

Part One: General Information

Applicant School District: Falls City School District

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Part Two: Narrative

Falls City School District is located in Falls City, Oregon. The district has one K-8, Falls City Elementary School, one high school, Falls City High School. Current enrollment is 183 students.

Current demographic data indicates the following:

- 2% American Indian/Alaska Native
- 0% Asian
- 0% Black/African American
- 4.9% Hispanic/Latino
- 8.1% Multiracial
- 0% Native Hawaiian/Pacific Islander
- 85% White
- 16% Homeless

Oregon State School Report Card data from 2019 indicates the following:

- 0% Ever English Learners
- 20% Students with Disabilities
- 25% Mobile Students
- 95% Free/Reduced Lunch
- 71% K-2 Regular Attenders
- Less than 5% Grade 3 English Language Arts - Students Meeting State Grade-Level Expectations
- Grades 3-8 Individual Student Progress
- 25% Grade 8 Mathematics - Students Meeting State Grade-Level Expectations
- 71% Grade 9 On-Track to Graduate
- 71% Grade 12 On-Time Graduation

STRENGTHS

In November of 2019, the district submitted its **Continuous Improvement Plan (CIP) and Budget Narrative**. During the CIP needs assessment process, the following strengths were identified:

Systems Health - ORIS

- From 2018 to 2019, there was progress, and overall higher ratings of system health in the five categories. In each domain, most components are now in place, which was not the case in the first rating.
- The strongest rating was in the Talent Development Domain which includes professional development and evaluation and feedback. Next was the Leadership Domain, which includes collaboration, vision, and shared leadership.
- While ratings were not as high as the two previous Domains, there was the most growth in Well-Rounded, Coordinated Learning Principles includes systems for curriculum and instruction and social/emotional learning. Considerable effort has been put into strengthening curriculum alignment to standards, providing teachers with updated materials and resources, building interventions for academics, for social/emotional learning, and for attendance and effective study behavior.
- An area of growth is Stakeholder Engagement, and there are actions to address this component in the CIP through the Chronic Absenteeism Initiative and the High School Success Initiative.

Attendance

- In 2018-2019 chronically absent students fell by 6%, which was a greater improvement than the state average.

Academics

- The 2018-19 vertical alignment of the K-12 ELA curriculum and development of common assessments in writing, will ensure that students receive instruction matched to standards from grade to grade.
- All Tier 3 students receiving Title I services made growth on progress monitoring, based on DRA scores.
- There was a 4% increase in 9th grade students on track for graduation.

Behavior & SEL

- Data showed an improvement of 5% in K-8 for referrals, but an increase of nearly 50% at the High school.
- The conclusion of the analysis was that this was attributed to increased use of the referral process and monitoring student behavior. With continued efforts at the HS to address behavioral needs, there would be an expectation of reduced HS referrals in 2019-2020.
- While there was an increase in the number of students served in the Reset Room, this was associated with meeting students behavioral needs and improved behavior for students served. Thus, the implementation of the Reset Room continues to be successful for students served.

CHALLENGES

In addition, the district identified the following challenges:

Academics

- Data for DRA was not seen as a reliable predictor of student outcomes on SBAC, and was seen as time-consuming though rich in information. Valuable time was lost that could have been used for tiered interventions. The Team studied other assessment options, and selected EasyCBM for benchmarking and progress monitoring. DRA will still be used for diagnostics.
- Both the Title I Intervention Program and SpED program will coordinate interventions to provide double doses of tiered instruction when it fits the IEP of a student.
- Cohort data showed some SBAC inconsistencies from year to year. The team proposes that the use of common assessments for priority standards will strengthen a vertically articulated academic program with consistent patterns of student growth.

Behavior and SEL

- Need for an SEL curriculum: Social-emotional learning will be promoted through implementation of RULER for students in Tier 1.
- Reset Room will address the needs for students to transfer behavior growth to academic settings, for Tier 2 and Tier 3 students.
- Need to expand Vertical alignment of instruction and assessments to include math, to ensure a guaranteed and viable curriculum, K-12.

Current district initiatives include: Every Day Matters, 9th Grade on Track & High School Success, Multi-Tiered System of Support for Reading (Title I and Gen Ed), Shared Leadership through District Governance Teams, Reset Room, Ruler (SEL Curriculum,), Link Crew. The district is particularly proud of its commitment and dedication to sustaining initiatives, and ensuring that these initiatives are firmly in place. The district is particularly proud of the High School Success components, including 9th grade on track class and team. The district is also committed to examining new programs and ‘opportunities’ to ensure that they are a good fit with the district’s mission, vision, and goals.

In the district’s three-year Student Investment Account (SIA) plan, funds will be used to address the following needs:

- Behavioral Health through RULER and the Reset Rooms and staff;
- Increasing academic achievement through PLC work, core instruction, and increasing student engagement through additional opportunities for course choices.
- Reducing disparities through increased transportation opportunities for homeless students and early riders; improving home and school partnerships and two-way communication through a home-school liaison.

These needs align with the two purposes of the law (meeting student’s mental and behavioral health needs and reducing disparities and increasing academic achievement).

Part Three: Community Engagement

Overview of Community Engagement (G.D. p. 13)

The district took a multi-pronged approach when engaging the community around the continuous improvement plan process and subsequent application for SIA funds. The following table demonstrates who was engaged, how often and in what manner:

Who Was Engaged	How Often	What Manner
All high school students	1 YouthTruth survey administered May/June 2019; Next survey pending May/June 2020	1 online surveys were administered; there was a 77% response rate on survey at the high school
All middle school students	1 YouthTruth survey administered May/June 2019; Next survey pending May/June 2020	1 online survey was administered; there was a 92% response rate
All staff	1 All staff meeting. ORIS	<p>Staff used community data (perceived challenges) to prioritize them into spending categories; also had the opportunity to add their own challenges. 28 of our 43 staff attended.</p> <p>ORIS data has been gathered from the CIP planning committee and the entire district staff</p>
All Community	2 Community Input sessions	Community members divided into small groups and rotated around the room to stations labeled with the Priority Areas for Input. Together with a

		facilitator they brainstormed strengths and challenges
City Council	1 city council meeting	Presented the same information to the council that was shared at community input sessions Council, Mayor, and city staff had a chance to give feedback on perceived strengths and challenges.

