

Student Investment Account Application

Part One: General Information (Application)	
School Year	2020-21
District	Enterprise School District
Webpage <i>(Where SIA Plan will be Posted)</i>	https://www.enterpriseschool.org/
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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).**

Enterprise School District is located in rural northeast Oregon in Wallowa County. Wallowa County is geographically remote and has a population of less than 7,000. The district serves the town of Enterprise with a total population of approximately 1950 residents. The Enterprise School District has one campus with two buildings and approximately 430 students. District wide there are two administrators, twenty-eight certified staff, eleven educational assistants and ten other support staff (custodians, bus drivers, secretaries and cafeteria). Grade band sizes are relatively small (typically twenty to thirty) and there is one teacher per grade level/content area, with a few exceptions.

Demographically the student population is ninety percent white, five percent Multiracial and five percent Hispanic/Latino. Thirty-six percent of students are on free/reduced lunch and

seventeen percent are students with disabilities. The small size of the community and school contribute to the “family-like” feeling in the school.

The SIA funding will be used to address both purposes stated in the law- meeting student’s mental and behavioral health needs and increasing academic achievement for all, with efforts being targeted to reduce disparities for students in focal groups. Through community engagement the need to provide additional social, emotional and behavioral support for students was identified as the top priority. SIA funds will be used to bolster the ability to provide quality tiered social/emotional and behavioral supports through hiring a school counselor and a SEL/health specialist.

Course offerings outside the academic core are limited due the small size of the school and limited staff. A second priority is to expand learning opportunities to create a more well-rounded education for students. Funds will be used to hire half-time teachers in music, art and agriculture.

A third need identified through stakeholder engagement was to focus on meeting the diverse learning needs of all students. To increase academic achievement and decrease disparities, funds will also be used to increase efforts on differentiating instruction for students, as well as align K-12 English Language Arts (ELA) curriculum/instruction.

All of the strategies/activities articulated in the SIA Plan focus on meeting the individual needs for all students and reducing disparities for our focal groups. Our primary focal groups are students that are experiencing poverty and students with disabilities.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- **Who you engaged**
- **Frequency / occurrence**
- **How you ensured engagement of staff and each of the focal student groups and their families**
- **Key information you collected**

(250 words or less)

Enterprise School District used multiple approaches to engage community in the SIA process through the fall and winter of this year. We are proud of not only our efforts, but the depth of community engagement, which is in part due to the small size of the community. We used traditional methods such as community meetings and student surveys, but we also used a more individualized approach.

Students were engaged through both surveys and discussion at the secondary level and upper elementary level. Discussion and surveys at the upper elementary level were conducted by whole grade bands to ensure focal groups were included. At the high school level a student forum was held during school hours and surveys were distributed. A cross section of students were invited to engage in the forum to ensure all student groups were represented.

Staff were engaged through a series of meetings that started with CIP planning and then specifics of the SSA/SIA. All staff members participated in these meetings district wide. In addition to meetings, teachers and administrators completed a survey to ensure individual staff feedback.

Parents were engaged through multiple means. Existing meetings that are well attended were utilized to get feedback from parents including site council, school board, parent title meetings, parent teacher conferences, IEP and Watch D.O.G. meetings. Individual invitations to meetings and individual conversations were held to ensure that parents of focal groups were part of the process.

Key information collected included positive feedback that parents and students appreciate having teachers that truly care about their student's academic success and overall well-being. Also expressed was that the small size of the school allowed individual needs to be met, but also presented some limitations in resources. Consistent suggestions for improvement centered on offering more counseling and behavior supports for students and expanding course offerings to provide a more well-rounded education for students grades K-12.

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)

Due to the small size of the school and community, meaningful engagement was possible through multiple efforts, but especially through conversations with parents and full participation of staff in the process. Utilizing existing meetings, such Parent Title, IEP, site council, parent teacher conferences and school board meetings made it possible to reach more groups. The school hosted a SSA/SIA meeting following the annual Watch D.O.G. kick-off because it is well attended. This meeting included a presentation on the overview of SIA and allowed parents, students and community to give feedback both orally and in writing.

Surveys were utilized to collect individual student and staff feedback. This provided a means to gather input that did not require speaking in front of a group- which often is a barrier for many.

One value of having a small school is the personal relationships that exist between parents, community and the school. Parents and community often are present in the buildings and the staff utilized these situations to gather SIA feedback through individual conversations.

One barrier is the lack of knowledge on what the SSA/SIA is and how it correlates to additional funds for student learning and well-being. Now that extensive education on SIA has been dispensed, it is our belief that the community now has a better sense of what SSA/SIA is, and this alone will make gathering input easier in the future.

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

We will focus our efforts to have an organized method to utilize IEP meetings throughout the year to engage both students and parents of students with disabilities. We will also continue to utilize opportunities to have individual conversations with parents and community on school

improvement efforts as they arise. The small size of our community make it possible to reach the vast majority of the community, but we need to be diligent about documenting our conversations.

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

The Oregon Department of Education can support our engagement process by providing examples of best practices for engaging community as they learn what other schools are doing. The engagement toolkit was utilized in our efforts and we would love to see more examples of tools to use such as parent or student survey questions.

