

Student Investment Act Grant Application Black Butte School District 41

Part One: General Information (Application)	
School Year	2020-21
District	Black Butte School District 41
Institution ID	428
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Part Two: Narrative

Plan Summary

Nestled in the heart of the Metolius River Basin in Central Oregon, Black Butte School District (BBSD) is a small rural public K-8 school. In any given year, our enrollment hovers between 25 and 30 students. We have 5 staff members who provide direct educational services to our students: 2 full time teachers, 1 teacher who also serves as head teacher, 1 part time paraprofessional, and 1 part-time counselor. In addition, we have 2 additional educators who provide part-time support; one as a leadership/learning coach and one as our Theater teacher and head of special projects. In addition, we have a district clerk and facilities/transportation manager. We partner with local experts to enrich our program with the arts, physical education/recreation, and outdoor exploration.

With over 120 years of history, Black Butte School (BBS) is an incredibly unique and special resource to the Camp Sherman region and the state of Oregon. It is both a relic of the past and a 21st-century cutting-edge learning center. School leadership leverages Black Butte School's small size and access to nature to experiment with vibrant and creative ways of teaching and learning. This flexibility provides more opportunities for place-based, project-based, and problem-based educational experiences.

Our little school has a student body that reflects a diverse set of needs. Among our 27 students, we have foster children, students of color, and students who are navigating homelessness. Fifty percent of students are performing below grade level in reading and math. BBSD is committed to creating a supportive learning environment where all students are able to thrive, socially, emotionally, physically, and academically. With our unique learning environment, SIA funding will help us address some of the specific needs of our students. One use of this funding is to increase professional development, staffing and technology in order to address challenges students face in learning essential math skills. Secondly, investing in professional learning opportunities around Social, Emotional Learning ([SEL](#)) will increase our ability to address students' social and emotional learning needs. We (Black Butte team) look forward to working collaboratively with our families and community to address these needs.

Part Three: Self-Assessment of Community Engagement

Our students come from 13 different families in the Camp Sherman and Sisters community. As is often true in small rural communities, some of our staff are our students' neighbors and friends. Engagement often happens informally at school and community events. Converting data from these informal gatherings is impossible. In an effort to engage our community in a more concrete data collection process regarding our strengths and needs, we asked our staff, students, board, and community to complete an engagement survey in February 2020.

Due to our small size, tracking demographic data would single out families of focal student groups, making anonymity impossible.

We gathered some interesting data from our fall needs assessment survey. Eighty-six percent rated BBS as generally effective or highly effective. We were also rated 86% effective or highly effective at meeting the students' social and emotional needs. That said, our staff do not feel fully prepared to address the mental and behavioral health needs of our students and would like more tools. Seventy-five percent of the survey respondents rated our academic programs as effective or highly effective. They feel that our science, social studies, and physical education programs are meeting the needs of students. Our math program received the lowest rating of 57.7%. Based on comments, there is a desire for students to get more one-on-one teaching. Because we didn't collect demographic data on our survey, we can't be 100% certain that the data came from the families of focal students. That being said, we provide a great deal of one-on-one support to our students

who are homeless. Our students who are below grade level get specific support for their speech and language, math, and reading needs.

According to the feedback, some parents feel we can improve our engagement and communication efforts. When asked how they might become more engaged, several indicated an interest in volunteering or participating on the PTO. When parents have surfaced concerns we listen and make efforts to address their concerns. We would like to find a way to collect suggestions and ideas from our very small demographic groups and still provide them with anonymity.

Our formal communication efforts include a monthly e-newsletter, our bulletin, monthly board meetings, our annual community survey and PTO meetings. When we didn't have bus service, our students were picked up by parents or family members. This provided another valuable way to engage our families. With our bus service back in operation, these informal connections have been eliminated. We would like to schedule more opportunities for families to meet with the head teacher, like an early morning coffee. We would establish a topic each month and also provide time for Q & A.

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

This process has made us more aware of our need to be more intentional about how and when to engage our families and communities regarding our improvement efforts. With all the gatherings that do occur, we would like to also include time (15-20 minutes) to update and seek feedback regarding our progress toward our academic, social, and emotional goals. It may be valuable to have a neutral party (person) hold a community conversation or a couple of focus groups about our strengths and needs.

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

Black Butte School District, a very small rural district, has 6 staff members who provide all the education services needed to run the district. Due to time constraints, it is challenging to plan and execute engagement activities that provide feedback from all students, parents, and community members. However, with some intentional adjustments to agendas at PTO and board meetings as well as social gatherings, we believe we have opportunities to have authentic engagement and will be able to continue to engage in systematic feedback. We

also recognize the need for improved internet service to the Camp Sherman community to enhance our communication efforts.