The district ensured that staff and focal students groups and their families were engaged by:

Group	How Engagement Was Ensured
Staff	<p>The SIA planning committee was comprised of both district administrators, the Title I Coordinator, the K-12 Counselor, the Reset Room Director, the HS SpEd Director/Teacher, the HSS Program Director/Teacher, three parents (parents also represent local business, WOU, Parent Group, the after school program, and organizations such as Oregon Community Foundation). We had two of these planning meetings. Members of this committee participated in 3 WESD workshops as well.</p> <p>All staff were invited to attend all meetings. The second meeting was also attended by 2 elementary teachers, and 2 additional high school teachers.</p>
Ethnic group families	<p>Outreach phone calls or personal contacts were made to all Focal Group Families. All were asked open-ended questions about their experience with the district, if they had any concerns or frustrations, and what was going well for them. We do not have any non-English speaking families and the total of all focal groups represents. The total number of students this represents is about 27 and about 15 families.</p>

Homeless	Outreach phone calls or personal contacts were made to all Homeless Families. All were asked open-ended questions about their experience with the district, if they had any concerns or frustrations, and what was going well for them. 16% of our students equals about 29 kids.
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**Key information collected during the community engagement sessions included:
November 7, 2019**

Community members divided into small groups and rotated around the room to stations labeled with the Priority Areas for Input. Together with a facilitator they brainstormed strengths and challenges

OUR STUDENTS. OUR SUCCESS. Community Input Session November 7, 7pm, FCES		
Priority Area for Your Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?
1. Reducing Academic Disparities	1. Small size allows us to intervene when possible. 2. Reset Room (ES) 3. Motivate to Engage 4. Monitor on-track to graduate 5. Academics important over athletics 6. Adaptable 7. FACES 8. Supportive Community (Levy)	1. Better diagnostics 2. Holding athletes more accountable including practices 3. Finding more supplemental materials 4. School to home link 5. School psych 6. Early intervention 7. Don't let kids fall into cracks 8. Listen to kids 9. Electives 10. Tighten up on grading and athletic eligibility in early fall
2. Meeting Students' Mental & Behavioral Needs	1. Reset Room 2. Mrs. Littleton (k-12 counselor) 3. Caring/available adults 4. Consistency 5. Trauma informed (not a blanket program) 6. County therapist in house 7. Coping skills lessons in reset room	1. Reset room for HS 2. $\frac{7}{8}$ more SEL instruction 3. More middle school education/support about relationships 4. Encourage parents to communicate with staff about their child's needs/current emotional state 5. Mentor program with WOU 6. Groups 7. More use of County Therapist 8. More school psych 9. Advertise resources (MCC?)

Community Input Session		
Priority Area for Your Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?
3. Providing Access to Academic Courses	<ol style="list-style-type: none"> 1. Dual Credit with Chemeketa 2. CTE Forestry 3. PSAT (8,9,10) 4. Small Class Sizes 5. Study Table - homework time 6. Flexible 7. Archery 8. CERT Class 9. Willamette Promise 10. Job Shadows - link with Control Tower coming soon 	<ol style="list-style-type: none"> 1. Middle school electives 2. CTE programs - hands on 3. Personal finance, budgeting 4. Basic life skills (adulting 101) 5. Basic life skills for SpEd 6. Student Government 7. Hunter Safety (Alternative PE) 8. Languages (taught by an in-person teacher) 9. Shop 10. Music/Art 11. More college level courses
4. Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate.	<ol style="list-style-type: none"> 1. Proactive regarding attendance 2. Small Class sizes 3. Relationships (+student/teacher) 4. High school team that focuses on high school success (9th grade on track) 5. Staff is available to parents 	<ol style="list-style-type: none"> 1. Build teacher/parent relationships 2. PLC Days for data 3. More “bedside” conversations with parents - more often than conferences 4. Volunteer communication 5. When kids get interventions, notify parents (ie: reading) 6. Prioritize at risk kids 7. How to involve parents? 8. Best modes of communication assessment (how do parents like to be communicated with) 9. Build parent/staff relationships 10. Use of Fridays (½ days?) 11. 3rd grade team that is similar to HSS team (9th on track = 3rd on track) 12. Lead time in communication - earlier notifications 13. Newsletter

5. Establishing and Strengthening Partnership	<ol style="list-style-type: none"> 1. Lots of local partners 2. Partners help teach kids about the world beyond FC 3. Draws out what kids are capable of 4. Gives kids options 5. Kids may be more willing to listen to guests 6. Lots of volunteer opportunities 	<ol style="list-style-type: none"> 1. Corporation partners 2. Big money partners 3. Staff whose job it is to find and cultivate partnerships 4. Time 5. Ideas 6. Incentives for partners 7. Transportation 8. Form committee to brainstorm, feet to the pavement 	
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Community Input Session: December 18, 2019

Step 2: Participants took identified “areas for improvement” from Input Session I and categorized into allowable uses. Tally marks indicate how many times this item was placed in this category. Red highlights are the areas for improvement that came up most frequently.

Well-Rounded Ed	Instructional-Time	Health & Safety	Class Size
<ol style="list-style-type: none"> 1. Holistic Academic success coaching 2. Languages (live teacher) III 3. Transportation 4. Big Partners III 5. Life Skills 6. Staff to develop partnerships IIII 7. Graduation to Trades pipeline 8. Middle school model 9. 3rd & 6th Grade Success program 10. Culinary Arts 11. Hunter Safety 12. Alternative PE (ie: community service for PE) 13. More Electives <ol style="list-style-type: none"> a. CTE/Hands-on III b. K-12 	<ol style="list-style-type: none"> 1. More PLC for teachers III Better diagnostics for student achievement 2. Improve teacher/specialist to parent communication 3. Early intervention programs 4. Holding athletes more accountable for academic achievement II Better data = having a person with time to create instruments, collect and analyze data II 5. Family/Community resource sharing so ALL students can access 	<ol style="list-style-type: none"> 1. Encourage parents to communicate with staff about child’s mental/emotional needs 2. Home visit program 3. More “bedside” conversations with parents 4. Time to build parent/staff relationships 5. Increase parent involvement II 6. School to home communication III 7. SEL Instructional coaching 8. Prioritize at-risk kids II SEL 9. Additional county mental health time 	<p>NONE</p>

<p>CTE/ca reer curricul um</p> <p>14. Music/Art IIII</p>	<p>internships, CTE, programs, etc</p>	<p>10. Upgrade current camera system</p> <p>11. WOU Mentor Program II</p> <p>12. High School Reset Room IIIIII</p> <p>13. FCSD type “service integration team” with parents and staff</p> <p>14. SEL groups in ES classes</p> <p>15. Encourage Parents to communicate with staff</p>	
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Staff Input Session: January 18, 2020

Step 2: Participants took identified “areas for improvement” from Community Input Session I and categorized into allowable uses. Tally marks indicate how many times this item was placed in this category. Some areas for improvement were grouped together into like categories. Red indicates areas that came up most frequently with bolded words seeming to belong to the same category.

