

SIA Grant Application Preview

Part One: General Information

Eddyville Charter School

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Part Two: Narrative

Plan Summary

Eddyville Charter School is a small rural K-12 school sponsored by Lincoln County School District. ECS was chartered in 2004 in a grass roots effort to continue serving Eddyville and surrounding region families in a small, close-knit setting. Eddyville has its own seven-member board serving as the governing body in addition to the supports and inclusive practices of LCSD administration.

Extensive growth and expansion has occurred the past three years in the Eddyville School community. A shared vision to change the culture and climate of the school flooded into increased rigor, core curriculum adoptions and professional development, K-12 SEL, PBIS, and Restorative Practices, K-12 Accreditation, and expanding the arts and CTE programs for higher levels of engagement for all students. With limited staff, ECS is offering a wealth of electives to meet the needs of all students and is available to offer a few more options with appropriate funding.

Eddyville Charter is no longer a 'last resort' but rather a highly demanded destination school for students in Lincoln and Benton Counties. Current enrollment is 216 and there is a waitlist of

12. Eddyville's contract with LCSD has a funding cap at 200, so one of our greatest challenges is funding our growth and development while still maintaining and upgrading an extremely old facility. ECS has a dedicated and diversely talented staff committed to grant writing and creative planning to offer as many educational opportunities as possible given our limited resources. ECS is predominately white/non-Hispanic at 85%, 12% American Indian, 10% Hispanic, 2% African American, 10% students with disabilities, and 8% Multi-racial. Our poverty level is extremely high as part of Lincoln County and our entire school is receiving the free breakfast and lunch program with a percentage of >95% Free/Reduced classification.

Eddyville, which is in Lincoln County, is part of the highest ACEs scores in the state. Students' emotional and behavioral health needs are one of the greatest challenges they face in school and in life. This is an area that has been a struggle for ECS in the past, however, there is interest to support the students in their mental and behavioral needs and the school community is fully supportive of this effort. All parties involved are dedicated to acquiring both mental health and behavioral health resources for the ECS community in order to increase our RAR, academic achievement, and our goal of producing healthy individuals who are well equipped to enter the workforce or higher education.

Through extensive discussions with all stakeholders, it was clear that the ECS community desires more mental health counseling beyond the contracted service option and behavior specialist work in the classrooms and on campus access for all K-12 levels. A behavior specialist coach is highly demanded in the lower elementary levels in order to keep students actively engaged in learning and to stay on track with reading.

Finally, Eddyville historically has high elementary enrollment, but secondary enrollment decreases as families want more opportunities for their students. ECS is altering this trend and turning to a more challenging, engaging, and successful site for its students. Secondary enrollment is up to a healthy level and growing with the addition of CTE offerings, music and language offerings, college preparedness, and health and wellness access. These areas need to continue to grow to support the demand from the growing student body and the needs that accompany these students.

Part Three: Community Engagement and Input

Eddyville used a multi-faceted approach to engaging all stakeholders. There were two work sessions where staff discussed strengths and weaknesses and prioritized uses for SIA funds. The ECS School Board also engaged in a discussion and prioritized their desired use of SIA funds for the school. After a brief article in the newsletter, a community survey was distributed on the school's Facebook page, website and emailed to the ECS subscriber list and staff group. ECS Student council met with administration regarding SIA and then developed a student survey and administered to the 6th-12th grade during advisory. With more narrowed interest results, a 2nd round survey and discussion led ECS to specific SIA funding allocation.

In the self-assessment process, one barrier ECS faces is that ECS serves numerous communities and over a large geographic region. In order to get greater participation, it would serve ECS well to coordinate multiple locations around the counties to reach those who don't

access surveys and cannot drive to on-site discussions. Coordinating with LCSD for a room at a central site will cultivate higher levels of more meaningful discussion in the future.

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 who are emerging bilinguals

Families of students navigating poverty, homelessness, and foster care

Licensed staff

Classified staff

Tribal members

Booster Club

School volunteers

School Board members

Coaches

Advisors

How did you engage your community?

