

<b><u>Part One: General Information</u></b>	
School Year	2020-2021
District	Central Curry School District 1, Gold Beach, Oregon
Webpage	<a href="http://www.ccsd.k12.or.us">www.ccsd.k12.or.us</a>
Contact Person	Name: Tim Wilson, Superintendent Email: twilson@ccsd.k12.or.us Phone: (541) 247-2003, extension 224

<b><u>Part Two: Narrative</u></b>
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### **Plan Summary**

- **A brief description of your school district**

*The Central Curry School District 1 is located in Gold Beach in Curry County, the southern- most county along the Oregon Coast. It serves 485 students who live in the communities of Agness, Gold Beach, Nesika and Pistol River. As the county seat, the city of Gold Beach has 2,282 residents (2017). Once a leading fishing and logging leader along the coast, the current economy of the District is primarily the tourism industry and related service jobs. The world famous mail boats offer jet boat tours up the wild Rogue River which also provides world-class fishing opportunities. Government employers include the U.S. Forest Service, Oregon Fish and Wildlife and...Major private employers include Advantec, a marine metals manufacturer and Curry General Hospital.*

*The District has two schools: Riley Creek Elementary (K-8) and Gold Beach High School (9-12). The District employs 32 licensed teachers, 26 classified staff, 3 administrators and 9 central office and school support staff for a total of 70 employees. The Board of Directors is a five-member board that meets monthly. Four of the current board members are graduates of Gold Beach High School and have children attending District schools.*

*Riley Creek School is a school-wide Title I school providing additional services in English/Language Arts and mathematics. The staff utilizes the Response to Intervention (RTI) structure to monitor student growth. The school has a well-established PBIS culture promoting a safe and respectful learning environment. The school has an extensive after school partner with the Curry Public Library through its ASCEND program that provides academic, physical and social growth opportunities.*

*Gold Beach High School with about 145 students offers two successful CTE pathways in Manufacturing and Allied Health Careers in partnership with Southwestern Oregon Community College. Dual enrollment classes with SOCC are offered in English,*

*mathematics and Spanish. A newly launched pathway in Digital Design is in the process of being another pathway. The four-year graduation rate hovers just under 80%. An alternative school program is in its first year with mild success. The faculty continues to work diligently to bring 21<sup>st</sup> century soft skills including the use of technology as a part of their regular instruction.*

- **The exact needs or issues 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 District, through its community engagement process, identified priorities that relate to the two purposes stated in the law. These priorities include:*

- *Instructional Time – 1. Increasing access to technology as an instructional tool; 2. Increasing after school and Saturday programs for academic, social and emotional growth activities.*
- *Class Size Reduction – 1. Add one FTE to elementary school staff to decrease class size and eliminate blended-grade classrooms.*
- *Student Health and Safety – 1. Add full time elementary counselor; 2. Add district nurse; 3. Address family supports; 4. Address health and safety concerns with facility improvements.*
- *Well-Rounded Education – 1. Increase breadth and accessibility to more elective offerings; 2. Increase enrichment activities in the arts and sciences for elementary students; 3. Investigate additions to CTE programming aligned with local career pathways.*

### **Part Three: Community Engagement and Input**

#### **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**

*The initial stages of community engagement began in December 2019 with public forums held at Riley Creek Elementary School and Gold Beach High School. Three general questions were asked: 1. What is going well in our schools? 2. What are programs/services the District could improve? 3. What are barriers that our students have that hinder their achievement? In addition to public forums, these same three questions were available via an online survey (Office 365 Forum). Presentations were also made to the Rotary Club of Gold Beach and an ASCEND Family Night event at the Curry Public Library.*

*Phase two of community engagement was an enhanced online survey which had specific ideas expressed from the initial survey. This was the most successful attempt to receive public input with nearly 300 responses. Phase two concluded with additional public forums held at the two schools to provide opportunity for those who did not express input online. All surveys were publicized via the District's approved social media sites: Central Curry School District 1, Friends of Riley Creek and Gold Beach High School Panther Pride.*

*District staff was provided several opportunities for input via weekly emails and staff meetings. One focal group met at the high school to provide input. This group's product was by far the most effective method of getting genuine responses for student needs.*

*The collected information is the basis of the SIA plan. It verifies the thoughts and dreams from the pre-legislative action when COSA asked for input with "The Four Buckets".*

#### **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?**

*The District believes that there is significant room for growth with attaining authentic community engagement. We believe that our events aligned with what other districts did with evening listening sessions, surveys, social media releases and personal*