Well-Rounded Ed	Instructional-Time	Health & Safety	Class Size
<p>Music & Art </p> <p>Middle Sch Electives </p> <p>CTE </p> <p>Basic Life Skills </p> <p>Languages </p> <p>Grade Sch PE I</p> <p>Student Gov. </p> <p>WOU Mentors </p> <p>Hold athletes more acct </p> <p>Don't let kids fall through cracks </p> <p>Time for Partnership Dev. </p> <p>Lead time in Communication I</p> <p>Listen to kids I</p> <p>3rd Grade on Track </p>	<p>More planning time </p> <p>PLC for data </p> <p>Use of Fridays I</p> <p>Separate SpEd for math and reading I</p> <p>Early intervention </p> <p>Intervention notification </p> <p>Better diagnostics </p>	<p>More mental health therapist </p> <p>(School Psych </p> <p>Early mental health intervention I)</p> <p>Listen to kids/school counselor </p> <p>Groups I</p> <p>Healthy relationships</p> <p>Mid Sch </p> <p>Reset room for HS </p> <p>7% SEL instruction II</p> <p>Newsletter I</p> <p>Prioritize at-risk kids </p> <p>Advertise resources </p> <p>Staff/parent communication and relationships </p> <p>Conversations more than conferences </p> <p>School home link/liaison </p> <p>Transportation II</p>	<p>NONE</p>

During the community engagement process, the district partnered with the following organizations: Our community is too small. We do not have organizations in our community. However, some staff and parents do serve on boards for Polk CDC, City Council, and local church groups. The mayor of the city came as a community member to one community input session. Involved community members tend to be involved with multiple projects, groups, or organizations.

Self-Assessment of Community Engagement (G.D. p. 13)

Focal Group	Quality and Nature of Engagement	Barriers
Families of poverty (all families)	District utilized the Stakeholder Engagement Toolkit provided by ODE to host two Community Input Sessions for the community at large. (see results in tables above)	Low attendance at community input sessions. Doing this during the spring and under the guise of a family fun night and dinner would glean better results.
Students of color	We reached out one-on-one, in person and over the phone	We have a very small group of students/families that fit into this category. The information gathered is not different than that of the general population.
Homeless students/Families	We reached out one-on-one, in person and over the phone	16% of students are homeless (about 29 students). The barrier to reaching out is that we do not have staff designated with time and resources to

		make the home visits necessary to reach these families. But we did it.
City Council	Presentation at council meeting inviting council, staff, elected official input.	This forum did not provide enough time for discussion and questions. Council members were left with a feedback form, but it didn't come back to us.
K-12 Families	YouthTruth Survey that we can only administer during a specified window (May/June) to all district families. Already contracted for 2020 and 2021.	We don't get to ask the questions we really want to ask. The survey does a great job, but it is limiting in that way.
3rd-12th Students	YouthTruth Survey that we can only administer during a specified window (May/June) to all 3-12 students. Already contracted for 2020 and 2021.	Older students found their survey too long and cumbersome. We don't get to ask the questions we really want to ask. The survey does a great job, but it is limiting in that way.

In the future, the district will cultivate the following relationships and partnerships:

- There are no rotaries, chambers, non-profits, or other service groups in the community.
- SEDCOR, neighboring districts, CSC, and Chemeketa
- An emerging 501(c)(3) in the community tentatively named Falls City Thrives
- Plan to reach out faith based communities (there are 3-4 churches in town)
- Continue to implement the YouthTruth Survey annually for 3 years (2020 and 2021 remain in our contract)

The following resources could enhance the district's engagement efforts:

- Enlist students to engage students: hire/give work credit for students who serve as advisory members of committees when possible.
- Technology-friendly access to surveys and school information via cell phones -- we already have another YouthTruth survey scheduled during our allowable time in May/June.
- District uses the Remind App for one-way and two-way communications
- A person in charge of meeting with parents for two-way communication and coordinating home visits with teachers/parents, distributing one-way communications, planning ongoing engagement/input sessions, and distributing information via social and traditional media would improve engagement.

Who was Engaged? (G.D. p. 13)

Select all of the community members / groups you engaged for this process:

- ✓ Students of color
- ✓ Students with disabilities
- NA Students who are emerging bilinguals
- ✓ Students navigating poverty, homelessness, and foster care
- ✓ Families of students of color
- ✓ Families of students with disabilities
- NA 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.)
- NA Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- NA 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.)
- NA Business community - there are only three businesses in town.
- ✓ Community leaders

How did you engage your community? (G.D. p. 14)

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)
- ✓ Focus group(s)
- ✓ Roundtable discussion
- ✓ Community group meeting
- Website
- ✓ Email messages
- Newsletters

- ✓ Social media
- ✓ School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other _____

Evidence of Engagement (5 artifacts uploaded) (G.D. p. 14)

Focal Group	Artifact	Why Selected
K-12 parents	Youth Truth Survey K-8 Parent HS Parent HS Student MS Student 3-5 Student	This gives a baseline for attitudes toward the district in areas such as communication, school culture, safety, relationships, resources, and general. The first survey showed us areas for improvement are communication and resources. This aligns with feedback we got in the Community Input Sessions.
Community Engagement sessions	Tables that summarize input	This was a valuable process because it started a lot of good conversations between community members and staff. Much feedback was given that identified perceived challenges for the schools. Participants were energized and several came back for the next session. Two joined for follow up SIA team meetings. Allowed us to see patterns and identify perceived challenges as perceived by the community.
Staff Engagement Session	Table that summarized input	This was an opportunity for staff to align with community input or add their own perceptions of challenges within the district. This document shows that the staff's perceived challenged pretty closely aligned with the community's.