We appreciate knowing that the Oregon Department of Education (ODE) understands our unique needs and is willing to support our efforts to meaningfully engage our constituents as we continue to improve how we support our students' academic, social, and emotional needs.

Who was Engaged?

- 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 navigating poverty, homelessness, and foster care
- Licensed staff (teachers)

Classified staff (paraprofessional, bus driver, District clerk, etc.)

Tribal members (Board member, youth)

School volunteers (school board members, budget committee members, PTO members, Site Council, classroom volunteers, etc.)

Business community (Camp Sherman)

Community leaders

How did you engage your community?

Survey(s) or other engagement applications (Google Survey)

Email messages

Newsletters

Website

School board meeting

Evidence of Engagement

Artifacts uploaded:

1. Needs Assessment Survey
2. Habits of Work Survey; Climate Surveys
3. School board meeting agenda/minutes
4. Newsletter
5. BBS Community Engagement Survey (Staff and Board)

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community?

The artifacts we selected clearly illustrate Black Butte School District’s efforts to engage our focal student populations, their families, staff, and community organizations. These artifacts show how we offered different ways for our community to provide input into the development of our SIA plan. When we engage our families and communities, we are able to see whom we’re engaging and with whom we’re not connecting. While we do take attendance at some of these events, we don’t track attendance by “focal group” in order to preserve anonymity. Our goal is to engage with our families, students, and community to serve and address the needs of all our 27 students, including the diverse needs of our students of color, students with disabilities, students who are navigating poverty or homelessness, and students in foster care.

Describe the strategies (at least two) that you executed to engage each of the focal student groups and their families present within your district and community.

The district has conducted numerous engagement activities, beginning in the fall of 2019 to develop our CIP, up to our SIA engagement in February. Our goal was to effectively engage our family and student focal groups through a variety of methods to hear their voices and gather their input in our continuous improvement efforts. Community online surveys, community meetings, student surveys, and informal meetings and gatherings were done and will continue to provide opportunities for our stakeholders to share their hopes, needs, and experiences.

Our community engagement process, along with staff comments, data, and survey results, helped define themes and areas of need for our Student Investment Act plan. The district’s Oregon Report Card student data is very limiting due to the low student population. The SIA Team will work with ODE on the establishment of progress markers. The final report was shared with the community, school board, and staff in March 2020.

Describe the activities (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used.

The activities that we executed to engage our focal groups and families are listed below:

1. Needs Assessment Survey—Our Fall 2019 Needs Assessment survey collected data to show our families’ perceptions of how we are doing in meeting their children’s

academic, social, and emotional needs. The results of these surveys helped us address concerns and/or challenges and engage our families as partners in their children’s learning. The results are being used to help align our CIP with our SIA plan.

2. Board and Community Survey—This survey was used to gather input to assist in our planning process.

Strategies and Activities for Engaging Staff

Our community engagement process, along with staff comments, data, and survey results, helped define themes and areas of need for our Student Investment Act plan. Staff meetings, one-on-one conversations, and collaborative problem-solving to address student needs are the other strategies we used to engage staff and build our SIA plan.

1. Staff Survey—Staff completed a survey to help inform the development of the SIA plan. Their input, along with community, students, and board members’ feedback, will continue to be used to build and refine our plan moving forward.
2. Staff Meetings—Staff meetings are an engagement activity and have been used to gather feedback about the needs of our students. Meetings, along with data analysis, have helped inform the development of our SIA plan.

Collecting and Using Input. Describe and distill what you learned from your community and staff.

The Black Butte School District learned from our community, families, students, and staff that BBS is a unique school, full of pride, hope, and possibilities. On the other hand, it is challenged by the limitations of being very rural and lacking some academic and well-rounded learning opportunities afforded to students in larger schools and districts.

All the results from the community, staff, and student input are being incorporated into our SIA planning. A summary of what we learned from our community, families, students, and staff includes the need to:

- Provide additional professional development days to: analyze student academic performance data, identify behavioral and mental health needs to inform instruction and intervention and receive [RTI](#) training on evidence-based strategies for Tier 2 and 3 supports for students performing below grade level;
- Expand the behavior and mental health and social, emotional support systems for students by providing family education opportunities

- Increase the teaching contract for one of staff, from .8 FTE to 1.0, to allow for additional math intervention support.
- Upgrade our technology to expand learning opportunities for students.
- Increase our partnerships with and participation in state, regional, and local organizations that provide: access to well-rounded learning experiences for our students and collaboration/networking opportunities for staff.

