stakeholder feedback. Even though we sent out surveys multiple times through e-mail and social media, the results were disappointing. Only 111 parents responded out of an estimated possible 2000.

Communication in our district has been a consistent problem. We have struggled to get parents or community members to attend events that are not specifically about their student performing in an athletic, artistic, or academic event. To combat the issue, the district has employed a part time Communication Specialist who has done an admirable job of helping to rebrand the district and create a positive image in social media. Her duties will be expanded next year to help teachers provide more consistent communications to parents.

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

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Both the mayors of Yamhill and Carlton are on the Superintendent’s Advisory Committee. As they are aware of how many retired people are moving into the area, they proposed an effort to bring this population into the schools as volunteers. Therefore we will attempt to find a “classroom grandparent” for all of our elementary school classes next year. We hope that this will provide more adult presence in our schools and create a mutually beneficial relationship with our retirement community.

We have developed good relationships with our business community, but we tend to meet intermittently due to the demands of teaching school and running businesses. We will endeavor to create a regular bi-annually meeting times with our business partners to gather their input on CTE programs and demonstrate student projects.

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

If the Oregon Department of Education would advocate for a bill that offered businesses tax incentives to partner with public schools, it would be in everyone’s immediate interest to create productive working relationships with our local industries.

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

- Students of color – survey
- Students with disabilities – survey
- Students who are emerging bilinguals – survey
- Students navigating poverty, homelessness, and foster care – survey
- Families of students of color – survey and focus group
- Families of students with disabilities – survey
- Families of students who are emerging bilinguals – survey and focus group
- Families of students navigating poverty, homelessness, and foster care – survey and focus group
- Licensed staff (administrators, teachers, counselors, etc.) survey and multiple focus groups
- Classified staff (paraprofessionals, bus drivers, office support, etc.) survey and multiple focus groups
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) survey and multiple focus groups

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- Tribal members (adults and youth) NA
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) survey
- Business community – survey and multiple focus groups
- Community leaders – survey and multiple focus groups

Other _____

How did you engage your community?

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

- Survey(s) or other engagement applications (i.e. Thought Exchange) x
- In-person forum(s) x
- Focus group(s) x
- Roundtable discussion x
- Community group meeting x
- Website x
- Email messages x
- Newsletters x
- Social media x
- School board meeting x
- Partnering with unions x
- Partnering with community based partners x
- Partnering with faith based organizations
- Partnering with business x
- Other _____

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)

- Results of parent survey
- Results of staff survey

- Focus group results of Title 1 parents
- Focus group results of Union meeting
- Results of student survey
- 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)
 - We decided to use an electronic survey as a data collection tool so we give everybody a chance to make their opinion known. Focus groups and town hall meetings are often dominated by people with the most extreme views or the loudest voices. The survey gave us the opportunity to collect quantitative data from a wide range of people. Because we live in a rural community, people tend to not attend events that are not specifically linked to their child performing in an academic or athletic activity. The survey allowed stakeholders to register their thoughts from the privacy of their own home. Along with the objective questions, patrons were able to make individual comments as well. Survey results have been loaded up as an artifact.
 - We used focus group discussions as a tool of personal engagement with stakeholder groups. The discussions allow people to make their individual suggestions in the company of people who have similar interests. Often one person's suggestion sparks a new idea in the mind of another. The summaries of various focus groups have been loaded up as an artifact.
- 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. (500 words or less)
 - During parent conferences teachers provided parents with an explanation of the SSA and a link to the survey. A QR code was provided so parents could take the survey on their mobile phones. The survey link was e-mailed out before the meeting.
 - This strategy was used in an effort to get more stakeholders informed about the new law and motivate a large group to give us their objective opinion on how to improve the school district.
 - During the meeting for Title 1 parents, a focus group meeting was held. Parents were able to express their thoughts in an open discussion and make recommendations about ways to improve the outcomes of their students.
 - The Title 1 meeting is held annually in our Elementary School. While we have an achievement gap between all students and our students who experience economic disadvantage, we have no real way to identify who those students are. The Title 1 meeting was used as proxy to hear the concerns of parents who may be experiencing issues of poverty.