Phone calls & interviews with parents of homeless students, students of color, SpEd students	Log of input	Our focal groups are so small that we kept a log of one-on-one communications. We reached out to ALL students of color and homeless students. Many of these are also SpEd students.
Staff ORIS needs assessments (3 sessions)	Comparative Summary Report	Provided overall assessment of systems health and gave staff and school board a sense of components of effective systems.

Strategies and Activities for Engaging Focal Student Populations and their Families (G.D. p. 15)
 If the district provides opportunities for two-way home-school communication, then the district will have meaningful input from underserved populations and the plan will reflect the focus of improving students’ academic and social -emotional learning needs. (Effective Practices Document)

Focal Group Homeless	Strategies/Why	Activities/Why
	Broad invitations to all families and students to capture as much feedback as possible.	All students and families were invited to participate in YouthTruth Surveys to help get a baseline of attitudes and perceptions of the school. We promoted with social media, Remind, mailings and individual phone calls to some families.
	Focused drill down to reach specific families and students.	One-on-one phone calls and home visits to capture feedback from this focal group.
Focal Group students of Color	Strategies/Why	Activities/Why
	Broad invitations to all families and students to capture as much feedback as possible.	All students and families were invited to participate in YouthTruth Surveys to help get a baseline of

		attitudes and perceptions of the school. We promoted with social media, Remind, mailings and individual phone calls to some families.
	Focused drill down to reach specific families and students.	One-on-one phone calls and home visits to capture feedback from this focal group.
Focal Group SpEd students	Strategies/Why	Activities/Why
	Broad invitations to all families and students to capture as much feedback as possible.	All students and families were invited to participate in YouthTruth Surveys to help get a baseline of attitudes and perceptions of the school. We promoted with social media, Remind, mailings and individual phone calls to some families.
	Focused drill down to reach specific families and students.	One-on-one phone calls and home visits to capture feedback from this focal group.
Focal Group Economically Disadvantaged	FCSD is a CEP (Community Eligible Program for high poverty districts). All students qualify. This requires that strategies for outreach and engagement follow effective practices for building productive relationships with families and students. Thus, strategies include using a menu of communication tools such as surveys, REMIND app, social media, group meetings, and personal calls and visits.	

Strategies and Activities for Engaging Staff (G.D. p. 16)

Strategy/Why	Activity/Why
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<p>Group meetings</p>	<ul style="list-style-type: none"> ● ORIS survey was implemented 3 times. Two of those surveys were administered at large district gatherings. ● Staff input meeting was held for all staff at a regular district staff meeting. This was an opportunity for staff to align with community input or add their own perceptions of challenges within the district. This document shows that the staff's perceived challenges pretty closely aligned with the community's.
<p>Personal invitation</p>	<ul style="list-style-type: none"> ● Staff were invited individually to attend SIA planning meetings and community input sessions. During the last SIA planning meeting on February 24th, 4 additional staff attended. ● Staff invited to serve on the planning team and attend WESD workshops and district meetings. Staff included: both administrators, Title I coordinator, school counselor, reset room director, teacher/programs director.

Collecting and Using Input

FCSD has completed the CIP process for 2 years, including the needs assessment strategies for engaging staff, school board, and families and community. These experiences informed the engagement work for SIA, and FCSD has refined and improved strategies and activities in the process.

Through the community and staff engagement process, the district learned the following:

- The importance of offering a variety of formats for gathering input from each group.
- The importance of following up with individual contacts whenever possible to drill down as needed into specific issues or concerns.
- The opportunity to examine input from various groups of stakeholders to identify common threads and areas of critical need.
- The importance of continuing to develop pathways of communication with other potential groups, like the faith-based community, and to continue to strengthen the partnership with the city council.

The district applied this input into its SIA plan in the following way(s):

All of the input we received from the community input sessions made it DIRECTLY into our outcomes and strategies for the SIA plan.

Part Four: Data Analysis

Data Source	How Data Informs Equity Based Decision Making
SBAC scores	Analyzed differences among student groups, and differences among cohort groups, differences between grades
Easy CBM scores	Monitors progress of students in Tier 2 & Tier 3 instruction; monitors benchmark progress of all students and helps identify students in need of intervention and/or diagnostic assessment
Reset Room student data	Provides data on use and behavior change for eligible students; determines progress for behavior change
Discipline Data from LBL SIS	Provides data that informs need for intervention for individuals and student groups, as well as data that reflects progress for individual or groups
9 th grade on track data: Transcript data, attendance data, teacher reports, behavior data	Identify individual students and student groups who may have specific needs to be addressed with individual plans by teams
Every Day Matters: attendance data	Identify individual students and student groups who may have specific needs to be addressed through interventions and supports

Part Five: SIA Plan

Outcomes	
Outcome 1	FCSD families will have regular contact with school personnel and feel supported, heard, and connected to the school and community resources to improve attendance and academic engagement.
Outcome 2	FCSD students will be academically on track in reading
Outcome 3	FCSD students will feel empowered, engaged, and successful in their own education and be prepared for the 21st century workforce.
Outcome 4	FCSD students will have mental and behavioral health tools to provide better access for learning.

References to some of the Recommendations from the Quality Education Commission considered in developing these outcomes and this plan (from Appendix, Pages 1 - 6):

- Shared visions and common understanding of the problems to be solved, engaging with parents and community members: Outcomes 1, 2
- Effective teachers with time and support for planning and development of instruction and curriculum, data informed decision making, meeting students needs, collaboration; collection and use of data from formative assessments Outcomes 2, 3,
- Highly coherent system of instructional standards, curriculum frameworks, assessments, course requirements: Outcome 2
- Staff time for study, collaboration and data review to serve specific student needs: Outcomes 2, 3
- Strong support so that students arrive ready to learn and engage: Outcomes 1, 2, 3, 4
- Reducing the rate of chronic absenteeism by creating an environment and culture that is more engaging and welcoming for students, with strong student and staff relationships: Outcomes 1, 2, 3, 4
- Pathways for students throughout the system, with clearly communicated high expectations for each students along with supports to ensure success: Outcome 3
- Effective system of career tech ed and training that requires high level performance from each student: Outcome 3
- A personalized education plan for each students, with instruction based on student needs: Outcome 3

- Resources in early grades to build a strong foundation for later learning: Outcomes 2, 4
- High school restructuring including individual plans, small learning communities, work-site based learning, and course offerings that promote student engagement: Outcomes 3, 4
- Equity: Use of an equity tool in developing this plan that includes engagement strategies, data analysis, development of outcomes, strategies and activities and use of resources: all Outcomes, Strategies, Activities and Resource Allocation.

