

Part One: General Information

Applicant

School District: Burnt River School District

Institution ID:1896

Webpage where SIA is poster: <https://burntriver.k12.or.us/>

Contact Person

First Name: Lou

Last Name: Lyon

Email:lou.lyon@burntriver.k12.or.us

Phone Number:541-446-3466

Part Two: Narrative

*Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs.
This is where it is suggested to discuss your CIP process alignment with the SIA process.*

A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.)

The Burnt River School District includes the southern section of Baker County and a portion of Malheur County. The closest cities are Baker City, Prairie City, John Day, Vale and Ontario. Its area of 1,014 square miles is rimmed by rugged mountains, which makes it remote and self-contained. The local economy is based on cattle ranching, logging, a small amount of mining, and a Forest Service Ranger District for the Wallowa-Whitman National Forest.

The Burnt River School is the “hub” and natural gathering place of the families of all four communities: Bridgeport, Hereford, Unity and Ironside. The wellness of the school district reflects the wellness of the community. The district provides a safe and success-oriented educational environment where students are encouraged to take pride in their work.

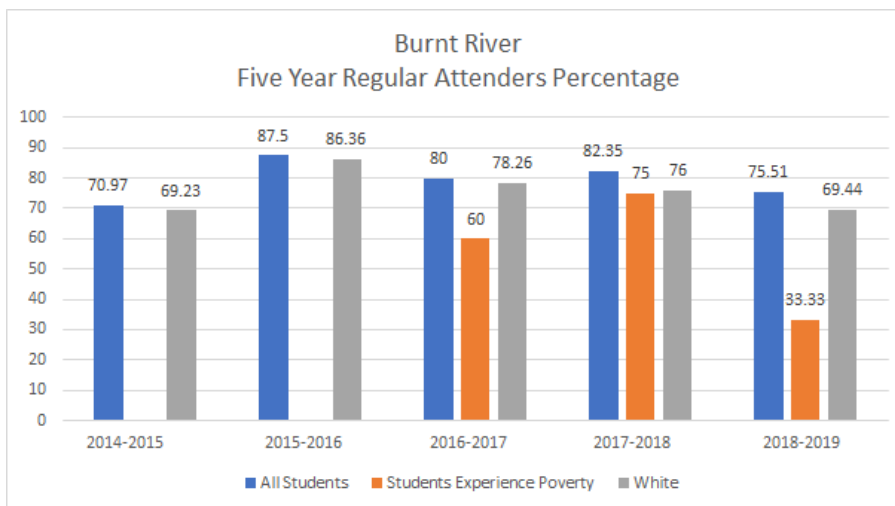
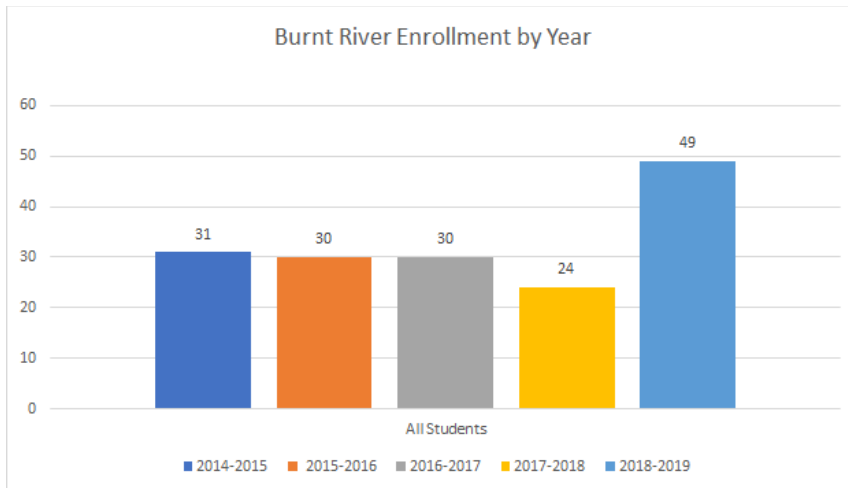
Currently the local education agency consists of a single school site in which students k-12 are housed in one unit. Kindergarten through eighth grade is located in one wing. The Middle School and High School operate on a traditional seven period schedule of courses. The kindergarten through twelfth grade attend school 8:00 a.m. – 3:30 p.m. daily. Students are required to attend classes Monday through Thursday. All ninth through twelfth grade students are required to complete twenty-six total units. The complete program is designed to meet the Common Core Standards and the entrance requirements for state universities.