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

Staff members were engaged in three different ways. First an electronic survey was used so we gain the consolidated opinion of the entire group. This survey was sent out multiple time through our email system and certified and classified union leadership encouraged members to fill it out. Then we held a focus group with union leaders so that we could hear the priorities of staff leaders. We then held a focus group with the School Improvement Team that is composed of staff members, parents, administrators, and school board members so we could gain an understanding of the whole group priorities.

- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)
 - In our monthly union meeting, staff survey results were provided to the union representatives of each building as well as the organizational leadership. Using the objective information, staff was engaged in discussion about their priorities for the SIA application. They were able to present clear ideas and priorities that are reflected in the SIA application.
 - Our District School Improvement team consists of certified, classified, and administrative staff. This group meets on a monthly basis to review data and plan professional development for the school district. They reviewed the results of the staff, parent, and student survey comments to find trends in opinion. This information was condensed and returned to members. The next meeting they held a focus group with the superintendent and developed their own set of recommendations on the use of the SIA to improve the outcomes of students.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)
 - Students who are Economically Disadvantaged are performing worse on average then the whole student group.
 - We are adding a graduation coach at the high school.
 - A part time Liaison for parents and students navigating poverty.
 - After school tutoring programs will be implemented at all buildings.
 - Stakeholders desire smaller class sizes at the elementary and middle level.
 - We are lowering class size at both our elementary and intermediate schools to help teachers build stronger relationships with students.
 - Replacing a Dean at the intermediate school with an Assistant Principal.
 - Increasing the FTE in Language Arts elective and intervention classes, Physical Education, and music at YCES and YCIS.
 - All of our students need to do better at achieving in math.

- We are adding in a new secondary teaching position in math to increase intervention opportunities.
- We are testing new math curriculum with screening tools at the K-6 level.
- Instructional coach at elementary and intermediate level.
- Stakeholders desire afterschool academic intervention programs for students, with transportation.
 - After school tutoring with transportation between the communities of Yamhill and Carlton
- Stakeholders desire more counselors in our schools.
 - We are adding a Counselor at the Intermediate School
 - We are adding a Special Education Teacher focused on students who need assistance learning prosocial behavior at the Intermediate School. An aid will be assigned in the program all day.
 - The high school will increase their half time Yamhill County Behavior Specialist to full time.
- Stakeholders desire more Career Technical Education in our schools.
 - We will add a home economics program at the Intermediate School Level.

Part Four: Data Analysis (Application)

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

Oregon State Assessment data over the past five years was used to look at student achievement of over time. The data is broken down by sub-group and allows us to take an objective look at the performance of different student groups. We also looked at the same data in the Forecast 5 software which provided an interesting equity lenses when we were compared to other areas schools.

We used data from the Oregon Healthy Teen Survey that allowed us to gain an understanding of student at risk behavior.

We used qualitative data gained from parent, staff, and student surveys. The surveys allowed participants to self-identify ethnic groups, so we were able to isolate data based on demographics.

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](#)

| |
|-------------|
| Equity Lens |
|-------------|

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 Yamhill Carlton School District is committed to the success of all of its students. We used the Oregon Equity Lens as a reference point when we made the decision to commit resources specifically to reduce the achievement gap for Economic Disadvantaged Students. The lens helped us to consider strategies suggested by parents of Title 1 students that will help add academic interventions both during and after school to our math program and incorporate a graduation coach to work with students who need more support navigating the expectations of high school.

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 - Yes
- Addressing students’ health and safety needs - Yes
- [Evidence-based strategies](#) for reducing class size and caseloads - Yes
- Expanding availability of and student participation in well-rounded learning experiences - Yes

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)

We have also experienced an increase of students with mental health issues at all levels. The counselors will help with this situation and the mental health specialists will be able to focus their efforts on the highest level of need. At the elementary, we will add a classified aide to monitor a safe space for agitated students to regain control of their emotions before returning to class. At the intermediate level, we will add a half time special education teacher to specifically work with students that need to develop prosocial skills.