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- 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.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, 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
- 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)
- In-person forum(s)

- (X) Focus group(s)
- (X) Roundtable discussion
- (X) Community group meeting
- () Website
- () Email messages
- () Newsletters
- (X) Social media
- (X) School board meeting
- (X) Partnering with unions
- (X) Partnering with community based partners
- () Partnering with faith based organizations
- () Partnering with business
- (X) Other: Individual conversations

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)

Due to the small size of the school and community, a significant portion of each stakeholder group was engaged through the SSA planning process. The following five artifacts reflect this engagement:

1. Student SSA Input Surveys- Enterprise School District had high school and upper elementary students complete an SIA survey. A copy of the two surveys utilized are attached.
2. Eastern Oregon REN Survey Results- Certified and administrative staff completed a survey that had questions for both the SIA and the Eastern Oregon Regional Educator Network. Attached are the results of the questions specific to SSA/SIA. The results demonstrate the need to broaden curriculum and provide more access to counseling
3. Consolidated Suggestions by Allowable Uses- All of the community, student, and teacher input regarding suggestions was consolidated by the four allowable uses of SIA funds. This document is attached and again reflects the need to broaden access to curricular opportunities for students and increase counseling services.
4. PowerPoint presentation & Parent Questionnaire - Enterprise School District hosted a SIA Input Session following a parent volunteer meeting. Attached are the PowerPoint slides used to educate parents on SIA and the parent questionnaire that was dispensed and collected at the meeting for parent feedback.

5. SIA Specific Staff Meeting Sign-In Sheets- Enterprise staff members met multiple times to discuss and plan for the use of SIA funds. Sign-sheets documenting the various meetings are attached.

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)

Enterprise used a combination of strategies to solicit SIA feedback through both group and individual opportunities. Two group strategies included using written surveys/questionnaires and in-person meetings. In person meetings allowed the school to educate parents and students on the SIA funds and allowable uses, as well as creating opportunities for rich discussion. The district utilized existing meetings that are well attended to gather input on SIA including elementary parent title meetings, school board meetings, site council meetings, parent teacher conferences, IEP meetings and the annual Watch D.O.G. kick off meeting.

A second strategy was the use of surveys/questionnaires. The use of surveys/questionnaires was intentional to allow individual feedback. Many people do not feel comfortable offering their ideas/opinions in a large group or they feel their ideas have already been expressed by another person. Using the surveys allowed the school to gather more ideas and also to see trends of what the larger group felt would help to improve our school.

Lastly, in tune with the small size of our community we made a great effort to seek individual input. Both administrators and some staff utilized impromptu opportunities to get feedback. Examples include when parents were picking up their kids from school, IEP meetings and casual encounters in the hallway or community. This strategy falls in line with the small town “family” feel of our school.

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)

Student input was gathered through individual surveys and discussions at the upper elementary and secondary level. At the high school level, a student forum was held during school hours to solicit group feedback regarding the use of SIA dollars. Students representing focal groups were specifically invited to attend to ensure they had a voice in the planning process. Notes on the group discussion were taken during the forum and then students completed individual surveys at the end to ensure all were able to give input. At the upper elementary level teachers helped to facilitate discussions during class time and then individual surveys were completed by students. At the upper elementary level all students in the 5th and 6th grade bands participated to ensure focal groups participated.

Enterprise School District sought feedback from parents at numerous school events. Several of these events were chosen specifically because attendance at them includes representation of our student and parent focal groups including the annual parent title

meeting, student parent teacher conferences and IEP meetings. Admin reached out to parents in focal groups personally to ensure they knew of the opportunities to give input. These meetings had good attendance, including representation of focal groups. The annual title meeting is a well-attended event and we had an SIA meeting at the end of it. We choose this meeting because not only is it well-attended, but attended by many parents of students in our focal groups. At the meeting we presented an overview of SIA and then asked questions regarding strengths, challenges and suggestions for the school district, utilizing the ODE template. Notes were kept on the discussion and then parents had an opportunity to complete the questionnaire individually.

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

Enterprise School District employs two administrators, twenty-eight teachers and twenty-one support staff (instructional assistants, custodians, cafeteria and secretaries). Two strategies that were utilized include meetings and surveys. Staff meetings were selected to engage staff because it is an already existing structure to reach all staff. Surveys were also used to ensure an opportunity to give individual input.

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

Enterprise staff at the secondary and elementary level each met for two separate meetings regarding SIA. The first meeting included a presentation on what the SIA funds were, how they could be utilized and to review the district CIP plan. There was then an open brain storming session to gather ideas for using the funds. Second meetings were focused on reviewing community input and prioritizing uses of the funds.

Although discussions had been rich and most contributed, it was believed that a survey would provide opportunity for teachers to express their individual opinion and especially for those that are less vocal in the meetings. A survey was created and given to all certified staff and administrators that had questions relevant to both the SIA and our Eastern Oregon Regional Educator Network.