*interviews. The end result was only about 17% of our survey and engagement session participants were parents and 11% were citizens without children attending school.*

*Barriers may be access to the internet to respond to online surveys, driving to and attending evening meetings, and non-interest.*

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

*Community engagement sessions will be regularly scheduled throughout the school year in September, November, January and March to continue to solicit information and ideas for current assessment and future planning. This type of evening activity was not as successful as anticipated in the current school year. The District needs to identify strategies and perhaps allocate funds to provide incentives to participate.*

*Through its recent Oregon Promise Scholarship training with OSBA, individual board members have assigned themselves to various civic and non-profits to promote the District's goals and priorities. This is another area of engagement that will continue and potentially expand.*

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

*As previously stated, providing some form of incentive may be of benefit. Whether it is dinner or a drawing for participants, a token of appreciation can go a long way. Perhaps an SIA category or other grant could fund these incentives.*

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

- *Students of color – through surveys and student forum*
- *Students with disabilities – through surveys and student forum*
- *Students who are emerging bilinguals – through surveys and student forum*
- *Students navigating poverty, homelessness, and foster care – through surveys and student forum*
- *Families of students of color – through surveys*
- *Families of students with disabilities – through surveys and personal interviews*
- *Families of students who are emerging bilinguals - through surveys and personal interviews*
- *Families of students navigating poverty, homelessness, and foster care - through surveys and personal interviews*

- Licensed staff (administrators, teachers, counselors, etc.) - *through surveys and staff meetings*
- Classified staff (paraprofessionals, bus drivers, office support, etc.) - *through surveys and staff meetings*
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) *through surveys and presentations at Rotary Club, Soroptomist Club*
- School volunteers (school board members and community engagement forums (6) - *through surveys and personal interviews*
- Community leaders – *Rotary Club and Soroptomist Club*

### **How did you engage your community?**

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

- Survey(s) or other engagement applications (*Office 365 Forms with link to district and school Facebook pages to the community, students in grades 6-12 and district staff*)
- Focus group(s) – *High School Students on March 10, 2020*
- Community group meeting (4) *on December 5, 2019; December 11, 2019; March 3, 2020; and March 10, 2020*
- Website – ([www.ccsd.k12.or.us](http://www.ccsd.k12.or.us)) *link to SSA/SIA and survey link*
- Email messages – *to District Staff*
- Newsletters – *Riley Creek Quarterly Newsletter advertised survey link*
- Social media – *Facebook pages including Central Curry School District 1, Friends of Riley Creek and Gold Beach High School Panther Pride*
- School board meeting – *Regular agenda item since November 2019 with monthly updates provided by superintendent*

### **Evidence of Engagement**

Upload your top five artifacts of engagement.

1. *Results of Needs Assessments*
2. *Survey Results*
3. *Community Engagement Sessions*
4. *Press Releases*
5. *Summary of Student Focus Group*

**Central Curry School District 1**  
**Needs Assessment Summary based on initial public forums and online survey**  
**January 15, 2020**

**Areas for Improvement (with votes in parenthesis)**

- (6) Mental Health Support/Counseling/Suicide Prevention
- (6) Offer courses in home economics, personal finance, "life skills"
- (5) Increase courses in trades and careers
- (4) Increase activities for students besides athletics, including after school
- (3) Increase technology offerings and facilities
- (3) Staff professional development
- (2) Decrease class size
- (2) Improve conditions of facilities (heat, appearance)
- (2) Improve family supports

Improvements	SIA "Buckets"
Mental Health Support/Counseling/Suicide Prevention	Health and Safety
Offer courses in home economics, personal finance, "life skills"	Well-Rounded Education
Increase courses in trades and careers	Well-Rounded Education
Increase activities for students besides athletics, including after school	Well-Rounded Education Instructional Time Health and Safety
Increase technology offerings and facilities	Well-Rounded Education Health and Safety
Staff professional development	
Decrease class size	Class Size
Improve conditions of facilities (heat, appearance)	Health and Safety
Improve family supports	Health and Safety

**Barriers that hinder achievement**

- (10) Poverty/housing/nutrition
- (9) Family Support
- (6) Retention of professional staff
- (5) Negative school culture
- (5) Access to technology
- (4) Child care
- (3) Mental health
- (2) Counselor overload

**Central Curry School District 1**  
**Student Investment Account Application**  
**Community Engagement and Survey Data**  
**March 18, 2020**