Part Four: Data Analysis Sources Part Two: Narrative (Application)

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

In the fall we analyzed a variety of measures, such as student performance on state and local measures, and staff, student, family, and community surveys. We looked at outcomes and inequities among gender groups, grades, students in special education, students of color, students navigating poverty or homelessness, and students in foster care. Our data elevated needs in attendance, math performance, social/emotional health, special education, and community/family engagement.

To engage our stakeholders and gather additional data for our SIA plan, we reached out to staff, families, community, and students through surveys and informal meetings. In addition, we gathered staff and student feedback from the Habits of Work and a climate survey.

The data sources mentioned in this section helped us ascertain needs in (1) social, emotional health, (2) raising achievement and closing the disparity gap, (3) closing the opportunity gap prevalent in rural communities, and (4) professional development for staff.

Part Five: SIA Plan

The Black Butte School District completed the optional SIA Integrated Planning Tool. This tool provides elements for continuous improvement planning, including outcomes, strategies, activities, priorities, and alignment with the budget. Each of those elements is aligned to multiple documents reflecting continuous improvement efforts. The district is aligning the SIA planning process with our existing Continuous Improvement Plan (CIP).

Alignment is highlighted by ensuring that the five strategies developed in our SIA plan align with the goals and strategies identified in our CIP.

The district has used the strategic investment priorities (equity planning tool) worksheet to ensure that our strategies also align with the planned equity priorities and available resources. The input and results from the community engagement process are also incorporated into our SIA plan. All these elements bridge the needs of our district and the investment of funds with the framework required in the SIA planning and application processes.

The district has worked hard to ensure that our SIA plan is realistic, aligns with our resources and CIP, and supports the academic success of our students. These documents support our SIA plan and explain how the SIA investments strategically align with meeting the needs of our rural students.

Key elements of our SIA plan are identified in the overview provided below as outcomes, strategies, and activities. The Integrated Planning Tool provides more detailed information and serves as a tool for us to make future refinements.

Outcomes:

Every K-8 educator analyzes and uses student and school climate data (SEL assessment) with an equity lens (i.e., disaggregating by race) bi-annually to understand how the learning environment supports students' emotional, social, and academic needs.

1. K-8th grade students treat each other with respect and report a sense of belonging, identity, and safety at school. We will use an [equity lens](#) to understand and respond to any implicit or explicit bias that may occur due to race, SES, or academic challenges.
2. Every K-8 educator feels competent in meeting each student's social, emotional, behavioral, and academic needs. They have the tools and resources to nurture, support, and intervene in ways that help students meet their academic, social, and emotional goals.
3. Every K-8 educator analyzes and uses student math assessment data with an equity lens (i.e., specific to focal groups) on a quarterly basis to inform instruction and intervention decisions that lead to increasing understanding of math concepts and success on math assessments.
4. Every student feels supported in reaching their math and reading goals through the use of flexible learning experience, responsive to their individual needs, using the updated technology resources (i.e. iPads, tablets, and online instructional materials)

5. Every student experiences additional cultural, career, and [STEAM](#) (Science, Technology, Engineering, Arts, & Math) programming through partnerships with local, regional, and statewide organizations.

Strategies/Activities:

#1 - Provide two additional professional development days that focus on analyzing student performance data and social, and emotional data, applying and equity lens to the process and provide professional development in RTI systems of supports so teachers will be better equipped to make instructional and intervention decisions and change practices to improve the social, emotional, and academic learning needs of students.

- Add professional development days (all-staff) to the school calendar in fall and spring for professional development related to mental health education, data analysis and planning, instructional pedagogy with RTI ([Response to Intervention](#)), and assessment focus.
- All staff will get trained in Mental Health/First Aid training as part of our Suicide Prevention Plan.

#2 - Provide professional development for staff in mindfulness and practices that focus on the social-emotional needs of students. Staff will address students' needs as well as provide education-based support for parents so that students will experience positive outcomes.

- At least 2 staff get trained in a mindfulness program: Mindful Schools, MindUp, or Niroga Institute.

#3 - The math intervention specialist will provide tiered intervention support to students to assist students in meeting their math goals and reduce achievement gaps between themselves and their peers performing at grade level.

- Hire a .2 FTE math intervention specialist (increase a current staff position from .8 FTE to 1.0 FTE).
- Math teachers attend professional development with a focus on differentiating for multi-age classrooms.