Surveys

In person forums

Roundtable discussions

Website

Social media

Newsletter

School board meeting

Email message

Evidence

Eddyville Charter chose to engaged all stakeholders who are in the system, know the strengths and weaknesses, and can identify the needs of the school's preparation of students in meeting industry needs and overall development of healthy individuals.

Students experiencing trauma and poverty, homelessness and foster care were targeted in this engagement as this encompasses a majority of the student population. Native American populations were also targeted as this is a population that is underserved and in need of supports in graduation and post-secondary planning. ECS needs to hear from these stakeholders in terms of their needs, where the school is not providing adequate resources, and areas for growth.

Due to Eddyville's vast geographic coverage, the most efficient channel to engage populations was through the newsletter, social media, and the school's website. Staff meetings and School Board meetings on campus were executed, as many of these members are parents/guardians of the students served, but ECS needed to do both options. Eddyville does not have café/restaurants or meeting locations other than the school building, so this is why the school site was chosen.

Staff were engaged in a three phase effort. The first phase was a meeting on SIA, what is it, and how the process needs to work. Classified, certified, and admin. were all teamed up in discussion groups to identify ECS's strengths and weaknesses and how these fit into the four 'buckets' within SIA. A needs assessment was done, discussed, and then followed up with an individual survey. Once all stakeholder input from the first survey was in, staff were then asked for a more specific use of SIA within the top needs of Health and Wellness and Well-rounded education offerings.

This strategy was used to identify needs based on different perspectives and to see if there was alignment or not. There was clear alignment from staff, students, parents, school board, and the extended community. Student health and wellness and a well-rounded education were the top priorities from all stakeholders in all groups.

Data Sources:

Data sources are mainly discussion meetings, needs assessments, and survey data from all stakeholders. Due to our diverse group and excellent participation across all stakeholders, ECS

feels that the data is representative of all student groups and the initiatives desired will benefit all students at ECS.

SIA Plan

Outcomes

Eddyville Charter School, through extensive stakeholder engagement, has identified two key areas to address with the SIA fund. There were many ideas generated, however they all channeled into two main areas. The most highlighted is the need for student health and safety primarily in the area of mental health access and behavioral health specialty coaching in the lower elementary level. The second most demanded is the well-rounded education ECS provides with enhancing and expanding course offerings in secondary CTE and music/performing arts courses K-12. The attached SIA budget displays the allocation of this funding to support these two initiatives.

The desired outcomes with the use of SIA funds are first, to support ECS's effort to develop and support whole, healthy students who are able to regularly attend school, actively and positively engage in the learning, and apply these skills and knowledge base to be life-long learners and healthy members of society. Second, ECS's shared vision to guide each individual student with diverse skill development in order to assist with each individual's pursuit of college and/or career paths for a healthy future will be supported with the expansion of CTE and arts courses. Currently there are staff who teach one elective within CTE, but there is a growing demand that requires adding music and expanding our manufacturing and fabrication instructor to full-time.

ECS can no longer only provide one online language course, art class, or computer software course as an elective and expect students to enter the post-secondary world prepared. Efforts have been made to add business, entrepreneurship, marketing, Chinese and French along with Spanish, cooking and sewing with our previous grants, but it is not enough. ECS's long term planning and SIP articulate that CTE programs will be expanded and enhanced to incorporate welding, woods, construction, small engines, and 3D printing/production to all grades middle and high school. The arts program will expand to include music, choir, and performing arts. The language programs will continue to grow and expand K-12 in an effort to drastically alter the trajectory of graduates of ECS. The use of SIA in well-rounded education enhancement and the addition of mental, emotional, and behavioral health access will drastically improve the potential of students entering the post-secondary world from Eddyville Charter School.