**Increasing Instructional Time**

Increase use of technology to improve how instructional time is used	62%
After school programs for all grade levels	52%
Teacher collaboration time to help staff make better use of instructional time	46%
Extended year/summer school programs	17%
Saturday school to catch up and/or accelerate learning	16%
Additional school days	7%

**Reducing Class Size or Case Loads**

Add additional teacher(s) to Riley Creek to create smaller class sizes	67%
Increase use of instructional aides	41%

**Addressing Student Health and Safety Needs**

Hire mental health specialists to provide services to students and families	52%
Hire school health professionals and assistants, including nurse	50%
Add supports for struggling families	49%
Programs that enhance stronger relationships and expectations at school	38%
Facility improvements directly related to student health	37%
Facility improvements directly related to student/staff safety	37%
Safety and crisis planning	36%
Training on trauma informed practices	26%

**Well-rounded Education**

Increase electives at the 7-12 secondary level in life skills	64%
Enhanced extra-curricular activities (field trips, clubs)	63%
Increase specials (music, art, PE) time at the K-5 level	49%
Increase CTE programs, pathways, and opportunities for students	47%
Increase college and career related field trips	45%

## **Survey Demographics**

### **Demographics by Need**

Non-identification with a need	40%
Experiencing mental health needs or have a student who has mental health needs	31%
Navigating poverty/eligible for free or reduced school meals	29%
Homeless/Housing insecure	28%
Qualify as disabled or have a student that has an IEP or 504 Plan	19%
Foster Care (provider or participant)	17%
LGBTQ+	15%
Person of Color	12%
Emerging bilingual or have a student in the ELL Program	7%

### **Demographic by Ethnicity**

White/Caucasian	69%
More than one race	19%
American Indian/Alaskan Native	3%
Hispanic/Latinx	3%
Asian/Asian American	1%
Native Hawaiian/Pacific Islander	>1%
Black/African American	0%

### **Demographic by Group**

Gold Beach High School Student	88	31%
Riley Creek Middle School Student	76	26%
Parent of Currently Enrolled Students	49	17%
CCSD 1 Employee	41	14%
Community Member without Currently Enrolled Students	33	11%







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**Board of Directors**  
Kailey Clarno  
Luke Martinez  
Scott McNair  
Nancy Sorensen  
Andy Wright,  
Chair

### **PRESS RELEASE – November 15, 2019**

The Central Curry School District 1 invites the community to attend a session to provide input into the future of its schools. The recently passed new law called the Student Success Act marks a turning point for education in Oregon. The District has an important role to play. They need the community's input to help develop a plan to best meet the needs of its students and community.

Two public sessions are scheduled to gather community input: Thursday, December 5, from 6:00 – 7: 00 p.m. at the Gold Beach High School Library and Wednesday, December 11, from 6:00 – 7:00 p.m. at the Riley Creek School Library.

Those unable to attend one of these sessions may complete a survey that is available on the District's website: [www.ccsd.k12.or.us](http://www.ccsd.k12.or.us) .

For further information, contact Tim Wilson, Superintendent, by email at [twilson@ccsd.k12.or.us](mailto:twilson@ccsd.k12.or.us) or call (541) 247-2003, extension 224.

**Central Curry School District**  
**Gold Beach High School Student Representative Panel**  
**SIA Information Gathering - Funding Prioritization & Suggestions**

Date: March 11, 2020

Time: 1:30 – 2:15 pm

Facilitator: Corrine McGinnis

Student Representatives:

Faith Steineke (10)

Cadence Wilstead (10)

Nick Taylor (11)

Nathan Gilbert (11)

Rosemarie Springer (10)

Dylan Middleton (9)

Alyssa Stock (9)

Paloma Cruz (10)

Emma Gorski (10)

Christian Trimm (9)

Gabby Clifford (9)

**1) Increase Instructional Opportunities.**

**a) Increase Technology Usage:**

- i) **More Class Computer Carts** – Usable/Updated/Connectivity/Mobile Printer
- ii) Teachers who are trained on how to use technology in class-
  - (1) SmartBoards, Class Carts, with access to technology updates and access to online materials
- iii) Ability to use technology during/for tech classes:
  - (1) CAD for Construction tech, computer programs for woodworking, fabrication

**b) Increase Access to After-School Programs**

- i) **Big/Little Program (Boys and Girls Club type with activities/homework help staffed by supervised high school kids who assist lower grades).**
- ii) Saturday School – Opportunity for credit recovery, make-up work after multiple absences, access to tutoring, transportation to, from, meals, maybe recreation (open gym)

**2) Student Health and Safety**

**a) Supports for Families**

- i) **Access to free lunches, food quantity and quality concerns considering cost to non- qualifying free/reduced families**
- ii) Partnership with mental health provider for access times – mental health needs, guidance, and social/emotional supports
- iii) No School Nurse – prefer pay for employee to be certified to provide basic services (medicine dispensing – Tylenol, tums, etc, fever checks, minor sprain, bruise abrasion support).