The Burnt River 30J School District, with an enrollment fluctuating from 25-60 students, has a teacher-student ratio of one teacher to every six students. The district staff includes one administrator, three classified staff members, two bus drivers contracted through Mid-Columbia Bus Company, and 5 certified teachers and one para-professional. **Of the certified staff, forty percent hold a master's degree with the average years of teaching experience being 9.4 years.**

Current High School student membership totals 21 students, 10 of which are US citizens. The remaining membership includes Foreign Exchange students from the following countries: Thailand, South Korea, Mexico, Nigeria, Russia, China, Tajikistan, Kyrgyzstan, and Kazakhstan.

Challenges:

BRSD Attendance and enrollment sporadic



The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement.

The need to address chronic absenteeism in grades K-8. Increase attendance in the K-8 setting to 90%, up from 81%.

Burnt River School District plans to use targeted strategies to increase attendance rates 4% during 2020, 7% (total) by 2021 and 9% (total) by 2022.

The need to address meeting students behavioral and health needs.

Burnt River School District will secure an online mental health portal for student use and an on-site counselor one day per week.

Disparities in enhancement/enrichment activates due to staffing.

Burnt River School District will use targeted strategies and dedicated monies to enhance/enrich student education through field trips (K-12) and visiting specialists.

Student safety

Burnt River School District is aware of the need for student safety. Our school is located in central eastern Oregon high mountain valley and abridged by three mountain ranges and is located a minimum of 48 miles from the nearest law enforcement agency. Installation of a card lock system for our gymnasium (community outreach/safety) and an electronic buzz-in system for our office staff will provide additional necessary safety for our student and staff.

Part Three: Community Engagement

OVERVIEW OF COMMUNITY ENGAGEMENT

Describe your approach to community engagement (250 words or less). Ensure your response includes:

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

Students, families, Board members, and school staff were engaged through two community meetings, surveys, staff meetings, IEP meetings, and coffee shop discussions. All elementary students were interviewed personally. High School Students were provided ample time to

complete surveys, and the community as a whole was sent a survey. The key information collected comprises the majority of Burnt River School District's SIA grant request.

The community outreach efforts created a strong partnership with a very active community member. This community member was a part of the process from the initial community meeting to the gathering and synthesis of community input and creation of SIA budget proposal. This community member will continue to be active in the SIA process going forward, in the role of program evaluation and in partnership with the Student Success Team.

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

Share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic, and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

We found that the survey questions were not sufficient in collecting the depth and breadth of information needed. Surveys questions will be revised to better provide the necessary input needed for engagement based decision-making.

We found that the most effective way to gather input was engaging in authentic in-person conversations. As a result, our future engagement efforts will incorporate more in-person opportunities for engagement at school based events and community functions. This will require increased efforts for engagement by the superintendent and staff, as well as improved partnerships with community businesses and organizations. We believe that these efforts will strengthen the school and community connection and will increase the willingness to engage with the Burnt River District in the future.

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

As a benefit of the process Burnt River School District has partnered with a community member who has worked extensively with us during the community data analysis process and the resulting grant request priorities. We plan to increase our stakeholder participation through this grant cycle.

Current Stakeholders include staff, community members, Board Members, Booster Club.

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

SIA administrative funds.
Continued engagement funds.