Priorities:

1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

Because we are such a small school and our SIA budget is small, we are creatively allocating resources and carefully examining our school and district personnel and resource structure to determine whether outcomes could be addressed to some extent using restructuring of current funds, current staff assignments, master schedule, and staff calendar. FCSD also used braiding strategies to optimize the impact of current funding sources and SIA funds. The connections of activities and resource allocations to outcomes and strategies are clearly outlined in the [SIA Integrated Planning Tool](#).

2. Where do you expect to put most of your focus, resources and energy in the first year?

Much of our focus, resources and energy will go into restructuring staff, developing MTSS plans for family outreach/communication, mental health, and building a staff that is focused on data evaluation.

3. Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.

Please see the integrated planning tool that connects outcomes, strategies and activities. In the tool, the activities are prioritized High/Medium/Low.

4. In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?

For most of the activities in our plan, staff exist in-house. The only priority shift may come if we cannot fill 1 - 1.5 FTE that current staff hold. That would shift our focus to staff training, PLC work, and developing MTSS plans for future implementation of mental health and academics.

Strategy 1

<i>Theory of Action</i>	If we provide transportation to students who are getting on the bus before 7:00 AM then students will experience an increase in academic achievement and attendance.
<i>Outcomes</i>	<ol style="list-style-type: none"> 1. FCSD families will have regular contact with school personnel and feel supported, heard, and connected to the school and community resources to improve attendance and academic engagement. 2. FCSD students will be academically on track in reading 4. FCSD students will have mental and behavioral health tools to provide better access for learning.
<i>Data</i>	<ul style="list-style-type: none"> • 67% of primary (K-2) in district students who rode the bus earlier than 7:00 are strategic or intensive on the EasyCBM • 42% of in district students who rode the bus earlier than 7:00 are considered chronically absent • 24% of all homeless students in 19-20 are chronically absent

Activity 1.1

Have a driver for the district vehicle to pick up early bus riders

<i>Who responsible</i>	Administrative Team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Driver licensed and in place 	<ul style="list-style-type: none"> • Continue employing licensed driver 	<ul style="list-style-type: none"> • Continue employing licensed driver

Activity 1.2

Maintenance and fuel for district vehicle

<i>Who responsible</i>	Administrative Team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Maintenance records 	<ul style="list-style-type: none"> • Maintenance records 	<ul style="list-style-type: none"> • Maintenance records

Strategy 2

<i>Theory of Action</i>	If we deepen home to school connections with families in our district, then dedicated staff will build meaningful relationships with families, and students will increase academic achievement and attendance.		
<i>Outcomes</i>	<ol style="list-style-type: none"> 1. FCSD families will have regular contact with school personnel and feel supported, heard, and connected to the school and community resources to improve attendance and academic engagement. 2. FCSD students will be academically on track in reading 3. FCSD students will feel empowered, engaged, and successful in their own education and be prepared for the 21st century workforce 4. FCSD students will have mental and behavioral health tools to provide better access for learning. 		
<i>Data</i>	<ul style="list-style-type: none"> ● 16% of students are homeless ● 24% of all homeless students in 19-20 are chronically absent ● In 18-19 out of the homeless student population 17% passed the SBAC Reading Assessment and 17% passed the math assessment. In 17-18 17% passed the SBAC reading assessment and 33% passed the SBAC math assessment ● 25% of students in 18-19 were not on track to graduate, in 17-18 33% of 9th graders were not on track to graduate ● FCES only 60% of families gave a positive rating in communication and feedback on the Youth Truth survey ● 18% of FCHS families disagreed or strongly disagreed that teachers clearly communicate their expectations of their student's progress on the Youth Truth survey ● 26% of FCES families disagreed or strongly disagreed that teacher clearly communicate their expectations on student's progress from the Youth Truth survey 		
Activity 2.1			
Braid funds with High School Success to support a TOSA to serve as home to school liaison and special programs director			
<i>Who responsible</i>	Administrative Team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> ● Position description ● Hiring contract ● Communication logs ● Student personal education plans (PEPs) ● Complete and coordinate activities in High 	<ul style="list-style-type: none"> ● Communication logs ● Student personal education plans (PEPs) ● Complete and coordinate activities in High School Success Plan 	<ul style="list-style-type: none"> ● Communication logs ● Student personal education plans (PEPs) ● Complete and coordinate activities in High School Success Plan

	School Success Plan		
Activity 2.2			
Pay for sub time for teachers to accompany home to school liaison on home visits			
<i>Who responsible</i>	Administrative Team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Logs • Sub records 	<ul style="list-style-type: none"> • Logs • Sub records 	<ul style="list-style-type: none"> • Logs • Sub records
Activity 2.3			
Provide professional development for liaison and teachers/staff to successfully implement home visit program			
<i>Who responsible</i>	TOSA to organize		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • copies of PD and training materials 	<ul style="list-style-type: none"> • copies of PD and training materials 	<ul style="list-style-type: none"> • copies of PD and training materials
Activity 2.4			
Develop an MTSS plan for home to school connections.			
<i>Who responsible</i>	TOSA to organize		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • MTSS plan document with activities and record of completion 	<ul style="list-style-type: none"> • MTSS plan document with activities and record of completion • Revisions to MTSS 	<ul style="list-style-type: none"> • MTSS plan document with activities and record of completion • Revisions to MTSS
Strategy 3			
<i>Theory of Action</i>	If we provide appropriate professional development, then all teachers will have the skills and resources necessary to implement standards-based curriculum for reading and students' reading scores will improve.		
<i>Outcomes</i>	2. FCSD students will be academically on track in reading		