**b) Facilities Updates and Recommendations**

- i) **Cleanliness and Basic Maintenance of Building/School Property**
  - (1) **filthy bathrooms, locker rooms, mezzanine never cleaned,**
  - (2) busses with loose windows, mold on seat, gross and unsanitary
- ii) **Heat/Ventilation**
  - (1) **rooms/buildings with no heat are too cold – unhealthy**
  - (2) **rooms/buildings with leaky roofs, no ventilation, or holes for critters have feces, mold and other air quality concerns**
  - (3) Overall aspect of stairs, handrails, door locks/lack of locks – building is falling apart and unsafe.

**3) Well Rounded Education**

**a) Extra-Curricular Programs**

- i) **Robotics Club**
- ii) **GameMakers**

## Student Investment Account Grant Application Template

- iii) Equestrian Team – Partnership with 4H?
- iv) **Competitive Cheer, Gymnastics, or Dance**
- v) After School Home Economics Club (Cooking, Sewing, Basic Adulting 101)

### b) **Elective Courses 7-12**

- (1) **Home Economics**
- (2) **Automotive Repair/Tech**
- (3) **Alternative Language Courses – ASL, partnership with other schools for interactive instruction in language of choice**
- (4) Drivers Education
- (5) Computer Science
- (6) Environmental Science

Key: **Bold** -Subsections in bold were top priorities during discussion. Lots of conversation, excitement on these topics in general. Sub-items listed in order of prioritization.

**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?**

*The key to developing the SIA is to have data that supports the priorities. Through the processes we used, this information was collected and prioritized to submit the application. They further show evidence of the process.*

**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.**

*One of the major intents of the process was to engage families and students. Engaging students while attending school was the simpler method. Having opportunities to meet and discuss their needs from the student perspective came easy. Sharing that same process with their families was a challenge.*

*One must evaluate the community's demographics to understand the challenge to meet the letter of the SSA. Like many small and rural areas of Oregon, there is a lack of racial diversity and emerging language learners. The overall general population is economically disadvantaged with employment centered around the seasonal tourism industry. There is a small homeless segment of the population that would better be described as struggling with finding available and affordable housing as opposed to living on the streets. The struggling families, whether it be economical or housing-related, are susceptible to mental health related stress and require supports that are limited in the community. In conclusion, essentially the entire community can identify as one of the traditionally underrepresented or struggling population.*

**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.**

*Two types of activities were dominant in the engagement of students and their families. The first activity was the online survey that has been made available to the public for over ten weeks. It has been promoted through school communication, social media links, and public community forums. The more successful community events were those connected to family events such as the ASCEND holiday decorating contest and the Riley Creek Family Literacy Night. This survey allowed the entire community to participate.*

*The second strategy was to reach out specifically to the students. All students in grades 6-12 were given the opportunity to take the online survey. In addition, a student forum was held on March 10, 2020. That event resulted in probably the most authentic and useful information collected to date. Given the key outcomes of the online surveys, students identified specific strategies and ideas to move forward. Some students commented that they felt honored to be able to provide feedback and wish they could do so more often.*



**Describe at least two strategies you executed to engage staff. Explain why those strategies were used.**

*Staff involvement in this process is key. As staff, one would think that their ideas and direction would be primary to what is best for their students. To emphasize the importance of this input, two key strategies were implemented: labor management and district leadership team.*

*Labor management teams representing the licensed and classified associations meet monthly with the superintendent. A regular item for discussion was increasing the voice of the staff for specific ideas. There were essentially no surprises with the survey results so the emphasis was on moving those ideas forward with tangible strategies. The labor management representatives concurred and shared the responsibility to promote the process.*

*Additionally, the Board of Directors participated in the Oregon Promise Scholarship Program training provided by the Oregon School Boards Association. As a part of their training, a District Leadership Team (DLT) was formed to assist the Board in not only the development of but the action steps to achieve the Board's instructional growth goals.*