In addition to the whole student development, another top initiative in our CIP is that of increasing attendance. Through the addition of meaningful and engaging courses, students will have a connection to the purpose of their education and engage at a higher, more consistent level. Course offerings alone won't achieve the desired 90% RAR goal, but meaningful and aligned courses along with mental, emotional, and behavioral health supports accessible on campus will provide the safe and healthy environment where students feel safe and welcome. This component will greatly impact attendance in a way never before experienced at ECS. Together, students will attend, feel safe and healthy, be more engaged, and ultimately improve overall achievement for themselves and the school as a whole.

Over the next three years, ECS anticipates greater community involvement and partnership development within the industry. In the early stages of CTE implementation, numerous

industry partners have connected to support ECS's efforts. Resources have been donated to the woods and welding program, internship opportunities with The Port of Toledo are underway, and a local coffee roasting company, Elk City Roasting, has developed a mentorship model for the business course. Business and industry partners are continuing to reach out and want to assist with the program development, which will result in educational resources, internship opportunities, and program development.

As ECS's programs grow, so does the opportunity to reach down into the middle school level with introductory style courses which can hook student interest where it may have been postponed had they waited until high school. Multiple offerings in a small school setting also open up the door for gender equity as well as access to those with otherwise conflicting schedule options.

Strategies

Year one:

Mental health counseling will be open to all students, k-12, on a routine basis or for those needing assistance and coping tools for a short period of time. The counselor will also work with groups to develop necessary social skills and incorporate social emotional learning strategies in weekly instruction. This position will also team with administration to do FBA's, suicide prevention and assessment protocols, as well as threat assessment work. Through the contracted service available this year, many of our students who were chronically absent in previous years due to extensive trauma have been present more this year due to the fact that

they have resources on campus and feel safe and supported at school. Attendance was up nearly 9% in the first quarter over the previous year.

Behavioral specialist coach/skills trainer will be placed in the elementary classrooms on a rotating schedule per class caseload. The number of students entering ECS with diagnosed or early diagnosis of ODD is growing each year and without supports in place, it disrupts the entire educational process for all students. The plan is to place the specialist in the room with students to develop the coping skills and strategies so to keep them engaged, attending, and learning along with their peers in a positive and healthy system.

Construction, welding, 3D production, small engines, and other manufacturing courses will be offered throughout the day so that middle and high school students have opportunities to develop these skills for potential careers or even skills to acquire high paying wages as they work through post-secondary school/training. Through the addition of just two of these classes this year, our secondary attendance has improved the first quarter by 9%. Student feedback says that more meaningful classes and connections are keeping their interest and desire to attend school.

Year two and three:

ECS believes that with these systems in place, awareness and use will be evident in student progress, healthy relationships, attendance, and skill development. Year one is about bringing these services and programs into the school, sharing and promoting the opportunities, getting students involved, and promoting the success. Year two and then three will bring awareness

and exposure to industry partners and community members for resource support and internship opportunities.

Year two and three funding will remain the same with SIA as ECS will continue to fund 1.0 FTE counselor and 1.0 FTE Behavior Specialist/Skills trainer at the elementary school. CTE and music funding will also remain the same as the addition of the .3 CTE instructor will create a full 1.0 FTE position, and .3 music instruction will complete the elementary one day/week session with a secondary one period a day music/performing arts elective. In a small rural school, the funding and time availability won't support much more than this at this time and with the CAP constraints.

Activities

In order to advance our priorities of whole student health and wellness for overall success, ECS plans to invest \$117,000 to hire a 1.0FTE mental health counselor to serve all students in grades kindergarten through grade 12. This budgeted amount funds the full time salary and full benefits calculated at a 30% roll-up in order to serve ECS students in the following ways:

- Routine mental and emotional health counseling
- Coping skills development
- In-class visits/observations/FBA's
- Suicide risk prevention and intervention
- Grief counseling and member of the crisis team on site
- Group counseling and SEL training K-12
- Case management

- Coordination of behavior and care plans
- Assessments
- Academic improvement plans
- Psycho-education in-class supports secondary level
- Staff support and counseling
- Conflict resolution support services
- Teen after school SEL program
- After-school hours' crisis supports

The next activity aligned to whole student health and safety is to hire a 1.0FTE Behavior Specialist/Skills Trainer for the elementary school. This position is critical and the individual will work in classrooms with individual students or small groups identified with ODD and other needs to keep students enrolled and engaged in the classroom learning environment, while acquiring social and emotional coping skills and tools to be successful.