WHO WAS ENGAGED?

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

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

- | | |
|---|--|
| <input type="checkbox"/> Students of color | <input type="checkbox"/> Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input type="checkbox"/> Students with disabilities | <input type="checkbox"/> Tribal members (adults and youth) |
| <input type="checkbox"/> Students who are emerging bilingual | <input type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent groups, classroom volunteers) |
| <input type="checkbox"/> Students navigating poverty, homelessness, and foster care | <input type="checkbox"/> Business community |
| <input type="checkbox"/> Families of students of color | <input type="checkbox"/> Community leaders |
| <input type="checkbox"/> Families of students with disabilities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Families of students who are emerging bilinguals | |
| <input type="checkbox"/> Families of students navigating poverty, homelessness, and foster care | |
| <input type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) | |
| <input type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc) | |

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the [strategies/activities](#) you deployed to engage your community:

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- | | |
|---|--|
| <input type="checkbox"/> Survey(s) or other engagement apps | <input type="checkbox"/> School board meeting |
| <input type="checkbox"/> In-person forums | <input type="checkbox"/> Partnering with unions |
| <input type="checkbox"/> Focus group(s) | <input type="checkbox"/> Partnering with community based organizations |
| <input type="checkbox"/> Roundtable discussion | <input type="checkbox"/> Partnering with faith based organizations |
| <input type="checkbox"/> Community group meeting | <input type="checkbox"/> Partnering with business |
| <input type="checkbox"/> Website | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Email messages | |
| <input type="checkbox"/> Newsletters | |
| <input type="checkbox"/> Social media | |

EVIDENCE OF ENGAGEMENT

You will upload your top five artifacts of engagement.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).

Survey Summary
Community Meeting Summaries
Copies of emails from Laura to community
Photo of staff meetings
Survey
IEP meetings
Parent-Teacher Conferences

Initially we distributed a survey. All students responded and only a few community members responded. All but two staff responded. Subsequently, Burnt River School District conducted a community meeting where staff, community members were invited. Another community meeting was conducted wherein more data was collected.

STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. You response should include why the strategies were used. (500 words).

Broader Efforts

Utilized school day structure to engage students. Students were given a presentation about the SIA grant process and ample time during their school day to complete surveys.

Utilized administrator time to engage individual K-5 students. Administrator completed individual interviews with K-5 students, gathering priorities based upon student responses

All focal populations engaged because we met with every single student.
All students were given ample time to respond to the survey. K-5 students were individually interviewed by administration. Families were invited to both community meetings and provided with surveys.

Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student

groups and their families present within your district and community. Your response should include why the activities were used. (500 words).

Survey

Questions

100% of students provided feedback

One-on-one interview

Explain survey questions

Survey Questions:

How can Burnt River School District better involve and engage the community?

What are you most proud of when thinking about or talking about Burnt River School District?

Where do you see Burnt River School in Five years?

How can Burnt River School District improve or re-prioritize our efforts?

How can Burnt River School District best serve our population?

If you could tell us one thing you want us to know, what would it be?

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words). Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.

Staff meeting times

The SIA purpose and process was reviewed at staff meetings. Staff were invited to community meetings and reviewed the proposed budget and were offered the opportunity to provide input. Survey results are available for the public and staff in the district office.

Staff were asked to complete the survey as well.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used (500 words). Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.

- Survey
- Review of survey and community meeting results
- Staff Meeting Discussion
- Budget and Grant review

COLLECTING AND USING INPUT

Describe and distill what you learned from your community and staff. Ensure your response includes: (250-500 words)

- What you learned or are actively learning
- How you applied the input to inform your planning

Student Survey

Students are most interested in enhancement activities at the school. Additionally, they want to see their parents in school. Students are appreciative of the individual instruction they receive due to our small school setting. They would like to see enrollment grow, however. For the most part, students appreciate our Ag-based activities and classes at the high school level.