*Facilitated conversations with the Board and DLT strengthened relationships beyond what was expected. As the training concludes in April 2020, the communication between this collaborative group will include the evaluation of the Board's goals and the potential impact from the SIA grant.*

**Describe at least two activities you executed to engage staff. Explain why those strategies were used.**

*District staff had at least two activities to be engaged in this process. The initial activity was the development of the Continuous Improvement Plan (CIP). This activity took place in May 2019 in which staff evaluated the District's current status with the use of the Oregon Integrated System (ORIS) rubrics. Small groups made up of integrated work groups (elementary, secondary, classified) rated their response to the assessment statement and then cited examples of support of that rating. The results of this assessment led to the production and submission of the CIP.*

*The CIP was presented to the Board of Directors in September 2019. The key elements of the CIP were adopted as District Improvement Goals for the 2019-2020 school year. The goals are broad enough to be extended for a couple of years so that the Board may evaluate growth.*

*The second staff activity was the completion of each of the two surveys: 1. The three questions that became the basis of the needs assessment; 2. The more specific survey designed around the results of the needs assessment and into the four allowable categories. Based on survey demographics, 55% of the staff participated in the survey. An extension of the second*

*survey were specific ideas and activities to place into the grant. Responses were provided by three licensed staff. Overall, there was disappointment in the lack of staff participation.*

**Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?**

*Overall, there were no surprises from the initial ideas presented in pre-SSA passage to what developed as the final priorities developed throughout the process. Ideas that emerged to the top were items that have been high priorities or challenges for many years but have not been available due to local funding. Examples include a full-time elementary counselor, a school nurse, expanded electives related to career exploration and facility upgrades related to health and safety. As we move forward with the plans, we anticipate the shortage of candidates in the counseling and medical needs and will be challenged to adequately address all of the needs. The Board and administration will work diligently to prioritize and achieve the goals to honor the community's needs and requests.*

**Part Four: Data Analysis**

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

*The SIA planning team reviewed similar data the district CIP team reviewed:*

- *Data on behavior, attendance, academics*
- *Suppressed and Unsuppressed assessment, attendance, graduation rate data provided by ODE*
- *Community engagement forum discussions*
- *Community survey for SIA*
- *Completion of ORIS Rubric Analysis*
- *Report cards for schools and the district past three years*

*Over the course of three different meetings that team analyzed and synthesized the data while using an equity lens (adopted from the SCESD) to develop a plan. Analysis was focused on focal groups such as students with disabilities and those with economic disadvantaged. An emphasis was placed on the gaps and performance of our focal student groups particularly in the areas of reading and mathematics.*



## 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.**

### **Outcomes**

1. *Increased access to well-rounded education programs across K-12 which will improve learning opportunities and reduce academic disparities.*
2. *Addressing facility issues related to health and safety will result in student and staff comfort and productivity.*
3. *School climate will improve when the District increases services for students with mental/emotional/behavioral needs.*
4. *Technology improvements create a more flexible, engaged, responsive and differentiated learning experience for all students.*

### **Strategies**

1. *Utilize updated and current technology to provide more individualized and diverse learning options for all students.*
2. *Provide more professional development opportunities for staff to ensure development of an understanding of trauma sensitive practices to reach all students especially our underserved focal groups that will result in staff being able to more effectively engage students with social/emotional/behavioral needs.*
3. *Create a culture of safety and respect for all students and adults that supports the social, emotional and physical well-being of all students and adults that is critical to academic and professional success.*
4. *Expand access to all students to receive a well-rounded K-12 educational experience.*

# Student Investment Account Grant Application Template

## Plan Summary Over Three Years

Expenditure	Year One	Year Two	Year Three	Priority
Add 1.0 FTE Counselor at Riley Creek Elem.	85,000	88,000	90,000	HIGH
Add 1.0 FTE Elementary Teacher	85,000	88,000	90,000	HIGH
Upgrade security locks at both schools	50,000			HIGH
Remodel school entrances to improve security	50,000			HIGH
Purchases tablets for grades 6-12	50,000			HIGH
Purchase tablets for K-5		50,000		HIGH
Add security cameras to buses	20,000			HIGH
Upgrade heating system in HS metal shop	10,000			MID
Continue 0.4 FTE Attendance Advocate	15,000	17,000	19,000	MID
Provide K-4 with after school tutoring and enrichment	10,000	12,000	14,000	MID
Extend hours on Saturdays at HS Library for tutoring and enrichment	5,000	6,000	7,000	MID
Staff professional development in trauma informed practices and technology	10,000	10,000	5,000	LOW
Provide science enrichment for K-8	11,000	11,000	5,000	LOW
Provide arts enrichment for K-8	10,000	10,000	5,000	LOW
Add 1.0 FTE Music/Art teacher for K-6		88,000	88,000	MID
Add 0.5 FTE Medical Services (Nurse) for K-12		65,000	65,000	MID
Replace Wood Shop Roof		70,000		MID
Add 0.5 FTE CTE teacher (Child Development or Natural Resources		44,000	44,000	MID
In-Direct Costs for District	21,000	21,000	0	
Grant Total	432,000	432,000	432,000	