This position will work closely with the mental health counselor to develop behavior and care plans, case management, and give focus to the lower elementary grades, teachers, and classrooms. To fund this position and provide the full benefit package at a 30% roll-up cost, the position is funded at 63,283.76.

With these two coordinating positions, ECS's K-12 student body will have access to mental, emotional, and behavioral health professionals every day of the week and as crisis arise throughout the year. Students will receive training and guidance on coping skills, social skills, and tools necessary to stay in class and engage in their learning at a much higher level than

without these resources. Greater academic achievement and increased attendance will follow and result in greater overall student achievement with the investment in these two activities and positions.

Our general fund revenue will also support this effort with supplying materials and supplies to teach SEL curriculum to students in the weekly advisory and to staff during quarterly PD opportunities. The superintendent/principal and dean of students are responsible for implementing the scheduled instruction and PD and management of counselor caseload and ongoing appointments. They are also directly responsible for coordinating care per advice and findings with FBA's, skills trainer plans, and scheduling trainer to student appointments. The timeline is for this to start August 2020. The counselor meets with advisory and in community meetings to share services and care options. Routine schedules are set and new students have a process of recommendation or request, first session meeting, and then develop a care plan to follow/best fit. Currently ECS contracts for time with the counselor, so the returning students will be reviewed and directly added into the session calendar. The behavior therapist will meet with classes the first two weeks, observe, and identify potential needs. Staff will also have a referral process as they meet new students or returning students with a history of need. Mental health and Behavior health will coordinate care plans and serve accordingly.

The model for continuous evaluation will be to track the following data:

- Number of students served (by population)
- Semester impact survey given to staff, students, and parent/guardian
- Attendance data, quarterly

- Behavior data, quarterly
- Academic achievement data and benchmarks, quarterly

This data will be reviewed in the SST meeting schedule (Admin. and health professionals) to evaluate effectiveness of implementation, strengths, areas for growth, and impact on the above components.

Second, in order to improve the well-rounded education offered at Eddyville Charter, ECS will invest in adding .3 FTE to the CTE program instruction and purchase \$5,000 in Briggs and Stratton equipment and curriculum for the small engines class. Additional courses offered will be small engines, construction, and 3D printing/manufacturing. This activity requires an investment of \$15,600 to include .3 FTE and associated roll-up costs of 30%.

Due to ECS being a small rural school, elective slots in the afternoon only create barriers for all students to participate. By offering these CTE courses throughout the day, middle school and high school students have greater access to more electives, higher levels of engagement, and overall increased academic success.

This investment activity is also substantially supplemented by the general fund revenue and HSS (Measure 98) funds. Woods, welding 1 and 2, business, entrepreneurship, agriculture, and sports marketing are also offered in the afternoon elective times and the demand is surpassing the supply of these offerings. Administration and the registrar will oversee enrollment equity within these programs, and in partnership with MWEC the administration will also evaluate the fidelity of the program through MWEC's program of study quality evaluation tool and

meetings. In addition, much like the mental and behavior health evaluation, admin. will analyze the following data for return on investment:

- Number of students served (by population)
- Semester impact survey given to staff, students, and parent/guardian
- Attendance data, quarterly
- Credits earned by students and by population
- Internship participation
- Dual credit participation and welding certificates issued each. 3 yrs.

Finally, the investment of the music and arts program K-12 is priority that has been demanded for the past three years. With the additional \$10,080 funding from SIA it will be allocated to fund the .3 FTE music and performing arts instructor. African Drumming, a revived program 6-12, elementary music and choir, and drama will serve ECS's student body. Middle and high school students will have the elective options daily and the elementary classes will receive music once a week. High school students will perform at ECS's two annual programs and travel to Seattle for the annual drumming convention.