	3. FCSD students will feel empowered, engaged, and successful in their own education and be prepared for the 21st century workforce.		
<i>Data</i>	<ul style="list-style-type: none"> • In both 18-19 and 17-18 no 3rd graders passed the SBAC ELA assessment. • 56% of all 3rd graders were strategic or intensive on EasyCBM at the beginning of the year, and now in winter of 2020, 62.5% of 3rd grade students are considered strategic or intensive. There were students who moved in and out, but it is an overall downward trend of students passing benchmark • 75% of all 19-20 6th graders were strategic or intensive on the EasyCBM at the beginning and middle of the year. • Of 18-19 6th grade students, 26% passed the SBAC reading test 		
Activity 3.1			
Form a 3rd and 6th grade success team to regularly review data in order to inform intervention decisions (extra hours, 1 hour every month, 8 employees). This will be based on the 9th grade on track protocol format.			
<i>Who responsible</i>	Building principal and Title I coordinator (team lead)		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Protocol documents • Training • Agendas and notes • Data record 	<ul style="list-style-type: none"> • Protocol documents • Training • Agendas and notes • Data record 	<ul style="list-style-type: none"> • Protocol documents • Training • Agendas and notes • Data record
Activity 3.2			
PLC time for - add a contractual day per month for all K-12 teachers			
<i>Who responsible</i>	Building principals		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Student data • Units plans • Assessments developed • Notes • Agendas 	<ul style="list-style-type: none"> • Student data • Units plans • Assessments developed • Notes • Agendas 	<ul style="list-style-type: none"> • Student data • Units plans • Assessments developed • Notes • Agendas
Activity 3.3			
Phonics based reading program initial and ongoing training K-2 teachers			
<i>Who responsible</i>	Title I Coordinator and building principal		

<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • PD notes • Agenda • Training schedule 	<ul style="list-style-type: none"> • Walk-through feedback forms • Student data as measured by benchmark screener 	<ul style="list-style-type: none"> • Walk-through feedback forms • Student data as measured by benchmark screener
Activity 3.4			
Purchase materials for phonics based reading program			
<i>Who responsible</i>	Title I Coordinator and building principal		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Invoices for materials • Purchase order for materials 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Strategy 4	
<i>Theory of Action</i>	If we provide more opportunities for course choices, then teachers will provide instruction that matches students interests and needs, and students will be more engaged and successful in school.
<i>Outcomes</i>	<ol style="list-style-type: none"> 3. FCSD students will feel empowered, engaged, and successful in their own education and be prepared for the 21st century workforce. 4. FCSD students will have mental and behavioral health tools to provide better access for learning
<i>Data</i>	<ul style="list-style-type: none"> • The high school has 32.39% of chronically absent students so far in 19-20 • Limited number of high school teachers (6.5) does not allow for electives to be scheduled • 25% of students in 18-19 were not on track to graduate, in 17-18 33% of 9th graders were not on track to graduate. • Only 51% of high school students report liking going to school on the YouthTruth survey • 32% middle school students disagree with liking going to school on the YouthTruth survey • Only 3 middle school teachers with specific endorsements does not allow for various electives • 13% of 6-8th graders are chronically absent
Activity 4.1	

When applicable, hire new teachers who hold endorsements needed to provide a well-rounded education for high school students including but not limited to foreign languages, trades, and/or business.			
<i>Who responsible</i>	High school principal		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> Job descriptions, postings TSPC licensure/endorsements 	<ul style="list-style-type: none"> Job descriptions, postings TSPC licensure/endorsements 	<ul style="list-style-type: none"> Job descriptions, postings TSPC licensure/endorsements
Activity 4.2			
Move K-12 school counselor to high school graduation coach and guidance counselor			
<i>Who responsible</i>	Administrative team, counseling team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> Reassignment Revised job description 	<ul style="list-style-type: none"> Reassignment Revised job description 	<ul style="list-style-type: none"> Reassignment Revised job description
Activity 4.3			
Provide teachers with planning time, resources, and tools needed to effectively teach electives/specials at 6th-12th grade levels (braided with HSS and EDM funds).			
<i>Who responsible</i>	Administrative team, 6-12 teachers		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> Master schedules PD/staff development calendar Invoices for materials and tools 	<ul style="list-style-type: none"> Master schedules PD/staff development calendar Invoices for materials and tools 	<ul style="list-style-type: none"> Master schedules PD/staff development calendar Invoices for materials and tools

Strategy 5	
<i>Theory of Action</i>	If we provide mental health services to all students, then staff will be able to intervene early and students will be equipped with the social and emotional regulation skills to be successful in and out of the classroom.

<i>Outcomes</i>	<p>3. FCSD students will feel empowered, engaged, and successful in their own education and be prepared for the 21st century workforce.</p> <p>4. FCSD students will have mental and behavioral health tools to provide better access for learning.</p>		
<i>Data</i>	<ul style="list-style-type: none"> • 14 students currently see the county mental health professional. Students are only able to see her bi-weekly. • Only students with OHP may access mental health in-house • 56 behavioral referrals for Disruptive, Violent, Aggressive, Harassing Behaviors in grades K-12 to date in the 19-20 school year • In fall of 2018 on the mini-DESSA 10% of K-8 students were ranked as being in need. In the spring of 2019, 32% of students were ranked as being in need. 		
Activity 5.1			
<p>Restructure Reset Room Director into a supervisory role for the Reset Rooms at high school and elementary school. This position would also be a mental health position to work with students at elementary school individually and in groups.</p>			
<i>Who responsible</i>	Administrative team and counseling team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Job description • Logs • Agendas • Training materials 	<ul style="list-style-type: none"> • Logs • Agendas • Training materials 	<ul style="list-style-type: none"> • Logs • Agendas • Training materials
Activity 5.2			
<p>Hire reset room educational assistant to assure two staff are in the elementary reset room at all times.</p>			
<i>Who responsible</i>	Elementary principal		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Job description • Logs • Agendas • Training materials 	<ul style="list-style-type: none"> • Job description • Logs • Agendas • Training materials 	<ul style="list-style-type: none"> • Job description • Logs • Agendas • Training materials
Activity 5.3			
<p>Pay for Reset Director to get clinical counseling license</p>			
<i>Who Responsible</i>	Administrative team and counseling team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023

	<ul style="list-style-type: none"> • Registration • School invoice • Transcript 	<ul style="list-style-type: none"> • Registration • School invoice • Transcript 	<ul style="list-style-type: none"> • Registration • School invoice • Transcript
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Activity 5.4

Pay for SEL team to have additional time to create MTSS with the assistance of an MTSS coach

Who Responsible Administrative team and SEL team

<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Extra duty time sheet • Notes • MTSS plan 	<ul style="list-style-type: none"> • MTSS Plan • Revisions to MTSS Plan 	<ul style="list-style-type: none"> • MTSS Plan • Revisions to MTSS Plan

Activity 5.5

Continue implementing RULER by maintaining RULER team and providing RULER professional development

Who Responsible Administrative team and RULER team

<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • RULER contract • Team time sheets as applicable • Evidence of RULER implementations (photos, documents, charters, etc) 	<ul style="list-style-type: none"> • RULER contract • Team time sheets as applicable • Evidence of RULER implementations (photos, documents, charters, etc) 	<ul style="list-style-type: none"> • RULER contract • Team time sheets as applicable • Evidence of RULER implementations (photos, documents, charters, etc)

Strategy 6

Theory of Action If we create a space for high school students to practice emotional regulation and prepare their minds and bodies to be effective learners, then staff will be able to provide SEL support, and students will be able to return to the classroom ready to learn.