## Attachment:

1. [SIA Integrated Planning Tool](#)

## Equity Lens

### **Describe how you used this tool in your planning work.**

*The District used the equity tool provided by the South Coast ESD. We evaluated our SIA application by asking these questions:*

#### *Purpose*

- ☐ Does the opportunity allow for similar outcomes for all groups?*
- ☐ Does the action have the supports needed to be success in all environments?*

#### *People*

- ☐ Have you included people from all walks of life?*
- ☐ How do you address the barriers that each might face?*

#### *Process*

- ☐ Are there any access barriers?*
- ☐ Have you created a way to determine if all systematic barriers were identified, addressed or removed?*

## 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.**

*As described throughout the SIA plan description, increasing the district's ability to meet students' mental and health needs is the foundation of our plan. Survey data and personal interviews confirm that this area as one of our top needs.*

*The first priority of the grant is targeted at improving our capacity to meet our students' mental health needs revolves around increasing the number of school staff positions dedicated to mental health support services. The District, until recently, had one licensed counselor for the entire district. Use of Measure 98 funds has allowed the high school to have a full time counselor that includes alternative education. A retired former District counselor agreed to return and work half time at the elementary school. Having 'boots on the ground' to offer real-time, hands-on mental health support is the most direct method to support students with mental health issues. By funding a full time elementary counselor, we know that all students will have better access to mental health support.*

*The second category of strategic investments targeted at improving our capacity to meet our students' mental health needs revolves around equipping our employees with research-based practices that will increase their ability to provide Tier 1 mental health support. These trainings include trauma informed teaching practices and collaborative problem-solving frameworks. Through partnering with the South Coast ESD's and the University of Oregon to offer these training sessions, we will ensure an intentional and systematic approach to addressing students' mental health needs.*

**Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan.**

*Increasing academic achievement and reducing academic disparities for all students and especially our focal student groups are essential to meet District and Board goals. Our SIA plan*

*will certainly play a substantial role in helping us achieve these goals. By increasing extra-curricular opportunities and tutoring/computer access, students will have a more well-rounded educational experience and greater academic achievement. Removing barriers that have historically prevented students from participating in well-rounded learning experiences is a central component of our SIA plan.*

*The SIA plan relating to this includes adding an after-school activity bus route system for high school students. Middle school students currently have access through the ASCEND program. The District will remove extra-curricular participation fees for students. Eliminating transportation and financial barriers will certainly lead to increased participation in well-rounded learning experiences for a number of the SSA focal populations.*

*In addition to providing more equitable access to learning opportunities for focal student populations, there are a number of positions that we hope to add to strategically benefit these student groups. Staffing increases to reduce elementary class sizes will undoubtedly lead to greater academic achievement for our focal student populations.*

**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?**

*There are certainly always barriers, risks, and choices that can impact our focal group students meeting their longitudinal growth targets. In the educational field there is a seemingly infinite number of variables that can impact a student's ability to meet a designated target. With that in mind, we have been intentional with our proposal to ensure that our SIA resources will have a direct supportive impact on focal student populations and have universal impact as well.*

*The greatest risk to have our focal student populations meet their growth targets is the high degree of student mobility experienced in our district. In general, our district's student mobility rate ranges from 15-20% which means a substantial amount of our students are moving to and from other districts throughout the year. This movement can disrupt our ability to provide the support and services that we strive to provide to our students. In addition, the District's remote location and access to public services results in challenges that more urban and suburban students and families take for granted.*

## **Part Seven: Evidence of Board**

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.

*Board meeting on March 18, 2020 was presentation of initial draft. The Board prioritized the budget expenditures.  
The Board met again on April 9, 2020, to approve the final draft prior to the April 15, 2020 submission date.*

Website [www.ccsd.k12.or.us](http://www.ccsd.k12.or.us)