Community Survey

Community members expressed the desire to be invited into the school. Burnt River School District plans to host an open house. Teachers will be encouraged to set up volunteer schedules that will actively engage parents/community members in their classrooms. Community requests individual invitations to work with students. Field trips to local ranches were suggested. There were complaints about how one of the dorms is operated with regards to outreach into the community.

Parent Survey

Field trips to local ranches were suggested. Obtaining a mental health counselor for students was a high priority. Parents are concerned with the need to find and retain good teachers in the elementary grades.

Other

5 day per week school schedule proposed. Additional services for students with problems. Additional advertising for our school, as Burnt River School District has a lot to offer students. Hosting representatives from various careers for junior high and high school students career goals.

Part Four: Data Analysis

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

Attendance Data
Accuplacer Data
I-Ready Data
Teacher Anecdotal data
State Testing Data
IEP Goal alignment data
Discipline Data

Part Five: SIA Plan

*The SIA plan must be for three years. There is not a firm limit on page length or word count.
It is suggested between five and 20 pages.*

KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

OUTCOMES: What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

1. The need to address chronic absenteeism in grades K-8. Increase attendance in the K-8 setting to 90%, up from 81%.

By 2020, increase attendance rates 4% due to increase student engagement

By 2021, increase attendance rates 3% additionally, due to increased student engagement

By 2022, increase attendance rates 2% additionally, due to increased student engagement

2. The need to address students' behavioral and health needs

By 2020, secure New Directions Online Mental Health Portal for student use

By 2021, utilize online portal a weekly basis depending upon student need

By 2022, Secure onsite student access to a mental Health professional at least once per week if needed.

3. Irradiate enhancement /enrichment disparities due to staffing size

By 2020, add four additional enhancement activities in the K-8 classroom programs.

By 2021, add four additional enhancement activities in the K-8 classroom programs.

By 2022, add three additional enhancement activities in the K-8 classroom programs.

STRATEGIES: What means (strategies) will be used to create change in your district?

SIA funding will purchase STEM, woodshop, and field trip experiences for K-12 students. Additionally, SIA finding will provide Music and Art class for K-8 students.

STRATEGIES: What spending priorities have you decided to focus on for the next three years?

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

STRATEGIES: What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Student engagement is considered the primary theoretical model for understanding dropout and promoting school completion. Defined as graduation for high school with sufficient academic and social skills to partake in postsecondary education options and/or the world of work (Christenson et al., 2008; Finn, 2006; Reschly & Christenson, 2006b).

Engaged students do more than attend or perform academically; they also put forth effort, persist, self-regulate their behavior toward goals, challenge themselves to exceed, and enjoy challenges and learning (Klem & Connell, 2004; National Research Council and the Institute of Medicine [NRC and IoM], 2004).

ACTIVITIES: (This is considered your budget narrative) What activities and investments are you planning to make to advance your priorities?

[See budget template](#)

ACTIVITIES: (This is considered your budget narrative) What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?

Burnt River School District will provide enrichment activities in the form of field trips, Arts, Music, woodworking and STEM hands-on projects for K-8 students. Burnt River School District will provide enrichment activities in the form of field trips/field study opportunities, and STEM hands-on projects for 9-12 students. K-8 classrooms will experience a systematic increase of enhancement activities over the upcoming four year period.

Burnt River School District will provide added security measures to ensure student safety while on campus.

Burnt River School District will support student mental health by securing a mental health portal and on-site counselor for student access.

Burnt River School District will reduce class size by hiring a .8 FTE para-professional to the K-3 classroom.

ACTIVITIES: *(This is considered your budget narrative)* Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?

K-8: Administrator/Teacher teams
9-12 Administrator/Teacher teams
Administrator
Board of Directors
Student Success Team

Enhancement activities planning will begin in May, 2020. Material lists will be completed by the end of the school year, and supplies will be ordered when funds are released.