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Our school district has made great strides in improving all student outcomes in language arts, however we have experienced lackluster success in math at the secondary level. Our growth at the elementary has brought us to the state average, but our economically disadvantaged and special education students still remain frustratingly behind. To combat this, we will reduce class sizes in the elementary by adding a teacher in the 4th grade. Consequently, we will need more FTE for PE and other specialized classes. We will also increase a Title 1 funded Instructional Assistant to full time to provide intervention opportunities for students. We will add a half-time instructional coach to work with our K-8 teachers on improving our researched based cooperative learning strategies that aid the learning of Economically Disadvantaged students. We are beginning a trial on a new K-6 math curriculum that incorporates progress monitoring assessments. In addition, we will add a Graduation Coach at the high school level to lower the gap in graduation between student groups.

At the secondary level, we must lower class sizes in math and create interventions for students who need them. We will add a new math teacher at the secondary level. This will allow our teachers to work with smaller groups of students and schedule intervention classes. We will also add a music program at the elementary level to give students more options and lower overall class size. The addition of the music program at YCES allows us to transfer FTE for our current music theater program from the elementary to the secondary, thus increasing options for a well-rounded education at both locations. Parents, teachers, and students have requested an afterschool program that provides help with math, so we will implement one at all levels that are attended by designated instructional aides and have rotating teaching staff. Afterschool transportation will be provided between the two towns.

These series of targeted investments have been calculated to provide the most impact possible with the SIA budget provided to the Yamhill Carlton School District. Our goals are to reduce the achievement gap between all students and economically disadvantaged and special education students. We are also making a significant investment in resources that will help improve the mental health of students.

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)

Disruptive students have caused lost instructional time for all students and frustration for teachers. Students that are consistently disruptive are often the victims of trauma or are having trouble regulating their emotions. The investments we are making in creating a robust and multi-layered system of mental health treatment, behavioral interventions, and education should produce an improved learning environment for all students. At the same time, students who are engaged in consistent disruptive behavior, will learn how to manage their impulses and trauma reactions so that they will be able to better access instruction and improve their rate of learning. Reasonable sized classes will enable our teaching staff to better manage off task behavior. Our goal is to reduce behavior referrals at all schools by 40% over the next three years.

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Our part time instructional coach will help teach and reinforce our district’s cooperative learning strategies so that learning in classroom will become more productive and easier for the traumatized student to engage in. These techniques are researched based and are focused on improving the outcomes of Economically Disadvantaged students as well. Our new counselors will continue to train our teaching staff in techniques to work with students who have experienced trauma. Our Graduation Coach will make personal connections with students who are not earning credits in high school and help them to meet the expectations of graduation. Our goal is to reduce the achievement gap between all student groups by 50% over the next three years in all statistical areas including academic achievement assessments, ninth grade on track, and 4 year graduation rates.

Our school district has put considerable effort into an RTI program for reading and a robust writing program. Consequently, our district’s test scores are consistently at or above the state average in language arts. While we have also put effort into our math program, we are not achieving similar results for all students in that subject. Adding another teacher at the secondary level, an afterschool tutoring program at all levels, and new curriculum at the elementary level will help us focus and enhance our math programs. It is our objective to raise student growth rates in math for all students above the 50th percentile over the next three years. We want to raise math achievement rates for all students above the state average in the next three years.

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 issues that we have chosen to focus on with the SIA funds are long term issues that are part of the fabric of current American society. Schools are neither the complete source of the problems nor the whole solution to them. We can and will build a better education system to aid the progress of all of our students, but we have little influence over the root causes of the dysfunction.

The main barriers that we will encounter as we work to improve the outcomes of students are the ones we deal with now: Economic instability of families, students who have been traumatized, students who are developing mental illness, students who are mobile, families that are not committed to their children’s academic education, and a host of other related issues.

At the same time, our schools have a number of institutional barriers that we need to overcome to effectively educate students: School bureaucracy that is difficult for families to navigate, low teacher expectations for students, reductions to school budgets, aging school facilities, and a lack of a work force to fill the needs of the school. Even if everything is put into place perfectly, it takes time and persistence to change human behavior.

Part Seven: Evidence of Board Approval

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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)

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.