Outcomes

3. FCSD students will feel empowered, engaged, and successful in their own education and be prepared for the 21st century workforce.
4. FCSD students will have mental and behavioral health tools to provide better access for learning.

<i>Data</i>	<ul style="list-style-type: none"> • There were 3 in school suspensions and 2 out of school suspensions in the 19-20 school year so far. In 18-19 there was 1 out of school suspension and 4 in school suspensions. • The high school has 32.39% of chronically absent students so far in 19-20 • 7 high school students currently see the county mental health professional (who only serves OHP clients). They only see her once every other week. • There are 8 referrals to county mental health to date at the HS for the 19-20 school year. There were 26 referrals at the HS in 18-19 • To see county mental health, the student must have OHP insurance • 25% of students in 18-19 were not on track to graduate, in 17-18 33% of 9th graders were not on track to graduate • 16% of high school students responded that they disagreed or strongly disagreed to the question “When I’m feeling upset, stressed, or having problems... There are programs or services at my school that can help me” on the YouthTruth survey. 53% of all students neither agreed or disagreed. 		
Activity 6.1			
Hire a licensed reset room teacher for the HS			
<i>Who responsible</i>	Administrative team		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Job description • Job posting • Logs • Room usage data • Board Reports 	<ul style="list-style-type: none"> • Logs • Room usage data • Board Reports 	<ul style="list-style-type: none"> • Logs • Room usage data • Board Reports
Activity 6.2			
Outfit HS Reset Room with necessary tools (curriculum, materials, furniture, tools)			
<i>Who responsible</i>	High school principal, Reset Room director		
<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> • Invoices for curriculum, materials, furniture and tools 	<ul style="list-style-type: none"> • Invoices for curriculum, materials, furniture and tools 	<ul style="list-style-type: none"> • Invoices for curriculum, materials, furniture and tools
Activity 6.3			
Training for HS reset room staff to effectively meet the SEL needs of 9th-12th graders			
<i>Who Responsible</i>	High school principal, SEL team		

<i>Measures of Evidence</i>	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> ● PD documents ● Notes ● Agendas 	<ul style="list-style-type: none"> ● PD documents ● Notes ● Agendas 	<ul style="list-style-type: none"> ● PD documents ● Notes ● Agendas

BUDGET

Please see the [FCSD Final Budget Template](#)

EQUITY - FCSD Equity Chart, 3/2020

The ODE Equity Lens Questions were used in both data analysis and in considering each priority, The discussion notes are available in detail for each priority in the [linked chart](#).

ODE Questions to Support Ongoing Equity Work The following questions should be used to examine investments and priorities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Longitudinal Performance Growth Targets

Note about Focal Groups:

In Falls City we have a limited number of focal groups. Focal group targets were calculated for our homeless students, students with disabilities, Hispanic students, Alaskan/Native American students, Multi-Racial students, and Native Hawaiian/Pacific Islander students. Our non-White students make up only 17% of our student body, so we have combined them together. Some races and ethnicities may only be comprised of 1 student. 16% of our students are considered homeless and 23% of our students are on an IEP or 504.

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	6% increase from 18-19 77% overall	6% increase from 20-21 83% overall	6% increase from 21-22 89% overall	6% increase from 22-23 95% overall	5% increase from 23-24 100% overall
Baseline Target	2% increase from 18-19 73% overall	2% increase from 20-21 75% overall	2% increase from 21-22 79% overall	2% increase from 22-23 81% overall	2% increase from 23-24 83% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	2% increase from 18-19 65% overall	2% increase from 20-21 67% overall	2% increase from 21-22 69% overall	2% increase from 22-23 71% overall	2% increase from 23-24 73% overall

Five-Year Completion

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	3.5% increase from 18-19 86.5% overall	3.5% increase from 20-21 90% overall	3.5% increase from 21-22 93.5% overall	3.5% increase from 22-23 97% overall	3% increase from 23-24 100% overall
Baseline Target	2% increase from 18-19 85% overall	2% increase from 20-21 87% overall	2% increase from 21-22 89% overall	2% increase from 22-23 91% overall	2% increase from 23-24 93% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	TBD (one student in all focal groups)	TBD (one student in all focal groups)	TBD (one student in all focal groups)	TBD (one student in all focal groups)	TBD (one student in all focal groups)

3rd Grade Reading (ELA)

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	10% increase from 18-19	10% increase from 20-21 20% overall	10% increase from 21-22 30% overall	10% increase from 22-23 40% overall	10% increase from 23-24 50% overall
Baseline Target	6% increase from 18-19	2% increase from 20-21 8% overall	2% increase from 21-22 10% overall	2% increase from 22-23 12% overall	2% increase from 23-24 14% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	6% increase from 18-19	2% increase from 20-21 8% overall	2% increase from 21-22 10% overall	2% increase from 22-23 12% overall	2% increase from 23-24 14% overall

9th Grade On-Track

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
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Stretch Target	5% increase from 18-19 80% overall	5% increase from 20-21 85% overall	5% increase from 21-22 90% overall	5% increase from 22-23 95% overall	5% increase from 23-24 100% overall
Baseline Target	2% increase from 18-19 77% overall	2% increase from 20-21 79% overall	2% increase from 21-22 81% overall	2% increase from 22-23 83% overall	2% increase from 23-24 85% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	2% increase from 18-19 52% overall	2% increase from 20-21 54% overall	2% increase from 21-22 56% overall	2% increase from 22-23 58% overall	2% increase from 23-24 60% overall