Paraprofessional will be hired over Summer, 2020. Interview committee

Mental Health counselor services have been secured for the 2020-2021 school year.

Music and Plastic Arts Artists in residence have committed to 2020-2021 school year.

District awaiting confirmation from security companies for hardware installation.

ACTIVITIES: *(This is considered your budget narrative)* What is your model for continuous evaluation of the return on investment or impact of this investment?

Quarterly staff meeting reviews of attendance, academic progress, response to enrichments, and discipline data, conducted during the 8th week of each term.

ACTIVITIES: *(This is considered your budget narrative)* How are the resources allocations in your budget reflective of the changes your planning is intended to cause?

Burnt River School District will increase student engagement and student attendance by providing high interest enhancement activities as requested by students and parents.

Burnt River School District will hire a mental health counselor to serve students in need, thereby supporting their ultimate success in the school setting and world beyond.

PRIORITIES: *(For tiered planning)* Where do you expect to put most of your focus, resources, and energy your first year?

Proposed Activity

Mental Health Counselor 1 day per week	
Buzz in Camera System	
Card Lock System for the Gym	
Card Lock System for the Gym	
K-3 Paraprofessional salary and payroll costs	
Artist in Residence Music	
Artist in Residence Plastic Arts	
Mileage for Guest Presenters	
Administrative Costs	
Field Trips	
K-3 STEM Electronics	
9-12 STEM Electronics	
4-8 STEM Electronics	
K-3 Woodworking Prefab Kits	
4-8 Woodworking Prefab Kits	
<p>PRIORITIES: <i>(For tiered planning)</i> Using “high/medium/low” or “A/B/C” please provide a narrative description of your priorities over the first three years.</p>	
<p>Items mentioned previously are all High priority. During year two and three the security items will be replaced by sidewalk and parking lot repairs. The remainder of the budget will remain intact unless otherwise needed.</p>	
<p>PRIORITIES: <i>(For tiered planning)</i> In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?</p>	
<p>It is possible that Burnt River School District may need a mental health counselor for more than one day per week. In the event of additional need, the budget would shift to meet this type of priority for the next year.</p>	

Burnt River School District experiences its' share of staff availability deficits to be sure. Our biggest challenge would be locating a local paraprofessional were our current situation to change. We would then opt to hire one of our teacher substitutes for the job.

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition the narrative information called for in the application.

BUDGET

*Upload a completed SIA budget template.
ODE will release and SIA budget template in late January 2020.*

EQUITY LENS OR TOOL

Upload the equity lens or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words).

Burnt River School District Priorities were reviewed by peer administrators using the equity lens/ tool on February 28, 2020. In small groups our grants were analyzed using the equity lense tool and discussed by each group.

LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE has asked for drafts of the growth targets at the time of submission, but ODE will co-development them once the application has been determined to meet all requirements.

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.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Increasing instruction time
- Addressing students' health and safety needs

- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

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

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

- Meet students' mental and health needs; and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in law.

Due to lack of funding, Burnt River School District is currently unable to provide a mental health counselor for our students. SIA funding will allow Burnt River School District to provide a mental health counselor one day per week for student access.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL 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).

Burnt River School District is in the unique position to offer all programs to all interested students. This has been the case from its early years. Conversely, we will often be in a position to offer classes, services for students who are not interested in a particular content area..

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)

In the event that the enhancement activities do not engage students, attendance would remain sporadic.

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Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL 1. Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.) 2. Share the link where the plan exists on a public website.
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Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school (s)?
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<i>This is for reference only. We anticipate check boxes on the actual application document or submission platform</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?
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<i>This is for reference only. We anticipate check boxes on the actual application document or submission platform</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No

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

<i>This is for reference only. We anticipate check boxes on the actual application document or submission platform</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No

COLLABORATION

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

Burnt River Charter School is the single school in the Burnt River School District.

AGREEMENT

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