Evaluation data will be administered by the teacher, admin., and PLC by tracking the following:

- Number of students served (by population)
- Semester impact survey given to staff, students, and parent/guardian
- Attendance data, quarterly
- Program metrics designed by the music instructor

The general fund will also supplement this program with purchasing instruments, supplies, and program materials. External fundraising and local grant writing will supplement travel to Seattle's drumming event and local performing arts events.

Priorities

The three-year plan is set with implementing three components equally all three years. Since the SIA funding primarily invests in human capital and instruction, those will need reinvested annually.

Mental health counseling and behavioral specialist/skills training will be the largest allocation each of the three years. Expanding course offerings and instruction for CTE and music and the arts are also critical, but funding is split between GF and SIA as these positions are being added to.

ECS could potentially see a shift in priorities due to low supply of mental health counselors and behavior specialists, especially in the Lincoln County region of Oregon. Also, the demand for these specific CTE courses are present, but as current students progress through the system, student interests potentially shift and a new program may be needed. This is where student voice and community input are highly valued, practiced regularly, and evaluated for optimal impact.

Equity Lens

In evaluating our student populations, our focus is on our poverty/homeless/foster care students, American Indian and Hispanic students. The resource allocation in our investment is a direct service to each and every one of these students. The impact of mental and behavioral health and SEL work will provide all students with the tools and skill set to be whole, healthy, and supported students. The leadership and guidance and inclusive practices between CTE access, music and arts, and health and safety which is implemented to all students will walk each student through their education journey with clear goals, social skills, work ethic, responsibility and increased achievement in their path to success post-ECS.

At ECS, there are no fees associated with the elective or lab-style classes so there is no financial barrier to equitable outcomes. With the addition of course offerings throughout the day, equitable access is opened up on a larger scale and thus, reduces barriers for ECS students.

ECS is focused on providing professional learning for all staff in equitable practices, trauma informed practices, and culturally responsive training. Currently, staff are trained each year on CPS strategies, and monthly instruction/training is conducted with 321insight (trauma informed practices). PD budgets are being enhanced to provide more opportunities for all the K-12 staff to receive training in culturally responsive instruction/classrooms as we move into the 2020-21 budget.

ECS feels that the SIA allocation to mental and behavioral health and expanded music and CTE offerings K-12 will positively impact all students in terms of attendance, academic achievement, and overall social and emotional well-being.

Part 6

Allowable use of funds:

- Addressing students' health and safety needs
- Expanding availability of and student participation in well-rounded learning experiences

ECS's allocation of funds will meet the health and safety needs of all students by providing onsite access to mental health, in-class supports, behavior coaching and skills training and application while remaining in the learning environment each day and an opportunity for a teen SEL program after school. By providing these services, students will feel safe and supported to attend ECS regularly and engage in their learning process. Fewer behavior distractions will occur as well, reducing the breaks in instruction and fewer removals from the learning process.

ECS's allocation of funds will also contribute to an increase in academic achievement and reduce academic disparities by providing each learner with access to information and exposure to a broad array of career/job opportunities and apprenticeships which will show them multiple paths to employment. This will yield family-wage incomes and essential skills required for adequate preparation to make healthy life choices in their future endeavors.

In ECS's plan, the investment and initiatives support targeted universalism. All students will benefit from the counseling and coaching services accessible on campus, all students will participate in music and arts programs from kindergarten through high school, and all students will have access to enroll in a variety of career and technical course offerings to develop skills necessary for any post-secondary career path. For those with interest, college and industry partnerships will afford anyone the opportunity to earn certificates and or apprenticeships prior to graduating from ECS.

Again, all students will be positively impacted as these services and learning opportunities will enhance attendance through higher levels of engagement in academics and with student-teacher relationships, and post-secondary planning after successful graduation tracking will be fully implemented for each student progressing through ECS.