Regular Attendance- Chronically Absent Students

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	3% decrease from 19-20 21% overall	3% decrease from 20-21 18% overall	3% decrease from 21-22 15% overall	3% decrease from 22-23 12% overall	3% decrease from 23-24 9% overall
Baseline Target	2% decrease from 19-20 22% overall	2% decrease from 20-21 20% overall	2% decrease from 21-22 18% overall	2% decrease from 22-23 16% overall	2% decrease from 23-24 14% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	2% decrease from 19-20	2% decrease from 20-21	2% decrease from 21-22	2% decrease from 22-23	2% decrease from 23-24

	19% overall	17% overall	15% overall	13% overall	11% overall
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EasyCBM Benchmark Students

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	5% increase from beginning of year 19-20 33% overall	5% increase from 20-21 38% overall	5% increase from 21-22 43% overall	5% increase from 22-23 48% overall	5% increase from 23-24 53% overall
Baseline Target	3% increase from beginning of year 19-20 31% overall	3% increase from 20-21 34% overall	3% increase from 21-22 37% overall	3% increase from 22-23 40% overall	3% increase from 23-24 43% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	TBD	TBD	TBD	TBD	TBD

There are no demographics entered into EasyCBM. Next year (20-21) we will be importing demographics into the database.

3rd-8th Grade Reading SBAC

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	5% increase from 18-19 24% overall	5% increase from 20-21 29% overall	5% increase from 21-22 34% overall	5% increase from 22-23 39% overall	5% increase from 23-24 44% overall
Baseline Target	3% increase from 18-19	3% increase from 20-21	3% increase from 21-22	3% increase from 22-23	3% increase from 23-24

	22% overall	25% overall	28% overall	31% overall	34% overall
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Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	5% increase from 18-19 5% overall	5% increase from 20-21 10% overall	5% increase from 21-22 15% overall	5% increase from 22-23 20% overall	5% increase from 23-24 25% overall

**District Student Engagement on YouthTruth Grades 6-12
“I enjoy coming to school”**

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	5% increase from 18-19 45.5% overall	5% increase from 20-21 50.5% overall	5% increase from 21-22 55.5% overall	5% increase from 22-23 60.5% overall	5% increase from 23-24 65.5% overall
Baseline Target	2% increase from 18-19 42.5% overall	2% increase from 20-21 44.5% overall	2% increase from 21-22 46.5% overall	2% increase from 22-23 48.5% overall	2% increase from 23-24 50.5% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	2% increase from 18-19 42.5% overall	2% increase from 20-21 44.5% overall	2% increase from 21-22 46.5% overall	2% increase from 22-23 48.5% overall	2% increase from 23-24 50.5% overall

District Parent Communication on YouthTruth

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
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Stretch Target	3% increase from 18-19 66% overall	3% increase from 20-21 69% overall	3% increase from 21-22 71% overall	3% increase from 22-23 73% overall	3% increase from 23-24 75% overall
Baseline Target	2% increase from 18-19 65% overall	2% increase from 20-21 67% overall	2% increase from 21-22 69% overall	2% increase from 22-23 71% overall	2% increase from 23-24 73% overall

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	TBD	TBD	TBD	TBD	TBD

No focal groups responded to the survey. There may have been homeless student responses, but it is not tracked in the YouthTruth database.

Mini-DESSA Students Ranked as “In Need”

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	2% decrease from winter 2019 12% overall	2% decrease from 20-21 10% overall	2% decrease from 21-22 8% overall	2% decrease from 22-23 6% overall	2% decrease from 23-24 4% overall
Baseline Target	1% decrease from winter 2019 13% overall	1% decrease from 20-21 12% overall	1% decrease from 21-22 11% overall	1% decrease from 22-23 10% overall	1% decrease from 23-24 9% overall

Focal Student Groups

Focal groups not identified on the DESSA

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	TBD	TBD	TBD	TBD	TBD

Part Six: SIA Plan

Part Six: Use of Funds Allowable Uses

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

- ★ 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.

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

Describe how you will utilize SIA funds to: (500 words or less)

- ★ Meet students' mental and health needs
Provide a Multi-tiered System of Support with a range of support from prevention (Ruler and PBIS) to intervention through counseling, behavior plans, and Reset Room services. Each component in the system includes parent participation.
- ★ Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.
Community input clearly identified a need for improved school to home connections. SIA funds will be allocated to a person who will be focused on these communications especially within the context of high school success and Every Day Matters. We also see a need to improve reading achievement based on data. The plan focuses on expanding reading instruction to include a phonics based supplement to core reading instruction. Staff is also being afforded more time and structure to focus on data, interventions, an instruction to support students.

Addressing the Needs and Impact on Focal Student Groups

The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less)

Everything we have planned was based on specific community input. That input clearly outlined a need for improved communication with parents and SEL for students. Because our focal group populations are incredibly small, everything we do for them will also impact all other students. Because we are such a small school and our SIA budget is small, we are creatively allocating resources and carefully examining our school and district personnel and resource structure to determine whether outcomes could be addressed to some extent using restructuring of current funds, current staff assignments, master schedule, and staff calendar. FCSD also used braiding strategies to optimize the impact of current funding sources and SIA funds. The connections of activities and resource allocations to outcomes and strategies are clearly outlined in the [SIA Integrated Planning Tool](#)

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)

Potential Barriers/Risks:

1. Getting key staff in roles developed.
2. Student mobility - not an intact group over time.
3. Extremely small sample sizes skew percentages - we have to think about what makes most sense for us is to look at growth and progress of an intact group.
4. A challenge for interpreting data - instead of looking at group data we should be looking at individual students over time.
5. Staff fidelity to strategies - fidelity checks over time by lead administrators with feedback to staff will be needed.

Part Seven: SIA Plan

Part Seven: Documentation and Board Approval Evidence of Board Approval Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.).

Due to COVID-19 Closures the board will receive the plan and then have a call on 4/13/20.

Minutes ([LINK to be provided](#))

Share link where the plan exists on a public website www.fallscityschools.org

Part Eight: SIA Plan

Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

No

Collaboration

Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)

Agreement(s)

If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

Applicant Assurances

By checking the boxes below, the school district or charter school assures: (check each box)

- ✓ Adherence to the expectations for using its Continuous Improvement 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.