#4 - Incorporate the use of technology to support the newly adopted math and ELA (English Language Arts) curriculum programs and use the digital assessment components to assist students with their individualized learning needs.

- Purchase new iPads or tablets and curriculum that will support up-to-date math and reading intervention programs as well as mindfulness applications..
- Purchase online differentiated math programs (either memberships or licenses).

#5 - Develop partnerships with local, regional, and statewide organizations so students have more opportunities to access well-rounded learning experiences and staff will have networking opportunities in professional settings.

- Schedule at least 2 programs (one regionally, one statewide) that provide cultural and STEAM-related experiences for students.

SIA Integrated Planning Tool

Integrated Planning Tool uploaded to ODE Website

Budget

SIA budget uploaded to ODE Website

Equity Lens or Tool

The Black Butte School District has completed a strategic investment priority plan to align our SIA plan, budget, and priority areas, surfacing equity, academic achievement and mental and behavioral health needs.

With 27 students, our student body reflects a diverse set of needs. We have foster children, students of color, and students who are navigating homelessness, an 35% of the students are considered low SES. Forty percent of the students are performing below grade level in reading, 50% are below grade level in math.

The resource allocation and strategic investments in our SIA plan will have a positive impact on all our students and reduce the opportunity gap. Our school district intentionally involves all our stakeholders in our work, including the development of the SIA plan. The staff and board are aware of all the race, ethnicity, and language data of our students. The staff plans to participate in equity training offered through ESD and other regional networks.

Reference the attached strategic investment priority (equity lens) for specific information on how each investment area advances student mental and behavioral health while increasing academic achievement. The barriers to more equitable outcomes are the geographic location of the rural school and limited resources due to the size of the school district.

Equity Lens uploaded to ODE Website

Draft Longitudinal Performance Growth

Due to the size of Black Butte School District, we do not have the data available to develop these targets. The district will work with ODE to establish progress makers.

Part Six: Use of Funds

Allowable Uses. Which of the following allowable use categories is your plan designed to fund within?

Increasing instructional time

Addressing students' health and safety needs

Expanding availability of and student participation in well-rounded learning experiences

Meeting Students' Mental and Behavioral Health Needs. Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

Addressing students' health and safety needs

Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds and to address the needs and impacts on focal student groups.

The district's largest expenditure will be to support academic achievement and growth in mathematics and provide professional development for staff to enable them to be better equipped to meet the academic, social, and emotional needs of our students. We have used state and local assessments; community, family, and student engagement surveys; and evidence-based studies to support this investment of funds. Key areas include providing additional math support in the classroom and using technology to enhance math and ELA achievement. We must also provide our students with more access to well-rounded learning opportunities and have designated funds to allow for these experiences. Using these funds in this way will help address some of the inequities that students face who live in remote/rural areas. New networking opportunities are being planned for the 2020-21 school year for rural school districts in Central Oregon.

The Student Investment Act provides a great opportunity to positively impact the academic and mental and behavioral health needs of all our students and our focal groups. If we are able to achieve our goals, we will see an increase in the math and reading scores of students performing below grade level. Students will report feeling safe, comfortable, and able to manage the stressors associated with being homeless, in foster care, and/or struggling academically and behaviorally. Teachers will feel a stronger sense of

competence in meeting the academic, social, and emotional needs of our students. Due to new partnerships, students will experience a more well-rounded education through exposure to a wider variety of cultural and learning opportunities locally, regionally, and statewide. The SIA is our district's opportunity to address the significant challenges faced by a rural school district and its students.

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?

When we consider barriers, mobility is an important factor. The life circumstances for our students who are homeless and in foster care could be such that they move from our district at a moment's notice. Despite this possibility, we work with each student daily, to optimize their learning. Increasing our one-on-one intervention schedule could impact our field studies program, which takes students out into the "field," supporting their learning with hands-on experiences. Staff will collaborate to ensure that we maintain well-rounded learning experiences for all our students.

Part Seven: Documentation and Board Approval

Evidence of Board Approval uploaded to ODE Website

Part Eight: Public Charter Schools (if applicable)

There are no charter schools in Black Butte School District 41.

Applicant Assurances

Black Butte School District 41 makes the following assurances:

Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.

Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).

Disaggregated data by focal student group was examined during the SIA planning process.

The recommendations from the Quality Education Commission (QEC) were reviewed and considered.

The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]

Agreement to provide requested reports and information to the Oregon Department of Education.