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

What was heard again and again from community members, parents and students is that they love their small school and have educators that really care about their students. This is fitting in terms of the “family-like” feel of the school. With approximately 430 kids district wide and roughly 1900 residents in the town of Enterprise, teachers and community members know each other on a personal level. Another consistent strength identified and expressed by parents is that the school works hard to meet the individual needs of their children.

Many strengths were identified that are attributed to the small size of the school. However, the small size of the school also is the root of some of the challenges identified

including limited resources. Limited access to counseling supports for students, limited course offerings for students and limited quality and accessible staff professional development.

Priorities for improvement focused on increasing social/emotional supports for students and broadening course options to meet student interests. Also identified as a need was structured time to prepare for and implement initiatives that would differentiate instruction for students to meet the individual needs of all students, with an emphasis on focal groups.

Prior to the planning session with the SSA committee, all community engagement was reviewed and themes were identified. As decisions were being made, the group referred back to the community engagement feedback as a way to help make difficult decisions and ensure decisions were in line with community engagement.

Part Four: Data Analysis (Application)

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

Enterprise School District utilized multiple sources of data in their planning including:

- ORIS Needs Assessment
- Attendance (Five Year Trend)
- 4 Year Graduation (Five Year Trend)
- 5 year Graduation (Five Year Trend)
- 9th Grade on Track (Five Year Trend)
- 3rd Grade Reading (Five Year Trend)
- ELA & Math SBAC data for all testable grade levels (Five Year Trend)
- Community engagement data

To ensure equity-based decision making, data was disaggregated to determine if there were disparities based on Race/Ethnicity, for students experiencing poverty, students with disabilities, emerging bilinguals and students experiencing homelessness. During the planning process the Oregon Education Equity Lens was utilized to ensure disparities were recognized and inequities were identified when making decisions. Through this process, a plan was created that targets the needs of our focal groups while simultaneously benefiting the overall student population.

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.

See the Attached Documents:

- Enterprise School District SIA Plan
- Enterprise School District SIA Budget Tool

Equity Lens

See Oregon Education Equity Lens

Describe how you used this tool in your planning work. (250 words or less)

The committee incorporated the Oregon Education Equity Lens tool provided by ODE to guide the planning and decision making to ensure the committees decisions and the plan aligned with the needs of our historically underserved focal groups. As priorities were set, the team looked at how strategies would target our focal groups first and foremost, while simultaneously meeting the needs of the overall student body.

Part Six: Use of Funds

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

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

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

The overall focus of Enterprises School Districts SIA plan is to meet the individual needs of all students in relation to academics and social emotional well-being. Strategies were identified to target our focal student groups, while simultaneously meeting the needs of the overall student body. The SIA plan has two focuses that were identified through community engagement and a review of data.

Meeting students' social and emotional needs was identified as a top priority during community engagement efforts. Enterprise School district will use funds to increase tiered behavior and mental health supports. Currently the district has one mental health counselor in the district for only 2 days per week. With the number of students to serve and limited time, the majority of this counselors efforts address tier 3 mental health needs. To remedy this and provide more supports to students, the district will hire a school counselor at the secondary level and a SEL/health specialist at the elementary level that can address tier 1 and 2 behavior

and counseling needs. The district is also working with our local mental health agency to increase the days the mental health counselor is in the school. This will provide additional time for the mental health counselor to address tier 2 and 3 needs. A contract to increase this time to 3.5 days per week has been developed with Wallowa Valley Center for Wellness. These supports will first and foremost target students in our focal groups.

A second need identified through stakeholder engagement was to increase instructional opportunities for students and thus provide a more well-rounded education. Part time positions in music, art and agriculture will be added to increase instructional opportunities at the elementary and secondary level. The course offerings are considered more hands-on and were identified by students in focal groups as courses they would like to take.

A third need identified through stakeholder engagement was to focus on meeting the diverse learning needs of all students. To increase academic achievement and decrease disparities, funds will also be used to increase efforts on differentiating instruction for students. District wide, teachers will have professional development opportunities to collaborate with and observe other teachers to increase the differentiation of their instruction to meet the needs of all students, including students in focal groups. Funds will also be used to provide leadership and work time to vertically align the ELA curriculum, ensuring that students have opportunity to learn the ELA standards.

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)

Strategies and activities articulated in Enterprise School District's SIA Plan were intentionally selected to meet the needs of student focal groups, while simultaneously having an impact on all students. Through increased counseling services, there will be an increase in behavior supports and social-emotional learning for all students which can have an indirect impact on academics. Additional hands on course offerings such as art, music and agriculture will be offered to meet the needs of students. The activities in the plan will also provide teachers with more training, support and resources for differentiation so that teachers can meet the individual academic needs of all students, with a focus on focal student groups.

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)

During the planning process the team emphasized making plans that would first and foremost meet the needs of focal groups, but could benefit all students. That being said, several barriers were identified including lack of staff, resources and time. The focus of the SIA plan is to address these barriers. The district is striving to put systems and structures in place that can be utilized to meet students' individual academic and social emotional needs. Availability of the resources the district needs to implement the SIA plan could be a barrier. This includes filling positions created by the SIA funds and identifying accessible, quality professional development for staff.

Part Seven: Evidence of Board Approval

Board Minutes

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

N/A